

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from:/
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments:/
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

Nos. 8 & 9. AUGUST-SEPTEMBER, 1898. Vol. XVIII.

Articles : Original and Selected.

USE OF MAPS IN TEACHING GEOGRAPHY.

From an interesting and practical paper by Professor H. G. Seeley, the noted English geographer and teacher, read before the College of Preceptors, London, we take the following extracts. The paper was illustrated by ample references to the surface geology and relief features of the island of Great Britain, which, of course, we omit. The general suggestions of the article indicate plainly the trend which the best geographical teaching is taking, a trend which the average teacher is slow to follow, for the main reason, probably, that she has not enough practical acquaintance with the elements of geology. Professor Seeley's paper serves somewhat as a guide-book as to the points on which the teacher needs to pick up information and which she needs to notice when studying a landscape.

Nothing demonstrates the dependence of human affairs upon law more certainly than the facts of historical geography when they are considered in unbroken sequence. And it is quite possible to teach this subject with the aid of maps, so that the best and most complete knowledge shall be available for the student. The teacher must fail, however, who attempts to cover the entire field. School-life is too short for any pupil to work thoroughly through so vast a subject. Historical geography can only be profitably considered in direct connection with history. Difficulties vanish when the field of work is restricted and the nations

studied are selected as types of races or of geographical changes which have gone on in other countries. Italy, in the records of diverse races out of which its population has become welded, with its Normans in the south, Teutonic Lombards in the north, Burgundians in the west, and Slavs in the east, offers evidence of the meaning of a political map which is not inferior in interest to Germany or Russia.

This method of teaching geography, by types, long since had to be introduced in other departments of knowledge. The botanical student no longer studies the history of the different palms or coniferous trees, but is content at the outset to know the characteristics of a conifer, or palm, or grass, and its differences from other types, because he needs a solid foundation upon which his future attainments may be built, and, also, because his seed-time of student life is too short to permit of any part of it being wasted in acquiring generalities which will not form a part of the ultimate fabric which education is to build. It is not too much to say that the whole of the natural history sciences owe their modern development and importance in education to the loyalty of teachers in accepting these inevitable limitations to their work. So that, instead of training a promising youth here and there with a view to his possibly becoming a naturalist, they have trained multitudes of students into varied powers of seeing and thinking about the facts of life which are at hand around us. The kind of result is to be desired, not only in relation to historical geography, but for every branch of the subject.

In the classification of knowledge it is possible that these two subjects (historical and commercial geography) may be some day combined, under anthropology, into a logical history of mankind, in which the national and international relations of people may be considered in their cause and effects, and be recognized as based upon that scientific physical geography which offers its results at the hands of the map-maker, and is probably the largest store-house of fact based upon observation which any science contains. This is the end towards which the historical and economic branches of geography tend to converge.

The ultimate record of all geographical work is a map. It is a picture of the earth's surface drawn direct from nature, with varying degrees of precision and on varying

scales. It is designed to be a substitute for direct observation of nature. And the first necessity for every learner and teacher is to realize that the lines upon a map which represent the physical features of the earth are put down because they have been actually observed and drawn to scale. Probably no one realizes what a coast line means until he walks with compass and note book in hand round some part of the coast, and sketches its contours from nature; and then compares, day by day, the results of his rough work with the accurate results recorded on the map which he carries in his pocket, which also gives names of inlets and headlands which are examined. The hills of a country are not very intelligible without being examined in the same way, for I am not acquainted with any way in which an attempt is made to give an adequate idea of their distribution.

A map presents to the eye things to be seen, and it is a chart exhibiting what may become fields of personal exploration. It is desirable that a little work of this kind should be accomplished by every teacher. I do not mean that he should merely be able to give an account of his holiday travel, in seeing a bit of the Severn or the Rhine, a glacier in the Alps or a loch in Scotland, but that he should deliberately qualify for teaching by practical observation in the field, which is as necessary for the understanding of a geographical fact as is experiment for the understanding of the nature of a chemical compound. It is certain that whatever impressions we form of distant places, perhaps never to be seen, will take their tone from our knowledge of phenomena which may be classed as belonging to the same general kind or type which is near at hand. On this account we do well to recognize that the observable facts of nature admit of being classed, in so far as the physical features of the earth are concerned, into such groups as plains, mountains, hills, valleys, rivers and lakes, and the coast line. I designedly put the plains and mountains first, because they are the most widespread of geographical elements in a country, the most ancient parts of the earth's surface, and the elements which determine the existence of the hills and coast line. All these facts are very fully recorded upon maps, and, if the maps are good enough, there is no reason why a pupil should not acquire a very competent knowl-

edge of geography from study of such pictures of the earth. He cannot possibly acquire such detailed knowledge of the whole of our country, for the labour is too great. Nor is it desirable to master the geography of any one of the unnatural divisions of Britain, such as counties or parliamentary districts; but it is quite possible to learn a good deal about the hills and valleys of a single natural division. The coast line emphasizes what the plains and hills have made clear—that, although the wearing power of water is comparatively uniform, the varying durability of the rock is the cause which determines the details in form of the shore.

This kind of knowledge cannot be gained from books completely, because the durability of a rock often depends upon the nature of the cement which binds its particles together. And this cement may be absent or changed in a distance of a few miles; so that the rock which in one place forms a hill or headland, in another place may form a bay or valley. Still it needs very little knowledge to be aware that the man who can read the main teachings of a geological map has mastered the main outlines of a country's physical geography.

I have never doubted that the reason why so many of the great geographers in past times have been geologists has been that the structure of the earth shows itself upon the surface, demonstrated in hill ranges, valleys, or mountains, intensified in clearness, so that the geographical features are manifest expressions of geological facts. The geologist in making his map has not only to observe the general features of the surface, but to walk over every portion of it, so as to be certain that there is no geographical fact whose geological cause is not clearly perceived.

I do not suggest that the student should delay learning geography till he has learned geology, but only that he should base his knowledge of the geographical map upon a knowledge of the geological map. This is a very different thing. In the kindred subject, physiography, it is not necessary to delay till a mastery has been attained of astronomy, physics, chemistry, geology, and biology, all of which contribute in some degree to an intelligent grasp of the processes of Nature's work now going on upon the earth's surface. The amount of geology which is necessary for a comprehension and reading of the geological

map is no more than is required in physiography, though the kind of knowledge is dissimilar.

The advantage of requiring this geological basis for geography is that it converts the otherwise unintelligible facts which the geographer observes into logically dependent parts of natural processes. It changes what was a mere effort of memory into a reasoning process which affords excellent mental discipline. This can be seen by superimposing one map upon the other; or, better still, by comparing them side by side, when they will be found mutually helpful. The geological map furnishes the causes, and the geographical map supplies the details of elevation and configuration of the ground, which have no obvious relation to the distribution of the different kinds of rocks.

Many years since, I conceived the possibility of combining this fund of geographical knowledge and exploration which the new ordnance survey affords with that which may be obtained from a geological map; and, to bring about an appreciation of the possibility of combining them so that geography could rest upon geology, I have conducted the weekly excursions of the Field Class to accessible places in the London district where the relations of geography to geology could be practically seen. My method has been, during the past eleven years, to prepare as far as possible a geological map and a geographical map, so that both should be in the hands of each member of the class. The map is always limited to the immediate district which is seen, and a mile or two to the north and south, or east and west, as the case may be. These excursions have been planned to illustrate the nature and structure of river valleys and river gorges, escarpment valleys, escarpment ranges of hills, isolated hills, and the plains out of which these features have been carved by denudation. This kind of practical knowledge may, I believe, be imparted in some degree by a large number of teachers who are engaged in secondary education; and I believe that the result would justify the teaching in their case, as it has done in my own experience.

The first point which I urge is that the subject should be considered with the object of giving the learner a better knowledge of geographical facts in general, by giving him as good a knowledge as possible of a few physical features, which may be taken as types of similar features

in other parts of the country. This theory of types of what I term geographical structure, raises the standard of geographical attainment to the highest practicable level; so that the learner attains a basis of comparison between his knowledge of some hills or valleys or rivers and his ignorance of others, which is calculated to stimulate and train habits of observation and reflection that will have an enduring influence. At the same time, the study of geographical types does not augment the amount of work which the pupil must perform, but rather enables teacher and pupil alike to realize that geography is a matter of reasoning, observation, and mental discipline, which claims more serious consideration than it always receives, I propose to illustrate the nature of this use of maps by examples taken from my own teaching experience.

Many years ago I wandered into a quarry at Pelm, near Gerolstein, in the Eifel district of Germany. The quarry was in the Devonian rock, which we know as the Eifel limestone, very similar to the Plymouth limestone, which is found near Torquay. Asking the first boy if he had any fossils, I was astounded at the reply that he had nothing but a few Trilobites, which all belonged to the genus *Phacops*; but that, if I went to the *Gasthaus*, the landlord had plenty of corals, *Cyathophyllum*, and other kinds. On inquiry, I found that this lore had been gained in the primary village school; and that the distinctive feature of German education, beginning with the lowest round of the ladder, has been to train every child in observing, by teaching him to see the things around him, and make them matters of daily thought. We have a country which lends itself more readily to detailed observation than does the surface of Germany, and there is no reason that I can discover why the physical features of Britain should not be the means of creating the scientific instincts and aptitudes, through the medium of geographical training, in every child who comes under a public teacher's care. And I believe that we cannot afford to neglect this advantage in competition with other peoples. Frequently the larger part of the teaching must be given from maps, with only an occasional glimpse of nature. But maps such as those which I refer to and use are the most perfect pictures of nature that it is possible to devise.

I am urging that the method which can be followed

with most advantage in geographical teaching is to gain a little real acquaintance with those phenomena of nature which are immediately around the place where education is carried on, mainly because what is seen day by day becomes thought over week by week and year by year ; so that whatever educational superstructure can be raised on that foundation by the skill of teacher or enthusiasm of pupil should be given the best chance possible of developing the mind.

It is difficult to realize the work of the sea in leveling the land in past geological times when its surface was submerged, without recognizing that excavation must have gone on on the surface of what is now dry land similar to that which is forming Filey Brigg and Filey Bay on the Yorkshire coast. It may not be possible to separate the work of the sea from the work of frost and snows, rain and wind, with the precision that is to be desired. But we should overlook the evidence of facts if we attributed the conditions of the shore entirely to the sea, and the conditions of the interior of the country entirely to the agencies which are now seen to affect it. The relative durability of rock, and the direction in which it extends in consequence of being folded, are not always sufficient to determine whether submarine or sub-aerial agency has been at work. For, while the latter appears always to follow and never to interfere with the folding of the strata, the coast of the English Channel only follows in a very general way the east to west direction which the geological deposits take ; and along the Yorkshire coast every stratum is cut across by tidal denudation, at right angles to the direction of its extension, to form the cliffs in the line of the sea-shore. And this want of regard for the difference of geological deposits is one of the characteristics by which the work of the sea is in many cases recognized. If the English coast were explained with the aid of the geological map alone, there would be few features in its form and contours for which adequate reasons could not be given. But, when to this record of structure the use of the contour map is added, the headlands appear of their true relative height, and the recently uplifted flats are separated from ground which has not been leveled in the same way.

This method of study of the geographical phenomena of the country by means of typical examples of its physical

features, I desire to see taking the place of less exact and, as I believe, less useful methods of geographical teaching now current in text-books. I commend it to my fellow-teachers, not as a theory, but on the basis of my own practical experience with many generations of pupils. I am led by that evidence to believe that difficulties which may have to be overcome are not inherent in the nature of the materials, or in the power of the learner to appreciate the interest of the maps and sections compared.

It is always a difficult matter to determine the limit of time which should be placed upon such generalities of study as the form of the globe, of the continents, of our own islands, and to fix the precise age at which the study of the local geography, by means of these maps, comparing rock structure and surface form, can be best commenced with advantage. This is a practical matter which must often be solved quite as much by the conditions of local geography as by the judgment of the teacher.—*The Intelligence*.

Editorial Notes and Comments.

AT the commencement of another scholastic year, the EDUCATIONAL RECORD extends the right hand of fellowship to its many friends among the teachers of this province. Let us, one and all, look forward to a year of good honest work in the cause of education. The season of rest and recreation which has just come to an end should have had for result, that strength and alertness of mind and body which can alone make our efforts fruitful of good works. The RECORD has reason to hope that it will receive more abundant encouragement at the hands of its readers during the coming year than it has had in the past, more than one of our teachers having evinced a willingness to contribute to its pages. All are welcome to avail themselves of the opportunity afforded by the RECORD of extending a helping hand to their fellow-teachers.

—SPEAKING editorially of the proposed Canadian Educational Bureau, the Montreal *Witness* says: "Dr. Harper, who is Inspector of Superior Schools in this province, proposed to the Dominion Educational Association at its recent meeting at Halifax the formation in Canada of a National Bureau of Education somewhat after the model of that

which has existed in the United States for thirty years. In that country, education is a matter exclusively of state control, as in Canada it is a matter exclusively of provincial control. Any interference with this principle would, Dr. Harper admits, be revolutionary, and is therefore not to be thought of; but there is much to be gained nevertheless from the creation of such a department; much good has resulted to education among our neighbours. Dr. Harper finds in our governmental system a shade of parallel for his proposal, in our having a national department of agriculture, although the provinces have also departments of agriculture, with whose proceedings it has no right to interfere. Dr. Harper takes as the groundwork of his proposal the self-evident proposition that anything that will tend to assimilate the people of Canada to each other will necessarily create a higher national life. It is an established fact that communities living within touch of each other do tend to assimilate. Only separation can check this process rapidly going on among the peoples of the world. The operation of such a national bureau would be to bring the educationists and educational systems of the various provinces into touch with each other and with those of the rest of the world.

“It was in the United States a national educational organization similar to the Dominion Educational Association which first memorialized the government of that country in favour of the establishment of such a bureau. According to that memorial, what the association looked for from such a bureau was, among other things, uniformity in school statistics and generalizations from these that would evolve national educational standards, the constant comparison of the results of different systems, both within and outside of the United States, the diffusion of the latest knowledge as to educational experiments the world over, and of higher conceptions of the value of education. These hopes may be said to have been fulfilled by the working of the educational bureau; the educational system of the United States, though independently controlled in every state, may well be spoken of as a national system, and one which tends greatly to nationalize the people. How far a similar plan would be possible or would work out the same ends in Canada is still a question. The United States had no serious difficulty as to the cost of the service, such as we would

have. That country is much bigger and is rich. At one period its financial problem was how to dispose of the money which a high tariff was pouring into its coffers. This plethora resulted at one time in the distribution of forty-two millions of dollars to the school systems of the various states, besides vast appropriations for the education of dependent peoples. The American bureau had a larger and less diverse group of systems to focus and encourage than a Canadian one would have. One of the chief features of the Washington bureau, which is a sub-department of the Department of the Interior, is the annual publication and widespread distribution of a report which is in large measure a free educational magazine, supplied with scholarly articles on educational questions adapted to the practical use of educationists. If, on the one hand, there may be the tendency to throw aside this blue book with the rest, as things got for nothing so often are treated, on the other hand, the articles it contains, having the sanction of a competent national department, will, when read, be received with more respect than similar ones in an ordinary educational magazine. Much of the work done for this American report would do equally well in a Canadian one. As far as we can see, Dr. Harper's proposal is an excellent one. The only question is one of financial possibility."

—It was, indeed, a surprise to see Dr. W. T. Harris's name figuring as one of a committee of the National Educational Association, which recommended the following "simplified" spellings: Program—(programme); tho—(though); altho—(although); thoro—(thorough); thorofare—(thoroughfare); thru—(through); thruout—(throughout); catalog—(catalogue); prolog—(prologue); decalog—(decatalogue); demagog—(demagogue); pedagog—(pedagogue).

Even though some of these unconventional forms may be winked at, *thoro*, *tho*, and *thru* are, to put it mildly, inexcusable, the National Educational Association to the contrary notwithstanding.

—AN attack has been made upon the blackboard by one of our exchanges, which says: There is no feature in the schoolroom that makes it look so "schooly" or makes schooliness so repellent as the blackboard. Chalk marks are as distinct on any other dark surface as on black, and there is no need here of clinging to hideousness. The blackboard offends the home sense of the children as well

as the æsthetic sense of the teacher. A revelation is breaking on some school authorities least bound by tradition that is resulting in the tasteful colours for the writing board. Some tint that is warm, soft, dark and rich, laid in a broad band around the classroom, would add homeliness instead of "schooliness" to the place in which the children's tastes and faculties are to be developed. Oculists should be consulted as to the colour selected. It should be a restful tint. The other colours in the room should be brought into harmony with it.

—A WRITER in *The Intelligence*, speaking of how an educational paper should be read, gives the following advice: Do not discard an educational journal because in the first hurried perusal of it you find nothing adapted to your grade. Many times a teacher will throw down the paper and say that the schools we read of are all model schools and ours is always such a hopeless school, with no brains, no apparatus, no encouragement and no satisfactory remuneration. No article appears that you cannot derive some good from it. Listen attentively to it as politely and as considerately as if the writer of it were calling upon you and seated before you. Do not at the end of every paragraph mentally disagree and say, "How unpractical." "That does not apply to my school." "How could I possibly do that?" "How useless!" If tempted to find fault with every paragraph, then you may be sure there is a greater fault in yourself than any you can discover in the writer. Too often a paper is snatched up in a hurry when a teacher is tired or nervous. Nothing goes right at such times. Will an educational journal soothe and comfort you when nothing else can? A brisk walk or ride is what is needed at such a time. Take it, then read the educational journal afterward.

—A RECENT number of the *Educational Review* contains an article by the Hon. Mr. Longley, Attorney-General of Nova Scotia, embodying his idea of "the one thing lacking" in present-day educational systems. The article makes such interesting reading that we reproduce it at length. Mr. Longley says:

We are accustomed to speak in terms of comfortable self-satisfaction of the present status of our public school system, and fairly so. It has indeed developed wonderfully; we have better school-houses, better teachers, a better cur-

riculum, and, what is most important, we have extended the system to such a degree that it now embraces almost every child in the community. The number of illiterate people in the next generation will be extremely small.

Of course those who entertain the most exalted opinions of the efficient character of our free school system, will recognize the fact that it can be improved, and if one were asked to point out deficiencies, the general response would be that our school-houses might be better, our school grounds greatly improved, the school apparatus be made more efficient, and the standard of teachers made higher, and a more practical turn given to the subjects taught. All these constitute the commonplace needs and the orthodox improvements.

We have heard of a dialogue between a great religious teacher and a self-satisfied young man who had kept the letter of the law from his youth upwards, and who was completely staggered and made conscious of his nakedness by a simple retort: "One thing thou lackest; go sell all that thou hast and give it to the poor." The essence of this incident is found in the fact that the model young man was deficient in a proper appreciation of the high spiritual motives from which all conduct should spring.

The parable seems in a most marked and notable manner applicable to our common school system. If I were called upon to point out its great deficiency, I would name its lack of a keen and constant appreciation of the true ideal of life, and a failure to constantly recognize the vital importance of character building.

The aim of the common school system at its present high development is to make scholars. This is not enough. A body of boys and girls can, with pains and care, be made to pass examinations; indeed, with superior skill on the part of the teacher, they can be made to pass splendid examinations, to illustrate phenomenal mental development. But this, I venture to submit, is not enough. All this perfect scholarship is entirely consistent with an absence of moral sense, and what is even more important, consistent with an entire absence of any regard to those things which relate to the immortal destiny of the race.

Viewed irrespective of the vast relationships to the mere spiritual side of life, which can never be ignored, or never fail to be the transcendent question among men, and,

regarded merely from a practical point of view, it is as well to have it understood that the highest aims of our system of public instruction are not realized by mere mental training. The state looks to its school system for the development of its citizenship, and no great citizenship is possible without the cultivation of moral qualities and, indeed, spiritual qualities as well. To be a mental automaton, capable of parsing sentences, mastering the power of numbers, and perfectly versed in history and science is not necessarily to be a useful or a good citizen. The nation requires men who are capable of higher things than purely mental endowments will afford. We need men with consciences in order to perfect our system of self-government, men with high spiritual qualities in order to evoke patriotism, heroism and nobility of character. Truth and honesty, justice and virtue are qualities that must thoroughly permeate a community before we can have what is highest and best in human citizenship.

The development in the direction I have indicated must come in through and by the teaching profession. By some process we must get men and women presiding over the common schools who will not feel that their duty is achieved when they have secured the average standard of scholarship. The supreme need of our educational system is the unceasing and painstaking effort of men and women who will realize that their first duty is character building, and that along with the lessons in arithmetic, geography and history must go an unfolding and upbuilding of the higher spiritual qualities of our nature.

This is what I call teaching religion in the public schools. It is not what is generally understood by teaching of religion. The common idea is that the catechism should be taught, Bible lessons unfolded, and denominational tenets enforced. True religion is a question of soul culture, and this can be done by deducing and maturing high ideals of what true living and true character are. All this, in one word, I say is the present great desideratum in our educational system. It is "the one thing lacking."

Current Events.

AMONG those of our Superior Schools, the authorities of which have issued neat calendars containing a prospectus of the work to be undertaken and other information, may

be mentioned St. Francis and Stanstead Colleges, Danville Academy, and Compton Model School. We shall be pleased to receive copies of any other calendars of a like nature.

—FROM all appearances, the changes of staff in connection with the Superior Schools are not more numerous this year than in the past. Mr. F. C. Banfill, who had charge of the Model School at Stanbridge East, has gone to Waterville, and has been succeeded by Mr. A. J. Bedee, who received a complimentary address from the people of Frelighsburg upon his departure after ten years of good service there. Mr. D. M. Gilmour has been appointed head-teacher of Beebe Plain Model School, that position having been made vacant by the removal of Mr. F. A. Garland to Mansonville. We notice that Miss M. E. Caulfeild, who has had charge of Paspobiac Model School for a number of years, has retired and has been succeeded by Miss T. E. Christie. Mr. H. A. Crack has been appointed to the principalship of Sutton Academy. In connection with Dunham Ladies' College, Miss Charlotte Hinds, B.A., who was in charge of Shawville Academy last year, has accepted the position of first assistant, and Miss Emily Noyes, of Cowansville, has been appointed to help Professor Cornish with music and to take part in the regular instruction of the college. Miss Seifert, B.A., has charge this year of Shawville Academy. As in former years, we would urge all head-teachers who have not already done so, to send in the names of their associates with as little delay as possible, so that the Directory of Superior Schools may appear in the October number of the RECORD.

—STANSTEAD WESLEYAN COLLEGE was the scene of an interesting function on Tuesday, the 30th of August. The occasion was the formal acceptance of the building presented to the college in 1896 by Dr. and Mrs. A. G. Bugbee, as a commercial college. In the first instance there was some hesitancy on the part of the trustees to accept the building because they were afraid that it might financially hamper the work of the institution. But the experience of two years had demonstrated that these apprehensions, however reasonable, were groundless. The commercial department will probably be self-supporting and a valuable adjunct as well to the college proper.

—NOTWITHSTANDING the changes that have been made in the regulations by an order-in-council of recent date, by

which bursaries to students from outside of Montreal are discontinued, and a fee exacted from those who reside in the city, the attendance at McGill Normal School has not materially diminished. In the Model School class, fifty-nine students have been enrolled, and in the Advanced Elementary, fifty-two. Two have entered to take the kindergarten course, but more would probably have done so had they been able to comply with all the new regulations. In addition to these, thirty persons have been authorized to enter at Christmas to take the four months' course of special training in teaching. When the class in pedagogy has been formed, at the end of the present month, the total number of students enrolled for this year will be but slightly below that of last. The government is anxious to make the institution provincial, and not local, in character, and it is gratifying to note the greatly increased attendance from places outside the city, all but twenty-six being non-residents of Montreal. It is expected that new regulations will diminish the excess of teachers in the city, and at the same time make better provision for country schools. The staff are much pleased with the general high character of the students. The teachers of the Model Schools report a much larger number of scholars than for several years past.

—VACATION schools promise to play an important part in the development of the new education. They are free from the trammels of rules and traditions which hamper the workers in the public schools and often prevent the adoption of advanced ideas. Moreover, the aim of these schools is to interest and attract the children who would otherwise be running the streets. This leads the teachers to get close to the real life of the pupils, and to give them the kind of help they need. At the Second Ward School in Chicago the work has been chiefly nature study with excursions to the suburbs, drawing, music, manual training, house-keeping and kindergarten occupations. How different such an institution must be from the ordinary day school is apparent, as also how largely it is in accord with the modern conceptions of wholesome child training. It seems to be a rule of educational development that new departures are first realized by private enterprise, and after their merit has been shown by experience they are taken up into the established public schools. It is not improbable that the vacation schools are to do this kind of service

and blaze the way for a less scholastic and more rational public education.—*Exchange*.

—THE University Extension system is evidently spreading into Russia. The Senate of the University of Warsaw has published a notice that after October 1, 1898, popular lectures will be delivered by the professors of each academical faculty, which are to be open to non-academical hearers. During the first half year, from October, 1898, to March, 1899, thirty-five of the professors will give courses of lectures from 6 to 9 o'clock in the evening. Each course will consist of from six to twelve lectures. A moderate fee will be exacted from those attending these lectures. During the second half year another series of lectures will be commenced; and some of the earlier courses are to be continued, so as to enable non-academical students to obtain as complete and extensive a training as possible in particular branches of culture—*London News*.

Practical Hints and Examination Papers.

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS, JUNE, 1898.

ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Write out one after the other, (each separated from the other by a line.) the clauses of the following passage from *The Deserted Village*, and distinguish them as noun, adjective or adverbial clauses :

At church, with meek and unaffected grace,
His looks adorned the venerable place ;
Truth from his lips prevailed with double sway,
And fools, *who* came to scoff, remained to pray.
The *service past*, around the pious man,
With steady zeal, *each* honest rustic ran ;
E'en children followed with endearing wile,
And *plucked* his gown, to share the good man's smile.

2. Parse the words in italics, and write out a complete list of the predicates in the passage.

3. Write out in full any five different rules of syntax observed in the composition of the above passage, giving one example of each from the passage and another of your own composition.

SECTION II.

4. Parse minutely the verb in the sentence, "Champlain founded Quebec," and give the definition and derivation of all the grammatical terms used in parsing the said verb.

5. Give the present tense, past tense, present participle, and past participle of the verbs: *to found, to find, to lie, to lay, to see, to saw, to show, to shine, to fall, to feel.*

6. A word ending in *ing* may be a participle, an adjective, a verbal noun, or a gerund. Give sentences in which each of these is respectively illustrated. What is the definition and derivation of the term *gerund*?

SECTION III.

7. What is the full definition of *case* and *comparison*? Is a noun in the objective case always an object?

8. Write out three English words derived from the Latin words, *lex, duco, brevis*, one an English noun, the second an English verb and the third an English adjective, three words from each Latin word.

9. Write out in correct form the following, filling in the ellipses:—If, therefor, the Reader wishes to——to himself the senery of what is——central England, during the period——our coal was being layed down, he has only, I believe, to——himself in fansy to any great aluvial delta, in a moist and warm climate——to the groth of vegetation.

ALGEBRA [GRADE III. MODEL SCHOOL OR I. ACADEMY.]

SECTION I.

1. Divide $a^4 + 64$ by $a^4 - 4a^2 + 8$.
2. Simplify by removing brackets and collecting like terms:—

$$\left[3a - \left\{ 2a - (a - b) \right\} \right] - \left[4a - \left\{ 3a - (2a - b) \right\} \right]$$

3. Simplify:—

$$\frac{(x+y)^2}{x-y} - \frac{(x-y)^2}{x+y}$$

SECTION II.

4. Reduce to its lowest terms :

$$\frac{18a^3 + 6a^2x + 2ax^2}{27a^3 - x^3}$$

5. Find the value of

$$\frac{3x-1}{4} + \frac{x+3}{6} + \frac{2x-1}{3}$$

6. Add the two fractions :

$$\frac{x^2}{x^3+1} \text{ and } \frac{1}{x+1}$$

SECTION III.

7. Solve the equation :—

$$(3x-8)(3x+2) - 4x - 11 = (x-3)(x+7)$$

8. Divide 75 into two parts so that three times one part may be double of the other.

9. A is four years older than B, and half of A's age exceeds one-sixth of B's age by eight years ; find their ages.

FRENCH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Translate into English :—Alors, il se sentit honteux, et cacha sa tête sous son aile ; il ne savait comment se tenir, car c'était pour lui trop de bonheur, mais il n'était pas fier, un bon cœur ne le devient jamais. Il songeait à la manière dont il avait été persécuté et insulté partout, et voilà qu'il les entendait tous dire qu'il était le plus beau ! Alors ses plumes se gonflent, son cou élançé se dressa, et il s'écria dans sa joie : Comment aurai-je pu rêver tant de bonheur.

Translate into French :—"Wait," he said, "I know a means of proving that the horse is mine." Taking off his mantle he threw it over the animal's head. "Now ask this man of which eye the horse is blind." Seeing that she could not attract the attention of the crowd and that the danger was approaching, the old woman dragged herself to the hearth. She seized a fire-brand and threw it into the bed, and in a moment the house was wrapped in flames.

SECTION II.

3. Write a short French composition of at least sixty words on (a) your school, or (b) the locality in which you live.

4. Mention the various kinds of pronouns in French and give examples, with English equivalents.

5. Tell all you know about gender and number in French. Give examples.

SECTION III.

6. Write in full, with English, the future indicative of *remplacer*, the past (preterite) definite of *concevoir*, the present indicative of *nourrir*, and the past subjunctive of *répondre*.

7. Name a regular verb of each conjugation and write out the interrogative form of a different tense of each.

8. (Must be taken by all candidates). Write from dictation the passage read to you.

N. B. for the Examiner.—The passage mentioned in question 8 is on page 8 of the Progressive French Reader (First Part), beginning at *Déjà le vent* down to the end of the selection. The passage is to be read twice to the candidates.

MENTAL ARITHMETIC (GRADE III. MODEL SCHOOL.)

- | | |
|---|----------|
| 1. What is 50 per cent. of 67840213.50 ? | Ans..... |
| 2. What is the cost of 684000 yds. at \$6.25 a yd. ? | Ans..... |
| 3. Reduce 3000 cwts. to tons. | Ans..... |
| 4. Multiply the cube root of 625 by 25. | Ans..... |
| 5. Subtract five crowns from £20. | Ans..... |
| 6. How many feet are in 30 miles ? | Ans..... |
| 7. Add $19\frac{2}{7} + 14\frac{5}{13}$. | Ans..... |
| 8. Deduct 25 per cent from \$19200. | Ans..... |
| 9. Multiply 98765421 by 121. | Ans..... |
| 10. Simplify ($\frac{1}{2}$ of $\frac{1}{3}$) ($\frac{1}{3}$ of $\frac{2}{3}$) ($\frac{1}{11}$ of $\frac{1}{2}$). | Ans..... |

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil,

Grade,

ARITHMETIC (GRADE III. MODEL OR GRADE I. ACADEMY.)

SECTION I.

1. A man sells a horse for \$70.80 at a profit of seventeen per cent; what did the horse cost him?

2. Simplify

$$\frac{1\frac{1}{4} + 1\frac{1}{2}}{1\frac{1}{2} - 1\frac{1}{3}}$$

3. A man left his son one-fourth of his property; to each of his two other sons one-sixth; and to each of his three daughters one-ninth: the remaining \$2000 he left in legacies to others. What was the whole amount of his property?

SECTION II.

4. Divide 168 tons 18 cwts. 1 qu. 14 lbs. by 546.

5. Reduce 123456 sq. feet to acres.

6. A room is 15 ft. long, 12 ft. broad, and 9 ft. 9 in. high; find the cost of painting the walls at $75\frac{1}{2}$ cents per square yard.

SECTION III.

7. A tradesman makes 35 per cent on his outlay. What did he pay for goods which he sells for \$5300?

8. Find the discount on \$2340 for four months at eight per cent.

9. What is the simple interest of \$3948.68 for nineteen years at $3\frac{1}{2}$ per cent?

ENGLISH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Quote the passage beginning, "In all my wanderings round this world of care."

2. To each of the following lines give five additional lines of the context:

(a) "Vain transitory splendours! could not all"

(b) "Good Heaven! what sorrows gloom'd that parting day,"

(c) "Beside the bed where parting life was laid."

3. Quote your favourite passage in the "Deserted Village," and paraphrase it. Write fifteen lines at least.

SECTION II.

4. Name the figure of speech employed in each of the following extracts :

- (a) "Where smiling spring its earliest visit paid"
 (b) "Remote from towns he ran his godly race"
 (c) "No surly porter stands in guilty state
 To spurn imploring *famine* from the gate."
 (d) "As some tall cliff that lifts its awful form,
 Swells from the vale, and midway leaves the storm ;
 Though round its breast the rolling clouds are spread.
 Eternal sunshine settles on its head."

5. Give the derivation and meaning of each of the following words : *accumulates, usurp, bayed, equipage, fares, mole, disaster, coy, vista.*

6. Write nine sentences each containing one of the above words respectively to show that you know the meaning of the word used, each sentence to contain at least twenty words.

SECTION III.

7. Write a paragraph consisting at least three sentences on the "Klondike," or on the war between Spain and the United States ; one sentence to be simple, one complex, and the third compound.

8. Write an account of the Life of Goldsmith, mentioning his principle works with the date of publication.

9. Reproduce in your own words the paragraph read to you twice by the examiner. (Gage's Reader IV., page 86 "Good Books," paragraph 1.)

DRAWING (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

1. Draw a square and describe a hexagon on each of its sides.

2. Draw the figure of a piano or cabinet organ such as you may have seen in a school or drawing-room. (Do not attempt this unless you can finish your drawing neatly.)

3. Enlarge as far as your paper will allow the figure given below, in a drawing finished with a pencil line.

N. B.—The paper used in this connection must be drawing-paper cut to the regulation size. No marks will be given for a figure slovenly drawn and without a finishing line in pencil.

LATIN (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Translate into English :—*Incolæ omnia quæ habebant ex urbe movebant. Plurima et maxima animalia sunt in mari. Viginti agricolæ lapidibus vulnerati sunt. Multi homines ædificant domos, in quibus non habitabunt. Nomen ipsius pœtæ, ejus libros nunc legimus, est clarissimum. Nemo dubitabat, quin urbs ab hostibus espugnata esset.*

2. Translate into Latin :—He has a faithful friend who is a very renowned leader of the Romans. The young men, whose valour is great, will defend the town. Nothing is better than wisdom. The soldier has a long sword and kills the enemies of his country.

SECTION II.

3. Parse the words in italics in the first question.

4. Parse all the verbs in the first question, giving their principal parts.

5. Write in a list the nouns in the first question. Say to what declension they belong and give the genitive singular and accusative plural of each.

SECTION III.

6. Decline in full, with English, a noun of each declension.

7. Give in full, with English, the future indicative, active and passive, of a representative verb of the second and fourth conjugations.

8. Give the numerals from one to twenty-four, and decline *unus* and *tres*.

GEOMETRY (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Define an angle. What is a *vertical* or *opposite* angle? What is an *adjacent* angle?

2. Enunciate a proposition in which the term *vertical* angle is mentioned and another in which an *adjacent* angle is mentioned.

3. Spell any five polysyllabic terms used in geometry and define them.

SECTION II.

4. Write out the enunciations, general and particular, of the twenty-fourth proposition.

5. Draw the figure and give the construction of the twenty-second proposition. (The figure, as all the figures required in this paper, must be neatly drawn in pencil.)

6. Write out in full the demonstration of the sixteenth proposition.

SECTION III.

7. Prove that any two sides of a triangle are together greater than the third side. Is this the case with the angles?

8. Bisect a given angle. (Write out all the parts of the proposition.)

9. Write out the enunciations of the fourth, eighth and twenty-sixth propositions, and the demonstration of the eighth.

BOOK-KEEPING (GRADES I. AND II. ACADEMY.)

SECTION I.

1. *Memoranda*.—S. Brown, general merchant, sold James Gray, June 1st, 1897: 1 hat at \$1.75; 2 doz. ties at 40 cents a doz.; 4 pairs of hose at $82\frac{1}{2}$ cents a pair; 6 collars at \$3.00 per doz.; 4 pairs of cuffs at \$3.60 per doz.; 1 pair of boots at \$3.50. Gray paid \$5.00 on account and gave his note at 60 days for the balance. What books should Mr. Brown use to enter the foregoing?

2. Rule forms for these books and make the proper entries.

3. Write the promissory note which Gray will have to give to Brown.

SECTION II.

4 Write the abbreviations in common use for *account*, *amount*, *credit*, *day-book*, *interest*, *debit*, *collect on delivery*.

5. (a) On which side of a cash account must the balance be entered?

(b) Give the rule for ascertaining net capital?

(c) What are liabilities?

6. (a) What is an invoice book?
- (b) When the debit side of a personal account is greater than the credit side, what does the balance express?

SECTION III.

7. Rule form of Cash-Book, make four entries on each side, and balance the account.

8. Write a joint and several promissory notes for \$100.00 payable to the order of Alfred Gray at the Bank of Montreal six months from date.

9. How many parties are necessary to a promissory note? Give the technical term applied to each. How many are necessary to a draft? Give the technical term applied to each.

SACRED HISTORY (GRADE III. MODEL SCHOOL OR
I. ACADEMY.)

SECTION I.

1. What is meant by "Christ's fulfilling the law?" Write out any two of the commandments and their developments by our Saviour, as given in the Sermon on the Mount.

2. Quote all that Christ said about alms-giving and treasure storing.

3. Enunciate in detail any three of the events in the life of John the Baptist.

SECTION II.

4. Quote any five verses from the Gospel according to St. John.

5. What event does Easter Sunday commemorate? Narrate the event in full.

6. Describe the meeting at Emmaus.

SECTION III.

7. What were the first ten places visited by St. Paul on his second missionary journey? Give one event connected with each.

8. Write out the incidents that occurred between St. Paul's shipwreck and his arrival at Rome during his last missionary journey.

9. Name any ten men mentioned in the Acts of the Apostles and give one historical statement connected with each name.

ENGLISH GRAMMAR (GRADE II. ACADEMY.)

SECTION I.

1. Distinguish between a sentence and a clause. How many kinds are there (a) of sentences, (b) of clauses?

2. Parse the words in italics:

“As *his* eye *falls* on the comfortable home in which he dwells, or wanders from the *well* trimmed orchard, already glorious with the promise of autumn to the distant hills, *where* the fragrant hay imparts its sweetness to the air and the flocks roam in well fed *content*, it is difficult for him to realize *that* a few short years *ago* *these* hills on which he gazes with proprietary complacency reechoed the shouts of *fierce* men engaged in sanguinary conflict.”

SECTION II.

3. Analyze:

“It lies among a thousand hills
Where no man ever trod,
And only nature's stillness fills
The silences of God.”

4. Mention four classes of pronouns, giving examples of each class. Give the inflection of one class.

5. Give the second person singular of

(1) the Present Perfect Indicative of *be*,

(2) the Present Perfect Subjunctive of *be*,

(3) the Present Perfect Subjunctive Passive of *strike*.

SECTION III.

6. Correct the following where necessary:

(1) Refuse to obey tyrants and reverence them.

(2) The ebb and flow of the tide have been explained.

(3) He asked to be made captain, or mate or purser, for either of which places he considered himself adapted.

(4) Nothing could exceed the enormity of his pretences.

(5) He confessed the mistake they accused him of.

7. Classify and give the inflections of the following words: each, nigh, far, rapid, tenth, forth, several, much, who.

8. Construct a complex sentence of not less than twenty-five words. *This sentence must not be compound.*

DICTATION (GRADE II. ACADEMY.)

As to the comforts and luxuries which were to be found in the interior of the houses by the fashionable visitors who resorted thither in search of health or amusement, we possess information more complete and minute than can generally be obtained on such subjects. A writer who published an account of the city about sixty years after the Revolution has accurately described the changes which had taken place within his own recollection. He assures us that, in his younger days, the gentlemen who visited the springs slept in rooms hardly as good as the garrets which he lived to see occupied by footmen. The floors of the dining-room were uncarpeted, and were coloured brown with a wash made of soot and small beer in order to hide the dirt. Not a wainscot was painted. Not a hearth or a chimney-piece was of marble. A slab of common freestone and fire irons, which had cost from three to four shillings, were thought sufficient for any fireplace. The best apartments were hung with coarse woollen stuff, and were furnished with rush-bottomed chairs. Readers who take an interest in the progress of civilization and of the useful arts will be grateful to the humble topographer who has recorded these facts, and will perhaps wish that historians of far higher pretensions had sometimes spared a few pages from military evolutions and political intrigues for the purpose of letting us know how the parlours and bed-chambers of our ancestors looked.

Macaulay.

N. B.—Instructions for the local examiner.

I. The extract shall be read *three* times:—

(a) Fluently, in order to convey to the candidates the general sense of the passage. During this reading, pens must be laid on the desks.

(b) Slowly, for dictation.

(c) For punctuation and candidates' private correction.

II. Any word may be repeated by the examiner at the request of any candidate.

III. No re-writing of the extract is permitted.

ESSAY (GRADE II. ACADEMY.)

Write an essay of not less than *one* page on any *one* of the following subjects :

- (a) The Spirit of Adventure.
- (b) The New Gold Fields of Canada.
- (c) A Modern Invention.

ALGEBRA [GRADE II. ACADEMY.]

SECTION I.

1. Find the factors of :

$$a^2 - a - 182 \text{ and } 8x^2 + 13x - 6.$$

2. Find what value of x will make the product of $x + 3$ and $2x + 3$ exceed the product of $x + 1$ and $2x + 1$ by 14.

3. Find the value of :—

$$24 \left\{ x - \frac{1}{2} (x-3) \right\} \left\{ x - \frac{2}{3} (x+2) \right\} \left\{ x - \frac{1}{4} (x-\frac{3}{2}) \right\}$$

SECTION II.

4. Reduce to its lowest terms :

$$\frac{12x^4 + 4x^3 - 23x^2 - 9x - 9}{8x^3 - 14x^2 - 9}$$

5. Simplify :

$$\frac{1}{x^2 + 8x + 15} - \frac{1}{x^2 + 11x + 30}$$

6. Solve the equation :

$$\frac{10x+4}{21} \div \frac{7-2x^2}{14(x-1)} = \frac{11-5x}{15} \div \frac{4x-3\frac{1}{2}}{6}$$

SECTION III.

7. A gentleman divided 49 shillings amongst 150 children. Each girl had six pence and each boy three pence. How many boys were there ?

8. The product of two expressions is $(x+2y)^2 + (3x+z)^2$ and one of them is $4x+2y+z$; find the other.

9. At what time between five and six o'clock will the hands of a clock be together ?

FRENCH (GRADE II. ACADEMY.)

SECTION I.

1. Translate into English :—*Il y a bientôt deux ans, j'étais chez l'un de nos plus célèbres généraux ; c'était le soir, et malgré le mauvais temps, quelques personnes étaient venues lui faire visite. Nous étions assis autour du feu, et nous causions tranquillement. La chose devenait plus sérieuse que je n'avais cru ; j'aurais volontiers couru la chance de me défendre et de rendre coup pour coup, mais là, c'était tout autre chose. La domestique posa l'œuf sur la table, à côté*

de la montre du philosophe, en *lui* recommandant de *ne* le laisser *que* trois minutes dans l'eau bouillante, et se retira.

2. Translate into French:—I live farther from the school than you and I walk there every day. He buttoned his coat, pushed his handkerchief into his pocket, made sure of his watch, and looked at me. The whole day passed thus, and when the moon rose, their joy was at its height. The old woman began to cry and call, but no one heard her. The big elephant found the water so fresh that he thought the little one had rendered him a great service.

SECTION II.

3. Write a short French composition of at least sixty words of (a) your school, or (b) the locality in which you live.

4. Write full explanatory notes on the words and expressions in italics in the first question.

5. How are the comparative and superlative degrees of French adjectives formed? How are adverbs formed? Give examples in all cases. Give the various forms of the possessive pronoun.

SECTION III.

6. Write out in full, with the English, a tense of each of the following verbs: *aller*, *se promener*, *voir*, *venir*, *choisir* and *voir*, giving a different tense for each verb.

7. Give the infinitive and past participle of all verbs represented in the first question.

8. (Must be taken by all the candidates.) Write from dictation the passages read to you.

N. B. for the Examiner. The passage mentioned in question 8 is on page 2 of the Progressive French Reader (First Part), being the whole of the extract "A l'École." The passage is to be read twice.

ARITHMETIC [GRADE II. ACADEMY.]

SECTION I.

1. How much will it cost to dig a canal 1 mi. 3 fur. 10 per. long; 18 ft. wide; and 6 ft. deep, at 48 cents per cub. yard?

2. Simplify

$$(a) \frac{\frac{5}{4} - \frac{3}{2} \text{ of } \frac{1}{2}}{\frac{3}{4} - (\frac{2}{3} \text{ of } 2\frac{1}{4} - 1\frac{1}{2})} \div \frac{\frac{1}{3} \text{ of } \frac{1}{2} \div \frac{2}{3} \text{ of } 5}{9\frac{1}{3} - 1\frac{2}{3}}$$

$$(b) \frac{2.8 \text{ of } 2.27}{1.136} - \frac{2.49 - 1.199}{4.8 \div .39}$$

3. A vessel leaves port with provisions sufficient for her crew of 18 men for 10 weeks. Twenty-two days after leaving port she picks up 14 shipwrecked sailors. How long will the provisions then last?

SECTION II.

4. A merchant sends 4,000 bushels of barley to an agent with instructions to sell at 5.1 cents per bush. and to invest the proceeds in tea. The agent charges $1\frac{1}{2}$ per cent. commission for selling and 2 per cent. for buying; what was the total amount of his commission, and what the value of tea bought?

5. A house is rented for \$60 a month. The owner sells the house for \$12,000 which he invests in 6 per cent. stock at $124\frac{3}{8}$. Find the alteration in his income. Brokerage $\frac{3}{8}$ per cent.

6. Two persons start from the same place and go, one due north at the rate of 8 miles an hour, and the other due west at 6 miles an hour. How far apart will they be at the end of 4 hours?

Find the square root of .00056169.

SECTION III.

7. A labourer agreed to work for a farmer on condition that he was to receive \$1.25 and his board every day he worked, while he must pay 50 cents for his board every day he was idle. At the end of 64 days he received \$52. How many days did he work?

8 Find the value of a nugget of gold 6.4 cm. long, 2.5 cm. wide, and 1.75 cm. thick at 60 cents a gram, gold being 19.3 times as heavy as water.

Name the principal units of the metric system and give the table of measures of capacity.

9. A gentleman wishes to make a gravel walk 2 metres wide around the outside of his lawn which is 250 m. long by 120 m. wide. A offers to make the walk for 21 cents per sq. m., and B offers to do the work for 18 cents per sq. yd. Which is the better offer and by how much?

HISTORY (GRADE II. ACADEMY.)

ENGLISH HISTORY.

Answer any three parts of question 1; question 2 or 3; and question 4.

1. (a) Give an account of Christianity in Britain prior to the reign of Alfred the Great.

(b) Describe William the Conqueror's rule of England.

(c) Sketch the reign of Henry VI.

(d) Follow out the relations of England and Spain during the sixteenth century.

(e) Explain the nature of Charles I's rule from 1625-41.

2. Write a careful synopsis of the events of the Seven Years' War.

3. Describe England's opposition to Napoleon Bonaparte from 1803-12.

4. Make brief but precise notes on :—the Treaty of Chippenham (or Wedmore) ; Dunstan ; England under interdict ; the Black Death ; John Wyclif ; the Pilgrimage of Grace ; the Fight of the Revenge ; Walpole's Excise Bill ; the Clare Election ; the Chartists in 1843.

CANADIAN HISTORY.

Answer any two of the first three questions and question 4.

1. Write as long a list as you can of the settlements or forts which were founded by the French in Canada prior to 1700, and make a brief historical note about each.

2. Explain how Canada was affected by the war of the English colonies with the mother country. Pay regard to the whole period 1774-84 ; and bear in mind new laws, invasion and immigration.

3. Sketch the history of Upper Canada to 1837.

4. Write a fact and a date about each of the following subjects : John Cabot, Brébeuf, Lachine Massacre, Braddock's Expedition, Ticonderoga, Conspiracy of Pontiac, Constitutional Act, Berlin Decree, Lundy's Lane, Charlottetown Conference.

MENTAL ARITHMETIC (GRADE II. ACADEMY.)

- | | |
|---|----------|
| 1. What is 50 per cent. of 67840213.50 ? | Ans..... |
| 2. What is the cost of 684000 yds. at \$6.25 a yd. ? | Ans..... |
| 3. Reduce 3000 cwts. to tons. | Ans..... |
| 4. Multiply the cube root of 625 by 25. | Ans..... |
| 5. Subtract five crowns from £20. | Ans..... |
| 6. How many feet are in 30 miles ? | Ans..... |
| 7. Add $19\frac{2}{3}$ + $14\frac{5}{7}$. | Ans..... |
| 8. Deduct 25 per cent. from \$19200. | Ans..... |
| 9. Multiply 98765421 by 121. | Ans..... |
| 10. Simplify ($\frac{1}{2}$ of $\frac{1}{3}$) ($\frac{1}{4}$ of $\frac{1}{5}$) ($\frac{1}{6}$ of $\frac{1}{7}$) | Ans..... |

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil.....

Grade.....

ENGLISH (GRADE II. ACADEMY.)

SECTION I.

1. Explain the allusions contained in the following extracts from "The Lady of the Lake:"

- (a) "'T were worth ten years of peaceful life,
One glance at their array."
- (b) "One blast upon his bugle horn
Were worth ten thousand men."
- (c) "This is Coilantogle ford,
And thou must kept thee with thy sword."
- (d) "Sir Roderick should command
My blood, my life, but not my hand."
- (e) "I marked Duncraggan's widowed dame;
Behind an oak I saw her stand,
A naked dirk gleamed in her hand."

2. To whom, by whom, and on what occasions were the following words spoken?

- (a) "We'll quell the savage mountaineer
As their tinchel cows the game."
- (b) "Thou hast the secret of my heart
Forgive, be generous, and depart."
- (c) "For that good deed permit me then
A word with these misguided men."
- (d) "A spy has sought my land this morn,
No eye shall witness his return."
- (e) "To change such odious theme were best,
What think'st thou of our stranger guest?"

3. Explain "*tinchel*" in extract (a) of the second question. What was the *secret* spoken of in extract (b)? What *good deed* is referred to in extract (c)? Who was the *spy* mentioned in extract (d)? What plot was made against him and how did it succeed? Give quotation from the poem. What was the *odious theme* (in the last extract)? Why was it odious? Who was the *stranger guest*, and what was the opinion concerning him? Quote from the poem, if possible.

SECTION II.

4. (a) Give the meaning and derivation of each of the following words: Pilgrim, courtesy, falchion, fared, ransom, gentle, visage.

(b) Write seven sentences, each containing one of the above words respectively.

5. Write short explanatory notes on : (a) Beltane. (b) Coir-Uriskiu. (c) "Tineman." (d) The evergreen Pine. (e) "Brian."

6. Locate the following places and give a short description of each : Benvenue, Vennachar, Benledi, Glengyle, Uam Var.

SECTION III.

7. Define : Metaphor, Personification, Simile, and give quotations from the poem illustrating each.

8. Write your favourite stanza and paraphrase it.

9. Reproduce in your own words the paragraph read to you twice by the examiner. (Gage's Reader IV., page 86, "Good Books," paragraph I.)

DRAWING (GRADE II. ACADEMY.)

1. Draw a regular hexagon and describe a square on each of its sides. (No ruler or straight-edge is to be used, the whole paper being devoted to freehand drawing.)

2. Represent on paper any kind of a ship or boat. (No marks will be given to anything carelessly drawn.)

3. Draw the figure beneath with the usual finishing line. (The paper used must be drawing-paper.)

LATIN (GRADE II. ACADEMY.)

SECTION I.

1. Translate into sound English :—

Cæsari quum id nunciatum *esset*, Helvetios per Provinciam nostram iter facere *conari*, maturat ab urbe proficisci, et, quam maximis potest itineribus, in Galliam ulteriorem contendit, et ad Genevam pervenit. Ubi de ejus adventu Helvetii certiores facti sunt, legatos ad eum mittunt, nobilissimos civitatis, qui dicerent, "*Sibi esse in animo, sine ullo maleficio iter per Provinciam facere, propterea quod aliud iter haberent nullum ; rogare, ut ejus voluntate id sibi facere liceat*"

Eodem die ab exploratoribus certior factus hostes sub monte consedissee millia passuum ab *ipsius* castris octo ; qualis esset natura montis et qualis in circuitu ascensus, *qui cognoscerent*, misit. Renunciatum est, *facilem esse*.

2. Translate into Latin :—

Ogetorix was by far the noblest and richest among the Helvetians. After his death, they attempted to do what they had determined. There remained one way through the territories of the Sequani, by which, if the Sequani were unwilling, they would be unable to go. Cæsar himself hastened by forced marches into Italy, and led out of winter quarters three legions.

SECTION II.

3. Explain as fully as possible, as regards syntax, the words in italics in the first question.

4. Parse the verbs in the first sentence of the Latin extract in the first question, and give their principal parts.

5. Parse the words in the Latin extract from *Eodem* to *octo* inclusive.

SECTION III.

6. Give a short account of the events narrated in the first twenty-five chapters of Cæsar's *De Bello Gallico*.

7. Give two English words that have the same root as each of the following Latin words: *milites*, *dividet*, *pedum*, *constituerat*, *facilius*, *prohibiturum*, *navibus*, *fuga*.

8. Give in full the imperfect indicative passive of a representative verb of each of the four conjugations.

GEOMETRY (GRADE II. ACADEMY.)

SECTION I.

1. What may be considered to be the standard angle and how many degrees does it contain? Define angle and degree.

2. Bisect a given angle. (Ninth proposition.) How is this proposition used in the tenth proposition?

3. How many degrees are there in all the angles of a triangle, in half a right-angle, in the half of an angle of an equilateral triangle, and in each of the angles at the base of an isosceles triangle, if its vertical angle contains forty degrees?

SECTION II.

4. Prove that parallelograms on equal bases and between the same parallels are equal.

5. When a straight line which crosses two other straight lines, makes an interior angle equal to an interior alternate angle, then the two straight lines are parallel. Prove this.

6. Describe a parallelogram equal in area to a given triangle having one of its angles equal to a given angle.

SECTION III.

7. Prove that any one of the two diagonals of a rhombus bisects two of its angles.

8. If a straight line be divided into two parts, the squares on the whole line and on one part are together equal to twice the rectangle contained by the whole and that part with the square on the other part.

9. Describe a square equal to a given rectilinear figure.

BOTANY (GRADE II. ACADEMY.)

SECTION I.

1. Describe the Marsh Marigold, and draw up the table in which your description may be put in condensed form.

2. Wherein consists the difference between an Eogen and an Endogen? Describe the structure of the bark of the former.

3. What are the parts of a perfect flower? Describe minutely any one of them.

SECTION II.

4. Name six of the most common forms of leaves and give a pencil drawing of each at least an inch in length.

5. Explain the process of sapping in springtime.

6. What are the principal kinds of roots? Give examples.

SECTION III.

7. Name five kinds of simple fruits and give examples.

8. Explain the terms: *raceme*, *corolla*, *peduncle*, *stipule*, *crenate*.

9. If you happened to find growing near your town or village, a plant whose name you did not know, how would you proceed to identify it.

GEOGRAPHY (GRADE II. ACADEMY.)

SECTION I.

1. Draw a map of Cuba, showing the adjacent coasts and important islands.

2. What and where are : Manilla, Key West, Berber, Matanzas, Klondike, Suez, Hong Kong, Dry Tortugas, Puget ?

3. Explain : isthmus, isotherm, moraine, estuary, delta, geyser, plateau, meridian, tropic.

SECTION II.

4. Locate : Malta, Vancouver, Havanna, Khartoum, Carthage, Bristol, Sunda, Nicaragua, Port Arthur.

5. Name the chief ocean currents, indicating the direction of each by drawing or otherwise.

6. Draw a map of Africa.

SECTION III.

7. Describe the motions of the earth. Which of these cause the seasons of the year ?

8. Draw a map of Europe.

Show (1) the seas,

(2) the countries,

(3) ten rivers,

(4) ten important cities.

NEW TESTAMENT HISTORY (GRADE II. ACADEMY.)

SECTION I.

1. Describe (a) The visit of Mary to Elizabeth :
(b) The visit of the Magi.

2. How often (a) was Our Saviour brought to the Temple ?
(b) Did He go of His own accord ?
(c) Relate briefly the circumstances connected with each of these visits.

3. (a) What do you understand by a Miracle ?
(b) Why did our Lord use Parables ?
(c) Names six parables peculiar to St. Matthew, six to St. Luke, and four miracles mentioned only by St. John.

SECTION II.

4. Describe as concisely as you can :

- (a) The Night Storm on the Lake ;
- (b) The Feeding of the 5,000.

5. Connect each of the following quotations with its context :

“Receipt of custom,” “My Father worketh hitherto, and I work,” “I am the Resurrection and the Life,” “Another Comforter,” “That they all may be one,” “What, could ye not watch with me one hour!” “Behold the Man,” “I Thirst,” “Lovest thou Me?” “Behold he prayeth.”

6. Give all the New Testament proofs you can of Our Lord’s Resurrection.

SECTION III.

7. Account for the appointment of

- (a) Matthias to the Apostolate ;
- (b) The Seven Deacons.
- (c) Sum up the acts of Philip the Deacon.

8. (a) Trace briefly the events leading up to St. Paul’s visit to Athens.

- (b) What did he do there ?
- (c) What success attended his efforts ?

9. (a) Who were : Jairus, Timon, Dorcas, Sergius Paulus, Demetrius, Agabus, Lysias, Publius.

(b) What happened at : Troas, Melita, Miletus, Syracuse, Myra.

WRITING (GRADE II. ACADEMY.)

1. Write your name in full, the name of your school your age, and if you employ the vertical style of writing state how long you have done so.

2. Write all the letters of the alphabet in capitals, and the numerals from 1 to 20.

3. Write the following :—

Energy is never lost, but only changed in form, and whatever transformations take place, the sum total of kinetic energy and potential energy remains the same.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD.

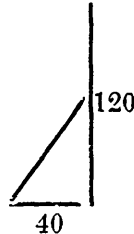
DEAR SIR,—I enclose you what I consider to be a purely arithmetical solution to the problem given in the April RECORD. As this solution differs somewhat from that published in the last RECORD, you may see fit to make some use of it.

Yours sincerely,

F. A. GARLAND.

Mansonville, Sept., 1898.

Where shall a pole 120 feet high be broken so that the top may rest on the ground 40 feet from the base?



It is evident from the diagram that we have a right angled triangle having the base 40 feet long and the hypotenuse plus the perpendicular 120 feet. Then we know that the square on the hypotenuse, minus the square on the perpendicular, equals 40^2 or 1600. Now we must divide 120 into two parts, such that the difference of their squares shall be 1600.

Take any two numbers, say 12 and 15, and square them, the squares are 144 and 225, and the difference of their squares is 81.

Let us call 15, $12+3$, and square it as follows:

$$\begin{array}{r} 12+3 \\ 12+3 \\ \hline 9+36+36+144 \end{array}$$

But $12^2 = 144$

$$\begin{aligned} \text{Therefore the difference is } 3 \times 3 + 3 \times 12 + 3 \times 12 = \\ 3(3+12+12) = \\ 3 \times 27 = \end{aligned}$$

$$(15-12)(15+12) =$$

the difference of the numbers multiplied by their sum.

Now we have arithmetically discovered the following truth:

The difference of two squares equals the sum of the square roots multiplied by their difference.

Then $1600 = 120$ times the difference of the numbers we seek.

Then $\frac{1600}{120} = 13\frac{1}{3} =$ the difference of the numbers we seek.

Then $\frac{120}{2} - 13\frac{1}{3} = 53\frac{1}{3}$, which is the answer.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The August number of the *Ladies' Home Journal* is, as is customary with that excellent periodical, devoted largely to entertaining fiction. There are several bright short stories, while the usual departments contain as much valuable information for the home as ever.

The *Atlantic Monthly* for August is also largely a fiction number and contains a number of short stories and sketches of unusual variety and quality. The heavier articles treat of a host of interesting subjects in the masterly style which characterizes most of the contributions to the pages of the *Atlantic*.

The August *Canadian Magazine* contains the first instalment of a story, excellent both in conception and execution, by a writer hailing from the Province of Quebec, Edgar M. Smith. There is also a clever sketch by H. G. Wells, "The Man who could work Miracles;" while Robert Barr contributes a continental tale, "The Count's Apology." Dr. Bourinot's series, "The Builders of a Canadian Dominion," is continued and the rest of the number is made up of a quantity of bright and interesting matter.

The *Atlantic Monthly* for September is an ideal number of an ideal magazine. Biography and anecdote are special features, among the many articles worthy of mention being a brilliant sketch of Bismarck's character and political work, by William R. Thayer, and personal and critical sketches of Sir Henry Maine, Burne-Jones and James Whitcomb Riley. Thomas Carlyle's letters to his "little sister Jenny," which are being published in the *Atlantic*,

are in themselves a literary treasure, and the first instalment, carefully edited by Charles T. Copeland, contributes not a little interest to a very fine number.

The September *Ladies' Home Journal* contains several striking articles, among the contributions being one by Professor Gore on the coronation of Wilhelmina, Queen of Holland, in which a clear and new idea is given of her life and character. An illustrated article on Blind Tom, the famous pianist, as he is to-day, is most interesting. There are several good short stories, while the regular contributors provide the usual strong features which have made their names household words. (The Curtis Publishing Company, Philadelphia.)

The *Canadian Magazine* is rapidly reaching high water mark. The September number has a table of contents which makes it a remarkable one. There are several delightful stories and sketches, besides a number of valuable articles, among others, one on "The St. Lawrence Route and the Manitoba Grain Trade," by Edward Farrer; "Canada's International Status," by Sir C. H. Tupper; "The Members of the First Dominion Parliament," by Sir J. G. Bourinot, and "Great Britain and Russia," by Charles Frederick Hamilton. The number is finely illustrated. (Published by the Ontario Publishing Company, Toronto, Ont.)

Current History for the second quarter of 1898 forms a most interesting volume of two hundred and sixty pages, containing a history of the entire world for the period covered. The war between the United States and Spain is of course dealt with at length, and every other phase of current history in all parts of the world is presented, as it were, in a nutshell. The present number is one of exceptional interest and should be found in every reading room and on every library shelf in the land. *Current History* is ably edited by Dr. A. S. Johnson and published by the New England Publishing Company, Boston, Mass.

A valuable communication by Professor J. G. Adami, of McGill University, "Upon the existence of a Minute Microorganism Associated with Cases of Progressive Portal Cirrhosis," has been reprinted in pamphlet form from the *Montreal Medical Journal*, in the August number, of which periodical appears a complete account of Prof. Adami's discovery.

EGYPT IN HISTORY AND PROPHECY, by Robert Patterson, and published by H. L. Hastings, at 47, Cornhill, Boston, Mass., is a re-issue of that work as a number of the Anti-Infidel Library. The sub-title of the book indicates its object, "Pharaoh Proclaiming God," and the author puts his matter in a most attractive form. The price of the various numbers of the library is fifteen cents each or one dollar for twelve consecutive issues.

THE SCHOOL SYSTEM OF THE STATE OF NEW YORK, by John Millar, B.A., and published by Warwick Brothers and Rutter, Toronto, Ont. This work, which cannot but prove most readable to teachers and generally to those interested in education, was prepared by the Deputy Minister of Education for Ontario, under the authority of the Minister, as an appendix to his annual report. It presents an exhaustive treatment of the school system in operation in the State of New York, "as viewed by a Canadian," and takes up under twenty-four different chapters, the various phases and processes of that system.

ELEMENTARY PHONETICS, by A. W. Burt, and published by the Copp, Clark Company, Toronto, Ont., is a carefully prepared introduction to a study which is receiving prominence at the hands of some of our educationists. It is claimed that the employment of a thorough analysis of the language sounds in connection with the reading class has for result the correcting of those coarsenesses of speech that arise from failure to properly articulate the elementary sounds of words. It is difficult for us to enter into a complete outline of the subject here, but we recommend Mr. Burt's book to the attention of all interested in the matter. It should also be noticed by the members of the committee on phonetics appointed by the Dominion Educational Association at its last meeting.

WORK AND PLAY IN GIRLS' SCHOOLS, by three head-mistresses, and published by Longmans, Green and Company, London. The authors of this valuable contribution to the literature of education, Misses Dorothea Beale, Lucy H. M. Soulsby and Jane F. Dove, deal with the three aspects of education, the intellectual, the moral and the physical. Each of these is fully treated of in turn, the first being divided into the various heads, Humanities, Mathematics, Science and Aesthetics, the last including music, painting, needlework and other branches of a like nature.

The aim of the work is to be practical and methods form a prominent feature. As Miss Beale says in the preface, the teacher should spend some time, before entering on professional work, in studying the art, the science, the philosophy of education, and the authors have done not a little towards making it possible for teachers of girls to get an insight into what constitutes the well conceived educational ideal. The Copp. Clark Company, of Toronto, Ont., will receive and fill orders for this excellent book.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, May 6th, 1898.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present :—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; George L. Masten, Esq.; the Reverend W. I. Shaw, D.D., LL.D.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; Herbert B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; W. S. Maclaren, Esq.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend E. I. Rexford, B.A.; the Honorable Judge Lynch, D.C.L.; John Whyte, Esq., and Inspector McGregor.

Apologies were submitted from Mr. Finley, Dr. Robins, and the Right Reverend Bishop Dunn, for absence.

The minutes of the last meeting were read and confirmed.

Applications for diplomas under various regulations of the Committee were submitted. It was agreed to grant to Mr. W. W. King, M.A., an academy diploma after examination in French and in School Law, or a model school diploma after an examination in the latter subject only; to Miss A. E. Tory an elementary diploma after passing in school law in McGill Normal School.

Moved by Mr. Masten, seconded by Mr. Rexford, That Mr. Douglas be informed that under existing regulations the Committee has no power to deal with his application, but intends to seek amendments to the regulations which will enable it to do so.—Carried.

Moved by Mr. Rexford, seconded by Mr. Masten, and

Resolved.—That those who hold the senior certificate from the Montreal Kindergarten School shall be entitled to receive elementary diplomas on passing successfully the examination of grade two academy.

Moved by Judge Lynch, seconded by Mr. Ames, That the question of restoring No. 56 of the former regulations of this Committee be referred to the sub-committee which prepared the new regulations, with instructions to limit the application of such proposed new regulation to teachers at present holding second class academy diplomas.—Carried.

Moved by Judge Lynch, seconded by Dr. Shaw, That this Committee learns with infinite regret of the resignation of the Venerable Archdeacon Lindsay, for many years a member of this Committee, and especially that the cause of such resignation is the serious illness of that reverend gentleman.

That this Committee desires to place on record its high appreciation of the valuable services rendered the cause of education by the Venerable Archdeacon Lindsay in his capacity as a member of this Committee.

That a copy of these resolutions be transmitted to the Venerable Archdeacon Lindsay with the hope that he may soon be restored to his usual health.—Carried.

The Secretary reported the approval by the Lieutenant-Governor in Council of the new regulations and the appointment of the members of the Central Board, in accordance with the recommendation of the Committee.

A letter from McGill University, concerning the issue of academy diplomas, and one from Nelson & Sons, concerning Calkin's Geography, were read for the information of the Committee, and filed.

A letter from Mr. Thomas Tremblay, late school inspector, asking for an augmentation of his pension for reasons which he gave at length, was submitted to the Committee, when it was

Resolved.—That the Protestant Committee regrets that this does not seem to be a case in which the Committee should intervene, especially in view of the fact that the opinion of the Attorney General has already been obtained.

A letter from the Secretary of the Central Board of Examiners was read, which contained two recommendations from the Central Board. The first suggested that in order to

ensure uniformity in the amalgamated examinations for superior schools and for the Central Board the Secretary of the Protestant Committee draw up one set of rules for the examination, in harmony with regulations, and see that they are placed in the hands of the deputy examiners. The second requested the appointment of Professor Kneeland as one of the superior school examiners to represent the Central Board. Both recommendations were approved.

The sub-committee for the preparation of the business for the September meeting was appointed to consist of the following members: Dr. Heneker and Inspector McGregor, *ex-officio*, and Dr. Shaw, Mr. Rexford and Mr. Love.

The report of the sub-committee on the course of study was submitted, and after discussion the course for elementary schools was approved in the form in which it appears at the end of these minutes.

The course for superior schools was then considered in connection with the suggestions of the committee on the course of study of the Protestant Teachers' Association, which the Inspector of Superior Schools reported to be not only the results of the work of the said committee of which he was convener, but to be a representation at the same time of his own views. After discussion the superior school course of study was approved in the form in which it appears at the end of these minutes.

Dr. Heneker reported that he had held a conference with the school commissioners of Lennoxville in consequence of the report of the Inspector concerning the unsuitability of the present model school building there, and that, as a result, the commissioners had undertaken to provide better accommodation. The report was regarded as satisfactory.

Dr. Norman reported for the sub-committee to prepare for the June examinations that the sub-committee had agreed to recommend (1) the appointment of the following persons to assist Dr. Harper in the examination of the papers of the academy second grade, and lower grade papers: Inspectors Taylor, Parker, Hewton, Gilman and McGregor; Professor Kneeland; Madame Cornu; Messrs. R. M. Harper and P. Langlois, and Miss Ethel Gale. The Secretary, with the Quebec members, was empowered to fill any vacancies that may occur; (2) That since it has been represented by Mr. Parmelee that the usual grant of \$200 or more from the committee to assist in defraying the

expenses of the Central Board would not be required under the new regulations, the sum of \$500 be given this year, instead of \$300 as last year, for the remuneration of these assistant examiners; (3) That the Inspector of Superior Schools be instructed to send to each school a statement of marks taken by each pupil, without charge, and that the Secretary provide for the payment of the necessary copying; (4) That the list of local deputy examiners, as compiled by the Inspector from the reports of appointments by the various school boards, be approved.

The report was adopted with all the recommendations contained therein.

The interim report of the Inspector of Superior Schools was read.

It was moved by Inspector McGregor, seconded by Dr. Shaw, and

Resolved,—That section one of regulation nine of this Committee be replaced by the following:—

It is the duty of Inspectors,

1st. To hold educational conferences with the teachers, school commissioners and trustees of their respective inspectorates at suitable and convenient centres during the first half of each scholastic year, and to visit every school under their control during the second half, giving two hours on an average to the inspection of each school.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

1898.

Receipts.

Feb. 25—Balance on hand..... \$ 1083 06

1898.

Expenditure.

Apr. 27—J. M. Harper, salary and travelling expenses to July 1.....	\$ 300 00
J. W. McOuat, travelling expenses.....	3 25
G. W. Parmelee, salary.....	62 50
	<hr/>
	\$ 365 75
Balance on hand as per bank book.....	717 31

\$1083 06

After the reading of the rough minutes the meeting adjourned to meet on the 30th of September next, or earlier on the call of the Chairman.

G. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 2nd of June, 1898, to appoint the Reverend William Isaac Shaw, D.D., L.D.D., member of the board of Protestant school commissioners of the city of Montreal, to replace himself, his term of office expiring the 30th of June, 1898.

His Honor the Lieutenant-Governor has been pleased, on the 10th of June, 1898, to appoint the Reverend Father Adrien Napoléon Valiquette, O. M. I., school commissioner for the school municipality of "N. D. of Hull," county of Ottawa, to replace the Reverend Father Phydime Lecomte, absent.

25th June.—To appoint Mr. Alfred Wheeler, of Berger-ville, school trustee for the dissentient municipality of Saint Coloman de Sillery, county of Quebec, to replace the Honorable Richard R. Dobell, who has resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th of June, 1898, to detach lots 2, 3, 4, 7, 8, 9, 10 and 11, in the first range of the old township of Watford, lots 3 and 10, in the second range of the same township, lot A, range 13, lots A and B, range 14, of the old township of Cranbourne, and lots 4 and 5, sixth range of Saint Francis, also lot 2, of the fifth range of Saint Francis, the whole now forming part of the school municipality of the parish of Saint Benjamin, from said school municipality of the parish of Saint Benjamin, Dorchester county, and to annex them, for Protestant school purposes, to the school municipality of Aubert Gallion, Saint George, Beauce county.

27th June.—To detach from the parish of Saint Félix de Valois, county of Joliette, the new parish of "Saint Cléophas," and erect it for school purposes, under the name of "Saint Cléophas," with the same limits as are assigned to it by proclamation of the 13th day of August last (1897).

27th June.—To detach from the municipality of Saint Côme, county of Beauce, district No. 1, and erect it into a distinct school municipality under the name of "Village of Saint Côme de Kennebec," with the same limits as are assigned to it as such district No. 1.

The foregoing erections to take effect on the first of July, 1898.

His Honor the Lieutenant-Governor has been pleased, on the 3rd of August, 1898, to appoint Mr. Jules Langis, school commissioner for the municipality of N-D. du Sacré-Cœur, county of Rimouski, to replace Mr. Joseph A. Pérusse, who has resigned.

CIRCULAR OF ADVICE TO THE SUPERIOR SCHOOLS FOR 1898-99.

The attention of the principals and head-teachers of the Superior Schools is respectfully invited to the following suggestions and instructions for 1898-99; and for the guidance of this office they are requested to send by return of mail a postal card with the names of the members of their staff, as well as the names of the chairman and secretary-treasurer of the commissioners or trustees.

1. The Course of Study and a neatly written or printed time-table should be framed and hung in each school-room. The Department of Public Instruction will issue in a few days the revised Course of Study, in which there are but few emendations. In addition to these items the teacher of each department should put forth every effort to improve the appearance of his or her school-room by means of maps, charts, and wall-decorations, including a flag of the Empire and one of the Dominion, with a picture of Her Majesty Queen Victoria. Each room should be supplied with a full set of the maps, charts, and apparatus required for the grades in that room, and it would be well if the commissioners would offer a prize to the teacher who keeps her school-room in the tidiest condition, the award possibly being made at the date of the Inspector's visit.

2. In these improvements, as well as in the laying out and beautifying of the school-grounds, an effort should be put forth on the part of the teachers to enlist the sympathy and co-operation of the commissioners and community, and immediate steps should be taken by teachers and commis-

sioners to lay out the school-grounds on some definite plan as a preparation for the planting of trees and suitable hedgerows in the autumn as well as in the spring. The competition going on at present among the schools has realized gratifying results, and it would be well if more of our schools should take advantage of it to improve the school surroundings. The prizes offered in connection with this competition are a first prize of \$100, a second prize of \$50 and a third prize of \$25, the award being made on (1) the spaciousness of the grounds, (2) the separation of the ornamental in front from the ordinary play-ground, (3) the approaches and fences, (4) the outhouses hidden away behind shrubbery, (5) the number of trees planted and their arrangement.

3. Last year the Inspector issued with his notices, intimating the date of his official visits, a tentative programme for the guidance of the teacher in preparing for his visit. This year, instead, there is enclosed with this an abstract of the items on which he is expected to report, and the manner of making the various awards ; and every teacher and commissioner is expected to be informed of this by the principal, as well as of all matters pertaining to the Inspector's visit.

4. In English, the examination-tests in dictation, abstract-writing and sentence-making will be taken from any of the readers or other text-books used in the grade. The making of sentences, written or *viva voce*, is an exercise which should accompany every lesson, the teacher always refusing to accept from the pupils in their answers anything in the shape of bad or broken English. In this connection synthesis, or the composing of sentences from elemental phrases, should receive serious attention, as ensuring a practical result from the study of analysis.

5. In Grade I. Academy, the selections for French reading and translation are included in the second half of the Progressive Reader, Part First, with the last five prose extracts for dictation and re-translation. In Grade II. Academy, the selections in French are to be taken from any part of the same book with the last six prose extracts for dictation and re-translation. The pupils of Grade II. Model School may read the first ten prose extracts from the same Reader in connection with their grammatical course. All the pupils of all grades should be exercised

every second day at least in colloquial French. (See Revised Course of Study.)

6. Specimens of writing, drawing and book-keeping forms are to be prepared in advance of the Inspector's visit, and from them as well as from the regular work of the school in these subjects he will make his award. These specimens are not to be considered as forming any part of the specimens sent in to the Department of Public Instruction at the end of the year, and in the absence of which the grant for equipment is always withheld. They should, however, be done on regulation paper, pinned together by grades, with the names and ages of the pupils written on each page.

7. In every department of the school, attention ought to be given, directly or indirectly, to physical, vocal, sentence and moral drill, when the development of the whole being of the child is under the right kind of developing processes; and the efficiency of the classes in this connection will be taken special notice of by the Inspector at the time of his visit, as may be seen from the form of his report herewith enclosed.

8. The principal or head-teacher, who by regulation has charge of the whole school, is earnestly requested to show this circular to his associate teachers, with the request that it be carefully considered by them. The spirit of co-operation should prevail in all our work connected with our school life, and should any teacher have suggestions to make, it is needless to say that, in the future as in the past, they will be most respectfully received and considered. Through such co-operation no mistake has ever been allowed to militate against any school or pupil.

J. M. HARPER,
Inspector of S. S.

OFFICE OF THE INSPECTOR)
OF SUPERIOR SCHOOLS,)
Quebec, September, 1898.)

STATEMENT of Pension Fund of officers of primary instruction for the scholastic year 1897-98.

RECEIPTS :—

Stoppages of 2 per cent.	
on public school grant.....	\$3,200 00
on superior school grant.....	1,000 00
on salaries of normal school professors.....	454 55
on salaries of school inspectors.....	716 25
on salaries of teachers in schools under control	16,540 10
on pensions paid during the year.....	737 98
Stoppages paid to the department by teachers...	142 98
Interest to 30th June, 1896, on capital account..	9,117 62
Annual grant.....	1,000 00
Special Government grant.....	6,000 00
Amount of deficit for year.....	655 29
	<u>\$39,564 77</u>

EXPENDITURE :—

For pensions.....	\$39,296 17
For instalment remitted	0 40
Expenses of administration.	268 20
	<u>\$39,564 77</u>

1897—July 1st :—

Balance in trust, in the hands of the Provincial Treasurer, derived from surplus accumulated between 1886 and 1891.....	3,096 20
Less deficit for the year 1897-98.....	655 29

1898—July 1st :—

Balance in hands of Provincial Treasurer.....	<u>\$ 2,440 91</u>
---	--------------------

CAPITALIZED REVENUE.

1897—July 1st :—

Accumulation of revenue to date	\$183,207 39
Revenue for 1897-98, belonging to capital :—	
Stoppages on pensions.....	\$1,023 70
Less amount remitted on capital.....	1 00

Balance added to capital.....	<u>1,022 70</u>
-------------------------------	-----------------

1898—July 1st :—

Amount of capital to date	<u>\$184,230 09</u>
---------------------------------	---------------------

ELEMENTARY

SUBJECTS.	GRADE I.	GRADE II.
Scripture Knowledge	The first half hour of each day to be devoted to the Opening Morals, including readings and lessons upon Godliness, Kindness to Animals, &c. See scheme of Bible Study.	
English.	The meaning of words with the subject matter of the reading fluency, clearness and correctness of pronunciation, and to Copying words and sentences, oral and written reproduction, Memoriter work. Special attention to penholding and hand-movements.	Copying words and sentences, Dictation, oral and written. Reproduction, Sentence Composition, Memoriter work.
Arithmetic	Mental Arithmetic, Addition and Subtraction with objects, and with numbers of two figures. Reading and writing numbers to 100.	Mental Arithmetic, Four Simple Rules to short division inclusive. Multiplication Table. Avoirdupois weight, Long and Liquid Measures.
Geography and History.....	Elementary terms. Divisions of land and water. Map of the school neighborhood.	Outline of the map of Canada.
Object Lessons or Useful Knowledge	Form Study and Drawing, Colour, Size, Weight, Motion, First and Minerals of the Province, and their uses).	
French... .. (optional)	Names of objects in conversation.	Names of objects, familiar phrases.
Text-Books..... necessary for each grade.	Reading Book, Table-card, Slate, Slate-Pencil.	Reading Book, Table-card, Slate, Slate-Pencil, Copy-Book, Blank Book, Pen, Ink.

N. B.—Music and Physical Exercises are required to form part of the School

SCHOOLS.

GRADE III.	GRADE IV.
Exercises, Scripture Reading, Singing and Prayer, Instruction in Scripture and Truthfulness, Honour, Respect for others, Good Manners, Temperance, Health,	
lesson. Special attention to be given to pleasantness and brightness of tones, writing and spelling in all written work.	
Copying, Dictation, Word Building, Special Study of Simple Selections, from best prose and poetry, with Memoriter work, Sentence Drill, the Parts of Speech.	Dictation, Special Study of Selections, including Definitions, Derivations, Analysis and Synthesis of sentences, Parsing, Letter Writing, Accounts, Descriptive Composition, and Recitation of selected passages.
Mental Arithmetic, Long Division, Simple Examples in Fractions and in Compound Numbers in ordinary use, and Review.	Mental Arithmetic, Simple Examples in Fractions, Decimals, Percentage, Interest, Mensuration and Review.
Map of Western Hemisphere, Map Drawing, Outline of Canadian History, French Rule.	Map of Eastern Hemisphere, Map Drawing, Outline of Canadian History, including points of contact with British History.
Notions of Agriculture, (Special attention to the Plants, Animals, Forest Trees,	
Easy sentences with simple forms of familiar verbs.	Reading, easy exercises in translation, regular verbs.
Reading Book, Slate, Pencils, Copy-Book, Blank Book, Pen, Ink, Arithmetic, Geography, Canadian History, Drawing Book, No. 1.	Reading Book, Slate, Pencils, Spelling Book, Copy Book, Blank Book, Pen, Ink, Arithmetic, Grammar, Geography, Canadian History, Drawing Book, No. 2.

Course.

MODEL SCHOOL

SUBJECTS.	GRADE I.	GRADE II.
	<i>The opening Exercises in all Grades consist of</i>	
Scripture Knowledge	Life and words of Christ. Memoriter work, Matt 6. The work of these two grades may be taken as one class in alternate years.	Old Testament History complete
English	Reading from authorized books in use in the respective dictionary. Analysis and Synthesis of simple sentences Etymology. Noun, Personal Pronoun, Adjective, Parsing, Business Forms, Reproduction, Letter Writing.	Analysis and Synthesis of Simple and Compound Sentences. Etymology, Parsing, Letter Writing, Business Forms, Reproduction, and Study of the Deserted Village.
Arithmetic.....	Mental Arithmetic and rapid work, simple examples in Vulgar Fractions, and Review.	Mental Arithmetic and rapid work, Vulgar and Decimal Fractions, Compound Rules, and Review.
Geography.....	North America with Geography of Scripture and History Courses. Memory map drawing.	Europe with special study of Geography of Scripture and History Courses. Memory map drawing.
History.....	Outlines of Canadian History.	Outlines of English History to the end of the Tudor Period.
Algebra.....	Simple Preparatory Exercises.
Geometry.....
French.....	Exercises in Words and Phrases. Conversation in all grades.	Article, Noun and Adjective, with written exercises, Simple Tenses of <i>avoir</i> and <i>être</i> , Present, Imperative and Future Tenses of Regular Verbs of the first conjugation.

ACADEMY.

GRADE III. MODEL SCHOOL AND GRADE I. ACADEMY.	GRADE II.	GRADE III.
<i>Scripture Reading and Praying with Singing.</i>		
Gospels and the Acts of the Apostles. Memoriter work as selected by teacher.		
grades, special attention to writing and spelling in all written work, use of the		
Analysis and Synthesis of Sentences, Syntax, Parsing, Reproduction, Descriptive Composition, Study of Scott's <i>Ivanhoe</i> , (School Edition)	Analysis of Sentences, Syntax, Parsing, Composition, Study of Selections from Tennyson, (Rowe & Webb).	Use of the Dictionary. Brook's <i>English Literature</i> (New Edition). Shakespeare and Tennyson as in A. A. Examinations.
Mental Arithmetic and rapid work, Percentage and its application, Square Root, simple examples in Mensuration, and Review. Also, Book-keeping for Gr. I. Academy.	Complete Arithmetic with Metric System. Book-keeping.	Arithmetic as in A. A. Examinations.
Geography of Scripture and History Courses, North and South America in detail. Memory map drawing.	General Geography.	Physical Geography. See A. A. Prospectus.
Canadian History, and English History to the end of the Stuart Period.	British History and Canadian History.	Grecian History and Roman History, and Collier's Great Events.
Easy exercises in simple Equations of one unknown quantity with the simple rules.	Factoring, Fractions, G. C. M. & L. C. M., Simple Equations and Review.	Quadratic Equations, Involution and Evolution and review, as in A. A. Examinations.
Euclid, Book I, 1-26, with at least five deductions.	Euclid, Books I and II, with at least ten additional deductions.	Books I, II and III, with at least fifteen additional deductions.
Adjectives and Pronouns, with written Exercises, Regular Verbs of the four conjugations, Translation, Dictation.	Verbs, Regular and Irregular, written Exercises, Translations, Dictation, Memoriter reproduction of a brief narrative read in French.	Grammar, easy translation from French into English, and from English into French. The reproduction in French of an easy narrative read in French. Repetition.

MODEL SCHOOL

SUBJECTS.	GRADE I.	GRADE II.
Latin.....		The Declensions, Adjective and Pronoun, with exercises.
Greek.....		
Hygiene.....	One half-hour per week for each grade.	
Drawing.....	No. 2 Dominion Freehand Drawing Course.	No. 3 Dominion Freehand Drawing Course.
Special Course.....		
Grade Subjects... ..	As above.....	Scripture, English, Arithmetic, Geography, History, French, Hygiene, Drawing, and at least one of the following: Algebra or Latin.

NOTE.— I. One or more of these subjects, as may be determined by the local school
 II. The examinations in Reading, Writing, Oral French, Hygiene, Drawing, authorities, but the Inspector of Superior Schools will inspect and in the remaining subjects as indicated under the respective grades.

ACADEMY.

GRADE III. MODEL SCHOOL AND GRADE I. ACADEMY.	GRADE II.	GRADE III.
The four conjugations, Regular and Irregular, with written exercises, Caesar's Helvetian War, Chap. I. 10, Welch & Duffield).	Caesar Bell. Gall., Lib. I. Grammar and Syntax. Easy Prose Composition.	Caesar.—Bell. Gall., Bks. I. and II. Latin Grammar. Virgil.—Aeneid, Bk. 1. Prose Composition, based on the prescribed prose text, and Easy Translation at Sight.
.....	Grammar accidence with exercises.	Xenophon.—Anabasis, Bk. I. Greek Grammar. Prose Composition, based on the prescribed prose text, and Easy Translation at Sight.
No. 4 Dominion Freehand Drawing Course.	No. 5 Dominion Freehand Drawing Course.	General Review of Freehand and Geometrical Drawing, with Perspective and Model Drawing.
.....	Botany, Chemistry, Physics, Physiology, and Agriculture.— <i>See Note I</i>	Trigonometry, Botany, Physics, Chemistry, Physiology, and Agriculture.— <i>See Note I.</i>
Scripture, English, Arithmetic, Geography, History, French, Hygiene, Drawing, and at least one of the following: Algebra, Geometry or Latin.	Scripture, English, Arithmetic, Geography, History, French, Drawing, and at least two of the following group I: I. Algebra, Geometry, Latin, Greek. And at least one of the following group II: II. Physics, Chemistry, Botany, Physiology, Agriculture.	At least six subjects as prescribed for the A. A. Certificate.

authorities.

ing and Book-keeping, are determined and conducted by the local school report on these subjects. Pupils are required to pass the Provincial Examination

CONVENTION OF PROTESTANT TEACHERS.

The Provincial Association of Protestant Teachers holds its annual convention in the Assembly Hall of the High School, Peel Street, Montreal, on the 13th, 14th and 15th of October.

There will be an exhibition of school work in the Gymnasium during the three days of Convention.

PROGRAMME.

A meeting of the Executive Committee will be held in the High School on Wednesday evening, October 12th, at 8.30.

Thursday morning (from 10 to 12).

Reading the reports of the several Committees of Convention.

Thursday afternoon (from 2 to 5).

Miss Edey, Billerica, P. Q. How to interest Pupils.

Miss Catherine Aiken, Stamford, Conn. Methods of Mind Training.

Thursday evening (from 8 to 10).

Addresses by the President, Mr. Mabon; the Rev. Dr. J. Clarke Murray, of McGill, and others.

Friday morning (from 9 to 12).

Mr. Honeyman, of Granby. Distracting Elements in the School Life of the Pupil. How to meet them.

Mr. E. N. Brown, of Lachine. Spelling.

Friday afternoon (from 2 to 5).

Miss Ross, of the High School. Elementary Geography.

Dr. Adams, of McGill. Physical Geography.

Mr. Jordan, of Compton. The Local Association.

Friday evening.

Address by Dr. Feilde, on School Eye-sight.

Address by the Hon. H. J. Duffy, on What the Public expects of the Teacher.

Saturday morning.

Calisthenics by the Riverside Cadets,

Mr. Arthy, Arithmetic.

The reports that are to be read Thursday morning are from the following:—Executive Committee, Representative on the Protestant Committee, Pension Commissioners, Curator of the Library, Finance Committee, Committee on Professional Training, Committee on Pension Fund, English, Text Books, Course of Study, Child Study.

The only authorized Canadian System of Vertical Writing

—IS—

GRAFTON'S VERTICAL PENMANSHIP.

Thoroughly Graded.

Duplicate Headlines Throughout.

These Copy Books are beautifully printed on a fine paper specially made for the series.

Ruled vertical lines will be found in every book, thereby assisting the pupil to keep the writing perfectly upright.

Endorsed by Teachers, Inspectors, School Commissioners and leading Educationists.

PRICE - - 8 cents each.

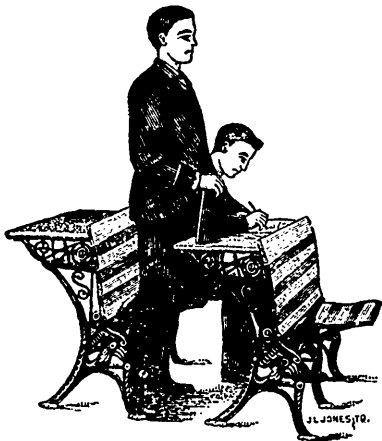
These books are now being used largely throughout the Province.

F. E. GRAFTON & SONS,

Publishers, Booksellers and Stationers,

MONTREAL.

The Canadian Office and School Furniture Co. Limited,



The "Perfect Automatic" School Desk Awarded the Gold Medal at the Jamaica Exhibition. The Latest and Best. The School Desks of this company cannot be excelled for Strength, Beauty of Design, Adaptability and Comfort to the Scholar. Send for Circulars.

PRESTON, Ont.

MANUFACTURERS OF

Office, School, Church,

Lodge and Hall

FURNITURE.


BANK, OFFICE, HOTEL

Drug and Jewellery Store

AND


COURT -- HOUSE -- FITTINGS

A SPECIALTY.



**WEBSTER'S
INTERNATIONAL
DICTIONARY**

WEBSTER'S




Hon. D. J. Brewer, Justice of U.S. Supreme Court, says: "I commend it to all as the one great standard authority."

It excels in the ease with which the eye finds the word sought; in accuracy of definition; in effective methods of indicating pronunciation; in terse and comprehensive statements of facts and in practical use as a working dictionary.

Specimen pages, etc., sent on application.

G. & C. Merriam Co., Publishers, Springfield, Mass., U. S. A.



INTERNATIONAL DICTIONARY