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THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC.

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Nos. 8 & 9. AUGUST AND SEPTEMBER, 1892. VOL. XII.

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**Articles : Original and Selected.**

THE UNGRADED SCHOOL AND THE COUNTRY  
TEACHER.

A leading article lately appeared in *The Educational Journal*, comparing the ungraded school of the past with the present system of grading in the city and country schools, and the kindly word which a correspondent of that paper has uttered about the parish school of olden times may prove to be a word of sympathy for the elementary teacher, whose work it is to supervise, for a term or more, the district school of the present time, under circumstances which, to say the least of them, we would all like to see somewhat improved. The article we willingly make room for this month, when our teachers are resuming their work after the midsummer holidays:—

“When the school population of a section is so large that several teachers must be employed, it has been found economical to place all those pupils who are of about equal attainments in the charge of one teacher. Looked at from the standpoint of economy, the graded school is an undoubted success. Yet, as a matter of seeming necessity, it is accompanied with serious defects and disadvantages. It is not, however, our present purpose to discuss these directly, or to consider whether and to what extent they may be removed or overcome. We propose merely to say a word for the ungraded schools. Our attention is called to the subject and old memories awakened by a paper

before us, in which a friend, who now occupies an important chair in an Ontario University, recalls 'happy days of youth spent in an ungraded school with its forty pupils, some struggling with the difficulties of the alphabet, others preparing for County Board examinations for teachers.'

"Ungraded, indeed! the writer exclaims. It was here that grading received its finest touches. When a boy was ready for promotion in any subject he was moved up, no matter whether it was at the middle or at the end of the term. The boy who was anxious to learn and willing to work, was not held back and down by the drudgery of *class-work*, given to keep the good boys busy while the lazy boys slept. He was encouraged to go ahead independently, and do the best of which he was capable, knowing that as soon as he proved himself fitted for a higher class in any subject he could take his place in that class, without regard to the progress of the drones.

"The perplexing question of home lessons did not press for solution then as it does now. There was ample time for the preparation for recitations in school hours. How thankful we are now that the teacher was so fully employed that he had but little time to devote to us. He set us tasks and we did them; did them in the daytime when we were fresh for work; did them at school, and felt free to spend the evening hour at home in games or childish amusements, without the harrowing thought of tasks unprepared. We had a lock on our desk at school and felt that we could leave our books there over night in safety. In the morning we started out equipped for the day's work with an apple in one hand and a *shindy* stick in the other.

"In those days the pupil was not helped over each difficult step in his work. He had not all crooked places made straight for him by suggestive questioning, but was encouraged to work with the expectation of meeting difficulties; with a growing confidence in his own powers, as one by one, sometimes with the teacher's help, oftener without it, he overcame one after another the giants that beset the path of the diligent schoolboy.

"'I think now,' adds the writer, 'that we had a skilful teacher. He seemed to know when he had said enough on a perplexing point. His touch with all classes of pupils, in all stages of development gave him a more comprehensive grasp of his subjects, and a more thorough knowledge of his pupils than can be gained by the unfortunate *grade* teacher. We are glad that ungraded schools existed in our day, and hope for posterity's that they may ever exist.'

“Thus proceeds our friend, in happy reminiscence of the bygone days. We fear that many of our readers, who may have reached the middle stages of the life journey, may have less grateful recollections of the schools and schoolmasters of their boyhood. To some the retrospect brings sad visions of ignorant, irascible tyrants, who knew little and cared less about true educational processes and influences, and whose chief delight seemed to be to maintain a ‘reign of terror.’ Yet good work was done in many of those early schools. The very fact that the learner was thrown so largely upon his own resources developed often a strength and independence of mental character that stood him in good stead in all his after life.

“The graded school is undoubtedly a present day necessity. It has, too, many advantages of various kinds, for both teacher and pupil. But it is not, to our thinking, the ideal school for children. Our ideal, at least, is that of ten or a dozen—certainly never more than twenty—pupils of different ages and at various stages of advancement, under the charge of a teacher of the highest qualifications, both intellectual and moral, thoroughly acquainted with the idiosyncrasies of each, heartily in sympathy with each, unhampered by the hard-and-fast lines of any programme, free from the fear of any periodical examination, at liberty to vary subjects and methods to suit the capacities and wants of each pupil, aiming only at the fullest and most symmetrical development of the highest faculties and capacities of each, intellectual, moral and spiritual. Such an ideal is, of course, for the most part, now unattainable. But in the good days coming, when parents shall have attained larger conceptions of their duties and responsibilities in the education of their children, and of the possibilities of childhood, they will learn to discard all machine methods, and the demand created will give rise to a supply of the most highly educated and most richly endowed men and women in the nation, who will give themselves with enthusiasm to what will be virtually the duties of a new and noble profession. The cardinal fault of the graded system is that it originates and then acts upon the mischievous notion that the abilities and capacities and salaries of teachers may be graded to suit the stages of advancement of the pupils. We hold it as a theory, which will gradually be reduced to practice as the world grows wiser, that the highest abilities and attainments are not too high for the man or the woman who is to be entrusted with the moulding of the plastic mental and moral natures of a class of children, during even the most tender years of school life.”

And in this connection the following words of advice, given by a practical educationist to the country teacher are worth considering. When I consented to write something for teachers from the standpoint of a director, the country school teacher was in my mind, and still is as I write. Teaching in the city may be as laborious as it is in the country, but is less discouraging. In what follows, the writer has sought to economize space and time by addressing the country teacher directly.

1. Do not allow yourself to think that your work in the country is less important than that of other teachers elsewhere. It is true that the city teacher has more comfortable surroundings, greater facilities, more encouragement, and is usually better paid than you are; but on the other hand, you have the best, because the most promising material to work on. Remember that from the country school come at least four-fifths of the great, wise, and influential men and women of the present generation; and that this is certain to be true of the next generation as it is of this. The city and the country teacher may be compared to two workmen who are engaged in making axes; the one has the finer shop and forge, but the latter has the finer steel to work on, and makes the greater number of axes. The permanent influence of the faithful country teacher is usually far greater, and this circumstance may well be a set-off to some of the inconveniences of school teaching in the country.

2. You should set yourself to do some missionary work in the cause of education. You will find yourself sometimes in a neighbourhood in which ideas of what education should be are terribly insufficient for our time and country. It is your duty, as it may be your high pleasure, to assist in changing this state of things for the better.

You should feel bound by every principle of honor to make your profession as respectable as possible. Read, think, reflect, and having settled for yourself what good school work is, go in with all your force to realize your ideal. Show your patrons that you mean business, and that you have a distinct purpose in what you are doing. Zeal, energy and steady effort will make a mark in any community.

3. Do not think that because the people of the district do not visit your school that they are indifferent to the progress of the scholars. Doubtless there are some persons in most districts who do not care how the school goes on, but their number is small, and they are usually persons of no influence, perhaps without much character. The chief reason why parents

and directors do not visit their school is that they do not see how they can do it any good by such visits. It is a fact that very few persons are judges of school work; the common standard is as often wrong as right, and unless a visitor has such knowledge as will enable him to judge the school correctly, his criticisms are quite as likely to do harm as good. If your school gets on soundly, the fact will become known in good without visits from anybody.

4. Never despise the power of public opinion; it is a mighty social force in this country, and for this reason the wise teacher will try to use it for the advantage of his special work. Some earnest teachers seeing that some trifling and inefficient teachers, by a plausible manner, and by using some of the arts of the demagogue or the small politician, make for themselves a reputation far beyond their real merits, are disposed to go to the other extreme and make no effort to become popular. Now, this is all wrong. No matter how good a teacher may be, popularity will add increased effectiveness and success to his work.

5. Get a copy of the school law and see what are your rights and duties under it. It is a shame that any teacher should go on teaching from term to term without any care or effort to what the law is that controls, or allows others to control his employment. Have your certificate and contract signed before you begin to teach; you may escape trouble sometimes by following this rule.

6. And finally, regard your business with pride and accustom yourself to think of it as a useful and honorable employment. Read the lives of Socrates, Aristotle, Pestalozzi, Arnold and other great teachers of ancient and modern times, not forgetting the Great Teacher, the greatest of all, and muster up your powers to follow in their footsteps.

Do not allow yourself to look upon your work as a drudgery. It is and will be laborious, but put your heart into it and the drudgery is gone. True, faithful, honest labor in the work, will result in steady growth of mind and heart, in a way that will be a constant gratification.

## THE IMAGINATION IN TEACHING.

On the ceilings of the Sistine chapel at Rome, Michael Angelo executed his greatest work of art. Four years and a half, face up-turned, he labored alone upon this masterpiece of imagination. The end crowned the work. It was the glory of the painter's art; and the world hailed a new creation, in which appeared, in

living colors, the concepts of a master mind. Let us mount the scaffoldings and view the great artist at his work. He stands erect and at every touch of his gifted brush new beauties unfold. That bright creature we see standing tip-toe on the brush's end is Imagination. Who but she could inspire such visions of beauty? See! She motions Angelo to stop, and instantly his arm is motionless. But why does Angelo's moody brow contract? Ah! yes; he is bidding Memory come to Imagination's aid. There comes the busy little hand-maiden now, her left arm akimbo at her side, and in her right hand a golden tray, heaped with concepts for Imagination's use.

Imagination signifies image-making. It is the Michael Angelo of the mental faculties. It does not create, but its re-creation is, in semblance, a new birth. Memory is its hand-maiden. Like a dutiful servant she brings the mind's accumulated concepts, and Imagination refashions them—old things are made new.

Though dependent on the memory for its material, the manifoldness of imagination is infinite. Of one concept it may make a realm of fancy. Give it a tree and under its magic there springs up a limitless forest. Give it a flower and it will plant an Eden. Of the few musical tones it has constructed the intricate melodies of Beethoven, and suggested to the poet's ear harmonies in the rippling brooks and roaring cataracts. Of the concepts given by the senses, and handed down by memory, it constructs the drama, with its manifold characters and startling situations; of these, guided by reason, it has given the world every new invention, and adorned the brow of the nineteenth century with a diadem of electric lights. Imagination may point to all the world's progress, and, in truth, exclaim, "Behold my handiwork!" As the imagination is the condition of all progress in civilization, likewise upon it depends all progress in mental culture. Hence its importance both to teacher and pupil. *It* is the spirit that quickens. It broadens the mental vision of the teacher beyond the bounds of the actual, and leads the mind of the pupil into the invisible realm of the possible. It enables the teacher to combine pictures of the known with new concepts to be awakened by instruction, thus blending the known with the unknown, and producing a symmetrical mental development. To the pupil it is the vital spark of all the words of instruction.

Without its quickening power words would be but empty sounds. In the book the pupil learns that a desert is a dry, barren tract of land; the teacher informs him that the sand in the box before him is a small desert; and instantly Imagination

transforms the sand-box into an arid expanse of desert, while the twig of pine-tree becomes an inviting oasis, toward which the pebbly caravan that dots the surface is slowly wending. It is thus the pool becomes the sea, and the leaves rocked by its tiny ripples, the ships of commerce; thus the hamlet becomes the great city, with its busy marts and many storied buildings; thus the bit of land within the pupil's ken stretches out into the great earth. Words are within the pupil's comprehension only when he can recall images similar to the new ideas which those words are intended to convey.

It is the teacher without an imagination, or the teacher too indolent to employ that faculty, who is content to do memory work alone. Thus his pupils quit the school with minds overballasted with words—without ideas, and with no power of acquiring them. One of the greatest sources of failure in instruction is the unreasonable demand which is made upon the pupil's imagination. He is expected to comprehend a statement, grasp an idea, form a concept, when he can recall from his experience and observation no similar image. He is expected to apprehend the unknown, unassisted by mental images of the known. He is the wise teacher who is ever ready to come to the pupil's aid with an object lesson; and he is a wise author whose books abound with pictures illustrating the text. These are food for the imagination, and in them the mind has a clearer conception of the instruction which the teacher seeks to give. These enable the pupil to read between the lines, and unfold to him a broader view of the often too brief text.

In children the imagination exercises despotic power. It is the amusement of the day, the terror of the night, and the fertile source of superstition. It turns the clouds into fantastic shapes, the wind into dolorous voices, the shadows into wrathful goblins. Robert Louis Stevenson, in his *Child's Garden of Poetry*, has beautifully portrayed the amusement that comes to the child of the imagination. These sweet verses should be in the library of every parent and teacher; and their perusal would place us all in closer touch with child-nature.

The imagination, unguided, leads the child into fantastic ways of thought. My own little boy, before he knew of death, once said to me as I was carrying him up a hill too steep for his chubby legs to climb: "Papa, when I grow up to be a man, and you grow down to be my little boy, I'll carry you up the hill, and give you everything you want, too."

The child's too active imagination often leads him to exaggeration and falsehood. He is conscious of no wrong in this; for



the exaggeration is to him a reality. The sin of lying may not be imputed to the boy who said he saw a thousand squirrels on a tree; for he had no conception of that number. He had heard the word thousand, but memory had no concept in her storehouse to which he might liken it, and it was therefore meaningless to him. The imagination influences the desire of the child. It is, therefore, the duty of the parent and teacher so to guide this faculty as to give the proper bent to the child's will. His will of his own accord will take the direction of the good, if his understanding is filled with moral pictures by means of examples and stories. That boy who is a thoughtful reader of the *Youth's Companion* will hardly become a vicious man. Inasmuch as the desires of children are largely influenced by the imagination, it is the teacher's sacred duty to give that faculty the proper bent. In this, the teacher's struggle will be against heavy odds. The bill-boards and fences are aflame with pictures that lead the fancy into regions of delusion; evil literature, like a poisonous serpent, crawls everywhere. Teachers should know what their pupils read, and what desires influence their actions. If their inclinations are to the evil and the sensational, lead them to prefer the good and true, by examples and pure literature. Few would turn away from the majestic river to gaze upon the cess-pool. Show the children the pure stream and they will learn to live by it and grow strong.

There is no mental progress for the unimaginative child until that faculty has been awakened. He may learn the words of instruction; but, like the seed that fell by the way-side, they will lie dormant in the mind, until the black fowls of forgetfulness shall take them.

As a means to the awakening of the child's imagination, I would recommend the placing within his reach pure juvenile literature. The highest and best of all is that miracle of genius, *The Pilgrim's Progress*. The child who follows Pilgrim along the straight and narrow path, from the "City of Destruction" to the land of Bulah, will, when the journey is done, have passed into a realm of fancy, where the birds ever sing and there is no night. With Pilgrim he will have entered into a new life.

One of the many goods resulting from the kindergarten, is its cultivation of a pure imagination. The training which the imagination of the child receives in these nurseries of the public schools gives him a keen relish for the instruction offered in the schools, and renders instruction a pleasure to him.

M. A. CASSADY.

### **Editorial Notes and Comments.**

The first month of the school year has come and gone before we find ourselves in a position to give greeting to the teachers after returning from their midsummer holidays. The returns, which have been sent in announcing the changes in the teaching staff, show how far the re-organization under the various Boards of School Commissioners have been carried out, and the prospect is that our schools are already in a fair way of accomplishing a successful year's work. In the circular, which has been issued to our Superior Schools, care has been taken to point out the scope of some of the items in the Course of Study, which our teachers now seem to regard as a ready guidance out of that desultory habit of running from one subject to another, which is so prejudicial to the proper upbringing of a pupil, and which was more or less practised in the school of the past. The suggestion that our teachers should give of their advice in the further development of our school system, is no empty suggestion, and we trust that the correspondence department of the EDUCATIONAL RECORD will be taken advantage of this year, even to a larger extent than it was last year. In the meantime, we send all of our readers the best of good wishes for their success, looking for their cordial co-operation in all matters pertaining to the advancement of the educational status of the Province of Quebec.

—It was our intention to give a detailed account of the Teachers' Convention, lately held in Montreal under the auspices of the Dominion Teachers' Association, and for the most part organised by the Minister of Education of Ontario, but as we have been informed that an official record of the proceedings will be issued very soon, which can easily be procured by our readers from headquarters, there is less of a necessity for even a synopsis of the success of the great event appearing in the RECORD. The meetings were not very largely attended, except where the gatherings were miscellaneous, such as the meetings during the evenings, when large numbers of the citizens of Montreal came out to hear those who had addresses to deliver. The verdict of those who attended the meetings, in regard to the benefits to be derived from such a gathering, was by no means unanimous, yet there were many practical questions touched upon in the discussions conducted by the various sections, which if properly followed up by the Executive, cannot but realize very beneficial educational results for the Dominion. Some of the older teachers present were not a little amused at

the too evident endeavours that had been made "to boom" the enterprise, while exception was taken to the manner in which all matters pertaining to the organizing of the Association itself were hurried through by the provisional committee. But it is never safe to measure the success of an undertaking by the exception taken to the routine proceedings; and far less is it safe to measure success by numbers; for though the attendance fell very far short of the numbers expected, it would be unfair to say that as a venture in favour of educational progress, the first convention in connection with the Dominion Teachers' Association is not to be looked upon as a very important event in the history of education in Canada. The work of the Convention, remains, whether the inauguration of the Association was witnessed by few or many; and when the management of its affairs comes to fall out of the hands of officialism into the hands of the teachers of the country, the results of its occasional conventions, we believe, will assume more and more of the practical, and less of that immodest booming which the honest reformer is ever ready to denounce, even at the inception of an enterprise that promises to be a good in the land. We congratulate all who were allowed to identify themselves with the official inception of the movement, as well as those who were not, however near they came to be recognised as the first to propose such an Association.

—The plea in favour of Shorthand and Typewriting in the public schools is finding its way into the many public journals, and the plea, such as it is, is fairly well stated in the following taken from the *Wisconsin Journal of Education*.

"The public schools now teach the use of written and printed language, including the barbarous and clumsy orthography of our unrevised English, and two forms of the alphabet, the written and the printed. Two other forms of written language are rapidly coming into use, the typewriter form and the shorthand form. As they have grown in use in actual business life, special schools have sprung up to teach these forms of written language, and no business education is now complete without a knowledge of shorthand and typewriting. The time is rapidly approaching when our public schools will give a business as well as a literary education. When that time comes, shorthand and typewriting will be made a part of the regular courses of study. Meanwhile they are being made optional studies in many high schools, especially in the East. Independently of the business value of these studies, they have an educational value which ought to commend them to progressive teachers.

The accuracy which they require has an educational value equal to that required by mathematics. There is no way practicable in the school room so effective for training in the proper use of capitals, of punctuation marks and division of paragraphs, as is writing on the typewriter. Actual work in type-setting in a printing office is the only thing that will equal it. Dictation exercises for pen writing do not have the same value, because they are translated out of one form of language, the printed, into another form of language, the written, and one which is less familiar to the pupil. But exercises in dictation or composition which require the use of capitals and punctuation marks, are not generally used in our schools, or at least not sufficiently used. The use of the typewriter necessarily involves such exercises, and should involve correction of errors in these particulars as well as spelling. The use of a machine is especially fascinating to many boys to whom book-work is distasteful. Hence the educational value of manual training schools. A typewriter is a machine, and one typewriter in a school with opportunity for practice upon it in turn by the pupils may keep up the interest in school of several boys, and perhaps keep them in school during the dangerous period of restlessness which be-sets boys of the high school age. Shorthand is based on a phonetic analysis of language, upon spelling by sound, and not upon the meaningless and arbitrary spelling of the dictionary and spelling book. It therefore carries the pupil back of conventional forms to realities, and gives him a different standpoint from which to view language and therefore by analogy, a different standpoint from which to view other subjects. It is one of the great achievements of real education to teach the pupil to look at things instead of names, at facts instead of tradition. Much of what passes for education is the direct opposite of this; but here is a study which breaks through the crust of traditional conservatism and compels the pupil to be a radical in one direction. The practical value of being able to write as fast as one can talk is obvious to anyone who has spoiled his penmanship taking lectures in a professional school, or who has despaired of remembering the winged words which have flowed from some golden-mouthed orator's lips. A young man or young woman who is accurate and rapid in shorthand and typewriting is sure of much better salary than that of the average teacher in the public school. We do not think it is necessary to rearrange the course of study of the school to introduce the use of a typewriter, as it might be to teach shorthand. The one is a comparatively difficult study, one which requires long practice. But

a few hours will overcome all the mechanical difficulties of the typewriter, after which it is a pleasure to practice upon it. Any school board ought to be willing to invest a hundred dollars in a typewriter for a high school. Or a small contribution from each pupil, or the proceeds of some school entertainment will purchase a typewriter as a permanent addition to the school apparatus. Without interfering with any other school work, it is easy to so arrange it that pupils can take turns in practising upon the typewriter during school hours, and a little ingenuity on the part of the teacher will easily make this practice be upon writing in connection with the regular school studies."

—Sir William Dawson in his address before convocation in the spring, spoke in the following terms about the use of the library in connection with University work. "A step in advance, which I regard with special satisfaction, is the gift by Mr. Peter Redpath of a library building, to be provided with all the modern appliances for the safe keeping, arrangement and use of books. Our library of over 32,000 volumes is exceedingly valuable and useful in proportion to its magnitude, and may be expected to grow more rapidly when lodged in a safe and commodious building. But our chief want has been room for readers and facilities to enable the student to use with advantage the store of literature provided. In this matter there will be an entirely new departure, and I anticipate that our library will prove to the literary and philosophical departments of our course what laboratories and museums are to our courses on scientific subjects, while scientific study and research on the part of students will also be greatly promoted. Our new library will therefore not merely be a place of safe-keeping for our books, but will largely increase the value and efficiency of our professorial work. The great reading-room of the new library, larger than our present Convocation hall, has been so arranged that it will serve as a gallery for the exhibition of university portraits, like that presented last evening, and this reading-room and special study room will, it is hoped, be provided with objects of art, illustrative of metrical studies, so that the library will become in some sense a museum of fine arts and antiquities."

It would be as easy to point out the utility of the school library, which so many of our head-masters are endeavouring to establish in connection with the institutions over which they preside. As a supplement to the enterprise of collecting books for the use of their pupils, the school museum is also beginning to assume an importance in many communities. As has wisely

been said: A child must be led to think for himself to observe closely, to classify, to express himself simply and clearly. Such results can be obtained in no way so well as by science work. What museum ought an elementary school to possess in order to assist such work? No work in science is of particular value unless it is practical study of specimens. The best specimens are always those that the children bring in. But such gatherings are usually heterogeneous; some of the objects are of value, many not. From this mass of material, however, the best things should be saved, suitably prepared, and arranged in safe cases. The children will very soon come to have delight and pride in the growth of this little school cabinet, and every effort should be made to encourage such feelings. In the George Putnam school in Boston, where, under, Mr. Clapp's clever management, excellent work in elementary science is done, there is an Annual Display Day. At that time, in each room of the building, hundreds of pretty and interesting objects gathered by the children are displayed, on great tables, to parents and friends. For one such display, or rather forming part of one such display, was one of the neatest and most beautiful collections of woods that has ever been exhibited in America. The specimens were gathered and prepared by the children, and included every species growing anywhere near the school. Pieces of the trunks of small trees or of large branches, were cut to a length of about four inches; the bark was left upon the specimen, but by cutting both long and cross sections of the grain were well shown. In one room of the same school there is an admirable collection of shells, gathered or brought together by the children themselves, and the knowledge of shells and their molluscan occupants that the children had gained would have done credit to many a college student who had "passed" his examinations in zoölogy. At Pasadena, California, science teaching has a warm advocate in Superintendent Monroe, and it is combined with the work in English and drawing in a most satisfactory way. Some of the prettiest results possible came from children in lower grades, who had made studies upon the commoner wild-flowers, which they gathered for themselves. These cases are mentioned, not as models or wonders, but simply to show what can be done when children in common schools are set to work to make their own museum. With children thus at work what will the school museum contain? First, local material gathered by the children themselves and used as a basis for language lessons or other work; second, considerable material presented to the children by friends; this will be of every sort

and coming from all places. To select and keep the best of the specimens of both kinds is no easy task, but it should be done. But some one will say to me that such a collection is not systematic; true, it is not. There is not much use for systematic collections in such schools. Some years ago a great museum made up from its duplicate specimens several series, very systematic in character. The idea was good, but it was not *very* good. The specimens were fine, and the cases filled with them made a fair display, no doubt, in the hall of the school; but it is certain that the boys and girls must have looked upon the objects as things from another world than their own. Far better would have been a case full of woods, pressed plants, leaves, shells, minerals, and rocks from the neighborhood. Such things mean something to a wide-awake child. The museum should always be adapted to the work attempted, and what is the object of science work in the lower grades? Surely it is not the amount of botany, or zoölogy or geology learned. It may be important for the entomologist to know just where *Telca prolyphemus* stands in a classification; it is much more important for the child to have seen its life-history. His thoughts should have been stimulated and his wonder excited, by seeing the great green "worm" weave its silken cocoon about it; by watching its forthcoming in the spring time and the wonderful development of color that rapidly transforms those shapeless flaps into wings of beauty. Later he notices how it differs from the butterfly which he catches by the wayside pool. Still later it may be worth telling him the name of the creature he has come to know. Such a specimen means something to a child, and is worth more than a purchased collection of representative types of the whole zoölogical series.

### **Current Events.**

It was expected that the usual directory of teachers' names would have been ready for this month, but so many of the principals have delayed in sending in the lists that it has been found to be impossible to note all the changes until October. Of some of the changes, we may notice the appointment of Mr. J. J. Proter to Aylmer Academy, and that of Miss Lizzie Austin to the same school. Mr. W. D. Armitage has been appointed to the Clarenceville Academy, having as associates Miss Bush and Miss Mina Green. Mr. J. A. Nicholson as principal, with Miss Steacey, Miss Smith and Miss Moore as his associates,

takes charge of the Cote St. Antoine Academy under very favorable circumstances. Miss Bella Grant has become principal of the Dunham School, and Mr. H. W. Townsend of Granby. Mr. O. M. Derby, formerly of Windsor Mills, has charge of Magog Model School, and Mr. Stinehour of Mystic. Mr. Ford has been appointed to Rawdon, and Mr. Fuller to Stanbridge East. The St. John's High School has for its principal this year, Mr. Wood; the former head-master having gone to take charge of the new school at Lachute. We are glad to find that many of the teachers—more than ever before, we think—have been reappointed to their former positions, a fact which speaks well for the improved feeling among our communities in favor of retaining the service of efficiency. The prospect for the year is encouraging.

—The St. Francis College and the Stanstead College have changed principals; Mr. Bannister, formerly of St. Francis, having been appointed to Stanstead, and the Rev. Mr. Tanner to St. Francis. We have been told that the schools attached to these institutions have both been opened under the most favorable auspices. As centres of educational work in the Townships we trust they will receive every favour that can be bestowed upon them by the public.

—In connection with the *personnel* of the Protestant Committee, there are further changes to record this month. Dr. Heneker of Sherbrooke has been appointed Chairman in room of the late Bishop Williams—an excellent selection and a fitting reward to one who has devoted so much of his time, talents and means to the cause of education in the Province of Quebec. At the last meeting of the Provincial Association of Teachers, Dr. Robins, Principal of the McGill Normal School, was selected as representative of the teachers at the committee, a gentleman well known for his zeal in our educational advancement. The Rev. Mr. Love has also taken his seat as successor to the late Dr. Cook, while the Rev. Mr. Rexford has been elected in room of the late Dr. Weir. At the present moment there are still two vacancies, one caused by the death of Bishop Williams, and the other by the death of the Hon. Judge Church.

—Previous to the organization of the Dominion Association of Teachers, there was held in the High School a meeting of the Provincial Association, when the following members were elected to the various offices:—

President, E. W. Arthy, Esq., Montreal; Vice-Presidents, S. P. Robins, LL.D., Montreal; G. L. Masten, Esq., Coaticooke; Arch'd McArthur, B.A., Sherbrooke; Corresponding-Secretary,



W. Dixon, B.A., Montreal; Recording-Secretary, Rev. E. M. Taylor, M.A., Cowansville; Treasurer, C. A. Humphrey, Esq., Montreal; Executive Committee, J. M. McOuat, B.A., Lachute; N. T. Truell, B.A., St. Johns; Rev. E. I. Rexford, B.A., Montreal; Inspector McGregor, B.A., Huntingdon; R. J. Hewton, M.A., Sherbrooke; J. M. Harper, M.A., Ph.D., Quebec; Mrs. J. L. Fuller, Montreal; Miss L. H. Derick, Montreal; Miss L. Robins, B.A., Montreal; Miss M. Peebles, Montreal; Miss E. Binmore, B.A., Montreal; Miss M. J. Clark, Montreal; Miss McDonald, Quebec; G. W. Parmelee, B.A., Quebec; A. B. Wardrop, Esq., Lachine Locks; Delegate to Protestant Committee, Dr. S. P. Robins; Pension Commissioners, G. W. Parmelee, B.A., Dr. S. P. Robins; Curator of Library, Miss Lilian Robins, B.A., Montreal; Committee on Periodicals, C. A. Humphrey and W. Dixon, Montreal.

—The opening of the new Academy Building at Lachute was a red-letter day in the annals of that enterprising town. The ceremonies were of the most interesting character. After prayer had been offered up by the Rev. Mr. Mackie, the chairman called upon the secretary to read letters of regret for not being present from Dr. Robins, of Montreal, Dr. Harper, of Quebec, and J. C. Wilson, Esq. Mr. Palliser then gave the chairman's address, referring to the necessity that had long been pressing upon the community to have increased school accommodation, and closing with a concise statement showing the cost and the history of the movement that had led to the construction of the new edifice. The Secretary of the Department of Public Instruction, at the end of a few remarks, then declared the building open. Dr. Christie, M.P., when called upon, proceeded to give some details about the old building when it was in charge of such principals as Messrs. Mackie, Henry, Stuart, Read, Holiday and Cockfield, details which were of the greatest interest to those present, and all the more so from the fact that Dr. Christie is chairman of the original Lachute Academy, which was originally incorporated as one of the Industrial Colleges of Quebec. Addresses were also given by the Rev. Messrs. Furlong, Craig and Mackie, as well as by Mr. Truell, the new principal, who felt that the new school under his supervision would no doubt reap the benefit of the work that had formerly been done in Argenteuil Country by his predecessors. He also spoke of the true principles of education as distinguished from the false—the fostering of the capabilities of the mind rather than the filling of it with knowledge. At the close of the proceedings Mr. Calder, of the *Watchman*, a gentleman who has always taken the deepest in-

terest in the Academy of his native district, announced the donation of a number of prizes by J. C. Wilson, Esq., to be competed for during the current year.

—It is proposed to erect a memorial to Dr. Arnold in Westminster Abbey; it will be the first to a teacher among that illustrious throng. But why was he so great? He saw intuitively that the public schools could not be reformed merely by learning, nor by decorum, nor by tradition, nor by religious routine, nor by the modern method of submissiveness to boys' ideals, coupled with a faint hope that they may be wiser some day. He saw that morally, socially, religiously, and intellectually, the public schools were much more than half asleep. He determined to reform them by his example. He determined to show that Thucydides was more breathlessly exciting than any novel; that even Aristotle could be made attractive; that Fabius and the Gracchi were quite as much alive and as important as Wellington, Grey, and Russell. Arnold did not need long time, nor many words, to show that bad things were worse, not better, for being usual; and that things were not right because they were commanded, but commanded because they were right. So he roused the spirit of inquiry in the religious mind, and the spirit of religion in the inquiring mind. He found the social tone of the school one of miserable disparity—the elder boys tyrants and bullies, the younger boys slaves or rebels. He showed that power without responsibility was the real cause of rebellion and of misery, and that it was possible to teach elder boys not to do as they had been done by, but to close the miserable succession of helot and slave-driver. Much that he did has been permanent, in other schools as well as his own. The humanizing of school-life, the improved relation between boys and master, the effective use of the school pulpit—all these have become usual. But his moral and intellectual impact upon the school as a whole has been hard, almost impossible, to reproduce. He stands almost alone as the headmaster who was afraid of nothing—neither of boys, nor parents, nor colleagues; neither of speculation, nor doubt, nor dogma.—*School Journal*.

—A propos of the Free Education Bill, it may not be out of place, says the *Whitehall Review*, to mention that in parts of India not only is the English education given freely to the natives, but the scholars are actually paid for attending school. It is the master who pays, however, not the Government directly, and it comes about in this way:—Each pupil who passes the examination earns, of course, a certain amount of grant; to secure this grant the teachers in some Bengal schools bribe the

boys to attend, and the managers see nothing wrong in apportioning a share of the Government aid to their students. This may be a useful argument for our Socialistic friends when they propose the next step—free dinners for the freely educated.

—Recently a paper on Sloyd was read by Mr. J. S. Thornton at the Whitechapel Craft School, London. The paper was followed by a brisk discussion in which Mr. Degerdon, his students, and the chairman took part. Severe strictures were passed on some of the Swedish tools, on the inordinate amount of time which was necessary under some teachers for executing the models, and on the finicky nature of the work, making it more suitable for women than for men, and the question was asked why there should be such a divorce between the high educational methods of Sloyd and the methods that secured employment in daily life. Mr. Thornton, besides answering many questions, insisted on two chief points. He pointed out that Sloyd being intended for children of school age, and for those only, should as such be judged; and that being a development from Fröbel's teaching, it carefully inquired what were the conditions of childish interest, and therefore made a point of embodying the various tool exercises in useful finished objects. He also urged the prime educational importance of that part of Sloyd which consists of rounded work in wood as constituting an elementary education in aesthetics, and as bearing the same relation to the square work that free-hand drawing does to mechanical. Some of the ablest students seemed quite unable to grasp the usefulness of rounded work unless its accuracy was secured by the use of a templet, and were skeptical as to the eye being trained sufficiently to execute, unaided, graceful forms.

—It is a significant fact that two of the largest and hitherto most flourishing private secular schools, the *École Monge* and the *Collège Sainte-Barbe*, should have been compelled to apply to the minister of education for a subsidy to enable them to carry on their work. The application has been favorably received, and will probably result in a loan for ten years of some 150,000 francs apiece. The director of the *École Monge* ascribes the present state of affairs to the bitter struggle between the state and the church, who, each enjoying resources that are practically unlimited, are able to offer the best education at a merely nominal price, and so crush all private enterprise. But while apparently regarding private secular education as doomed, he derives a melancholy satisfaction from the reflection that most of the improvements introduced in recent years into the *Lycées* have been copied from the private

schools. A writer in the *Siecle* takes another view. Big private schools may no longer pay, he admits, but, "by close personal attention, by making education more home-like, by a more direct supervision, by an instruction more closely fitted to individual requirements, private schools offer great advantages, and serve to correct the defects of the public establishments."

—In one of the districts of England it has been proposed that £2,000 be set apart for founding travelling scholarships and free studentships of £1 to £10, to assist students in attending technical schools; that the various urban and rural sanitary authorities, through or in conjunction with any district committees that may be appointed, be permitted to nominate candidates for the above, two-thirds of whom shall be children of parents whose incomes do not exceed £300 per annum; that all the scholarships and exhibitions be opened to students of both sexes resident in the county; that a sum not exceeding £1,000 be granted for the purpose of aiding university extension lectures; that a sum not exceeding £500 be granted to carry out the arrangements with the Council of the Harris Institute in Preston for the promotion of technical instruction in agriculture; and that a sum not exceeding £1,000 be granted for staff and office expenses.

—The most important educational measure passed during the session of Parliament, which came to a close June 28, was the Irish Education Bill. This act provides for the remission of fees in the state-aided schools of Ireland, following the precedent already established in Scotland and in England. In increasing the appropriation from the public treasury for distribution among the schools, the Government provided for compulsion to be applied immediately in the towns, and ultimately, at the option of local authorities, in rural districts. The measure, which was at first welcomed by the Irish members of all sections, was eventually opposed for the compulsory clause, and also because the schools of the Christian Brothers, which accomplish excellent results, were excluded from its benefits. Finally, upon the representation of a member that the Brothers' schools would admit to a "conscience clause" protecting children from enforced sectarian teaching, provision was made for extending the act to these schools. The opposition then ceased and the bill was passed. The increase of the grant for carrying out the provisions of this act will be about £200,000 (\$1,000,000).—*Education.*

—Boston, in the United States, is discussing the establishment of a free university, which is to be the outgrowth cap-

stone of her public school system. The idea is to meet the wants of the boys and girls who need to go farther than the high schools, and whose parents are too poor to send them to Harvard or Wellesley. It is to be a sort of post-graduate high school course, where university studies can be pursued. This is truly an innovation in the educational line, and whether it fills a long-felt need or not is, of course, a question. France gives her scholars a course of study that does not stop short of a university course, and in the West, State universities are established with free scholarships.

—It appears (says the *London Daily Graphic*) as if the East would ultimately offer as promising a field to highly qualified women teachers as it already does to women doctors. A school for native girls of high rank is about to be opened in Siam, and three English ladies are appointed to take charge of it, at salaries of \$1,500 to \$3,500 a year, with probabilities of considerable increase. Opportunities have been provided for the ladies whose services have been accepted to study the Siamese language, but it may not unreasonably be expected that we shall see the women students at Oxford and Cambridge ere long directing some of their attention to Oriental languages.

—Willie Elizabeth Robin was born in Throckmorton, Texas, in 1884, and was a bright, healthy baby until, at eighteen months old, she had a severe illness, and when she recovered she had lost the power to see, hear, or speak. She grew up very strong in her prairie home, and is called "a child of the sun—nature's child, full of life and force and nerve." She lived till six years old unconscious of her losses, when the wonderful story of little Helen Kellar reached her parents, and they took her at once, in 1890, to the kindergarten for the blind at Dorchester, Mass. She was there given a special teacher. The first words taught her were *hat, fan, and ring*. The manner of teaching was by spelling the word in her hand and using the object at the same time. This was followed by mat-weaving, ball and cube stringing, and making chains with paper rings. Moulding was a great delight to her, and the making of the hat, fan, and ring of her word lessons. In six months Willie understood more than 200 words—171 nouns, 12 verbs, and 30 or more qualifying words. She cannot yet make sentences. She excels her class in gymnastics. She is showing a desire to talk, and can say *mamma*, and the difficult sounds of *th* and *k*. There is not noticeable in her manner the uncertain, *lost* look so distinctive in children who are bereft of one or more senses. They say of her, "She does not walk, she

*darts*, with no sign of fear in face or movement": and again, "She loves play above all things, and usually the more boisterous the better."

—The number of assistant masters who were permitted to attend the Glasgow University last session in Glasgow was 23. This year the committee have recommended the granting of 26 applications for liberty to attend; and their recommendations have been adopted by the Board. This privilege was granted as in former years, on the understanding that the applicants desire to increase their qualifications as teachers, and not with a view of preparation for entering on another profession.

—Teacher and pupils of the Chestnut Hill School in Montville, Conn., had a fright from snakes the other day. School opened for the summer term, and all went well till a little girl screamed and rushed out of the room. She had seen a snake peeping out of the plastering near the teacher's desk. The teacher thought she was ill and mistaken and sent her home. Half an hour later a small boy saw a snake crawl out of a hole near the chimney and killed it with a slate frame. The fire in the warm chimney started up more snakes. Pretty soon a half awakened reptile, five feet long, tumbled out of a hole in the ceiling and landed with a great thump just in front of the children's seats. The teacher stood on top of her desk till the big boys had settled his account. Then more snakes began to tumble down, and the whole school, big boys and all, took to flight. The teacher refuses to enter the building again, and the Chestnut Hill school term is adjourned without date.—

*Exchange.*

—In Australasia we find that one State school is, on the average, provided for every sixty scholars in attendance, a natural result of the population being so scattered, while the State contribution is as much as £2 6s. per head on the gross enrolment, £4 3s. 10d. per head on the average daily attendance, and 9s. 3d. per head of the entire population. These contributions are, therefore, fully double what it is now proposed to make them in the mother country, even with the present proposed additions.

—The selection of R. W. Heneker, Esq., D.C.L., Chancellor of the University of Bishop's College, to be Chairman of the Protestant Committee of the Council of Public Instruction, is one which is likely to be received with satisfaction by all interested in the work which is being supervised by the Committee. No man knows the routine of such work more intimately than Dr. Heneker, while his business tact and insight has often been

of the highest service to the Committee in the discussions over its own affairs. We trust he will be long spared to enjoy the honour of being successor to the late Right Reverend Dr. Williams in a position which that educationist filled with so much acceptance. Dr. Heneker has been at the inception of the later changes in our present superior education system, and under his auspices we may expect to see it fostered into a further success.

—There have been a number of changes this year in the Academies and Model Schools of our provinces. Two of our most efficient teachers have lately been appointed inspectors, namely, Principal R. J. Hewton, M.A., of Sherbrooke, and Principal J. W. McQuat, B.A., of Lachute. The experience which these gentlemen have acquired during their many years of service, and their intimate knowledge of the requirements of our system, render them a valuable acquisition to the inspectorate staff of the province.

—The wants of McGill are still manifold. In the annual report the attention of the Governors is called to the necessity for increasing the staff of the Faculties. In the Faculty of Arts a further division of the classical chairs and of that of mathematics is urgently required, as well as additional means for the maintenance of instruction in English, modern languages and Hebrew. This want also applies to political science and philosophy, zoology and physiology, hygiene, elocution and gymnastics. A very important matter now engaging attention in the observatory in the meteorological department is the direct telegraphic determination of the difference between the Montreal Observatory and that of Greenwich. Aid has been asked for this purpose from the Federal Government. Application has also been made for an observatory site in Mountain Park. This has been recommended by the Park Committee and the Governors hope it will be granted by the City Council. As to the gymnasium the present building and lot are offered for sale, with a view of erecting a larger and a better building on the college grounds with, possibly, apartments for a dining hall and rooms for the college societies. With regard to the botanic garden it is merely stated that the Trafalgar estate on the Cote des Neiges road has been leased for new buildings for the garden, and it is hoped that this arrangement will benefit the Trafalgar Institute as well as the university.

—The New Zealand Teachers' Organization has been sending a deputation to the Minister of Education in connection with certain difficulties experienced in their work. The first subject

introduced was that of the gross and persistent irregularity of a section of the pupils, and in this connection the teachers plead for more stringent compulsion. In the next place they urge that the drawing requirements should be reduced. Thirdly, they ask that freedom of classification should be conceded; and, fourthly, they draw attention to the insecurity of their tenure of office. We fancy we have heard something like this in Quebec.

—The Superintendents in Massachusetts have been inquired of concerning their opinion of military drill in the public schools. The majority report unfavourably upon the matter, and believe more benefit can be derived from an efficient gymnastic drill.

—The conference of the head masters of public schools, recently held in the New Examination Schools, Oxford, by permission of the University, was of great interest and importance to all concerned in the education of youth. Dr. Warne, the head master of Eton, presided, and many members of the University listened to the discussion. The question of Greek or no Greek was mooted by the Rev. Mr. Welldon, of Harrow, and found many hearers of his way of thinking, but Dr. Baker, of Merchant Taylors' School, contended that to say any relaxation in the study of Greek would be a gain to education, was a flight of imagination, and likewise had his supporters. When Mr. Welldon's motion was put, twenty-nine voted for it and twenty-nine against.

—A "Society for the History of German Education and Schools" has been founded at Berlin. At the first meeting, Prof. Reifferscheid opened the proceedings with a paper on the problems which still remain to be solved in German education, and declared the object of the society to be "the systematic and thorough study of the history of German schools and education, to collect materials for the same, to subject these to a searching and critical examination, and finally to publish the results thereof as far as they bear on the history of education in the lands where German is the native tongue." The publications of the society are to appear in the "Monumenta Germanica Pedagogica." Dr. Karl Kehrbach, who until now has published the "Monumenta" as a private undertaking, gave an account of the present condition of the work, which has already reached its tenth volume, but which is now to be placed on a broader basis.

—The good news comes that the Legislature of Pennsylvania is likely to increase the appropriation to public schools from \$500,000 to a million more than at present, but, unfortunately,



the hint is given out that the purpose is to decrease taxation. Why not apply it to paying teachers better salaries, lengthening the school year, and making better schools, as we propose to do in Quebec when the increased appropriation is voted?

—Education in Ireland, was the subject of a lecture recently delivered by the Rev. T. J. Conaty, of Worcester, Mass. Perhaps the most interesting portion of his address was that which dealt with the hedge school. He told his hearers, it was carried on under the hawthorn, and while education was being imparted under the classic hedge, scouts had to keep watch for the enemy, and woe to the schoolmaster and the scholar who was caught violating the laws of England. He was associated with the priest and the religious as one to be hunted like a wolf. The schoolmaster forfeited every right, and for the offence of teaching the alphabet to the peasant's child, the law had it that he should be hung without benefit of clergy. These hedge schools, in spite of all persecution, kept alive the seeds of religion and nationality. The youthful students went to foreign countries as stowaways, and returned as priests, and in face of the most rigorous treatment devoted themselves to the care of the people of their native land. A debt of gratitude, then, is due to the hedge schools of Ireland, for preserving for us the beauties of our nationality.—*Catholic Educator*.

—A Bill has been introduced in the Swedish Storting providing every primary teacher of twenty-five years' service after his twenty-fifth year with a pension of half his salary on reaching his sixtieth year, with a proportionate reduction for earlier retirement. The pensions are contingent upon one condition—namely, the teacher is compelled to secure an annuity varying according to his salary of from 10 to 20 per cent. on the salary—a pension of half-pay at sixty.

—The following is the superannuation scheme of the Educational Institute of Scotland as amended by the Glasgow Local Association and the West of Scotland Catholic Teachers' Association:—

I. That Government, through the Scotch Education Department, be requested to undertake the formation and management of a fund granting pensions to teachers.

II. That the fund for this purpose should consist of (1) contributions of teachers; (2) a subsidy from the Government additional to the amount given at present; (3) assistance from the local Education rate if necessary.

III. That contributions from teachers to this fund should be levied as follows:—(a) On salaries under £200 there should be a first charge of  $1\frac{1}{4}$  per cent. on the salary, and an additional

charge of  $2\frac{1}{2}$  per cent. on the amount by which the salary exceeds £60; (b) On salaries of £200 and upwards there should be a charge of  $3\frac{3}{4}$  per cent. In case of premature death or leaving the profession, repayment should be made of the premiums paid by the teacher.

IV. That each male teacher at the age of 60 and each female teacher at the age of 55, or earlier, if incapacitated by infirmity, should be entitled to a pension amounting to one-sixtieth of his (or her) average income for the seven years prior to retiral for every year he (or she) had been a contributor to the fund, and that in no case should the pension exceed two-thirds of such average income.

V. That in the case of a teacher who, at the formation of the fund has already served as a teacher in a public or State aided school, a certain number of years proportionate to that service should be added in computing the pension.

VI. That contributions to this Superannuation Fund should be compulsory on all persons actually engaged in teaching and recognised as competent by the Scotch Education Department, except only on those who are already secured by law in pensions or retiring allowances.

### **Literature, Historical Notes, etc.**

Already the value of the fish caught in the British Columbian waters is estimated at five million dollars a year, and yet the industry is rather at its birth than in its infancy. All the waters in and near the province fairly swarm with fish. The rivers teem with them, the straits and fiords and gulfs abound with them, the ocean beyond is freighted with an incalculable weight of living food, which must soon be distributed among the homes of the civilized world. The principal varieties of fish are the salmon, cod, shad, whitefish, bass, flounder, skate, sole, halibut, sturgeon, oolachan, herring, trout, haddock, smelts, anchovies, dog-fish, perch, sardines, oysters, crayfish, shrimps, crabs, and mussels. Of other denizens of the water, the whale, sea otter, and seal prove rich prey for those who search for them.

The main salmon rivers are the Frazer, Skeena, and Nasse rivers, but the fish also swarm in the inlets into which smaller streams empty. The Nimkish, on Vancouver Island, is also a salmon stream. Setting aside the stories of water so thick with salmon that a man might walk upon their backs, as well as that tale of the stage-coach which was upset by salmon banking

themselves against it when it was crossing a fording-place, there still exist absolutely trustworthy accounts of swarms which at their height cause the largest rivers to seem alive with these fish. In such cases the ripple of their back fins frets the entire surface of the stream. I have seen photographs that show the fish in incredible numbers, side by side, like logs in a raft, and I have the word of a responsible man for the statement that he has gotten all the salmon needed for a small camp, day after day, by walking to the edge of a river and jerking the fish out with a common poker.

There are about sixteen canneries on the Fraser, six on the Skeena, three on the Nasse, and three scattered on other waters, Rivers Inlet and Alert Bay. The total canning in 1889 was 414,264 cases, each of 48 one-pound tins. The fish are sold in Europe, Australia, and eastern Canada. The American market takes the Columbia River salmon. A round million of dollars is invested in the vessels, nets, trawls, canneries, oil factories, and freezing and salting stations used in this industry in British Columbia, and about 5,500 men are employed. "There is no difficulty in catching the fish," says a local historian, "for in some streams they are so crowded that they can readily be picked out of the water by hand." However, gill-nets are found to be preferable, and the fish are caught in these, which are stretched across the streams, and handled by men in flat-bottomed boats. The fish are loaded into scows and transported to the canneries, usually frame structures built upon piles close to the shores of the rivers. In the canneries the tins are made, and, as a rule, saw-mills near by produce the wood for the manufacture of the packing-cases. The fish are cleaned, rid of their heads and tails, and then chopped up and loaded into the tins by Chinamen and Indian women. The tins are then boiled, soldered, tested, packed, and shipped away. The industry is rapidly extending, and fresh salmon are now being shipped, frozen, to the markets of eastern America and England. My figures for 1889 (obtained from the *Victoria Times*) are, in all likelihood, under the mark for the season of 1890. The coast is made ragged by inlets, and into nearly every one a water-course empties. All the larger streams are the haven of salmon in the spawning season, and, in time, the principal ones will be the bases of canning operations.

The Dominion government has founded a salmon hatchery on the Fraser, above New Westminster. It is under the supervision of Thomas Mowat, Inspector of Fisheries, and millions of small fry are now annually turned into the great river.

Whether the unexampled run of 1889 was in any part due to this process cannot be said, but certainly the salmon are not diminishing in numbers. It was feared that the refuse from the canneries would injure the "runs" of live fish, but it is now believed that there is a profit to be derived from treating the refuse for oil and guano, so that it is more likely to be saved than thrown back into the streams in the near future.

The oolachan, or candle-fish, is a valuable product of these waters, chiefly of the Fraser and Nasse rivers. They are said to be delicious when fresh, smoked, or salted, and I have it on the authority of the little pamphlet "British Columbia," handed me by a government official, that "their oil is considered superior to cod-liver oil, or any other fish oil known." It is said that this oil is whitish, and of the consistency of thin lard. It is used as food by the natives, and is an article of barter between the coast Indians and the tribes of the interior. There is so much of it in a candle-fish of ordinary size that when one of them is dried, it will burn like a candle. It is the custom of the natives on the coast to catch the fish in immense numbers in purse-nets. They then boil them in iron-bottomed bins, straining the product in willow baskets, and running the oil into cedar boxes holding fifteen gallons each. The Nasse river candle-fish are the best. They begin running in March, and continue to come by the million for a period of several weeks.

Codfish are supposed to be very plentiful, and to frequent extensive banks at sea, but these shoals have not been explored or chartered by the government, and private enterprise will not attempt the work. Similar banks off the Alaska coast are already the resorts of California fishermen, who drive a prosperous trade in salting large catches there. The skil, or black cod, formerly known as the "coal-fish," is a splendid deep-water product. These cod weigh from eight to twenty pounds, and used to be caught by the Indians with hook and line. Already white men are driving the Indians out by superior methods. Trawls of three hundred hooks are used, and the fish are found to be plentiful, especially off the west coast of the Queen Charlotte Islands.—*Julian Ralph, in Harper's Magazine.*

### **Practical Hints and Examination Papers.**

—EXPERIMENTS WITHOUT APPARATUS.—1. Hold a piece of glass or a plate over the flame of a burning candle close to the wick. What collects on the under side?

2. Gather a little of the substance formed thus and shake well in a bottle or test tube of water; is it soluble?

3. Take a small amount of sugar, half a teaspoonful, and heat it in a shallow dish or spoon. Examine closely the charred mass; is it sugar? While the sugar is heating, without burning with a flame, hold a cold glass or porcelain plate over it; what gathers on the surface?

4. What kind of change has taken place. Is the charred substance soluble?

5. Instead of sugar, use a small piece of meat; what result is obtained?

6. Set fire to a piece of wood; when well ablaze extinguish, and notice the blackened end.

7. Take a small wad of paper, and heat it for some time in a test tube without allowing it to blaze; what kind of a substance remains?

8. Coarsely powder a small lump of soft coal and half fill a common clay pipe. Cover the mouth of the bowl with soft clay and place it in the flame of the lamp upon some support, with the stem projecting upward.

9. Watch the end of the stem and from time to time apply a lighted taper.

10. Can you tell what is produced from the coal within the pipe bowl? Note the odor at the end of the stem.

11. When the flame dies out, remove lamp and allow the bowl to cool. Then remove the clay and examine the contents.

13. Has there been a change in the coal? Compare what you find within the pipe with the coal with which you began.

14. Wet a small wad of paper with ammonia and drop it into a clean bottle; when the odor of ammonia is strong in the bottle, remove the paper and drop in some powdered charcoal. Cork and shake for a few minutes and note the odor. Can you account for the disappearance of the ammonia gas after the bottle has stood for some time. The charcoal should either be fresh or else heated red-hot and cooled under a glass just before placing in the bottle of ammonia gas.

15. Fold a small-sized circle of filter paper and place it in a funnel. Fill it two-thirds full of powdered charcoal. Pour upon this a dilute solution of indigo; how has it been changed by passing through the charcoal? Try some vinegar instead of indigo solution. Small filters ready cut are very cheap and may be obtained from any druggist. Fold it first in halves, then in quarters, then in eighths. Press the creases with the thumb nail, but avoid touching the filter between them. Open it up and drop the pointed end into the funnel. Pour a gentle stream of water into the filter, and see that it adheres closely to the inner surface of the funnel. It is then ready for use.

16. Can you see any reason why charcoal is used in filters and as a disinfectant?

—Here is a strange query, "Should I have pupils study their lesson in mental arithmetic before I call them to solve the problems?" and

an educational paper answers that it is better to give them the book to use only during the recitation, and adds that it is better that the pupils use no book at all during an exercise in mental arithmetic.

This advice seems to be conflicting. Give them the books to use only during recitation and then have them use no book at all during the exercise. This leaves them no book at any time.

The uses of mental, or oral, arithmetic are various. The subject differs in no way from what is known as written arithmetic except in the process of solution, one being wholly oral or silent while the other is wholly written. The same process of reasoning is characteristic of both, and so far as the reasoning process and the science of arithmetic are concerned, the same ends are reached in the study and recitation of either.

Mental arithmetic, therefore, to entitle it to a place in the school work, must present some other advantages than those afforded by written arithmetic. These it gives in the training of the memory and in the exercise it affords the pupil in expressing himself orally and without the aid of the signs and partial results which make his task in the solution of a problem easier by the written process.

To deprive the pupil of the use of a book in the study of his lesson is simply to make his recitation an examination exercise. Is this the function of mental arithmetic study? The majority of teachers who advocate the study of mental arithmetic will agree that the reasoning should be practiced while the student is preparing his work at the seat, and that the recitation should be chiefly to train him to reproduce his reasoning orally and without the help of the aids afforded by equations and written work. In addition to this the confidence he gains in himself by thinking and speaking on his feet is not to be lightly esteemed.

There can be no objection to the silent processes of mental arithmetic; that is, the thinking out of results without even the help of oral language, and the simple announcing of results. This, however, should be only an occasional exercise and it should not be permitted to supplant the oral solution in full as the regular exercise.

As to whether the pupil should be allowed the use of a book in class, the practice of teachers varies. Many prefer that the teacher should read the problem aloud, and then assign it to some pupil to reproduce and solve; others prefer to place the book open in the hands of all the pupils, requiring all not engaged in solving the problem to follow the solution attentively with the view of making criticisms on incorrect work. The preference of most experienced teachers is for the former method, especially where the pupil has made some progress.

It may be said in passing, that the subject of mental arithmetic ought not to be carried to such an extent as to make it the study of mathematical puzzles.

—WRITTEN WORK.—Too much written work remains in many of

our schools. The little pupils have to write words and sentences over and over too many times, and the older ones too many pages of geography and history, instead of examining, thinking and comparing; work too many problems on slate or paper, rather than learn the reason, to explain and apply the few simple principles of the subject, in their varied applications, under the guidance and stimulating influence of a skilful teacher in oral recitation.

Few things are more painful to a thoughtful observer than to hear one or a dozen pupils glibly relating some event, in all its little details, in precisely the same words, as if written, revised and committed to memory. As it seems to me, this does not make thinkers; does not cultivate the reasoning powers or make independent speakers.

—The author of "Trains" ought to apply for a post as director of some railway company. "Trains are an easy way of going from one town to another. There are three kinds of trains—goods trains, passenger trains, and beast trains. In each of these there are three compartments—first class, second<sup>d</sup> class, and third class. The first class is for those who won't go third. Some people won't go in the third class because so many people travel in them who have bad breaths."

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

[Two questions are to be answered from each Section of the papers for Grade III. Model School or Grade I. Academy, except in those where other instructions are given. The answers must be written on the regulation size of paper (quarter-sheet foolscap fastened at the upper left-hand corner.) Each answer, as far as possible, should begin on a new sheet. A margin should be kept on each page. Write only on one side of the paper. Write neatly.]

##### SECTION I.

1. Into what two great classes are verbs divided? Define each. Give examples.

2. How do you form the passive voice? What would be the active form of the following sentences? Gaul was conquered by Cæsar. This resolution was passed by the House of Commons in 1868. He was seen by me last night at ten o'clock.

3. Define the adverb. How is it distinguished from the preposition, how from the conjunction? What would you make of the word "on" in each of the following cases: go on, John—come on the grass.

##### SECTION II.

4. What is mood? How many moods are there? Name and define them with examples.

5. Required, the past tense and past participle of the following ten verbs: Rid, rend, shed, dive, lean, light, wed, speed, fly, hurt.

6. Explain what defective verbs are, and give examples.

## SECTION III.

7. Define the various kinds of sentences and give an example of each.

8. Parse all the words in the sentence: Scott, the famous author, who was an early riser, usually worked four hours in his study before breakfast.

9. What is a root? Write down any ten words indicating their root and stem.

## FRENCH (GRADES I. AND II. ACADEMY).

[Only two questions to be answered from each Section.]

## SECTION I.

1. Translate into English:—Par un hasard assez ordinaire, les regards de chacun s'arrêtèrent sur une partie de son costume qui contrastait avec le reste. Le général s'aperçut de cette observation, il la fit remarquer tout bas à sa femme, qui lui répondit par un doux sourire. "Quel âge avez-vous donc?"—"Un an," répondit le soldat. "Vous ou moi avons perdu l'esprit." "L'un et l'autre, sire."

2. Translate into English:—Hors d'ici tout à l'heure et qu'on ne réplique pas, Allons que l'on détale de chez moi, maître juré filou, vrai gibier de potence.

On parlera de sa gloire  
 Sous le chaume bien longtemps :  
 L'humble toit, dans cinquante ans  
 Ne connaîtra point d'autre histoire.

3. Translate into French:—Such a boldness in so small a man struck everybody with astonishment, and Pepin, turning to those present, asked them in a loud voice, if they did not think him courageous enough to be king. Nobody dared to say a word to the contrary.

4. Translate into French:—Old woman, said the new comer, hast thou nothing else to give us? Nothing, replied she. Then, said he, we shall divide. The first Henry made a grimace; but, seeing the resolute eye and the sinewy bearing of the second Henry, he said in a sad voice: Let us divide, then.

## SECTION II.

5. Write down the Imperative of the following verbs: *Aimer*, *aller*, *finir*, *partir*, and *être*.

6. Give the present, imperfect and pluperfect subjunctive of *venir* and *savoir*.

7. What is the present participle of *confire*, *pourrir*, *craindre*, *savoir* and *avoir*?

## SECTION III.

8. State how the feminine is formed in French generally. How in adjectives? Give three different ways of forming it, with examples.



9. In what cases do the French use the disjunctive personal pronouns?

10. Write a complete list of relative pronouns.

This extract is to be taken for re-translation by pupils of Grade I. Academy: "That depends. How, that depends? Yes, that depends? Yes, that depends on Your Imperial Highness. If Your Highness wished to be treated as a prince, it is Your Highness that would strike me ten times, and I should strike Your Highness but twice. If your Highness allowed me to treat you as anybody else, then very probably, it would be I who should be struck twice, and Your Highness would be touched ten times."

### ENGLISH (GRADE II. Academy).

#### SECTION I.

[Any two questions are to be answered from each Section].

1. In what connection does Sir Walter Scott make use of the following lines in his "Lady of the Lake!"

I little thought when first thy rein  
I drew upon the banks of Seine - - - - -  
And now to issue from the glen  
No pathway meets the wanderer's ken - - - - -  
The mistress of the mansion came,  
Mature of age, a graceful dame - - - - -  
Far up the lengthened lake were spied  
Four darkening specks upon the tide - - - - -  
Then Roderick with impatient look,  
From Brian's hand the symbol took - - - - -

2. Analyse the last four of the above sentences and parse the words in italics.

3. Describe in your own words the custom of sending forth the Fiery Cross, or give a quotation of at least fifteen lines from the Third Canto descriptive of the custom.

#### SECTION II.

4. Draw a map of the region in Scotland which the poem specially refers to; or give an account of a trip from Glasgow to Stirling by way of the Trosachs, naming the various places of interest you pass on the way.

5. Explain the following terms which occur in the poem:—*Whinyard, eglantine, shallop, recillé, guerdon, scaur, dappled, meed, prave, brake.*

6. Narrate the events referred to in the First Canto of the poem; or quote any one of the songs to be found in the production.

#### SECTION III.

7. Write out a neatly composed paragraph descriptive of any prominent historical event. (The language employed must be your own).

8. Reconstruct, so that it may read smoothly, a compound or complex sentence from the following elements.

- (a) He crossed the mouth of the Somme.
- (b) He crossed it with difficulty.
- (c) He crossed it at the time of a happy accident of a low tide.
- (d) He found himself in his own home.
- (e) On that account he encamped near the forest of Crecy.
- (f) The forest of Crecy is fifteen miles from Abbeville.

9. Write out in prose in your own words the scene in the "Lady of the Lake," which refers to the death of Blanche of Devan. (Be careful of your composition and write neatly).

#### DRAWING FROM 3.30 TO 5.

1. While the pupils are engaged with their English as above, the teacher may copy on the blackboard the figure selected from page 2 of the Dominion Freehand

Drawing Course, No. 4, which the pupils will afterwards sketch on drawing paper.

2. In addition to the above the pupil is to sketch the design of a *cylinder*, a *pyramid*, a *cone*, and a *vase*. (No marks will be given to a figure which is not in pencil and which is not at least three inches in one of its dimensions.)

3. Make a design from the model of a dictionary or any other large volume lying upon the teacher's desk or table; the table to be drawn as well as the book.

### ALGEBRA (GRADE II. ACADEMY.)

[Only two questions to be answered from each Section.]

#### SECTION I.

1. Find the factors of the following expressions:—

$$\begin{array}{ll} (a) a^4 - 16b^4 & (d) 5x^2 - 15x \\ (b) x^4 - 29x^2 + 100 & (e) x^2 + 4x - 45 \\ (c) 9a^2 - 10a^2b^2 + a^2b^4 & (f) a^4 - 16b^2 \end{array}$$

2. Simplify the following fractions:—

$$\begin{array}{l} (a) \frac{a^2 - 8ab + 7b^2}{a^2 - 3ab - 28b^2} \\ (b) \frac{1}{x+2} + \frac{4}{x+3} - \frac{3}{x+6} - \frac{1}{x+8} \end{array}$$

3. Find the G.C.M. of  $x^3 + x^2 - 2$ , and  $x^3 + 2x^2 - 3$ ; and find also the L.C.M. of  $x^2 - 7x + 12$ ,  $3x^2 - 6x - 9$ , and  $2x^3 - 6x^2 - 8x$ .

#### SECTION II.

4. Solve the following simple equations:—

$$\begin{array}{l} (a) \frac{1}{3}(x-2) - \frac{1}{4}(x-3) + \frac{1}{5}(x-4) = 4. \\ (b) a(x-a) = 2ab - b(x-b). \\ (c) \frac{3x+7}{4x+5} = \frac{3x+5}{4x+3} \end{array}$$

5. Solve the following equations:—

$$\begin{array}{l} (a) 5x - 2 = 25x + 2x - 1. \\ (b) (a-x)(a+x) = 2a^2 + 2ax - x^2. \end{array}$$

6. Solve the following problems:—

(a) Divide 50 into two parts, such that twice one part is equal to three times the other.

(b) A has \$5 less than B, C has as much as A and B together, and A, B and C have \$50 among them. How much has each?

(c) One man is 70 and another is 45 years of age; when was the first twice as old as the second?

#### SECTION III.

7. Give the definitions of the following technical terms in Algebra:—*Co-efficient*, *factor*, *multiple*, *power*, *continued product*, *binomial*, *index*, *vinculum*, *minus*, *equation*.

8. (a) What must be added to  $2bc - 3ca - 4ab$  in order that the sum may be  $bc + ca$ . (b) Multiply  $x^4 + x^2 + 1$  by  $x^4 - x^2 + 1$ . (c) Divide  $1 - x^8$  by  $1 - x^2$ .

9. Simplify  $(x-y)\{ (x+2y)^2 + (2x+y)^2 \} \div (x+y)$ , and show that  $x\{ a^2 - (ax-x^2) \} + ax\{ x - (2b-3c) \} - a\{ ax - (2bx-3cx) \} = x^2$ .

## GEOMETRY (GRADE II. ACADEMY.)

[Only two questions are to be answered from each Section.]

## SECTION I.

1. Define the following geometrical terms: *obtuse angle, isosceles triangle, rhombus, trapezium*. Construct accurately the figure of proposition IX. Book I. Describe the construction.

2. Enunciate propositions XVI. and XXXII., Book I., and state in what respects they differ.

3. Prove that if a straight line fall on two other straight lines, making the alternate angles equal to one another, the two straight lines shall be parallel to one another.

## SECTION II.

4. Prove that the opposite sides and angles of a parallelogram are equal to one another and that the diameter bisects the parallelogram.

5. Prove that triangles on equal bases and between the same parallels are equal to one another.

6. Describe a square on a given straight line.

## SECTION III.

7. If a straight line be divided into any two parts, prove that the square on the whole line is equal to the squares on the two parts, together with twice the rectangle continued by the two parts.

8. Divide a given straight line into two parts so that the rectangle contained by the whole and one of the parts may be equal to the square on the other part.

9. Describe a square that shall be equal to a given rectilineal figure.

## LATIN (GRADE II. ACADEMY.)

[Only two questions are to be answered from each Section.]

## SECTION I.

1. Translate:—Caesari renunciatur Helvetiis esse in animo, per agrum Sequanorum et Aeduarum iter in Santonium fines facere, qui non longe a Tolosatium finibus absunt, quae civitas est in Provincia. Id si fieret, intelligebat magno cum Provinciae periculo futurum, ut homines bellicosos, Populi Romani inimicos, locis patentibus maximeque frumentariis finitimos haberet. Ob eas causas ei munitioni, quam fecerat, Titum Labienum legatum praefecit: ipse in Italiam magnis itineribus contendit, duasque ibi legiones conscribit, et tres, quae circum Aquileiam hiemabant, ex hibernis educit; et, quae proximum iter in ulteriorem Galliam per Alpes erat, cum his quinque legionibus ire contendit.

2. Translate:—Caesar hac oratione Lisci Dumnorigem, Divitiaci fratrem, designari sentiebat: sed, quod pluribus praesentibus eas res jactari nolebat, celeriter concilium dimittit, Liscum retinet: quaerit ex solo ea, quae in conventu dixerat. Dicit liberius atque audacius. Eadem secreto ab aliis quaerit; reperit esse vera. "Ipsam esse Dumnorigem, summa audacia, magna apud plebem propter liberalitatem gratia, cupidum rerum novarum; complures annos portoria,

reliquaque omnia Aeduarum vectigalia, parvo pretio redemta habere propterea quod illo licente contra liceri audeat nemo.

3. Translate :—When this thing was announced to the Helvetians through their scouts, they compelled Orgetorix to plead his cause in chains. After his death, the Helvetians none the less determined to attempt what they had determined upon, namely to pass out of their own territory. One way was left through the Sequani, by which the Helvetians were not able to go should the Sequani be unwilling.

## SECTION II.

4. Parse all the verbs in the first extract in Section I.
5. Parse all the nouns in the first three lines of the second extract in Section I.
6. Decline in full *ego*, *qui* and *gravis*.

## SECTION III.

7. Give a short description of ancient Gaul and its divisions in the days of Julius Cæsar. What is the modern name of the home of the Helvetians?

8. Write out in full the future tenses and the future perfect tenses active indicative of *amo*, *moneo*, *rego* and *audio*.

9. Write out ten of the rules of Latin Syntax, giving an example of each by means of a Latin sentence.

## ELEMENTARY DIPLOMA.

*Arithmetic—1½ hours.*

1. I have a coin, and on it is stamped MDCIV.; in what year was it made?

2. Find the sum, difference and product of one million two hundred and thirty-four thousand five hundred and sixty-eight, and four million three hundred and twenty-one thousand and eighty-nine.

3. Find the greatest number that will divide both 748 and 927 and give remainders 13 and 17 respectively.

4. In a book on arithmetic an example was printed thus :

$$\text{“Add together } \frac{1}{14\frac{2}{3}} \quad \frac{1}{19\frac{1}{4}} \quad \frac{1}{13\frac{3}{4}} \text{”}$$

the denominator of one fraction being accidentally omitted. The answer given at the end of the book was  $\frac{11}{28}$ : required the missing denominator

5. Add together 10000 sq. rods, 10000 sq. yds., 10000 sq. ft., and 10000 sq. inches, expressing your result in acres, etc.

6. What will it cost to varnish the floor of a room 14ft. 4in. broad, and 15ft. 6in. long, at 20 cents per square yard?

7. At what rate will the interest on \$326 for 15 years be \$220.05?

8. Extract to four decimal places the square root of 16.245.

*English Grammar and Composition—Two hours.*

1. Divide the following passage into propositions, and state the kind and relation of each. (Particular analysis is not required.)

It was moonset at *starting* : but while we drew near Lokeren the cocks *crew*, and twilight dawned *clear* ; At Duffeld, 'twas morning, *as plain as could be* ; At *Boom* a great yellow star came out to see ; And from Mecheln *church steeple* we heard the half chime, So Joris broke *silence* with, " Yet there is *time* ! "

2. Parse the words in Italics.

3. Give the feminine of earl, hero, marquis, stag, ram : the masculines of roe, lass, niece, Jessie, witch : the plurals of axis, phenomenon, soliloquy, chimney, cuff ; the superlatives of good, bad, dry, holy, little.

4. Give in tabular form the *past tense*, *past participle* and *present participle* of these verbs : lay, lie down, dye, sit, shoe, pay, swim, omit, differ, hide.

5. Correct the mistakes in these sentences :—

(a) Between you and I them slates are not as clean as they might be.

(b) It was him that through it threw the winder, for I seen him when he done it.

(c) Mr Mrs and miss Smith went to boston last wensday to see dr fraser.

(d) Was you ever at the thousand ilands yes I was there last dominion day.

(e) Neither John nor Henry were at saint palls church last sunday.

*English Literature—"The Deserted Village"—One hour.*

1. Quote eight consecutive lines descriptive of the "Village Schoolmaster." Who is supposed to be the original of this portrait ?

2. Give the construction of the poem, that is, the main topics of the poem in their given order.

3. Describe in your own words "Auburn in decay."

4. Objections have been made to Goldsmith's views expressed in this poem. What do you consider its beauties and its defects ?

5. Write a short explanatory note on each of these :—(a) The decent church. (b) *Sleights of art*. (c) The pair that *simply* sought renown. (d) The hollow sounding *bittern*. (e) And *passing* rich.

*Canadian History—One hour.*

1. Name (a) the provinces, (b) the organized territories, (c) the unorganized territories, which compose the Dominion ; and give the area and population of the Dominion as shown by the late census.

2. Give an important historical fact about each of these :—Cartier, Montreal, Dollard, Lachine, Batoche, Montcalm, Papineau, Champlain, Brock, Heights of Abraham.

3. Of the War of 1812, give *three* causes, *five* main events with dates, and *two* results.

4. Sketch fully yet briefly the American Invasion of Canada, 1775-6.

5. What were the main provisions of each of these treaties:—Utrecht, Paris 1763, Paris 1782, Ghent, Washington, so far as Canada was concerned?

*Geography—One hour.*

1. Explain (*a*) the motions of the earth, (*b*) the influence which two of them have upon our light and heat; (*c*) and mention three causes of ocean currents.

2. In what parts of the Dominion of Canada do you find (*a*) coal, (*b*) copper, (*c*) plumbago and phosphate of lime, (*d*) gold, (*e*) lumber, (*f*) fish?

3. In going from London to Bombay, by way of Suez, over what (*a*) waters do you go, and on your left hand what (*b*) countries and (*c*) capes do you pass?

4. Where is the most active volcanic region in (*a*) North America, (*b*) in South America?

5. Give a sketch map of Turkey in Asia, with chief (*a*) mountains, (*b*) rivers, and the position of (*c*) Jerusalem, Damascus, Smyrna and Antioch.

*Book-keeping—One hour.*

1. State, in tabular form if you can, what will be the debtor and creditor entries of the following accounts; also, what those accounts will show in regard to the business:—"Capital," "Cash," "Bills Receivable," "Bills Payable," "Robert Smith," "Merchandise," "Expense."

2. Define "Invoice," "Due Bill," "Order," "Receipt," "Bill of Goods," "Promissory Note," "Draft."

3. Draw up the following:—

May 11th, 1892, James Thompson owes Charles Packard \$500.00.

(*a*) As a promissory note negotiable with endorsement; and underneath the note state how it can be made negotiable *without* endorsement.

(*b*) As a draft payable on sight; and underneath the draft state how it can be made payable *after date* and *after sight*, also state how a draft may be made the equivalent of a promissory note.

4. Upon what does the excellence of work in book-keeping mainly depend? . . .

5. Journalize the following:—

(*a*) June 1st, 1891, William Jones and Thomas Mason enter into partnership. William Jones invests; Merchandise, \$4,750; Tools and Implements, \$750; John Jacob's note, dated May 4th, at 30 days for \$500; Robt. Hall's account, \$700. Thomas Mason invests cash, \$8,200.

(*b*) June 7th, 1891, Received cash for John Jacob's note, with interest at 6%.

(c) June 19th, Received cash from Robt. Hall on a/c, \$300; sold John Elwin on a/c, 1 hall stand, \$6, 2 light washstands at \$5, 12 kitchen chairs at 75 cents; paid workmen to date, \$375.

(d) June 23rd, Sold Samuel Johnston, on his note at 30 days, 6%, 1 child's crib, \$6, 1 mahogany bureau, \$25, 1 workstand, \$30.

*Algebra*— $1\frac{1}{2}$  hours.

1. What must be subtracted from the sum of  $x^2 - x + 9$ ,  $2x^2 + 7x - 6$ , and  $3x^2 - 4x - 5$ , to give the remainder  $3x^2 - 2x + 7$ ?

2. Express algebraically that the sum of the products of the sum and difference of  $x$  and  $y$ ,  $y$  and  $z$ , and  $z$  and  $x$ , is equal to nothing.

3. Multiply:—  $(m^2 - n^2) - \{3mn - (5n^2 - m^2)\} + \{n^2 - \{3mn - (5m^2 - 6n^2)\} + 8mn\}$  by  $5m^2 + 2mn + n^2$ .

4. The product of two algebraical expressions is:—  $x^6 + x^5y + x^4y^2 - x^3y^3 + y^6$ , and one of them is,  $x^2 + xy + y^2$ ; what is the other?

5. Resolve into elementary factors:—

(i)  $x^2 - 25x + 150$ ,

(ii)  $3x^2 - 10x + 3$ ,

(iii)  $625a^4 - 256x^4$ ,

(iv)  $a^6 - 64$ .

6. Find the L. C. M. of

$$x^3 - ax^2 - a^2x + a^3 \text{ and } x^3 + ax^2 - a^2x - a^3.$$

7. A steamer which started from a certain place is followed after 2 days by another steamer on the same line. The first goes 244 miles a day, and the second 286 miles a day. In how many days will the second overtake the other?

*Geometry*— $1\frac{1}{2}$  hours.

1. Define:—“Plane Angle,” “Square,” “Right Angle,” “Straight Line,” “Rectilinear Figures.”

2. From a given point draw a straight line equal to a given straight line.

3. Draw a straight line perpendicular to a given straight line of unlimited length, from a given point without it.

4. If two triangles have two sides of the one equal to two sides of the other, each to each, but the base of one greater than the base of the other, the angle contained by the sides of that which has the greater base shall be greater than the angle contained by the sides equal to them, of the other.

5. C. How many cases does question 1 admit? Draw the figures for each case.

*French—Two hours.*

1. Traduisez en anglais *un* des passages suivants :—

(a) À l'aube d'une nouvelle matinée, le lion retourna boire à la source. Mais du bruit l'ayant effrayé, il disparut dans les buissons. L'homme parvint alors à saisir son arme ; mais les pieds étaient tellement brûlés qu'il ne put pas marcher et se traîna lentement sur les mains et les genoux jusqu'à la route.

(b) Newton était un jour absorbé dans ses études, lorsque sa domestique entra dans son cabinet de travail, portant son déjeuner habituel, un œuf frais et une casserole dans laquelle elle voulait le faire bouillir en présence du maître. Newton que voulait être seul, lui dit de s'en aller, qu'il préparerait son déjeuner lui-même.

2. Dans quels cas emploie-t-on en français l'adjectif numéral cardinal au lieu de l'adjectif ordinal ? Exemples.

3. Comment s'exprime le cas possessif en français ? Ex.

4. Nommez les pronoms objet direct et indiquez leur position dans la phrase. Ex.

5. Traduisez en indiquant leur féminin les adjectifs suivants :—handsome, honest, uneasy, big, first, sweet.

6. Donnez trois règles sur la formation du pluriel dans les noms.

7. Conjuguez l'Imparfait de l'Indicatif, le Futur simple et Subjonctif passé de :—*être, chanter, punir, perdre, apercevoir.*

8. Traduisez :—He has hurt his hand. Have you not seen my beautiful pictures ? I will show them to you. Which is the prettiest flower ? The one I am gathering now. Whose books are those, give them to me, if you please.

**Correspondence, etc.**

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—If I be allowed to make any suggestions regarding the work of our Academies, I shall say that more time should be spent on English composition. I must admit that I neglected that subject last year, and I fear that it is very much neglected throughout the Province. I, myself, went three years to one of the best Academies in the Province of Quebec, and in all that time I was never asked to compose a sentence. This subject should be taught in our Academies, because very little time is spent on it in our Universities. I find it a very difficult subject to teach, and would like to hear from you if you can give me any advice as to how the subject should be taught, or send me the names of some of the writers on the subject.

I think it would be a good idea to set a separate paper on English composition, and to authorize a suitable text-book. I believe that the subject will be neglected until this is done. We go on analyzing day after day, because we know that if a pupil can analyze a sentence correctly he is almost sure of getting through. Whereas no attention



is paid to the synthesis of sentences, because our pupils are not compelled to pass in this. English composition should receive great attention, because our pupils have to put their thoughts into sentences during examination. A pupil may know considerable about a subject, but if he cannot find words and sentences to convey his thoughts, he will find himself at a loss when he presents himself at an exam. I had pupils last year who appeared to know all about certain questions, but when I came to read over some of their answers I was greatly surprised.

I am, Yours respectfully, ACADEMY.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—I sent you, yesterday, the report of our schools for 1891. These reports are always a year behind, so you will understand the report sent is not for the past year, but the year previous. In addition to the schools named in the report sent, 39 new schools have been opened at the beginning of this scholastic year. This will give you some idea of the rapid growth of this city.

P. D. Armour is at present building a large technical school. I have been down at the building six or seven times, and have given him estimates on the cost of fitting up the workshops that will be required for the first year's course, also the probable outlay for teachers' salaries and materials. This school will take boys as well as girls, and, in addition to the subjects taught in the school where I am at present employed, instruction will be given in dressmaking, millinery, and cooking. The machinery will be run by electricity throughout the entire building. The floors of the halls, lavatories, etc., are marble, and the most of the rooms and stairways are wainscoted with marble instead of wood. All the wood work is quartered oak, and, so far as it is finished, it presents a very fine appearance. The institution has an endowment of one million dollars, invested in flats, the rental of which goes to the support of the institution; but I will send an account of it as soon as it is finished. In addition to my day-school work, I am now a teacher in the Evening High School, which pays me, in addition to my regular salary, \$4 per night of two hours. I think salaries are higher here than anywhere else in the United States.

In the school in which I am Vice-President, we have fifteen teachers, and the lowest salary is \$1,600 per annum.

Our school opened this year with 183 new pupils, showing that Model Training is becoming quite popular, and I see that the Board of Education contemplates opening a Model Training School in each High School district, which will add eleven more new schools. At present our school is the only Public Manual Training School. The salary which Mr. Armour proposes to give the Director of his institution is from \$3,500 to \$4,000, and he will not engage any man who is over forty years of age. He told me that his business was run entirely by young men, and that he intended to pursue the same policy with regard to the school.

Yours sincerely, CHICAGO.

*To the Editor of the EDUCATIONAL RECORD:—*

DEAR SIR.—Last March there was a suggestion from an Elementary Teacher, *re* Teachers' salaries, to the effect that at election time was the time to have something done for our Elementary teachers.

I would like to ask, what steps does "Elementary Teacher" desire to have taken. We, the Elementary teachers of this Province, have no influence at present over our politicians, nor do I think that it would be desirable for us to have such an influence. Still, if each of us possessed a vote at each provincial election, I have no doubt that we as a body would be treated with more consideration than we now receive.

There is a method which may not be new to your readers, but which I think, will commend itself so thoroughly to all thoughtful minds that I do not apologise for speaking of it here, viz.: Let the Inspector, as he visits the school, note how far the school follows the Course of Study, how often the Commissioners visit the school, the frequency of Public Examinations, and the attendance of pupils, and their standing at the same. Let the Inspector note the Diploma and other qualifications of the Teachers, the condition of school furniture and outbuildings, and then, on his report, let the Department decide the amount of government aid to be given to the school.

The above remarks apply only to the Elementary Schools in this Province of Quebec.

Submitting those suggestions to the consideration of our Inspectors and Elementary Teachers. I have the honor to be,

MELBORO, July 11, 1892. Yours truly, SARA F. SIMPSON.

[Do the inspectors not report on the items which Miss Simpson refers to?—ED. E. R.]

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—I find in art. 244, page 77, of the Code of Public Instruction, as compiled by Paul de Cazes the following.

"The School Commissioners or trustees who refuse or neglect to pay any teacher his salary, or any part of his salary, due to him, may be sued by the superintendent, who is substituted to such teacher for the purpose. The amount of such salary is considered as a personal debt due to the superintendent and the judgment rendered against such school corporation shall be executed by the ordinary means of execution or by seizure by garnishment, or in any other manner that judgments of courts of justice may be executed against such school corporations.

The superintendent shall remit the sum recovered to the person interested, deduction being made of all costs!! Thus if a teacher endeavor to collect her salary she must pay all costs, and lawyer's fees are generally heavy. Does not this clause destroy all protection guaranteed the teacher? Between the Secy. Treasr. and the lawyer is like being between Scylla and Charybdis. ELEMENTARY TEACHER.

**Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, 9th September, 1892.

On which day the 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; Sir William Dawson, C.M.G., LL.D., the Venerable Archdeacon Lindsay, M.A., George L. Masten, Esq., the Reverend W. I. Shaw, LL.D., Professor A. W. Kneeland, M.A., E. J. Hemming, Esq., D.C.L., the Very Reverend Dean Norman, D.D., the Reverend A. T. Love, B.A., and S. P. Robins, Esq., LL.D.

Dr. Cornish sent an expression of his regret that he was unable to be present.

1. After the formal announcement of the death of the Honourable Justice Church, it was moved by Sir William Dawson, seconded by Dr. Hemming, "That this Committee desires to place on record its deep sense of the loss sustained by the cause of education and by this Committee in the removal, by death, of the late Honourable Levi Ruggles Church, J.C.Q.B.

"In the important public functions which he held, as well as in connection with the Council of Public Instruction, he proved himself an earnest and able friend of education, where extensive legal knowledge and mature experience rendered his advice and aid of the utmost value in many cases of doubt and difficulty.

"That this resolution be communicated to Mrs. Church, with the expression of the sincere sympathy of the Committee with her and the members of her family in their bereavement."—Carried.

2. The Secretary announced the election of S. P. Robins, Esq., LL.D., as representative of the Association of Protestant Teachers upon the Committee.

3. The minutes of the previous meeting were read and accepted.

4. The report of the sub-Committee on the distribution of grants was presented by Dr. Shaw as follows:—

"The Committee on Grants for Superior Education beg leave to report as follows:—

"Having carefully examined the reports of the Inspector, we have followed the method of appropriation to Academies and Model Schools approved by the Protestant Committee of the Council of Public Instruction at its meeting on September 18th, 1891, and by the regulations approved November 20th, 1891, as regards affiliated colleges and special schools. The net aggregate of grants at the disposal of the Committee is \$18,865. The amount granted last year was \$19,134. We regret the necessity, from diminished means, of making a draft on the contingent fund account. The proportion of grant for superior education fund in the provincial estimates is based

upon the recent Dominion census, showing the Protestant population of Quebec to be 13.2 per cent. of the whole. The lists of grants proposed are herewith annexed. All of which is respectfully submitted.

(Signed) WILLIAM I. SHAW.

Quebec, September 7th, 1892."

### UNIVERSITIES AND COLLEGES.

#### 1. From Marriage License Fees :

McGill University . . . . .	\$2,500
University of Bishop's College . . . . .	1,250
Morrin College . . . . .	1,250
	\$5,000

#### 2. From Superior Education Fund :

McGill University . . . . .	\$1,650
University of Bishop's College . . . . .	1,000
Morrin College . . . . .	500
*St. Francis College . . . . .	725
*Stanstead Wesleyan College . . . . .	560
	4,435

### ACADEMIES.

	GRANTS.	BONUS.	EQ. GR.	TOTAL.
Huntingdon . . . . .	\$200	\$200	\$40	\$440
Lachute . . . . .	200	175	25	400
Sherbrooke . . . . .	200	150	40	390
Waterloo . . . . .	200	150	25	375
Stanstead . . . . .	200	150	40	390
Coaticooke . . . . .	200	75	40	315
Cote St. Antoine . . . . .	200		40	240
Bedford . . . . .	200	50	40	290
Knowlton . . . . .	200	50	25	275
Cowansville . . . . .	200	50	25	275
St. Francis College . . . . .	200		25	225
Inverness . . . . .	200			200
Danville . . . . .	200		40	240
St. Johns . . . . .	200		40	240
Granby . . . . .	200		40	240
Shawville . . . . .	200		25	225
Aylmer . . . . .	200			200
Clarenceville . . . . .	200			200
	\$3,600	\$1,050	\$510	5,160

\* Passed subject to verification as to number of undergraduates passed last year.

## SPECIAL SCHOOLS.

Girls' High School, Montreal. . . . .	\$200
Girls' High School, Quebec . . . . .	200
Compton Ladies' College . . . . .	200

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 \$600

## MODEL SCHOOLS.

	GRANT.	BONUS.	EQ. GR.	TOTAL.
Lennoxville. . . . .	\$50	\$125	\$25	\$200
Cookshire . . . . .	50	125	40	215
Waterville. . . . .	50	75	40	165
Sutton . . . . .	50	75		125
Gould . . . . .	50	50	40	140
Ulverton . . . . .	50	50		100
Kinnear's Mills. . . . .	50	50		100
Hemmingford . . . . .	50	25	25	100
Ormstown . . . . .	50	25		75
St. Lambert. . . . .	50	25		75
Lacolle. . . . .	50	25	25	100
Frelighsburg . . . . .	50	25	40	115
Richmond . . . . .	50			50
Berthier. . . . .	50		40	90
Hatley. . . . .	50			50
Mansonville. . . . .	50		25	75
Bury . . . . .	50		25	75
Windsor Mills. . . . .	50			50
Lachine . . . . .	50		40	90
Sorel . . . . .	50		25	75
Stanbridge East. . . . .	50		25	75
Scotstown . . . . .	50			50
Clarendon . . . . .	50			50
Farnham. . . . .	50		40	90
Bolton Centre. . . . .	50			50
Hull. . . . .	50		25	75
Marbleton . . . . .	50			50
St. Andrews . . . . .	50		25	75
Mystic. . . . .	50		25	75
Portage du Fort. . . . .	50			50
Magog. . . . .	50			50
Dunham. . . . .	50		40	90
Bryson. . . . .	50			50
Leeds. . . . .	50			50
Como . . . . .	50			50
Beebe Plain. . . . .	50			50
	<hr/>	<hr/>	<hr/>	<hr/>
	\$1,800	\$675	\$570	3,045

## SPECIAL GRANTS.

	GRANT.	Eq. Gr.	
Three Rivers . . . . .	\$100	\$25	
Haldimand . . . . .	100		
New Richmond . . . . .	100		
Paspebiac . . . . .	100		
Coulouge . . . . .	50		
Rawdon . . . . .	50	25	
St. Sylvestre . . . . .	50	25	
	<hr/>	<hr/>	
	\$550	\$75	\$625
			<hr/>
			\$18,865
			<hr/>

The report as amended above was accepted.

Professor Kneeland then gave notice of motion as follows: "I beg leave to give notice that I shall move a resolution at the next meeting of this Committee, concerning the distribution of superior education funds to all institutions entitled to share in such funds."

(Signed) A. W. KNEELAND.

Dr. Harper read his report, which was received and ordered to be printed. The recommendations contained therein were held over to be considered at next meeting.

5. The Secretary submitted the following communications for the consideration of the Committee:—

(a) From Messrs. James Walker, J. P. Arnold, and J. A. Sangster, asking for recognition of extra-provincial diplomas, under Regulation 40.

The Secretary was instructed to inform Mr. Arnold that the Committee is unable, under existing regulations, to grant him a higher diploma upon the documents furnished. The cases of Messrs. Sangster and Walker were held over to the next meeting for further information.

(b) From G. F. Calder, Esq., and others, asking for remuneration for services as Deputy-Examiners at the June examination.

Moved by Dr. S. P. Robins, seconded by Mr. Masten, and resolved, "That the grants recommended to the Lachute Academy and the Mystic Model School, are recommended, subject to the proper remuneration of the Deputy-Examiners who presided at the examination of the said schools."

(c) From T. Thomas, Esq., asking for assistance to re-construct the Clarendon Model School which was totally destroyed by cyclone.

Moved by the Reverend Dr. Shaw, seconded by G. L. Masten, Esq., "That, in the case of the application of the commissioners of the Clarendon Model School for aid, in view of the destruction of their school-house by cyclone, we very cordially recommend the case to the

favourable consideration of the Government, in the hope that liberal assistance will be given, especially in view of the energy of the School Board in having erected a very superior building, which has been suddenly destroyed, and in harmony with the custom of the Government to extend aid under similar calamitous circumstances."—Carried.

(d) From McGill Normal School, asking permission to grant a bonus of \$200 to the late Head Mistress of the Girls' Department of the Model School, and submitting the following resolution of the McGill Normal School Committee:—Resolved, "That the Protestant Committee of the Council of Public Instruction be requested to authorize that the sum of \$200 be granted to Miss Swallow, the retiring Head Mistress of the Model School, in payment in full of the advance of salary granted to her on her retirement."

Moved by Dr. S. P. Robins, seconded by Professor Kneeland, and resolved, "That the request of the Normal School Committee be concurred in by this Committee."

(e) From P. De Cazes, Esq., which was laid upon the table.

(f) From Professor Chandler, submitting bill for postage paid by him on the A. A. papers received from the county academies in 1891 and in 1892.

The bill was approved and ordered to be paid.

(g) From Dr. J. M. Harper, submitting bills for sundry expenses.

The Very Reverend Dean Norman and the Reverend Mr. Love were appointed a sub-Committee to confer with Dr. Harper, and to report on the necessary accommodation for his office work.

(h) The report of the A. A. Examination was received and laid upon the table.

6. The Secretary reported that Mr. R. J. Hewton and Mr. J. W. McQuat had been appointed Inspectors of Protestant Schools, at salaries of \$1,000 and \$800 respectively.

Moved by Archdeacon Lindsay, seconded by Dr. Shaw, "That the Very Reverend Dean Norman and the Reverend Mr. Love be a sub-Committee to wait on the Provincial Government regarding the salaries of inspectors, and to report to this Committee."—Carried.

7. The Secretary submitted the following financial statement of the Committee, which was received, examined, and found correct.

#### FINANCIAL STATEMENT.

##### *Superior Education Fund.*

1892.

#### RECEIPTS.

May 21.	Bank balance . . . . .	\$2,597 83
" 21.	Balance due from Contingencies . . . . .	616 39
July 25.	Interest on Jesuits' Leg. Grant . . . . .	2,518 44
		\$5,732 66

## EXPENDITURE.

June 14.	Transferred to the Superintendent..	\$ 109 00
" 30.	" " " " ..	1,059 22
" 30.	Assistant Examiners to Superior Schools Inspector .....	200 00
" 30.	H. T. Machin, management of M. L. Fees .....	200 00
Sept. 9.	Balance .....	4,164 44
		<u><u>\$5,732 66</u></u>

*Contingent Fund.*

1892.

## RECEIPTS.

June 31.	Unexpended Balances .....	\$1,003 75
Sept. 9.	Overdrawn to Balance .....	112 64
		<u><u>\$1,116 39</u></u>

## EXPENDITURE.

May 21.	Overdrawn to date. ....	\$616 39
" 21.	Salary of Inspector of Sup. Schools. ..	125 00
" 21.	Travelling expenses .....	300 00
" 23.	Salary of Secretary .....	62 50
" 23.	To correct error noted in last statement	50
" 23.	T. J. Moore, printing cards for Superior Education .....	12 00
		<u><u>\$1,116 39</u></u>
Brought down .....		<u><u>\$4,164 44</u></u>
Less Contingency Balance .....	\$ 112 64	
Bank balance .....	4.051 80	
		<u><u>\$4,164 44</u></u>

R. W. H.

Moved by Dr. Hemming, seconded by Archdeacon Lindsay, and resolved, "That a sub-Committee, composed of the mover and seconder, the Rev. Mr. Rexford, and Professor Kneeland, be named for the purpose of elaborating a scheme whereby any money that may be granted by the Government for the purpose of raising the standard of the Protestant elementary schools in this Province, may be most advantageously used, and to report the same to this Committee."

There being no further business, the Committee adjourned to meet on the last Friday in November next, or earlier, on the call of the Chairman.

(Signed) GEO. W. PARMELEE.

*Secretary.*



THE ANNUAL REPORT IN CONNECTION WITH THE INSPECTION OF THE SUPERIOR SCHOOLS UNDER THE SUPERVISION OF THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION OF THE PROVINCE OF QUEBEC FOR THE YEAR 1891-92.

*To the Chairman of the Protestant Committee :*

SIR,—I beg most respectfully to submit for the consideration of the members of the Protestant Committee my annual report of inspection and examination for the past year. As in former years, I have already submitted special reports in connection with each school under the direction of the Committee, collecting at the date of my official visits the data of this my general report. These data refer to :

1. The number of pupils for the number of teachers.
2. The standing of the teachers as decided by the grade of their diploma.
3. The efficiency of each teacher in each department of every school.
4. The rate of salaries paid to the staff in each school.
5. The character and condition of the building.
6. The permanent provision made for care-taking.
7. The character and condition of the furniture.
8. The school apparatus and expenditure of bonus for such.
9. The character and condition of the grounds.
10. The condition, separation and supervision of the out-houses.

As is to be seen from the tables which I have prepared in addition to the tables in printed form, the report on each of these items has been reduced to an approximate numerical value, from which the Committee can readily make an equitable award of the bonus for the purchase of apparatus. I still continue in the hope that this bonus will be made as large as possible, recognizing the benefit it has been in improving our schools in the past. I need hardly say that previous to my visit to any school, I always send the teacher due notice, with ample instruction to be laid before the Commissioners as to the particulars of which my report shall consist, so that there may be no misunderstanding as to the way in which the bonus may be earned; and in making up this general report I shall endeavour to point out what progress has been made in connection with all of them.

In connection with the first item, namely, the number of teachers employed for the number of pupils, all the academies have taken the maximum mark with the exception of one, which I have been informed has made arrangements for a full

staff of three teachers this year. Of the Model Schools there are now only three schools in which arrangements have not yet been made to have the two departments required by the regulations, these being grouped in the matter of grant among those schools which are classified as special, being situated, as they are, in remote districts of the province. In the matter of diplomas, the condition of affairs is also very satisfactory, there being no case of a teacher being without a diploma unless where satisfactory explanation has been given that such will be avoided in future. For the current year, beginning with September 1892, Commissioners are not likely to appoint teachers without a diploma, in view of the regulation so rigidly enforced in the summing up for the grants.

In estimating the efficiency of the teaching in the schools I have followed the plan adopted last year of averaging for all the departments. The supervision of the head-teacher over all the departments of the school is thus encouraged, and I have hopes that the improvement, seen during my visits of the past year will be even more marked in the year to come. The Commissioners are coming to recognize that the appointing of an inefficient teacher to any of the departments will mar the work of the whole school, and thus attenuate the grant. I have nothing but what is gratifying to report about the school buildings, the improvement in this respect having all but reached a maximum. With such convenient structures as the new buildings at Lachute, Granby, Côte St. Antoine, &c., before them as samples of school architecture, our communities are not likely to halt even at the point of excellence to which we have reached in this respect, and it is with no intention of condemning the present buildings in Waterloo, Knowlton, Aylmer, Lennoxville, and Ormstown, that I would suggest to these communities the necessity of imitating their neighbours.

There is also a change for the better in the care-taking, and with the apparatus which has been purchased by means of the grants given last year, our schools are beginning to assume that appearance of tidiness and comfort which makes them pleasant places for children. With a set of maps hanging on the painted or papered walls, with well-kept furniture and a plentiful supply of blackboard, with globe and dictionary in the vicinity of the teacher's spacious desk, with the beginnings of a library in a neat book-case on the one side, and the nucleus of a museum collection on the other, with charts for oral lessons in physiology, physics, and botany at hand, many of our schools present a picture which is very pleasant to the eye of the inspector, and

I trust the time is not far distant when all our superior schools will be in a position to boast of such school comforts and appliances. Several of them have lost their bonus this year simply from the oversight or neglect of the Commissioners in one or two items, in the average of salaries, for instance, or in the neglect of the teacher to send in prepared specimens to the department. It is my intention to issue a circular to the commissioners, pointing out as last year, in a definite way, how the maximum bonus for appliances can be earned. I still continue, as far as possible, to meet with the Commissioners at the time of my inspection to make suggestions that may lead to improvement, and not unfrequently, at the request of teachers and commissioners, I have an opportunity of meeting with the communities through which I pass at public gatherings. The policy of giving permanency to a system, by avoiding changes until what has been established is well understood, is in my opinion a wise policy; and, as it appears to me, the beneficial tendency of the criticism to which our system was lately subjected, has been to encourage what is evidently realizing beneficial effects, until something better has been formulated. Our system has *grown* into what it is, and is, let us hope, still growing towards something better, through the suggestions of those who, though they may seem to be for the moment hypercritical, desire all the same to see the system successfully developed in the direction of the necessities of the province.

The appearance of the examination papers sent in to my office for correction has been referred to elsewhere. My previous assertions in regard to this tangible proof of progress in our schools to be seen every year, both in the manner of answering questions and the matter of them, has been corroborated this year by my associates. The importance of seeing to the mechanical part as well as to the literary necessities of an examination, is what no teacher can now well afford to overlook, since the mark for neatness of work is no inconsiderable item in the summing-up for the bonus. I regret very much to see that there are still many of our Model Schools which fail to send in specimens of work to the department. I trust this will not be the case in another year, seeing it so frequently deprives the school of the money for further investment in apparatus.

In closing my report this year, I would beg most respectfully to make the following suggestions:

1. That Latin be made optional in the grades of the Model Schools, except where pupils are being prepared for Grade II. Academy.

2. That no pupil for the Grade III. Academy be presented, in future, by a Model School which is not equipped as an Academy in point of staff.

3. That no pupil should be allowed to proceed to the examination of Grade III. Academy or the A. A. from any of the Superior Schools under the supervision of the Committee before having passed in Grade II. Academy.

4. That the History scope for Grade III. Academy be the same as for the A. A. (preliminary subject).

5. That no papers be sent to a school which refuses to remunerate its Deputy-Examiner.

6. That no bonus for appliances be granted to a school which devotes a previously secured grant of this nature to the running expenses of the school.

7. That a special prize, bonus, or medal be given to the Superior School taking the highest mark for well-kept and neatly-planted grounds, such prize not to be competed for the second time by any school successful in gaining it.

8. That some steps be taken to promote permanency of engagement for an efficient teacher, and that encouragement be given to the providing of dwelling-houses for the teachers of our academies.

In closing my report this year, I have merely to repeat what I said last year in regard to the co-operation which I have met with from the teachers of my inspectorate. I am fully aware of the difficulties that beset the inspection that is impartial as much as the inspection that is not so; and, while avoiding every criticism that may offend, I think I am justified in giving that personally disinterested advice which has for its only purpose the advancement of education in our midst. All of which is respectfully submitted.

J. M. HARPER.

## REPORT ON THE JUNE EXAMINATIONS, 1892.

The June Examinations of 1892 may be said to have been in every respect the most satisfactory that have as yet been held, and in their results afford ample evidence of an improving efficiency in our schools along the lines of the course of study, as it stands at present. The proposal made for the remuneration of the deputy-examiners, has at length led these officers to recognize the supervision of this kind of school-work as a duty not to be interrupted by other professional duties, as sometimes occurred in former years. The appointment is a responsible one, and there is no reason to suppose that those

whom the Committee appointed last year will not continue as permanent deputy-examiners, whose term of office may be recognised as extending from year to year on the same basis. In only two instances has there been any difficulty about this remuneration, and it is for the Committee to say what action—forming a precedent as it must—is to be taken to prevent even the appearance of a misunderstanding in this connection in the future. Engaging assistance, I was able to have the preliminary work of conducting these examinations well advanced before the first of June, having provided the teachers and deputy-examiners, a fortnight beforehand, with the necessary instructions for conducting the examinations; and it is but right that credit should be given to all those who received such instructions, for the all but invariable attention bestowed upon these details this year by all connected with this work at the various centres. It may safely be said that the examinations this year were conducted strictly in accordance with the rules and regulations drawn up by the Committee. In addition to the usual instructions, the sub-committee, consisting of the Very Rev. Dean Norman, and the Rev. Mr. Love, issued the following: "We are directed by the Protestant Committee of the Council of Public Instruction to draw your attention to the regulations which have been framed for the conducting of the June examinations, and to urge upon you the necessity of studying them carefully and of seeing that they are conscientiously carried out by all concerned. The directions prepared by Dr. Harper, the Inspector of Superior Schools, are explicit, and we feel assured that if these are strictly adhered to, the examination under your control will be above reproach of any kind. It is of the utmost importance in conducting these examinations, as it will be to the credit of each competing school, that the strictest principles of honor and honesty should pervade all the work that is sent up."

The instructions above referred to are as follows, being sub-joined for the information of those of our teachers who may desire to adopt the routine of these annual examinations at the periodical examinations conducted by themselves during the year, as well as for the guidance of teachers who have this year been appointed to one of our superior schools for the first time. As was said last year, the following of such instructions, on all occasions, will be in itself a training to the pupils and will lessen the chances of making mistakes in the routine of the June Examinations, which are sometimes fatal, even when the pupils are fairly well prepared to pass.

DIRECTIONS IN CONNECTION WITH THE CONDUCTING OF THE  
JUNE EXAMINATIONS.

1. Be sure that a postal card has been returned to the Inspector of Superior Schools, Quebec, notifying him of the arrival of the papers.

2. Make a plan of the school-room, showing by their numbers the relative positions of the pupils at the desks. The position of the A. A. pupils, however, is to be indicated by the numbers assigned to them by Prof. Chandler, while in the case of the others, the numbers to be used are those entered on the official list.

3. The answers are to be written on paper half the size of a foolscap page, and only on one side of the paper; these quarter-sheets of foolscap are to be pinned together at the upper left-hand corner. The name of the school, the pupil's name, the pupil's grade, should *all* be placed at the head of each paper. As far as practicable, the answers to a question should begin on a new page, with the number of the question in the margin.

4. The teacher should see that the Deputy-Examiner is fully informed of the routine of the examination, while the pupils should be trained beforehand, not only in regard to the form and neatness in which the papers are to be written, but in regard to items of Regulation 87.

5. A copy of the "School Regulations," revised by the Protestant Committee of the Council of Public Instruction, must be placed on the teacher's desk for reference during the whole examination.

6. Previous to the opening of the examinations, the attention of the Deputy-Examiner should be specially drawn to Regulation 86 and its sub-sections. The solemn character of the declaration to be made at the end of the examination should be carefully and conscientiously noticed.

7. On the morning of the examination the Deputy-Examiner must read, in the presence of the pupils, Section 87 and its several sub-sections. All text-books should be excluded from the school-room on the days of examination.

8. Instructions for mailing the papers.—"School Returns" are sent through the mail at the rate of one cent for two ounces, but in all cases the local postmaster should be seen about the rate. In sending the daily packages to Prof. Chandler, the postmaster will, no doubt, allow you to send the envelopes sealed, as has been done heretofore, but he must be consulted in order to avoid mistakes. The other papers are to be sent to the Inspector of Superior Schools, *immediately* at the close of the examination.

8. Much depends on the papers being sent by mail or express on the last day of examination, immediately after the written answers in the last subject have been taken in: the Deputy-Examiner should not wait until the close of the Grade III. Academy Examination in sending the parcel to Quebec.

9. The written answers of all the pupils (of the same grade) in one subject must be tied together with a band or thread when returned in the envelope provided for them. There must be no loose papers—no Geography papers among the Dictation papers, no Arithmetic among the Grammar papers, etc. The names of all who have taken the subject should be written on a slip, which should be tied up with the answers of those pupils on that subject.

10. The Preliminary Papers in the subjects, Geography, Dictation, etc., prepared by the A. A. Examiners, have been adopted for Grade II. Academy; but all the written answers of the pupils of this grade are to be sent, *not* to Montreal but to Quebec, along with the other papers on the last day of examination.

11. All expenses connected with the examination, including remuneration to Deputy-Examiners, are to be defrayed by the School Commissioners.

12. The teachers of Academies are not to return the written answers of pupils in Grade I. Model School.

In addition to these, further definite instructions were sent to the Deputy-Examiners indicating the channel through which they would receive the printed papers, as well as how the written answers were to be returned, and, as far as has been ascertained, these instructions were strictly adhered to. The difficulty about the postal charges at Montreal occurred too late for remedy this year. A rebate can hardly be expected; but from an after enquiry I find that the difficulty arose altogether from indefiniteness of explanation.

As was promised last year, the written papers were all corrected before the end of June, though the increase in the number of schools and pupils gave my associates a little more work to do than in the previous year. These gentlemen—the Rev. Prof. Macadam, Prof. Crocket, Rev. M. Le Febvre, and Inspector Parker are to be commended for the industry and care they bestowed upon their work, for, in my opinion, it would be difficult to get a more efficient staff of examiners willing to do the work. Accompanying the certificates issued to the successful candidates in each grade, an abstract has been sent indicating the subjects in which the unsuccessful pupils have failed. Although some teachers seem to think that a

complete list of the marks should be returned in every case, I find that the furnishing of the abstract is all I can accomplish unless the Committee were to furnish me with the means of doing so.

I need hardly say that the papers this year have again presented a very much improved appearance on the papers of last year, as has been corroborated by my associate examiners. The academies to be specially recommended for the neat appearance of the written papers are Huntingdon, Waterloo, Sherbrooke, Coaticook, Côte St. Antoine, Compton, Danville, while coming up very near to these in point of excellence are Lachute, Stanstead, Knowlton, Granby, and Clarenceville. Of the Model Schools that take superior rank in this respect are Cookshire, Lennoxville, Waterville, Ormstown, Lachine, Frelighsburg, St. Sylvestre, Berthier, Clarendon, Farnham and Marbleton, while those that take second rank are Sutton, Bury, St. Andrews, Gould, Dunham, Mansonville, Bryson, Mystic, Bolton Centre, and Beebe Plain. While some may look upon such a classification as the above to be a matter of little moment, I still continue to deem it of the utmost importance, particularly in face of the seemingly increasing demands of the age to have whatever is worth doing well done, in appearance as well as in substance. This tendency to send out work neatly done, is having a good effect on our schools, where tidiness on the part of teachers as well as of pupils is becoming a marked feature.

To the usual tables this year, another has been added for the information of the Committee in awarding the grants. The information in that table is found from the tables published, and consists of :

1. The ratio between the Grand Total Marks in the School taking the Highest Grand Total and the others respectively, as expressed in decimal form.

2. Average of the percentages per grade.

3. The ratio between those enrolled and those who presented themselves for examination as expressed in decimal form.

4. Percentage of passes reckoned upon those who presented themselves for examination.

5. Average number of pupils who passed in the higher branches.

For the information of all our teachers as to the manner of summing up the results to be found in the tabular statement, there may be repeated here what was engrossed in my report, of 1890. For example, this is how the numbers are obtained for an academy in which all the grades are represented.



PRES.	FAILED.	PASSED.		TOTAL MARKS.	Av. MARKS.	P.C.	Av. P.C.
7	1	6	Grade II. Model School	2118	302	68	
9	0	9	Grade I. Academy	4434	493	76	74
7	0	7	Grade II. Academy.	5842	834	79	
5	0	5	Grade III. Academy.	5503	1101	73	
<u>28</u>	<u>1</u>	<u>27</u>	Totals	<u>17897</u>	<u>2730</u>		

Or for a Model School in which all the grades are represented.

PRES.	FAILED.	PASSED.		TOTAL MARKS.	Av. MARKS.	P.C.	Av. P.C.
10	8	2	Grade I. Model School.	4119	412	69	
13	10	3	Grade II. Model School.	8436	649	72	
11	6	5	Grade III. Model School.	10111	920	60	68
8	8	0	Grade II. Academy.	8529	1066	71	
8	4	4	Grade III. Academy.	3349	419	70	
<u>50</u>	<u>36</u>	<u>14</u>	Totals	<u>34544</u>	<u>3466</u>		

The Grand Total Marks are obtained from the schedules returned by the teachers with the names of the pupils, their ages, the number of days in attendance, and the reading marks awarded by the deputy-examiners. The award for each subject is entered in this schedule and the total marks for each grade taken. The sum of these totals gives the Grand Total Marks as seen from the above table. In estimating the number of subjects passed in to constitute a pass in the grade, regulation 74 has been adhered to, and it is of sufficient importance for repetition here; indeed it is of such importance, that no teacher can possibly understand the limits of his work, as it is to be tested by examination without having studied it with the greatest care. It is as follows:

"In these written examinations, pupils shall be considered as having passed in their respective grades, provided they pass in Writing, Spelling, Arithmetic, Grammar, Geography, History, Scripture, French, Physiology and Hygiene, and Drawing; except (1) that pupils in Grade I. Model School Course will also be required to pass in English; (2) that pupils in Grade II. Model School Course will also be required to pass in at least one of the remaining subjects of their grade, and (3) that pupils of Grade III. Model School Course, and of Grades I. and II. Academy Course, will also be required to pass in at least three of the remaining subjects of their respective grades, of which Latin shall be one."

In referring to the tables, it will be seen that the highest total marks made by the academy which takes the highest mark this year is less than last year, while the same may be said in a general way of the other academies. With but two

exceptions, Inverness and Three Rivers, all the grades are well represented in the academies. Of the academies, eight have taken 75 per cent., or over, of the marks obtainable, while only two of the Model Schools have reached that high rate. No academy, however, has fallen below 50 per cent., while only six of the Model Schools have failed to reach that standard. In considering the branches enumerated in the tabular form, the following table will indicate at a glance the attention given to these branches:—

Total number passed in Latin.....	559 + 186 =	745
Number who failed.....	83 + 84 =	167
Total number passed in Greek.....		43
Number who failed.....		13
Total number passed in French.....	606 + 584 =	1190
Number who failed.....	91 + 145 =	236
Total number passed in English.....	598 + 589 =	1187
Number who failed.....	55 + 143 =	198
Total number passed in Geometry.....	442 + 217 =	659
Number who failed.....	54 + 31 =	85
Total number passed in Algebra.....	543 + 348 =	891
Number who failed.....	114 + 104 =	218

It must not be supposed from such a showing as this that more attention is given to these subjects than to what are called the ordinary subjects, as may be seen from the representation made of the work done in English and Arithmetic, two subjects which have been added to the table this year at the suggestion of the Committee.

Of the remaining subjects, it may be said that there was a marked improvement in the Dictation this year, which, it is to be hoped, will be continued. The Writing may be said to have been very satisfactory, though the Arithmetic papers were much below the average, chiefly in the manipulation of figures and the realizing of the correct answer. To bring about some improvement in this direction, it has been suggested that a paper in Mental Arithmetic be prepared in subsequent examinations in addition to the ordinary paper. Of the Drawing, the highest record cannot be made. Some of our teachers hardly realize the importance of this subject, and it is a matter of regret that such is the case. It may be said with some degree of certainty, that a fourth of our schools are yet without adequate instruction in this subject, and this in face of the fact that all our teachers must know that it is a fatal subject. The Algebra papers were very creditable indeed, while the answers in Botany in Grade II. Academy were, for the most part, satisfactory. The answers in the Latin were an improvement

on those of last year as far as the upper grades are concerned, the translations from Cæsar being particularly good: but in the lower grades the study does not yet seem to lead to any correct habit of translation or precise knowledge of accidence. No complaint can be raised against the paper in Geography, unless it be that there is great room for improvement in the matter of map-drawing.

The examiner who had charge of the History subjects says that the answers of the pupils were, on the whole, very satisfactory, being a decided improvement on those of last year. He still complains against the untidy appearance of some of the papers as compared with others, and urges further carefulness in the training which leads to neatness and precision. He says further, "that there is a wonderful difference between schools as to the grammatical form in which answers are given. Some teachers evidently take pains to train their pupils to express themselves in good English, while it never seems to have occurred to others to pay any attention to the manner of answering."

The gentleman who took charge of the papers in French and English Grammar, reports to the following effect: "I was very much pleased with the great improvement of the papers in French. In my mind, the difference between these papers and those of last year is very marked, being alike creditable to teachers and pupils. I was particularly pleased with the neatness and form in which the answers were given. In one respect I may, however, suggest an improvement. While the pupils seemed well prepared to translate a continuous piece, they became embarrassed when a word happened to be changed. I would, therefore, advise a closer attention to the study of the word and its meaning, removed for the moment from its relationship with other words. The Grammar papers, on the whole, were very fair."

In Physiology and Hygiene, the examiner says, "the answers were good in all the grades, there being very few failures. The questions on Hygiene in the different sections of the printed paper were invariably chosen in preference to those pertaining to Physiology. In many instances, however, the terms used were not spelled correctly, a defect which could readily be removed if the pupils were to have frequent exercises in writing on the black-board the technical terms found in the lesson. At the close of every recitation, the orthography, the use of capital letters, and the proper pronunciation should be critically investigated by the whole class."

Of the English he says, "The papers in Grade II. Academy, on Scott's *Lady of the Lake*, were excellent, not only in regard to the knowledge of the poem which the pupils seem to have, but also with respect to the neatness of the papers. The same may be said of the answers in connection with the study of the *Deserted Village*, the pupils showing how far they remembered the meaning and derivation of words as well as the poem itself, in its scope, moral lessons, and the biography of its author. The art of reproducing a piece of composition read over once or twice to the pupil is an excellent exercise in composition, and most of the pupils stood the test well this year. The compositions on selected subjects were not so good. This is to be regretted. Our teachers should never forget the great importance of all exercises which may train the pupil to put into written sentences the facts they learn from text-book or from teacher. Taken altogether, the papers were a great improvement on those of last year. Each succeeding year shows that our teachers are doing their best to train their pupils to habits of tidiness. This can only be accomplished by daily watchfulness, for how can a teacher expect pupils to do their work neatly at the June Examination if they have been allowed during the year to give in careless and slipshod work. Examiners are but human; and papers which are neat, free from blots, and legibly written, can hardly escape receiving a higher mark than those which bear the mark of carelessness in the first impression they give."

The examiner of the papers in Geometry and Book-keeping reports the papers he examined to have been, on the whole, creditable alike to teacher and pupil, "They gave evidence, he says, as far as written papers can afford evidence, of much faithful and skilful teaching. The academies, with remarkably few exceptions, are doing excellent work, and several of them work of a high order. There was, however, painful evidence in some schools of work of a purely mechanical character in which no faculty higher than mere verbal memorizing seems to have been thought of. Definitions, instead of being worked out or illustrated, whereby the pupil's judgment or observing powers might be cultivated, appear to have been got up simply *memoriter* and with all the absurd ideas which a mere collocation of words often begets. The freaks which definitions or rules may be made to take when got up in this way, are strange and amusing. For example, a *triangle* was defined in one paper to be a place where three lines meet, and in another paper a *point* was said to be 'distance through.' In the demonstration of propor-

tions, a few were unable to distinguish hypothesis from conclusion, or exterior angle from interior, or to take in the idea that two sides of a triangle must be greater than the third. Happily, such instances were not numerous, but the fact of their existence at all leans to the conclusion that the subject of Geometry is not in all cases dealt with in its first steps as it ought to be, in a concrete form. Unless pupils are brought into actual contact with surfaces, triangles, etc., they fail to have a proper conception of them or of any relations that may exist between them, and are still less able to form notions of lines and points. Similar observations might be made on some of the papers in Book-keeping. The fundamental notions of *debtor* and *creditor* could not in some instances have been worked out, and hence the misapprehension with respect to several of the exercises. A debtor was defined in one paper to be 'a person who sold his property and got nothing for it;' and in another, which was not so far astray, but still very defective, to be, 'a person who buys things.' Wherever Book-keeping is taught, some devices should be adopted by the Teacher to awaken proper notions of mercantile transaction before any record of them is made."

In closing this report, I would again recommend our teachers to make sure of the programme in all the grades from the beginning of the year, and to give the pupils some definite knowledge of it. The pupils who pass for the ordinary A. A. are recognized as having passed in Grade III. Academy, and no teacher should be without a copy of the Calendar issued by the University School Examining Board. I again annex to this report the usual circular of instructions for the information of our teachers.

J. M. HARPER.

#### CIRCULAR FOR 1892-93.

The attention of the principals and teachers of our Model Schools and Academies, under the supervision of the Protestant Committee of the Council of Public Instruction, is respectfully directed to the following:—

(1). The pupils of Grade II. Academy are expected to take Canadian History in future, as well as British History, in order to meet the requirements of the preliminary paper on History prepared by the A. A. Examiners.

(2). In future, in Model Schools as well as in Academies, the paper in New Testament History, prepared by the A. A. Examiners, is the paper to be taken by pupils of Grade I.

Academy or Grade III. Model School, as well as by the pupils of Grade II. Academy.

(3). In English the selections to be studied this year in the Fourth Reader, with special attention to Dictation, Derivation, Definition, Grammatical Construction, and Abstract Writing, are to be found from page 152 to the end of the book, and in the Fifth Reader from page 157 to page 314. The poetical extracts should receive careful attention, as well as the derivation of the words placed in column at the beginning of each lesson. If you use the Royal Readers, please notify this office.

(4). To avoid any misunderstanding, in future a separate paper will be prepared for each grade in French. The selections for French Reading and Translation by the pupils of Grade I. Academy are to be taken from the first half of the Progressive Reader, the first five prose extracts to be studied for re-translation. For Grade II. Academy the selections in French are to be taken from any part of the Progressive Reader, or, as an alternative, from the first fifteen of the extracts selected for the A. A. Examination. For re-translation, the first three prose extracts from Darey's Reader, and the first seven from the Progressive Reader.

(5). In addition to the usual Arithmetic paper for the first three grades, a paper in Mental Arithmetic will be set, similar in character to that which has been attached, for the past two years, to the Arithmetic paper of Grade I. Model School.

(6). In interpreting Regulation 74, English is to be reckoned as being one of the fatal subjects in the various Grades, unless otherwise ordered.

(7). As was remarked last year, teachers should avoid, if possible, carrying on the study of all the subjects of a grade at the same time; in many of our schools a time-table, giving prominence to only four or five subjects for the time, has been found to give satisfaction.

Office of the Inspector of Superior Schools,  
Quebec, August 26th, 1892.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by Order-in-Council of the 24th June last, to appoint Mr. F. D. Monk a member of the Roman Catholic Board of School Commissioners of Montreal, vice Mr. J. H. Semple, whose term of office has expired.

To revoke Order-in-Council, No. 94, dated the 16th of March last, (1892), dividing the parish of Yamachiche, county of St.

- Maurice, for school purposes, and to restore the state of things which existed previous to the passing of Order-in-Council, No. 247, of the first of May, 1891.
- To erect into a school municipality the parish of Saint Mathieu, county of St. Maurice, with the limits described as well in the proclamation dated 17th July, 1876, as in that of date 31st May, 1887, under the name of "Saint Mathieu."
- To detach from the school municipality of the parish of Saint Tite, in the county of Champlain, lots Nos. 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 248, 249, 250 and 251, of the cadastre of the said parish of Saint Tite, and to annex them to the school municipality of the village of Saint Tite, in the said county, for school purposes, from and after the first of July, 1892.
- 25th June.—To detach from the school municipality of the village of Sainte Therese, in the county of Terrebonne "The Grande Ligne, Cote Saint Louis and the Coteau Saint Louis, except the part of Cote Saint Louis west of the Grande Ligne road," and annex the said territory to the school municipality of the parish of Sainte Therese; for school purposes, and this, notwithstanding the Order-in-Council of the tenth of April, 1862, to take effect from the first of July next.
- To detach from the school municipality of Sault au Récollet, county of Hochelaga, the lots Nos. 1 to 99, inclusively, on the official plan and in the book of Reference for the parish of Sault au Récollet, and to erect this territory into a distinct school municipality under the name of "Saint Charles du bas du Sault."
- The above erection shall come into force the first day of July, 1892.
- 8th July.—To reappoint the Very Rev. R. W. Norman, D.D., a member of the Protestant Board of School Commissioners, for the City of Quebec, his former term of office having expired.
- To reappoint the Rev. F. X. Faguy, priest, school commissioner for the Roman Catholic schools of the city of Quebec, his term of office having expired.
- To detach from the municipality of Saint Mathieu de Rioux, county of Rimouski, the properties Nos. 135, 136, 137, 138 and 139 of the cadastre of the said parish, and annex them for school purposes to the municipality of the parish of Trois Pistoles, county of Temiscouata.
- This order in council will only take effect on the first of July next, (1893).
- 11th July.—To reappoint the Rev. Dr. Shaw a member of the Protestant Board of School Commissioners for the city of Montreal, his former term of office having expired.

## TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1892 (ACADEMIES).

NAME OF ACADEMY.	Grand Total Marks.	Average of the Percentages.										Total Marks for Appliances.																					
		Pupils.		Gr. II. Mod.		Grade I.		Grade II.		Grade III.		Lat. Greek.		French.		Eng.		Geom.		Alg.		Arith.											
		Enrolled.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.										
Aylmer.....	7322	62	60	22	5	17	6	1	5	9	3	6	2	1	1	5	0	5	11	11	5	11	11	6	960								
Bedford.....	15397	73	74	31	22	12	17	9	8	9	5	4	5	5	0	3	3	0	22	1	0	31	3	28	3	16	0	21	4	28	3	1125	
Clarenceville.....	2434	50	37	9	2	7	2	1	3	0	3	2	1	1	2	0	2	1	3	0	0	6	3	5	2	5	2	7	2	4	3	960	
Cottleok.....	17288	72	79	40	29	11	15	9	6	11	7	4	2	2	0	12	11	1	39	1	0	34	6	46	0	25	0	40	0	24	4	1165	
Compton Ladies' College.....	14856	69	42	33	22	11	10	6	4	19	7	6	3	3	0	7	6	1	31	1	0	26	7	30	3	17	6	6	28	16	10	1140	
Cote St. Antoine.....	16731	72	81	34	24	10	11	8	3	17	12	5	4	1	1	0	1	28	5	0	0	33	1	30	4	22	0	39	5	30	3	1153	
Covansville.....	10420	73	68	20	18	2	2	2	0	12	10	2	4	4	0	2	2	0	18	0	0	20	0	17	1	18	0	18	2	17	1	1040	
Danville.....	10195	63	65	25	17	8	6	4	2	16	11	5	1	1	0	2	1	1	22	2	0	25	0	21	2	7	11	18	2	32	1	1125	
Granby.....	12369	53	90	56	13	23	14	5	9	13	6	7	5	2	3	4	0	4	20	10	0	0	25	9	30	5	13	8	17	17	15	1105	
Huntingdon.....	53406	75	122	90	73	12	10	9	1	39	32	7	31	28	3	10	9	1	74	4	16	2	89	1	88	1	76	4	85	5	73	7	1185
Inverness.....	12322	58	51	32	16	16	11	17	5	12	11	5	12	15	11	4	20	10	4	0	17	14	16	1	24	0	21	3	16	2	870		
Knowlton.....	20181	61	98	43	26	17	9	3	6	13	9	4	13	10	3	8	4	23	6	1	2	35	8	32	3	34	0	58	5	33	2	1090	
Lachute.....	93192	66	93	67	48	19	14	9	5	32	26	6	13	8	5	8	5	3	59	5	0	64	3	59	8	47	4	61	6	47	12	1082	
Shawville.....	6321	50	45	19	7	12	7	2	5	6	3	3	2	1	3	0	3	2	5	0	4	14	5	13	6	8	3	10	8	9	7	1050	
Sherbrooke.....	21043	76	88	46	38	8	18	16	2	9	0	7	5	2	12	8	4	38	8	4	3	88	8	46	0	27	1	43	3	32	2	1180	
Stausend College.....	24143	77	116	43	37	6	12	10	2	12	11	1	14	12	2	5	4	1	43	0	9	1	41	2	37	1	37	2	38	5	84	4	1104
St. Francis College.....	14317	60	81	33	20	13	8	6	2	12	6	6	8	5	3	5	3	2	25	5	7	1	25	8	22	3	20	2	22	4	22	6	1065
St. Johns.....	7285	53	62	20	15	5	5	5	0	4	0	4	0	5	3	6	3	16	4	0	0	14	6	14	6	12	2	10	2	13	1	1110	
Three Rivers.....	4753	65	29	10	10	0	6	6	0	0	0	0	4	4	0	0	0	0	10	0	0	10	0	10	0	4	0	10	0	10	0	1030	
Waterloo.....	24691	77	95	44	33	9	10	4	6	20	17	3	10	10	0	4	4	0	12	2	2	0	41	0	41	3	30	4	36	2	49	1	1692



