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PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFIC ANNOUNCEMENTS.

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THE
EDUCATIONAL RECORD
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No. 5.

MAY, 1886.

VOL. VI.

MORAL AND PHYSICAL EDUCATION.*

E. W. ARTHY, ESQ.,

Superintendent of Schools, Montreal.

In defining education, I take what is now perhaps the most generally accepted definition, viz., that education is the harmonious development of all the faculties that are inherent in the future man, and therefore a good education ought to develop harmoniously the three sides of a man's nature—the physical side, the intellectual side and the moral side. Now, the question which I wish to ask to-night is this—Does the public school system produce this harmonious development?

I am sorry to be obliged to own that, in my opinion, it does not, and for this reason, that the training in our public schools is too largely intellectual in its scope. I do not intend to enter upon any arguments to prove this fact. I shall take it for granted that it is a fact and that you acknowledge it. And I shall, therefore, use this opportunity which is given me of addressing a body of public school teachers, to endeavour to impress upon you the value and importance of the two other factors which, along with the intellectual, go to make up a complete education—physical culture and moral culture—and especially moral culture.

* A paper read before the Teachers' Association in connection with the McGill Normal School, Montreal, in January, 1886.

It is easy to trace the steps by which our school system has grown into a purely intellectual order. In its beginning, there was no assumption of an entire control of the child. So much time was given to the school as could be spared from the farm or the shop. There still existed a well recognized tradition of mechanical knowledge, and the school was looked upon as supplying these rudiments, the three R's principally, which could best be acquired there. Gradually, as cities grew, increasing thus the class of children who had no other employment, school came to be the chief occupation of the young. The attention of the community became more concentrated on this important institution of the State, and the existing apparatus for instruction was improved and refined. The school-book industry was developed and normal schools established for the better education of teachers who were to stand behind these school-books. The pride of the State, the enthusiasm of teachers, the natural quickness of children, whose attention was no longer divided between their books and manual employments, have all helped to swell the tide of the public school system and to give its training that purely intellectual aspect which it shows to-day.

Now, the result of this is that the majority of children are instructed, I do not like to use the word "educated," beyond their needs,—and this divorce between mental and manual education, which begins in the schools, is perpetuated outside of them, and instead of preparing young men and women for such duties and vocations as they will naturally be called upon to fill, it actually unfits them for them, and often makes them unprofitable members of the community. Centuries ago Bach complained that in his day the schools caused a want of farmers and mechanics and an overflow of clerky people. Precisely this complaint must be made at present. The tendency of our highly organized public school system is to discourage manual labour and to multiply enormously the number of those who seek to maintain themselves by the pen or by trade. The result is that the mechanical arts suffer an indignity, and boys who might have been fitted for good workmen become indifferent book-keepers, clerks and salesmen.

Now this is not only an educational mistake, it is a great economic blunder. A State rests for its prosperity not upon its

clerks, but upon its workmen: it is the men who handle tools that contribute to its wealth and may be trusted for its defence, and it is of first importance that this class should be trained, not only in the arts, but in intelligence and character—in other words, we require for our children not merely an intellectual but a physical and a moral culture also. I do not wish you to go away with the notion that I attribute this defect in manual training to our public school system alone. I think that the public school system is much to blame in this respect, but I see other influences that have combined to bring about this result, such as the disappearance of the apprentice system, the introduction of steam power and so on. But let us not be cowardly enough to throw elsewhere responsibility when we have it in our power to do something at any rate to remedy a defect. I, for one, hail with pleasure some signs that seem to show that public attention is beginning to turn in the right direction. The increasing importance attached to drawing as a part of school curriculum, the introduction of sewing for girls, the springing up of various schools of technology in connection with public schools, for the purpose of teaching children the meaning of their hands and the proper use of tools—all these are significant facts. They are facts which ought at least to make us pause and reflect whether a training which ignores the hand is, after all, the training which either nature or history will approve.

I am compelled to quit this subject of physical or rather manual education at this point. As there are other matters on our programme that call for a share of your attention to-night, the time that I can allow myself for this address must be limited, and therefore I long to pass on to the second and more important question of moral education.

I approach this subject with extreme diffidence. It is so hard to say anything about moral education without appearing to be didactic. Then, on the one hand, although the results of a good early moral training, as they show themselves in character, are apparent enough, so, on the other hand, the means by which these good results have been obtained, the line upon line, the precept upon precept, which have gone to build up the character, are so impalpable, so evanescent that it is almost impossible to lay down definite suggestions for the guidance of teachers. For my own

part it is not my intention to endeavour to lay down any such rules, for I believe that the greatest moral influence of each of us flows spontaneously out of our own character and individuality, and would be smothered by any attempt to impose upon all fixed lines of conduct, however excellent we may believe them to be—but what I desire to do is this—to draw your attention to the close relations that bind together intellectual and moral culture, to point out how the one properly regarded must subserve the other, and to dwell upon our opportunities and responsibilities in the building up of character out of material that generally comes plastic and workable to our hands.

And first of all let me ask the question, “What is the real end of education?” It is a question that requires a little reflection, because the answer of each teacher to this question will probably be the measure of that teacher’s aims and responsibilities in the matter. Education does not consist in books alone. We, perhaps, as teachers, are only too ready to regard knowledge as an end rather than a means to an end, and to look upon books as the primary sources of that knowledge. Now, though the proper use of books is a very good thing, the misuse of books is a very bad thing. In these days, readers and scholars even indulge too much in promiscuous reading, and promiscuous reading retards rather than promotes mental growth. The enormous multiplication of books makes it a great thing to know which to *avoid* reading—and it is a wise caution to remember that in each department of knowledge there are only a *few* really great books, and that books are not the primary sources of knowledge and cannot take the place of thought, observation, life, experience. A man may be deep versed in books, but shallow in himself, because he has failed to acquire that education that lies beyond books. Now what I want to impress upon you as teachers is this—that you have two entirely different branches of labour: you have that of instructing pupils from books, and you have that of instructing them from your own conduct and manner.

Upon whatever career a boy may enter, after leaving school, intellectual cleverness will no doubt be a great advantage. There are, however, I am convinced, *other* qualities which ought to be as systematically cultivated in our schools—the relative importance of which is often underestimated by teachers, because they

cannot be directly tested by school competition. My experience, slight as it is, has led me to set less value on mere cleverness and to attach more and more importance to industry and physical endurance. Indeed I am much disposed to think that endurance is the most valuable quality of all: for industry, as the desire to work hard does not come to much if a feeble frame is unable to respond to the desire. Everybody who has had to make his way in the world must know, that while the occasion for intellectual effort of a high order is rare, it constantly happens that a man's future turns upon his being able to stand a sudden and heavy strain upon his powers of endurance. To a lawyer, a physician, or a merchant it may be *everything* to be able to work sixteen hours a day, for as long as is needful, without yielding-up to weariness. Moreover, the patience, tenacity and good humour, which are among the most important qualifications for dealing with men, are incompatible with an irritable brain, a weak stomach or a defective circulation.

Again there are people who are neither very clever, nor very industrious, nor very strong, who were probably nowhere in school competitions, and who yet exert a great influence in virtue of what is called force of character. They may not know much but they take care that what they do know, they know well. They may not be very quick, but the knowledge they acquire sticks. They may not even be particularly industrious or enduring, but they are strong of will and firm of purpose, undaunted by fear of responsibility, single-minded and trustworthy. In practical life a man of this kind is worth any number of merely clever and learned people. Of course I do not mean to imply for a moment that school success is incompatible with the possession of character such as I have just defined it, but school failure is no evidence of the want of such character.

And these preliminary remarks now lead me to answer the question which I propounded, "What is the real end of education?"

The great business of education is to make men and women—men and women in the highest sense and in the highest degree. It is to bring out all the capacities, not for the sake simply of the purpose they are to serve in life, but for their own sake. The whole of practical life is, after all, simply an education conducted

by that severe pedagogue, Circumstance, and the professions and businesses to which men devote themselves are only part and portion of that education. I am glad to see here to-night some students of the Normal School, because what I am now saying has a special application to all such. All of us, whether we be instructors, or whether we be students, are very apt to regard the training which at the time we may be giving or receiving as an end in itself.

Let us endeavour to rid ourselves of this false notion. Such things are *not* ends in themselves. Their ends, so far as we are concerned, are the effects which they produce on our character and upon our faculties, and it is just this false way of looking at these things that brings into view what I believe to be the danger of the new system—of the modern spirit of education. I know not whether it is owing to our degeneracy—but I am afraid it is the truth that we have a much smaller amount in this 19th century of the disinterested, ardent, enthusiastic love of knowledge for its own sake than our forefathers had several hundred years ago. Our system of education is now marked by a method of sharp competition and of immediate rewards, I acknowledge all the benefits of that method, I see the great results that it has produced; but there is a peril in it also and that is the peril of believing that, when we have gone through school, when we have obtained the prize, when we have realized professional success as the consequence of early distinction, we should look upon that success as the *end* of education. It is *not* the end of education. The end of education is in the effect which it produces upon ourselves, the state to which it brings us and in which it leaves us: and this distinction is a very real one; for there are many who acquire much knowledge yet whose minds remain comparatively barren, simply because they have been content to look upon knowledge as a mere commodity, as a mere tool intended to work out some exterior purpose, and they have forgotten that it is only part of a great, comprehensive and noble process to which we are all subjected in this life, for enabling us in the highest sense to discharge our duty to God and to man.

In drawing attention to what I consider the highest aim of education, far be it from me to disparage the intellectual training

of our schools or the intellectual cleverness that generally gains the prizes in that sharp competition. It is *necessary* for us all to be stirred up to the keen pursuit of these prizes which are open to us at school, in college or in life, but this is only the first step; it is equally necessary never to forget that there are higher enjoyments and higher duties connected with the due appreciation of knowledge for its own sake, and to remember that it is the effort to win rather than the victory which has real value. For while victory in a competition may be the means of laying the mind asleep and inducing it to rest upon what it has done, yet the effort, the true, honest, manful effort, whether it be successful or not, will have left each one of us more competent and more vigorous for the discharge of every other duty and better disposed to face and grapple with the difficulties which in one shape or another must be our lot in life. It is for this reason that I am but little in sympathy with systems and theories that profess to have discovered the royal road to learning, along which they guide the steps of their votaries painlessly and unconsciously. Even allowing the possibility of such a process, I disallow its utility. Our own experience is apt to make us sceptical. All who hear me to-night, I believe have known what it is to work against the grain, to begin a lesson when they would rather have gone to play, to finish it when they would rather have gone to bed. And I am sure that such efforts of self-denial and conscientiousness form at least half the real benefit of education: that it would do us little good to wake up and find our heads magically stocked with all manner of facts in comparison with the good that it does us to *fight* for knowledge, to suffer for her, and to make her *at last* our own. In illustration of this and of my thorough belief in the three-sided education, I wish to say a word in support of games, even the rougher ones. Games, when not carried to excess, are not to be frowned upon. They require a certain amount of courage and the healthy boy, who is not willing to run some risks in their behalf, is not likely to be the boy, who will succeed in life. It is sometimes the skin, sometimes the head, sometimes the ribs: but when a fellow can stand up against these mishaps and is anxious only to win in spite of them, he is in part fitting himself for the battle of life, when many, by dint of sheer perseverance and firmness, rise to prosperity and

honour, while their more brilliant compeers, for want of character, disappoint early expectations. Play, of course, may be too rough and it may be needlessly dangerous. Still it helps to train a steady eye and to develop needed muscle, to give one a good head and to encourage willingness to take the brunt of a manly contest. The rough and tumble of life requires *moral* as well as physical brawn, but if a boy learns by play to measure his own resources, a finger or two out of joint is a cheap enough price to pay for the knowledge.

It is a matter of superfluity, perhaps of arrogance, perhaps of affectation, for a teacher, speaking to teachers, to say anything about the dignity and importance of the teaching profession. We know all about that, you may say. It is the stock-in-trade of platform orators. When they wish to console us for the smallness of our salaries, they talk about the dignity of the profession. There is no doubt, some truth in this satire, for the person, no matter who, whose life is perplexed by the problem of "how to make two ends meet," is unfitted to realize the importance or uphold the dignity of any profession. But, considered apart from such harassing and embarrassing accidents, the profession of teacher, in point of dignity and importance, is second to none, not even to that of the minister of religion. I think that there is hardly anything more to be lamented, to feel more sorrowful about, than the knowledge that men should work as hard as ministers of religion, and produce so little effect upon those among whom they minister. Ministers and teachers of religion have to speak mainly to adults. They have a material that is not plastic, and upon which they can make little impression. The teachers in our schools are in an entirely different position. We have a plastic material upon which we are able to impress our minds and our sentiments, and though that plastic material may be moved and worked and impressed for evil as well as for good, yet, seeing that the great mass of the teaching in our schools tends infinitely more to good than to evil, we may confidently expect that we shall make an impression of lasting benefit upon the young minds with which we constantly come in contact. But, it behoves us to be earnest and watchful, even in the smallest things. Every exercise in the school-room, every particle of teaching involves, on the part of the child, moral action and generates power. This power may

be used either morally or immorally, and the greater the amount of power generated, the greater the responsibility of the teacher, for the clearer the comprehension (if divorced from right choice and moral action) the greater the capacity for wrong-doing. It is the nature of the small human being to do again, whatever he has done before; in other words, the tendency of action is to become habitual. It follows then, that whenever he commits a wrong act he is training for worse things. On the other hand every time he has been led to do right, he has gained so much moral stamina.

In conclusion, I would recommend as a watchword to every earnest teacher, a sentence quoted by Miss Partridge, "in her Quincy methods." As a terse aphorism it is worth remembering, but is far better worth remembering for the deep truth it crystallises—

"Sow an act, reap a habit; sow a habit, reap character; sow character, reap destiny."

EXPERIENCES IN ELEMENTARY SCHOOLS OF OXFORD.

[These representations were placed in the hands of Dr. Heneker three or four years ago by the writer, for many years the secretary-treasurer of the Municipality of Oxford, who has since died. We feel that his valuable remarks deserve a place in the Record.—Ed.]

DISTRIBUTION OF SCHOOL FUNDS.

The School Act, Consol. Stat. L. C., Cap. XV., Sec. 94, obliges the division of the school funds of a municipality among the several school districts into which it may be divided, in proportion to the number of children between seven and fourteen years of age, residing therein and capable of attending school.

The Township of Oxford, forming the school municipality of that name, is, like many of the Eastern Townships, sparsely settled in groups, and in dividing the municipality into school districts it was found to be impossible to even nearly divide the children among the districts and at the same time place the school-houses within travelling distance of their homes. The

school districts from the beginning had larger and smaller numbers of resident children, and the movement of families—and especially of French Canadian families—soon made the difference greater.

Oxford has no graded schools and elementary school teachers, being nearly alike in capacity, expect and receive about equal salary. Now as the Oxford school funds give about six dollars per annum for each child seven to fourteen years of age and capable of attending school in the municipality, and as the resident legal aged children of some districts do not number over *ten* while in other districts they number *thirty*, it follows of course that if the school funds of the municipality be *legally divided*, the less populous schools would be limited to about four months tuition, while the more populous district would—at the rate of fifteen dollars per month for teacher's salary—have a surplus of sixty dollars over and above sufficient to pay for eight months teaching—and with respect to this matter there is some incongruity in the school law, for Sec. 90, sub-Sec. 2, obliges an attendance of eight months per annum in each school, while the division of the school funds enforced by Sec. 94—as above shewn—would make such attendance in all the schools of such a municipality as Oxford all but impossible.

To suit such circumstances as obtain in Oxford and in townships similarly situated, the school law ought to be amended so as to permit that the school funds of a municipality be equally divided among schools without regard, or with but little regard to the resident child population of the respective districts. A little dash of the Bell & Lancasterian system of monitor teaching enables a teacher of ordinary capacity to manage a school of forty children as easily and as effectively as a school of sixteen.

BOOKS AND SCHOOL NECESSARIES.

The difficulty in getting parents and guardians of school children to provide approved and proper class books—the difficulty, indeed, of getting them to provide any kind of school books and school necessities for their use, makes it on many accounts desirable that a depot of these articles should be provided by each school municipality, to be kept by the Secretary-Treasurer for

sale to the scholars through the instrumentality of the teachers. An amendment to the school law may be made in this direction with great advantage to the progress of elementary education—and more so still if the amendment went to oblige the sale of books and necessaries at one-half the cost price. The Oxford School Board have done so for Oxford schools for scholastic years 1878-79, 1879-80, 1880-81 with evident success, charging half price for books and necessaries secures more care of the articles at the hands of scholars than would be the case if given free, as recommended by the Superintendent of Public Instruction in his report of 1880-81.

BOARDING ROUND.

The custom of boarding teachers by parents and guardians in proportion to the number of children respectively belonging to them who attended school, has been long since done away with in Oxford to the manifest satisfaction of all the parties concerned. Nothing could be much more disagreeable to a teacher of any respectability than to be obliged to board and lodge for weeks in succession at the badly supplied table of a poor new settler, having to sleep in many instances amongst the family in a rude log hut without partition, division or screen that would permit of privacy. And as the families of the poorer class of settlers are generally large, teachers under the system of "Boarding Round" would have to board and lodge the greater part of their school time with such families. And, besides, to the poor settler it is on many accounts very disagreeable and inconvenient to board and lodge a teacher. The school law should, no doubt, be amended so as to prevent "Boarding Round."

SUPPLY OF FUEL.

The supply of fuel to Oxford schools has until lately been left to the parents and guardians of the children who attend the schools, and notwithstanding the care and attention of School Commissioners and their Secretary-Treasurer, almost every school in the municipality has been closed for days, for weeks, and in two instances for over a month each in one year, for want of fuel; while the wood which has been supplied was, in the majority of cases, unfit for heating purposes.

To prevent the recurrence of this inconvenience and great loss to the schools, the Oxford School Commissioners have funded the monthly contribution or school fee with the school tax, &c., and have ordered and authorized the school managers to procure each autumn, at stated prices, the fuel necessary for the winter use of their respective schools and send the account to the Secretary-Treasurer, whose business it is to verify the account and pay it. The change works satisfactorily and this mode of supplying the schools with fuel ought, in the opinion of Oxford School Commissioners, to be made compulsory.

SCHOOL ATTENDANCE.

The most perplexing and annoying question with which school commissioners have to deal is attendance. Good school-houses may be constructed—school books and school necessities provided—teachers of a good class engaged—fuel provided, and yet, through the lamentable indifference of parents and guardians to the education of their children, the school may—and often does—lack even moderate attendance. And Oxford School Commissioners had to deal with this evil, and after much consideration, seeing that there was no law to compel attendance, they and their Secretary-Treasurer devised a plan of using the monthly contribution or scholar fee as an assistant.

The School Act—Consol. Stat. L. C., Cap. XV., Sec. 65, Sub-Sec. 4, establishes the monthly contribution for children seven to fourteen years of age, resident in a municipality and capable of attending school, at five to forty cents per month of school terms and 41 Vic., Cap. VI., Sec. 27, makes the monthly contribution, the amount of which shall have been fixed by the commissioners, a part of the assessment and recoverable in the same manner, and the Commissioners and their Secretary-Treasurer, taking advantage of the latitude allowed in the rate of charge for monthly contribution, passed a By-Law by which the general rate was fixed at twenty cents per month per scholar, while, to encourage attendance, a draw-back of fifteen cents per month per scholar was allowed for such of these scholars as regularly attended an Oxford school.

The plan worked well and would, no doubt, if faithfully carried

into operation, almost compel attendance, but the measure was not agreeable to those persons who were indifferent to the education of their children, and some of the recently elected Commissioners allowed themselves to be influenced by the clamour of these parties, worked in opposition to the By-law and through them and their influence with the Municipal Council, to whom the collection of this and other taxes was confided, the Secretary-Treasurer of the Municipal did not urge the collection of the tax as ought to have been done to make the measure effective—and besides, there was difference of opinion as to the legality of the draw-back for attendance.

In the interest of school attendance the measure is essentially a good one, and so ought—and no doubt will sooner or later—to be put in operation. It may be that there is enough of value in the measure to make it desirable that its conditions should be enforced, and if so, to give the measure effect, the school law would have to be amended in that direction. But if even this should not be thought desirable, the use of such a By-law ought at least be made permissive by removing all doubt as to its legality, and this could be done by adding to 41 Vic., Cap. VI., Sec. 27, a few words to that effect.

And the monthly contribution or scholar fee should—for various reasons—be made part and parcel of the general school fund, for this purpose doing away with so much of Cap. XV., Consol. Stat. L. C., Sec. 65, Sub-Sec. 4, as especially appropriates the scholar fee to the use of the school district (arrondissement) in which it has been levied.

ELEMENTARY SCHOOL TEACHERS.

It was at one time expected that the Normal Schools of the Province of Quebec would furnish the rural districts with all their Model School teachers, besides training less or more many teachers for our elementary schools; but the Normal Schools have done little or nothing in that line. Practically our Normal Schools belong to the "Higher Education" and graduates from them find their way through the Universities into the professions, or directly take other and more lucrative employment than teaching. They do not solicit employment as teachers of district

schools and rarely fill even the place of teacher in our Model Schools. The Normal Schools, it may be said, are open to the reception of candidates for country teachers, but unfortunately only few, very few, of these avail themselves, or can avail themselves, of the privilege. Oxford experience goes to show that we have to depend for our common school teachers on women and girls of from eighteen to twenty-five years of age, who have received such education as they have at the common schools; or at the Nunnery schools, mainly of the vicinity, and have had no training whatsoever as teachers, beyond what the practice of teaching in our district schools have given them, and as they take up teaching as a passing employment and with a view to marriage, the experience acquired in this way is soon lost to us. We seldom retain the service of a lady teacher for a longer time than four years.

Whatever then may be the literary acquirements of our primary school teachers they are, as a class, deficient in a knowledge of the management of children, and know little or nothing of method in teaching them—in other words, they are generally ignorant of the “Art of Teaching.”

“The teacher makes the school” is an Oxford maxim, drawn from experience, and all assistance given only helps her to do so, and if this is so—as we think it indisputably is—it follows, of course, that the fitting of teachers for the work they have to perform is of the utmost importance to the country; and how to do this is the question.

It may be asked, why do not aspirants for teaching attend our Normal Schools? But as I have above stated, to the most, if not nearly all, our aspirants to rural teaching this would be impossible. The Normal Schools now established are too distant from most of the Eastern Townships and the greater part of our primary school teachers, and the candidates for such occupations, are mostly the children of poor parents who, like the teachers and candidates for teachers, have to work for a living and can rarely assist their children, and the teachers and candidates for a teachers diploma are themselves neither furnished with means necessary to pay the expense of attendance at Quebec or Montreal, nor are they provided with the clothing which attendance at the Normal Schools of these cities would make indispensable. An

opportunity of training our country girls for teachers—to make it practicable—must be brought nearer home, and I have thought that this very desirable opportunity may be attained in the following or some such manner.

Establish Branch Normal or Training Schools at the most accessible place in each Inspection District.

When convenient—which is expected to be the case at each site where training schools should be established—the existing Model school-houses, or the superior elementary school-houses may, during vacation, be used for training schools under such arrangements as may be made by the School Inspector and the School Commissioners of the respective localities.

Place the schools under the management and in charge of the School Inspectors for the respective Inspection Districts in which the schools shall have been located.

Make school vacations from the 30th of June to the 1st of September of each year compulsory for all rural schools, Model and common.

During this term of vacation for the ordinary schools make it the duty of School Inspectors to open and give a months *free* instruction in the training schools of their respective districts.

Make a months attendance at a Normal or Training School a *requisite* for obtaining a diploma in future, and also, as to present teachers, a necessary qualification for engagement as teachers of primary and model schools.

Decree that each teacher or candidate for teaching, who holds a diploma and who holds besides from a School Inspector a certificate of a month's attendance at a training school and who shall subsequently be engaged as teacher in Model or Primary school, shall receive from the Commissioners of the Municipality with whom she or he may engage, at the termination of her scholastic year's services, the sum of ten dollars over and above her salary.

The distribution of prize books hitherto made by the School Inspectors without perceptible benefit to the schools shall be discontinued and done away with, and the price and cost of these books shall be appropriated towards the establishment and maintenance of the training schools above mentioned, and such further sums as may be necessary for this purpose shall be appropriated from the High School fund or from any other available monies belonging to Education.

R. W. HENEKER, ESQ.,

*Member of the Council of Public Instruction,
Sherbrooke, Quebec.*

DEAR SIR,—You are aware that for years past, the writer, acting as Secretary-Treasurer to the old School Board for the Municipality of Oxford, together with the Commissioners composing that Board, have taken an earnest interest in the advancement of the primary education of the children of the township, and we have in our own humble way obtained some success and have had besides some experience as to the working of the school laws and their adaptation to the wants and conditions of new settlements. Learning now that it is proposed to codify the school laws and that, preparatory to doing so, conferences of Commissioners and Secretary-Treasurers to them and of school teachers are being held, with a view of eliciting their opinions as to changes necessary to be made in the school laws and which, to make the laws as perfect as possible, should be embodied in the codification, I deemed it to be a duty to contribute our "mite" in aid of so good an object.

With this intention I beg to give you in the preceding memorandum a statement of the experience acquired in the management of Elementary schools in Oxford, together with considerations and suggestions arising from them, and trust that doing so may in its small way tend to draw the attention of the Council of Public Instruction to some of the deficiencies and incongruities of the present school laws, and to changes which ought to be made so as to adapt the law to the wants and conditions of our backwoods life.

I have the honour to be,

Dear Sir,

Respectfully yours,

G. J. NAGLE.

AMENDED PENSION ACT SUBMITTED TO THE GOVERNMENT
BY THE COMMITTEE OF THE PROVINCIAL ASSO-
CIATION OF PROTESTANT TEACHERS.

An Act to Amend the Act Vic. 43-44, Chap. XXII, intituled "An Act to establish a pension and benevolent fund in favor of Officers of Primary Instruction."

HER MAJESTY, by and with the advice and consent of the Legislature of Quebec, enacts as follows :

That the Act Vict. 43-44, Chap. XXII, intituled "An Act to establish a pension and benevolent fund in favor of officers of Primary Instruction," shall be amended by deleting the words "holding diplomas," and by inserting the words "from the Educational Funds" after the words "government" in the first section (1) of the said Act, and by substituting for the second and all subsequent sections following, to wit :

II. In order to provide pensions for Officers of Primary Instruction who retire from teaching on the conditions stated in the following clauses of the present Act, a fund shall be established, to be entitled the Pension Fund, which shall be administered by the Superintendent of Public Instruction of the Province of Quebec, for the purpose of this Act, in the same manner as by law he administers other educational funds of the Province. This fund shall be provided as follows :

1. A grant of \$4,000, in addition to the 1,000 provided by the Act hereby amended, shall be annually made by the Government of the Province to the Pension Fund.

2. Such portion of the Pension Fund established by the Act of the 22nd December, 1856, as may, from time to time be released by the death of pensioners, shall be paid to the Pension Fund, so that the whole shall be so paid when the last of the said pensioners is dead.

3. Interest in the Provincial or Dominion Bonds that have been or shall be purchased and held in trust by the Treasurer of the Province, under the section hereby amended, or under the provisions of the 3rd subsections of section 7 of the present Act, shall be paid by the Treasurer of the Province into the Pension Fund.

4. A stoppage of two per cent. shall be made annually by the Superintendent of Public Instruction from and out of the "Common School Fund," and from the "Superior Education Fund," and the stoppage so made shall be paid by him into the Pension Fund.

(1) First section reads as follows:—Under the term: officers of primary instruction," the present Act includes: school inspectors, professors of normal schools, holding diplomas, and male and female certificated teachers, teaching in an institution under the control of school commissioners or trustees, or subsidized by them or by the Government but does not include members of the clergy or religious communities.

5. A stoppage of two per cent. from the salary of each officer of primary instruction except such as shall be expressly exempted by the operation of section XII of the present Act, shall be collected by the Superintendent of Public instruction and paid into the Pension Fund.

6. For this purpose it shall be the duty of each officer of primary instruction to report semi-annually to the Superintendent of Public Instruction his address, the nature of his employment, and his total salary for the pending half-year. If any officer of primary instruction fail to report himself as above provided for three successive semi-annual returns, he shall be notified by the Superintendent of Public Instruction by circular, directed to the last address furnished; if such notification elicit no response on or before the time for the next semi-annual return, his name shall be stricken from the lists of the Superintendent of Public Instruction, and he shall forfeit his advantages under this Act, and the money already paid by or for him into the Pension Fund.

7. For the same purpose it shall be the duty of the commissioners, trustees, or governing bodies, by whom officers of primary instruction are employed, to report semi-annually the name, employment, and salary for the half-year, of each officer of primary instruction employed by them.

8. In case lodging, board and fuel, or any of them, are included in the amount of a teacher's salary, the amount representing such lodging, board or fuel shall be estimated and established, to the satisfaction of the superintendent, by the school inspector of the division to which the teacher belongs.

9. The salary of officers of primary instruction, employed in schools, subsidized by Government or school municipalities, shall be estimated and determined by the school inspector of the division to which such officer of primary instruction belong, and this to the satisfaction of the superintendent, who may order an enquiry for such purpose, in accordance with the law respecting education. But the salary reported under this sub-section on which stoppages shall be made and pensions computed, shall not exceed one thousand dollars per annum in the case of any one officer of primary instruction.

10. The Superintendent of Public Instruction shall retain, half-yearly, out of the grant payable to each municipality, normal school, or institution subsidized from the Education Funds, or out of the salaries paid directly by the Department of Public Instruction, the sum necessary to pay the stoppages from and out of the salary of each officer of primary instruction, employed by such municipalities, normal schools, or institutions subsidized from the Education Funds. And the schools authorities are authorized to deduct from and out of the salaries of such officers the amount retained by the Superintendent.

III. In case the amounts above enumerated exceed the sum necessary

to pay the pensions hereinafter provided, the excess shall be paid to the Provincial Treasurer in trust, and shall be held by him subject to the order of the Superintendent of Public Instruction for the purposes of this Act.

IV. In case the amounts above enumerated, together with any surplus of former years held under the preceding section in trust, by the Provincial Treasurer, be sufficient to pay the pensions hereinafter provided, the stoppages enumerated in subsections 4 and 5 of section II. of this Act shall be proportionately increased by the Superintendent of Public Instruction, until the requisite amount be provided.

V. Every officer of primary instruction who has been employed as such under the education laws of the Province of Quebec, for a term of ten years or upward, five years of which shall be the five years immediately preceding the application for retirement, who has not been exempted from the operation of this Act under clause XII. following, and who has attained the age of 55 years, or who has been exempted from service under the provisions of clause VI. following, shall be entitled to retirement on a pension that shall equal as many sixtieths of his average salary as an officer of primary instruction between the ages of 18 and 60, as shall equal the number of years for which he has reported himself an officer of primary instruction, and for which the requisite stoppages have been paid.

VI. After ten years service, officers of primary instruction, who, through enfeebled health or serious injury not resulting in either case from immorality, are unable to continue in service, and who furnish medical certificates to this effect as hereinafter provided by section XI., shall receive a pension calculated as in section V.; but no such pension shall continue to be paid to persons under 55 years of age, except on proof satisfactory to the Superintendent of Public Instruction that such inability continues.

VII. Officers of primary instruction who were such during any portion of the time subsequent to the 24th July, 1880, shall be permitted to report to the Superintendent of Public Instruction, with such proof as shall be satisfactory to him, the whole of their services and salaries payable in cash as officers of primary instruction under the education laws of the Province of Quebec, and to pay to him on or before the 31st of December, 1886, the stoppages on their past salaries, at the rate of two per cent. of each year's reported salary, together with simple interest on each such annual stoppage, computed at six per-cent. per annum from the end of the school year in which each reported salary became due up to the time of payment to the Superintendent; but from the amount of back stoppages so computed to be paid by each such officer of primary instruction shall be deducted all stoppages, already paid in, whether under the "Pension Act" of 1880 or under that of December 22nd, 1856.

2. Officers of primary instruction who have made an accepted report to the Superintendent of Public Instruction, as above, and have paid in their

back stoppages, shall be permitted to count the whole of their reported services and salaries, toward the pensions to which they may become entitled, under sections V. and VI. of this Act.

3. All back stoppages so paid in to the Superintendent of Public Instruction shall be, by him, paid to the Treasurer of the Province, and by him, converted into Provincial or Dominion bonds, and capitalized for the benefit of "The Pension and Superannuation Fund, for officer of primary instruction." And the said fund shall not form part every year of the Consolidated Revenue Fund, notwithstanding any provision to the contrary in the Act respecting the Treasurer; but it shall be held in trust by the Treasurer of the province for the purposes of this Act.

VIII. All pensions, payable under this Act, shall begin from the day on which the salary of the officers of primary instruction ceases to be paid, provided that application shall have been previously made in due form to the Superintendent of Public Instruction with all such attestation of fact as he may require. All pensions shall be paid semi-annually on demand of the Pensioners on forms furnished by the Superintendent of Public Instruction. One payment, and one payment only, shall be made to the heirs, executors or assigns of any pensioner, on their furnishing proof of the death of the pensioner, and of the validity of their claim.

IX. Pensions, shall not be assignable or subject to seizure.

X. Every officer of primary instruction, who has resigned his office, or has been dismissed, for any causes provided by law, by the Council of Public Instruction, or one of the Committees thereof, or by the Superintendent, shall forfeit his right to a pension. He shall also forfeit the amount he has paid, or which has been deducted from his salary. If he is reinstated, his former service and payments shall count.

XI. In case of retirement, because of enfeebled health, or serious injury, the fact and the cause, so far as it is ascertainable, shall be established by certificates given by a physician, who has attended such officer, and by one of two physicians, designated by the Superintendent of Public Instruction, one of whom shall be a Roman Catholic resident in Quebec, and the other a Protestant resident in Montreal.

XII. Henceforth, no Board of Examiners nor Normal School, shall grant a diploma to any one, who is not provided with a medical certificate from a physician designated by each such Board of Examiners or Normal School, testifying to the state of health of the applicant for a diploma. If such certificate declare the applicant to be of average sound health, he shall, if granted a diploma, pay the stoppages demanded and enjoy the advantages conferred by this Act; if it do not declare the applicant to be of average sound health, he shall neither pay the stoppages, nor enjoy advantages under this Act.

XIII. The medical certificate enacted by sections XI. and XII. of this

Act, shall be attested in accordance with the Act of the Dominion of Canada, 37 Victoria, chapter 37, intituled: "An Act for the suppression of voluntary and extra judicial oaths," shall be procured by the applicant for a diploma, or a pension, as the case may be, and shall be filed with the Superintendent of Public Instruction.

XIV. The accounts of the Pension Fund shall be kept by the Department of Public Instruction, shall be certified annually by the Provincial Auditor, and shall be published in sufficient detail in the Reports of the Superintendent of Public Instruction.

XV. The Superintendent of Public Instruction shall be bound to draw up and prepare all orders or regulations, which he may deem necessary to put this Act into force, and to provide for unforeseen cases; and such orders and regulations, when sanctioned by the Lieutenant-Governor-in-Council and published in the Quebec Official *Gazette*, shall have force of law for the carrying out of this Act.

EDITORIAL NOTES.

Teachers' Institutes.—The interest which teachers feel in these gatherings is shown by the number of enquiries received concerning the dates and places at which the Institutes are to be held this summer. Three institutes will be held during the month of July, one in each of three districts of Inspectors Hubbard, McLoughlin and McGregor. The work will be carried on upon the same plan as last year, under the direction of Dr. Robins, Dr. McGregor and the English Secretary of the Department.

Dr. Robins will take up Geography, English and Methods of Teaching, Dr. McGregor will take up Arithmetic, Geometry and Methods of Teachings, and the Rev. Mr. Rexford will take up School Discipline in relation to school boards, parents, teachers and pupils. An hour each day will be given to the *General Question Box* which proved so useful and interesting at Waterloo and Orms-town last year. We hope that School Commissioners and teachers will unite in making the gatherings successful. In one or two instances, last year, meetings for the engagement of teachers were held during the time the institutes were in session and some teachers were kept from the institute in consequence. This should be avoided in the future. The first Institute will open at Lennoxville, on Tuesday, July 6th; the second on July 13th, probably at Knowlton; the third at Lachute or Hull, July 20th. Full information concerning the Institutes will be given in the June number of the RECORD.

Inspectors' Meetings of Teachers.—These meetings which Inspectors are required to hold in each county have been productive of much good. We are able to say at present that two series of these meetings will be held during the month of June, at which the Inspectors will have the assistance of the English Secretary of the Department. Inspector Thompson will hold a series during the first week in June as follows:—Wednesday, the 2nd, at Inverness Academy; Thursday, the 3rd, at Leeds Village; Friday, the 4th, at Gould Lingwick.

Inspector McLoughlin will hold meetings during the third week in June as follows:—On Monday, June 14th, at Mansonville; Tuesday, June 15th, at Sutton; Wednesday, June 16th, at Cowansville; Thursday, June 17th, at Granby; Friday, June 18th, at Bedford. Each of these meetings will open at 9.30 a.m. and close at 4 p. m. The best methods of conducting the work of the elementary schools will be discussed and the difficulties of teachers considered. School Commissioners and ratepayers are invited to be present. These meetings are held by order of the Superintendent and each teacher is expected to attend one of these meetings, and is entitled to close her school one day in order to do so. These meetings have been productive of good results in the past and we hope they will meet with the encouragement they deserve this year.

The Secretary-Treasurers and their Half-Yearly Reports.—During the next two months the reports will be made up upon which the educational statistics of the Province are based. It is very important, therefore, that these reports should be accurate and complete. In order to secure accuracy and completeness, the Department has authorized a form of School Journal which provides for all the details required by a secretary-treasurer for his reports. These school journals are provided by the School Commissioners for each school and at the close of the school the teacher fills up a form contained in the journal and returns this abstract form to the secretary-treasurer of the municipality. In this form the secretary-treasurer has all the information concerning the school for his report; there is therefore now no good reason why the reports of the secretary-treasurers should not be accurate and complete. The Department will insist upon this in the reports due the first of July next.

In reference to this report we ask the attention of secretary-treasurers to the following points:—

FIRST.—*All reports should be in the Department before the first of August.* This gives the sec.-treas. a months grace as the reports are due on the 1st of July. If this is not done the municipality is deprived of the use of its grant, (if there are dissentient schools in the municipality neither commissioners nor trustees can be paid until both reports are received); the annual report of the Department is delayed, and the general work of the Department is seriously interfered with. Be punctual in making your reports.

SECOND.—*In filling up the report, make an entry in each blank space.* If blank spaces are left, the meaning is doubtful. If there is nothing to report, insert the word "None," if you have no information upon a particular point insert "No information."

On page one of the report, the words "The amount of the valuation roll" mean the total amount of assessable property upon which school taxes are levied. The words "Total receipts for the year" should include all Government grants for the year.

On page two, the figures for column four are obtained by deducting those of column six from those of column two. "The attendance of pupils during the year" will be reported this year for the first time. The abstracts in the authorized form of school journal furnish all necessary information required for these six columns, and if the secretary-treasurers obtain these returns from the teachers it will be a simple matter to fill up these columns. The "assessment certificate" should include the *whole amount of assessment* collected during the year. Again, the *totals* should be made up by the secretary-treasurers for the last three columns on page one and for all the columns on page two. A blank form of report was sent to each secretary-treasurer on the 1st of May for his July report. Any secretary-treasurer who has not received a blank form should apply to the Department at once for a copy. Secretary-treasurers should notice that the form of report for the first of July has the heading "The second half-yearly report," while the form for January has the heading "The first half-yearly report." These simple explanations may seem to many quite uncalled for, but the clerk of statistics at the Department finds

that the reports would be much improved by careful attention to these simple suggestions to secretary-treasurers.

OMISSION.—“The Sun Dance of the Cree Indians,” given in our last number, should have been credited to the Canadian Record of Science, Montreal.

CORRESPONDENCE.

“POSSESSIVE CASE” AGAIN.

To the Editor of the Record.

Although quite willing that Mr. Proctor should have the last word in our little discussion, it seems to be hardly just to the subject, that it should be left where his last letter leaves it. As an introductory remark, I may say that Mr. Proctor's effort to “disabuse” me, was about as necessary or pertinent as, I presume, it would be for me to remind him that grammar is founded upon language, not language upon grammar.

I fail to see that Mr. Proctor's letter is a reply to mine, or that he at all meets the question under discussion. That question is not, whether *mine*, *thine*, &c., should be classed as the *possessive case* of the personal pronouns, (a question which I did not discuss), but whether the personal pronouns have a *possessive case*. By the way, it seems doubtful, from Mr. P.'s position, whether it is worth the while for us to talk of the *possessive case at all*; as he says that “the possessive case of substantives is virtually an adjective.” Now, while it is doubtless true that all limiting words and phrases (and even clauses,) have more or less of what may be termed, adjective force, still it strikes me as at least futile to speak of such words and expressions as “virtually adjectives.”

In his first letter Mr. P. assumed that *my*, *thy*, *his*, *her*, *its*, *our*, *your* and *their* are unquestionably adjectives, because (a) the somewhat similar words, *mon*, *ton*, &c., in French, and *meus*, *tus*, &c., in Latin, are adjectives, and (b) these words require a noun expressed. As the particular point of my letter, I venture to question that assumption, and to show, as used in English, these words are, in every proper sense, *personal pronouns in the possessive case*, and to this position Mr. P. has not even alluded in his last letter. I need not trouble you with a repetition of the argument which I used to sustain this view, “whether wise or otherwise,” but I may illustrate the peculiarity of one language as regards those words, by referring to the well-known difficulty which a French student, in learning English, has in understanding why, for instance, we translate *son mari*, as *her husband*, and not *his husband*. The reason for this applies exactly to the point under discussion; in French, these possessives are *adjectives*, and agree with the nouns to which they are joined in gender and number, while in English they are *personal pronouns*, and agree with the nouns for which they stand in gender and number.

Until convinced of my error, I shall continue to hold the view that the personal pronouns have a possessive case, expressed by the forms *my*, *thy*, &c., at the same time, of course, allowing Mr. Proctor to dispose of *mine*, *thine*, &c., as he may prefer, and to parse *my*, *thy*, &c., in fact all possessives as adjectives if he prefers to do so.

H. HUBBARD.

TIME-TABLE.*

(WHERE THERE IS AN ATTENDANCE OF FIFTY PUPILS AND ONE TEACHER).

1ST CLASS.	MONDAY.	TUESDAY.
9.00 — 10.30 10.45 — 12.00 1.00 — 2.00 2.00 — 2.30 2.45 — 3.30 3.30 — 4.00	Reading, Arithmetic, Mental Arithm. { Copying Reading Lesson, figures from 1 to 1000. Write on slates from 1 to 1000. Writing. Reading Lessons and Capital Letters. Dismissed.	Reading, Dictation, Mental Arith. { Copying Reading Lesson, and figures from 1 to 1000. Write on Slates from 1 to 1000. Singing. Reading Lessons and Capital Letters. Dismissed.
2ND CLASS.	MONDAY.	TUESDAY.
9.00 — 10.30 10.45 — 12.00 1.00 — 2.00 2.00 — 2.30 2.45 — 3.30 3.30 — 4.00	Reading, Tables Arith., Mental Arith. { Copying Reading Lessons, and Slates and Arithmetics. Sums from Blackboard. Writing. Reading Lessons. Geography (Map Drawing).	{ Reading, Tables, Dictation, Mental Arithmetic. { Copying Reading Lessons; Slates and Arithmetics. Composition Singing (Lesson from Board). Reading Lessons. Geography (Map Drawing).
3RD CLASS.	MONDAY.	TUESDAY.
9.00 — 10.30 10.45 — 12.00 1.00 — 2.00 2.00 — 2.30 2.45 — 3.30 3.30 — 4.00	Sums from Blackboard. Reading, Tables, Arith., Mental Arith. Slates and Arithmetic. Writing. Study History Lesson. History (Canadian).	{ Sums from Blackboard. { Reading, Tables, Dictation, Mental Arithmetic. { Slates and Arithmetics. Singing (Lesson from Board). Study Geography Lesson. Geography.
4TH CLASS.	MONDAY.	TUESDAY.
9.00 — 10.30 10.45 — 12.00 1.00 — 2.00 2.00 — 2.30 2.45 — 3.30 3.30 — 4.00	Slates and Arithmetics. Sums from Blackboard. { Reading, Dictation, Arith., Mental Arithmetic. Writing. Study History Lesson. History (Canadian), with 3rd Class.	{ Slates and Algebras. { Sums from Board (Algebra). { Geometry, Grammar, Mental Arith. Singing (Lesson from Board). Study Geography Lesson. Geography (with 3rd Class).

Mental Arithmetic is given for Class to take seats.

A Temperance Lesson sometimes substituted for a Bible Lesson.

TIME-TABLE.—CONTINUED.*

(WHERE THERE IS AN ATTENDANCE OF FIFTY PUPILS AND ONE TEACHER.)

WEDNESDAY.	THURSDAY.	FRIDAY.
Reading, Arithmetic, Numerals { Copying Reading Lesson and { Figures from 1 to 1000. Writes on Slates from 1 to 1000. Writing. Read'g Lessons and Cap. Letters Dismissed.	Read'g, Dictation, Ment. A.rith. { Copying Reading Lesson and { Figures from 1 to 1000. Write on Slates from 1 to 1000. Drawing. Read'g Lessons and Cap. Letters Dismissed.	Reading, Bible History. { Copying Reading Lesson and { Figures from 1 to 1000. Write on Slates from 1 to 1000. Writing from Blackboard. Read'g Lessons and Cap. Letters Dismissed.
WEDNESDAY.	THURSDAY.	FRIDAY.
{ Reading, Tables, Arith., Mental { Arithmetic. { Copying Reading Lessons ; { Slates and Arithmetics, Sums from Board. Writing. Reading Lessons. Geography (Map Drawing).	{ Reading, Tables,† Grammar { Mental Arithmetic. { Copying Reading Lessons ; { Slates and Arithmetics. Composition. Drawing. Reading Lessons. Geography (Map Drawing).	{ Reading, Recitation, Bible { History. { Copying Reading Lessons ; { Slates and Arithmetics. Sums from Blackboard. Numerals. Reading Lessons. Object Lesson.
WEDNESDAY.	THURSDAY.	FRIDAY.
Sums from Blackboard. { Reading,* Grammar, Arithme- { tic, Mental Arithmetic. Slates and Arithmetics. Writing. Study History Lesson. History (Canadian).	Sums from Blackboard. { Reading, Dictation, Grammar, { Mental Arithmetic. Slates and Arithmetics. Drawing. Study Geography Lesson. Geography.	Sums from Blackboard. { Recitations and Bible History- { Numerals or Map Drawing. Book-keeping. Composition (words from board) Object Lessons.
WEDNESDAY.	THURSDAY.	FRIDAY.
Slates and Arithmetics. Sums from Board. { English History. Writing. Study History Lesson. Hist., Canadian, (with 3rd Class.	Slates and Algebras. Sums from Board (Algebra). { Algebra, Grammar. Drawing. Study Geography Lesson. Geography (with 3rd Class).	Slates and Arithmetics. Bible History (with 3rd Class). { Read'g, Geography (advanced). Book-keeping (with 3rd Class). Composition (words from board) Object Lesson.

* This TIME-TABLE has been used six months with very satisfactory results and is printed for the benefit of young teachers.—ED. RECORD.

† Pointing out Nouns, Verbs, and Adjectives in Reading Lesson.

EMMA MCNIE, TEACHER.

NOTICES FROM THE OFFICIAL GAZETTE.

The Lieutenant Governor has been pleased by Order in Council, dated 22nd February, 1886, to appoint Mr. Linus I. Chandler, school commissioner for the Municipality of "Cowansville," Co. Missisquoi instead of C. S. Brown, deceased.

13th March, 1886, to appoint a commissioner for Bagotville (township), Co. Chicoutimi, and five commissioners for Lake St. Joseph, Portneuf. (See O. G., p. 663.)

13th March, 1886, to change the limits of the municipalities of St. Mary Madeleine, and St. Charles, Co. St. Hyacinthe. (See O. G. p. 715.)

30th March, 1886, to appoint a commissioner for Barford township, Co. Stanstead (O. G., p. 765.)

6th April, 1886, to appoint a commissioner for township of Barford, Co. Stanstead. (O. G., 817.)

To appoint Paul de Cazes French Secretary of the Department of Public Instruction, 3rd April, 1886, (O. G., p. 818.)

3rd April, 1886, to appoint D. N. St. Cyr, curator of the museum, Department of Public Instruction.

14th April, 1886, to appoint the Honorable Gédéon Ouimet, Superintendent of Public Instruction of the Province of Quebec, to the office of Commissioner of the exposition of the said Province, at the Colonial exposition of London, England.

During his absence, Messrs Rexford and de Cazes, Secretaries of the Department of Public Instruction, are authorized to represent him and to perform his duties, except upon appeals brought before the superintendent. (O. G., p. 867.)

12th April, 1886, to appoint a commissioner for the parish of St. Cajétan d'Armagh, Co. Beliechasse. (O. G., p. 868.)

15th April, 1886, to establish a board of Examiners for the Counties of Nicolet, Arthabaska, Yamaska and Drummond. (O. G., p. 911.)

19th April, 1886, to appoint two school commissioners for the Municipality of "Peterborough," Co. of Maskinongé. (O. G., p. 911.)

15th April, 1886, to recall the Order in Council, No. 191, of the 4th June, 1881, referring to the Municipality of "Petite Vallee," Co. Gaspé. (O. G., p. 912.)

27th April, 1886, to appoint a school commissioner for the municipality of "La Baie du Febvre" Co. Yamaska. (O. G., p. 967.)

27th April, 1886, to appoint the Rev. James Hepburn, of Magog, as member of the Protestant division of the board of examiners of Sherbrooke, in the room and stead of the Rev. Buxton B. Smith, who has left the Province, and the Rev. Edward McManus of Portage du Fort, as member of the Protestant division of the Board of Examiners of Pontiac, in the room and stead of the Rev. R. Acton, who has left the district.

6th May, 1886, to appoint Joseph Premont Catholic School Inspector for the city of Quebec, St. Sauveur, St. Roch North, and for the County of Montmorency.