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Articles : Original and Selected.

OBJECT TEACHING.*

BY A. W. KNEELAND, M.A., PH.D.

Throughout the civilized world to-day some form of object lessons has a place in the various curricula which have been devised for the use of schools, and I very much doubt if there are many educators who are sceptical concerning the advantages flowing from a regular course of such lessons in any schools, and especially in Primary and Intermediate Schools.

For the sake of opening discussion upon the topic, I may be allowed to mention briefly what I consider to be the especial uses of a good course of object lessons in a school, without defending my propositions very lengthily.

First of all, I would say that, whereas the ordinary school studies cannot cover the whole field of thought and knowledge which ought to be entered by every child, in order to develop his faculties and enlarge his views, some provision should be made whereby many of the phenomena of nature and art may be brought before him at sufficient length to arouse his curiosity and develop a desire for further investigation. I claim that a good course of object lessons provides a means of carrying out this object as no other means can do.

Again, definiteness of statement is a thing greatly to be desired in any calling, and perhaps the lack of the power to state succinctly and definitely exactly what is meant is seen

* Read before the Montreal Teachers' Association.

more frequently in men of all professions than any other fault of speech. Object lessons furnish a grand opportunity to the teacher for cultivating this power in his pupils, for he accepts no statement that can admit of a different meaning from that intended, and he invariably insists that the statement shall be in right form and clearly comprehensible.

Again, there are few points more to be admired in the use of language (spoken or written) than an orderly arrangement of the subject matter in hand. Geography will give one a knowledge of the physical world, but it does not teach a boy how to arrange the facts of geography in proper order so that they may be most intelligible to the mind. A boy's mind may be full of the History of the Province of Quebec, but the facts of that history may be *sens dessus dessous* in his mind, so that he might couple the building of Victoria Bridge with the siege of Quebec, or the death of Wolfe with the small-pox epidemic. Few, if any, of the ordinary branches of school study have in view especially the cultivation of orderly arrangement, but object lessons aim at this as one of their first objects, and I venture the statement here, that the best way to begin the study of any chapter in history, any country in geography, any new rule of arithmetic, or the writing of a composition, is for the teacher to give a thorough and properly-arranged object lesson upon the subject to be studied, and this is especially true in regard to writing compositions, for the great difficulty with a boy when he sits down to write is order of arrangement. He may have a thousand thoughts on the subject, but how shall he begin? What order shall he follow? What comes last? These are the problems which trouble him, and not any lack of knowledge, generally. Object lessons teach, especially, orderly arrangement of thought and a proper division of the subject in hand.

Again, object lessons afford the best means for the cultivation of the power of speech at the command of the teacher. In the ordinary lessons of the school, the child answers by the book, and is not thrown upon his own responsibility in the least, save that he must study the words of the book and be prepared to give them back to the teacher; but in an object lesson he is compelled to frame his own answer, and, in doing so, he is considerably aided by the moderate excitement which the lesson occasions. His vocabulary is enlarged and his confidence in his power of expressing his thoughts is increased.

Again, the powers of observation are strengthened. Keen to be first to discover some new feature in connection with the place

or object, his perceptive faculties are alert, and he makes the best use of those avenues to the mind, the five senses, and such use increases their power and keenness.

Lastly, object lessons, rightly given, develop self-dependence, without which all the education that a child may receive is of little value. One of the most useless creatures on the face of the earth is the man who has not enough confidence in himself to assert his manhood or to undertake any task for fear of failure, as though God made a human being and did not give him talent or powers enough to do his allotted work in life! The thought is an insult to the Divine Creator. There are thousands of men and women in the world to-day, with splendid abilities and superior education, who might as well be dead for all the good they are, or ever will be, to the world, just for the lack of self-confidence and backbone. I am not referring to pharisaical pride or conceit, but I refer to that honest reliance upon the being which God has made for some wise and gracious purpose, and which I call self, which will enable me to leave the world wiser and better than I found it.

Now, whatever cultivates this self-reliance and manliness in the smallest degree is worthy of attention, and much more so, then, is that which pre-eminently seeks to draw forth this most desirable attribute of character.

I have often asked myself the question: Why do teachers so generally dislike to give object lessons, and why are they slighted at every opportunity more than any other lesson?

My own thoughts and experience have led me to make the following answers to myself:—

First. We are inclined to shirk the object lesson because we do not fully understand its great importance in the school course.

Second. Because it demands a large amount of self-confidence, and we are unwilling to exercise that which we seek so earnestly to cultivate in our pupils.

Third. Because a formal, stiff, spiritless lesson is an abomination to any creature; and, unfortunately, many teachers practically say that an object lesson must be such.

Fourth. Because, as no feasible plan has been devised for examination of classes upon the object lessons of the session, no marks are assigned for the subject, and the standing at the end of the year does not in any way depend upon the way in which the teacher has undertaken this work.

These have seemed to me to be the reasons for slighting this most important part of school work; yet, if teachers looked

more at the future intelligence and consequent success of their pupils, and less at percentages and relative standing, they would not lightly neglect such an agent in drawing out and developing the minds of their pupils.

In conclusion, I might indicate what I think constitutes good object lessons.

First of all, they cannot be such as are given once or twice a year, when the teacher can hardly help it, for such lack of method would destroy what we intend to cultivate.

They are not stiff, formal things which stand out before the class in outline on the board beforehand, like some grinning skeleton, to chill and frighten, for such would freeze the sensibilities and render inactive the very powers which we wish to excite and strengthen.

They are not learned lectures delivered to sleepy and inattentive classes, for such, while valuable in their place, have little power to draw out and develop the perceptive faculties of the class.

But they are methodically-arranged and regularly-given sets of questions, interspersed with only such bits of information as the united wisdom of the class may not be able to discover.

They insist upon no ambiguity in answers. They require correct language and definite statement. They must be varied to suit the circumstances and calibre of the class, because an entire change of the programme of a lesson is sometimes forced upon the teacher by unexpected question or answer from a pupil; but even then he should preserve order and method in his arrangement.

Questions should be given vivaciously that enthusiasm may be aroused, and fail not to see the ridiculous and absurd, should such be brought out.

Too much ought not to be attempted in one lesson: often two or three lessons increase the enthusiasm and more effectually arouse the dormant faculties of the sluggish by affording them an opportunity to investigate privately.

The good lesson probes every faculty of the child and opens to him new realms of enjoyment by showing what he can, unaided, do and discover for himself.

If I were asked to give a model form for an object lesson, I could not do it; but I will just give the skeleton upon which I hinge all my lessons, making such changes as the circumstances demand:—

- I. Subject: (a) definition, (b) description as discovered by the five senses, by reading or otherwise.

- II. (c) Qualities.
- III. Uses.
- IV. History.

Upon this skeleton I would hinge every object lesson, and then in the same order I would ask the determinations to be given me back in the form of a written composition.

Editorial Notes and Comments.

The solution of the question of grammar study for our schools seems to have been reached by the authorization of such a text-book as Prof. Meiklejohn's. There can be little doubt of its excellence, and we do not hesitate in asking our teachers to approach the study of it in much the same spirit as Dr. Raub, Editor of the *Educational News*, approaches the subject of English Grammar in general! "It is interesting," he says, "and we think in a great measure profitable, to listen to the discussions, and also read them in the different educational journals, as they touch on the various theories of teaching English Grammar. One could sometimes almost imagine that the people, if they could hear some of the denunciation of this innocent branch, would rise in a body and demand that all teaching of so useless a science should be abandoned at once in every grade of school 'below the high school.' We make that quoted reservation because it is the one shelter behind which the attacking force hide themselves in their sensational efforts to blot grammar from the established course of study in our schools. But somehow the people do not rise; somehow the subject of grammar continues to be taught in the successful schools of the country; somehow the common sense of the many leads them to see that all valuable language culture must have for its basis after all the much-maligned science of English Grammar. To-day parsing is the red flag that agitates and irritates, to-morrow it may be analysis, and the next day it may possibly be criticism of erroneous constructions, and the agitator holds his hands aloft in holy horror, lest the sight of an incorrect sentence, such as the child utters daily, even hourly, as a habit, may forever put a blight on his correct grammatical construction. Is it not plain to everyone that after these years of agitation the subject of English Grammar as a school study has suffered no harm, and that the English language itself has come out unscathed, except as it has been now and then foully dealt with by those who would abolish its study in a scientific way?

Really, these attacks on the study of English Grammar have done good in arousing the friends of the science to the necessity of presenting its principles in a more palatable as well as a more rational way, that the children may pursue the study with interest. Doubtless many teachers have failed to appreciate the necessity of making the study interesting. But this is no fault of the study itself. It is true that to most of us the study was not presented in an interesting manner. This was the fault of the old systems of teaching. We took our tasks as we took our medicine, because we were told that it was necessary and that it would do us good. It was not ours to question the wisdom of the teacher. We memorized because we knew no better, and doubtless many of us, when we first entered the schoolroom as teachers, did as many of us do to-day, imitated our own teachers and our own teachers' ways as nearly as we could. We were loyal, but it was a loyalty that lacked good grounds for commendation, and some of us are guilty of the same fault to-day in following blindly the suggestions of those who would lead us, without weighing the arguments and adopting the suggestions with all necessary modification to our individual wants. Looking at this matter in a reasonable way, may not all departments of grammar be important? It is popular, but neither witty nor wise, to 'third person, singular number, masculine gender' the subject as some have done. The ridicule makes an audience laugh, but the good sense of the proceedings may well be questioned. Parsing may be useless when every modification of a part of speech together with the reason for each modification is mentioned, but good teachers of grammar do not conduct a recitation in that way. If the relation and the government of the words in a sentence be pointed out we have sufficient, and these as processes of judgment or reasoning are quite as strengthening, we think, as learning the number of legs to either a spider or a fly, and quite as useful in after life. The same is true of the subject of analysis. It is not necessary to descend into the minutiae of the first, second and third class elements. For the purpose of understanding and appreciating the force of words in a sentence in the expression of thought, it is probably sufficient to point out the basic elements and the effect of each of the modifiers without even knowing whether these elements are adjective, adverbial or objective, and yet this latter knowledge does the student no harm, but, on the contrary, leads him to think more closely in the forming of his judgments. Let the whole subject of grammar be taught in such a way as to lead to symmetrical

mind development as well as afford a means of culture in the language itself, and there can be no more useful branch of study in the school course.

—A preliminary meeting of the Executive Committee of the Teachers' Association of the Province of Quebec was held on the 14th of June, and after much discussion an outline programme was mapped out, of which we give the report from the Secretary, Mr. Arthy:—Thursday, October 16th—9.12 a.m., reports; 2.5 p.m., methods of teaching English Grammar; how to teach pupils to read intelligently; object lessons; model lessons in drawing; 8 p.m., President's address; address of delegates. Friday, October 17th—9.10, election of officers; 10.12, elementary education: (*a*) scheme of examination for elementary schools; (*b*) financial condition: minimum salary of elementary teachers; (*c*) school attendance: compulsory education; (*d*) how to obtain professionally-trained teachers; 2.5, elementary education (continued): (*e*) district schools in their relation to parents; (*f*) district schools in their relation to School Commissioners; (*g*) the school year: term of teachers' engagements; 8 p.m., *conversazione*. Saturday, October 18th—9.12, superior education: (*a*) distribution of grants; (*b*) marriage license funds: proposed abolition; (*c*) school fees of county academies; (*d*) special diplomas; (*e*) A.A. examinations: their order and length. Any further suggestion must be sent to the Corresponding Secretary, E. W. Arthy, Esq., Montreal. Arrangements for railways, hotels, etc., will be as usual.

Current Events.

—Twenty-eighth Annual Report of the Teachers' Association, in connection with McGill Normal School. "Mr. President, Ladies and Gentlemen of the Association: The work of your Association has been carried on from Sept., '89, until the present month, and during this period five regular meetings have been held in the months of October, November, January, February and April. The subjects for these meetings were chosen relative to the professional work of the teacher, and it is much to be regretted that the several valuable papers were delivered before such scanty audiences. The prevalence of so much illness during the past session may account partly for the small attendance. At the October meeting the course of study for Common Schools was considered and further discussed at the November meeting by gentlemen outside of the profession. Two lectures were

delivered before your Association, one in January, by Dr. Robins, on the subject of Combustion, and the other in April, by Dr. Wesley Mills, on the present system of Education. It is hardly necessary to point out that these lectures were of that highly interesting and delightful nature characteristic of both these talented gentlemen. A matter of interest to us all as teachers; viz., Reading, and Text-Books for that subject was assigned to the February Meeting. On three occasions the Educational Résumé was furnished by members of your Association. At all the meetings Dr. Kneeland presided, and the success of the year's work is owing largely to his indefatigable exertions in the arrangement of the various programmes. At several of the meetings music and readings were provided and on these occasions a piano lent by Messrs. Willis & Co. added greatly to the enjoyment. We desire to express our sincere thanks to those friends who have so kindly contributed their help. As heretofore, the work of your Association was discharged by the members of the council, who held seven meetings, at which there was an average attendance of about seven out of fourteen members. Your Association has, at present, a membership of four honorary, seventeen associate, and eighty-two ordinary members, the latter including twenty-two gentlemen and fifty-six ladies. This report is respectfully submitted by your Secretary, Mary Peebles."

—At the closing exercises of the McGill Normal School the Premier of the Province, the Hon. Mr. Mercier, is reported as having said to the students:—"Allow me to say you have another duty more important than the others. The greater number of you are natives of this country; then remember, be you French or English, Irish or Scotch, that you are Canadians, and train up your pupils in this light. Teach them to be Canadians, forgetting all differences of race or creed; and, secondly, teach them that in spite of themselves they must live in peace in this country. They have not chosen the place of their birth, but it has been made by God, and they have been placed in a country where different creeds and nationalities exist, and here together we live and develop our common country."

—According to the Annual Report of the McGill Normal School that Institution has granted this year 11 Academy, 25 Model and 37 Elementary diplomas; a total of 72 as against 95 granted last year. At the opening of the session they had 86 pupils, but illness, withdrawals and failures had reduced the number to 72. Since the establishment of the school 2,172 diplomas had been granted, the total number of persons holding these being 1,487. Of these diplomas 1,242 were Elementary,

719 Model School and 211 Academy, of which 50 were of the first grade.

—The New York Educational Bureau has organized a long summer trip in Europe, visiting the principal cathedrals of England, the Passion Play at Ober-Ammergau, the battlefield of Waterloo, the Rhine, the Alps and glaciers in Switzerland, the Rigi, and, lastly, Paris. The party will leave Saturday, 7th June. A competent leader, who speaks fluently the various European languages, will go with this party.

—In 1838 a merchant in Loran left a large sum for the purpose of paying the tuition fee of children of poor parents. But recently the school authorities of Loran abolished tuition fees, and at first they did not know what to do with the proceeds of this legacy. Recently the money was paid over to the poor children in obedience to the letter of the bequest, and thus the case occurs that children are paid for going to school.

—It is to be regretted very much that the organization of a Summer School for our Province has had to be postponed. The project of running such an institution in connection with the Lennoxville Institute seemed to be an excellent one, and was certainly worthy the consideration of the teachers of our Superior Schools, in view of the fact that the services of a competent staff of teachers, with Dr. Robins as director, had been secured. We hope that in another year the co-operation of all the teachers will be enlisted in the undertaking so as to ensure its success.

—The Principal of the Normal School, in speaking of the working of that institution, said that the failures resulted through want of proper training before entering. In the past, French, drawing and singing had been badly taught, and especially in country schools. He paid a tribute to the late Prof. Andrew, who was the best class teacher of elocution he ever knew. The thanks of the school are due to the superintendent, to Sir William Dawson, and the Revs. James Fleck, Archdeacon Evans, and S. P. Rose for religious instruction.

—The twenty-eighth Annual Meeting of the Teachers' Association, in connection with McGill Normal School, was held Friday evening, May 30th, at eight o'clock. Dr. Kneeland presided. Reports received from the Secretary and the Treasurer gave an outline of the year's work and showed a balance on hand of \$19.02. Rev. E. I. Rexford delivered an address on educational matters in the Province of Quebec, and strongly urged the claims of the Summer School. The following officers were elected for the ensuing year: President, Prof. Parmelee; Vice-presidents, Mr. H. H. Curtis, Mr. T. Smiley, Mrs. Fuller, Miss Carmichael;

Treasurer, Mr. C. Humphrey; Secretary, Miss Peebles; Members of Council, Dr. Robins, Dr. Kneeland, Miss Robins, Miss James, Miss Moore, Mr. J. Mc Kercher, Mr. W. Patterson.

—The total cost of maintaining the schools in Russia was, in 1889, 38,023,417 roubles (or about 19 million dollars). Number of students in universities, theological, medical and military schools was 18,759. The number of students in secondary schools for boys was 167,961, and for girls 62,323. The total number of pupils in elementary schools is only 2,155,162, or a little more than 2 per cent. of the entire population of Russia, while in Germany it is 20 per cent. and in our country it is 22 per cent. The periodicals number 667 in 1889 (exclusive of Finland); they are printed in the following languages: 493 in Russian, 76 in Polish, 49 in German, 13 in Esthonian, 8 in Lettish, 7 in French, 6 in Armenian, 4 in Hebrew, 4 in Georgian, 2 in Finnish, 1 in both Russian and Polish, 1 in Russian-German-Lettish, 1 in Russian-Turkish.

—Through the efforts of the Hon. Mr. Joly de Lotbinière in the district of Quebec, the institution of Arbor Day has been perpetuated. The holiday was kept by the two High Schools in the city of Quebec, and the prospect of continuing it as such was strongly impressed upon all who took part in the proceedings. It seems to be generally admitted now that the springtime is the best season of the year for planting trees, as it certainly is a better season for an outing for the children than in the fall of the year.

—Dr. Warren, of West Chester, the State Ornithologist, of Pennsylvania, is doing an admirable work in gathering specimens for the State collection at Harrisburg. He has several old hunters in the Western part of the State engaged in assisting him in his work. The doctor takes frequent trips into the fastnesses of the forests in the Western and Northern counties for the purpose of visiting these hunters and spending a few days with them. To do this he is often obliged to walk eight or ten miles distant from civilization, and in this chosen work in behalf of science he has become familiar with the hunters' trails which lead him to their cabins. The collection which he is making, the mounting of which he is doing with his own hands, will be a very complete and valuable one. He already has over one thousand specimens handsomely prepared, and as many more in process of preparation. The work which Dr. Warren is doing in Pennsylvania is being done in Quebec by the veteran naturalist, Mr. St. Cyr, who has charge of the Museum in connection with the Education Department. During the summer months he travels all over the Province.

—Lord Randolph Churchill has espoused the cause of the Irish Order of Christian Brothers, and is endeavouring to induce the Commissioners of National Education to make such alterations in their rules as will enable the Christian Brothers to obtain State aid for their primary schools. It is stated that during the last three years nearly 40 percent. of the children for whom result fees had been paid by the Intermediate Education Board have been educated by the Christian Brothers.

—The distinguished writer, Mr. Andrew Lang, thus describes St. Andrews, Scotland, with the reference to its college life: When the scarlet gowns of the students in winter are moving above these venerable courts, and those narrow lanes with their strong savor of the sea, then St. Andrews looks its best, looks most like itself, and presents that odd blending of a university town with an east coast fishing village, which is in fact its essence, its differentia, as the logicians say. Where else can you find lecture rooms, chapels, schools, within a few hundred yards of a narrow and perilous haven, a pier built of huge, rudely cut stones dragged from the fallen cathedral, and the long rollers breaking on vast desolate sands, strewn here and there with the gaunt ribs and timbers of wrecks? When you note that all this mingled landscape is watched by the keep and the walls of a great prelate's castle, the scene of feasts and tortures, of murders and martyrdoms, the broken survival of an age when the church leaned on the main secular arm, and when cardinals were fighting men, then you have in brief the historical magic of St. Andrews.

—The World's Fair bill, as amended by the committee having it in charge, has passed both houses of Congress and received the signature of the President. Chief direction is to be exercised by a national commission composed of two members from each State and Territory, with eight commissioners-at-large and two from the District of Columbia, equally divided among the political parties, to be appointed by the President within thirty days. These commissioners are to assemble at the call of the Secretary of State, in Chicago, to organize the Exposition, of which they are to have direction, and to choose their own officers, appoint committees and assign their duties, and to deal directly with the local board of directors, or corporation, chartered by the State of Illinois, under the title of "The World's Exposition of 1892."

—In the course of a presidential address at Glasgow, Mr. Milligan spoke unfavorably of the effects of Free Education on the regularity of attendance. From the numerous reports which have come from various districts in Scotland, and from the explicit statements of many teachers of large schools, it seems

undoubted that free education, instead of tending to make the attendance more regular, has as yet had quite a contrary effect. Irregularity also, it appears, has taken on a new phase. Formerly, if a child was present on the Monday and paid his school pence, his regular attendance during that week might fairly be counted upon; but now, since there is nothing to pay, a child may be present on the Monday, absent on the Tuesday, present on Wednesday, absent on Thursday afternoon, present on Friday forenoon, and absent on Friday afternoon. This is no exaggerated picture of the attendance at many schools, and what makes irregularity of this kind all the more difficult to deal with is that such children do not stay away at one time a sufficient number of days to bring them within the power of the attendance officer.

—The American Home School for Girls in Berlin, Germany, founded four years ago by Mrs. Mary B. Willard, has proved so successful that a branch will be opened in Paris at the beginning of the next school year. It will be in charge of two experienced lady teachers who have been intimately connected with the Berlin institution—one a native French lady, and the other an American teacher of long experience. Mrs. Willard will visit the school frequently and endeavor to maintain the order and spirit of the institution in Berlin. Paris is, of all places, the one best adapted for acquiring the French language, and pupils will here have access to the finest art schools, the lectures of the College de France in all its departments, and excellent advantages in music.

—Chicago is to have a great million-dollar university. About one year ago John D. Rockefeller, the Standard Oil magnate, offered to give \$600,000 toward a university projected by the Baptists of Chicago, provided the latter would raise the \$400,000 necessary to complete an endowment of \$1,000,000. He named June 1 as the date by which the total sum must be subscribed. For buildings \$250,000 will be expended within the next four or five years. Other buildings will be added as they are needed. Marshall Field has given to the university a tract of ten acres of land on Ellis Avenue, south of Fiftieth Street. In addition to this, he has given the projectors of the university an option of a ten-acre tract of land adjoining.

—The new School Law in Manitoba went into operation on the first day of this month. In districts where only Protestant schools existed they are, we suppose, continued as Public schools. Where only Catholic or Separate schools exist, these too become the Public Schools. The same school boards continue to act, in

both cases, until the general school board election in 1891. Wherever both Catholic and Protestant schools exist in the same districts, the former cease, so far as Government recognition is concerned, and the latter become the Public schools. This clause of the Act affects only Winnipeg, Brandon, Selkirk, and possibly one or two other localities. It is probable that in these cases the supporters of the Separate schools will continue them for a time at least, as they have a perfect right to do, without public aid. The new system will be more economical and should promote efficiency. If it is fairly and wisely administered it is probable that, when the present excitement has had time to subside, Catholics and Protestants will find themselves able to work harmoniously together, to mutual advantage, as they are now doing in New Brunswick and elsewhere.—*The Educational Journal*.

—Teachers' Association of Quebec. The annual meeting of this Association was held in the National School on Friday, the 13th inst. Dr. Harper, President of the Association, occupied the chair. After prayer and reading of the minutes, the office-bearers for 1890-91 were elected: President, Dr. Harper; Vice-Presidents, Rev. L. Le Febvre and Miss Winn; Treasurer, Mr. A. J. Elliot; Council, Mr. De Kastner and Misses Ahern and Amy Campbell. Secretary's Report for year ending 31st May, 1890: "During the year which is now closed much useful work has been done and papers on highly important subjects were read. The President gave a course of lectures on Physiology; Miss Wilkinson, of the Girls' High School, read a paper on 'The Sol-Fa System;' Professor De Kastner, of the High School, a paper on 'The Teaching of French;' J. Porteous Arnold, F.E.I.S., High School, a paper on Spencer's 'Faery Queene:' and the Rev. L. Le Febvre, of the French Protestant Church, gave a 'Sketch of the Writers of France during Reign of Louis XIV.' Through the hospitality of the President and Mrs. Harper, a conversazione was given at their house. In addition to the members of the Association, the Chairman and some members of the Board of School Commissioners, with other friends, were present. A Committee of the Association was appointed to revise the constitution and by-laws. This was done, and these, amended, having received the approval of the Association, were printed for distribution among the members. Respectfully submitted, S. Porteous Arnold, Secretary." The Association adjourned to meet again on the second Saturday of October.

Literature, Historical Notes, etc.**BISHOP'S COLLEGE, LENNOXVILLE.**

The last four years (Dr. Lobley resigned in 1885) have been years of steady increase in the college, and at the present moment the funds have been obtained to begin an extension of the college, which will enlarge its capacity for residents from 28 to 40. It has been impossible to house all the students in the college for the last two sessions, hence the need of enlargement. The new building will be called the Divinity House, and part of it will be occupied by the Professor of Pastoral Theology, the bulk of it being used for rooms for students in the Divinity Faculty, who will here receive special training in the devotional habit and in matters relating to pastoral care. The object of the improvement will be best understood by saying that it is to combine for candidates for Holy Orders who pass through a full course of five years in Bishop's College—for the first three years, the advantages of a university with residence in college and corporate life, and for the last two years the advantages of the highest type of Theological College. The success of the experiment, which has been already tried with good results since 1887 on a smaller scale, warrants the expectation that the scheme now floated on a larger scale will be eminently successful. The Rev. F. J. B. Allnatt, D.D. (Lennoxville), late Rector of St. Matthew's, Quebec, was elected first Professor of Pastoral Theology in 1887, and since that date \$11,000 has been promised towards the endowment of that chair. The Venerable Archdeacon Roe, D.D., has been Professor of Divinity for at least twelve years. His labors in Church extension in the Diocese of Quebec are well known. It is owing to his unfailing zeal and activity that many new missions have been opened and many new churches built, and it is through his exertions chiefly that Bishop's College has become a centre for missionary effort for the district, which, in some of its townships, was till lately completely without the ministrations of the Church. In this aggressive work he has been ably seconded by devoted graduates of Lennoxville, such as Canon Thornloe, Rector of Sherbrooke, Rev. A. Stevens and others.

In a missionary magazine, the writer imagines, not only the history of a college, the names of its officials, the scope of its studies, will be interesting—but any mention of missionary work centering in and radiating from the college will be welcome. The students, who have always been ready to work as Lay

Readers, have recently been organized into a Brotherhood of Lay Readers, receiving the Bishop's License, and working under the direction of a Warden, who is the Professor of Pastoral Theology. The record of the work thus organized reads eloquently in the report of the Church Society of Quebec for the present year. The efforts of the students in the past have not been confined to Canada; one church, at least, a substantial and beautiful one in Vermont, owes its origin to the faithful labors of a Lennoxville student some years ago.

In the college a Missionary Union holds its meeting once a term, when a special celebration of Holy Communion is held, a sermon preached on a missionary theme by an invited preacher, more often than not an alumnus of the College: a choral even-song with missionary collects and hymns, followed by a missionary meeting in the College Hall, at which a missionary address is given by an invited clergyman, and a paper on a missionary subject read by one of the students. The various mission fields are thus brought before the notice of the students, and much interest has been thus kindled. One of the old Lennoxville school boys is now Bishop Ingham, of Sierra Leone. The special subscriptions and offertories of the Union are annually sent through the Diocesan official and the S. P. G. to Madagascar.

The type of Bishop's College is that of one of the Colleges of Oxford or Cambridge. The first Principal was an Oxford man, the second and third have been Cambridge, and the parentage of the college is distinctly traceable, in many of its regulations and in its curriculum.

Prof. Watkins, who succeeded to the classical chair in 1888, is a scholar of Jesus College, Cambridge, and an old Rugbeian; his predecessor, Prof. P. C. Read, was a scholar of Lincoln College, Oxford.

If the college is a child of the old English Universities, still more emphatically is the school the child of the English Public School system, and especially has this been true since the year 1857, when the Rev. J. W. Williams, formerly a master at Leamington, became Rector of Bishop's College School. The tone imparted in the six years which preceded his election to the See of Quebec has never been lost. He was succeeded by the Rev. G. C. Irving, of St. John's College, Cambridge, who worthily sustained the reputation gained for the college by him. Mr. Irving was drowned while bathing in the St. Lawrence near Rivière du Loup in 1866, a great shock to his friends and a great loss to the school. The Irving Prize commemorates his too brief tenure of the Rectorship. Mr. Irving had been favor-

ably known at the sister University of Trinity College, Toronto, before he succeeded to the Rectorship. After a brief interregnum, in which Mr. Nicolls administered to both institutions, the Rev. R. H. Walker, of Wadham College, Oxford, became Rector and remained as such till 1870; he was succeeded by another Oxford man, of Queen's College, the Rev. C. H. Badgley, who had also been head of the school at Weston, which developed into Port Hope School, now so flourishing under Dr. Bethune. In 1877 the Rev. P. C. Read became Rector, and in 1883 the two dynasties, so to speak, of college and school, became united in the person of Dr. Lobley. And in both capacities Dr. Adams, who received the honorary D.C.L. of Lennoxville in 1886, succeeded him. An alumnus of School and College, Mr. H. J. Hamilton Petry, M.A., is the sub-Rector and senior resident master. The numbers in College in the Michaelmas Term, 1889, were 33, a number never before reached, and for which the accommodation has become inadequate. In the School, in the same term, the number reached was 110. The increase during the last two years has been from 90 to 143 in the whole institution. The College and School unite in daily worship in the beautiful chapel, which is dedicated to St. Mark. A good organ, the money for which was collected by Dr. Lobley, was placed in the chapel about ten years ago. The choir consists of students and boys, with some of the masters. In sports and pastimes Lennoxville has never been behindhand, and the presence of the two parts of the institution enables matches in friendly rivalry to be held at cricket, football, hockey, etc. In 1888 a large hall was built, called the Bishop Williams wing, and at the Convocation of 1889 a portrait of the Bishop, subscribed for by many of his old boys and other friends, was placed in the hall in his memory. His happy reply upon thus being called upon to "accept himself" will long be remembered. The additional wing cost \$6,000, more than five-sixths of which was subscribed specially for the purpose. For the new divinity house nearly \$10,500 has been subscribed. A large new infirmary has been added to the resources of the institution during the last year, at considerable cost. A large and unexpected bequest of \$30,000, in 1886, enabled the College to endow the Mathematical Chair, and to establish two new Divinity Exhibitions. The venerable but vigorous societies, S. P. G. and S. P. C. K., still continue their bounty in the form of Exhibitions to candidates for Holy Orders, and the College owes much of its increase and prosperity to the fostering kindness of these societies, as well as to the generosity of its friends in Canada. Prominent amongst recent benefactors

may be mentioned the names of Robert Hamilton, Dr. Mountain, Dr. Reid and the Hon. E. J. Price.

Up to the present time the sum of something like \$210,000 has been given or spent upon the buildings and educational plant in College and School during 46 years. With this comparatively small sum much has been achieved, and the growth of the institution has been most encouraging. Of this about \$75,000 is in the form of endowed Professorships.

If the far-sighted generosity of Churchmen will continue to give funds to create new Professorships, there is no reason why the institution should not still further increase and provide in the time to come an increasing number of sons loyal to their Church and loyal to their land.

THEN AND NOW,—A WELCOME.*

Rage the ocean, clouds betray,
 Surge the seas within the bay :
 The filling silt, the churning crust
 In time, at nature's bidding must
 The flocking fields renew.
 Tidal tempests rush and roar,
 Fret the shallows round the shore,
 Frown the forests green and hoar :
 Men must up and men must do ;
 Their pains restore,
 Amid the strife of what is life,
 The old that cometh new.
 What time the pomp of courts, a rival light,
 Obscured the fleur-de-lis and hardihood,
 Its pristine bloom, the gift of chivalry,
 Was wafted here a seeming ocean waif :
 The pioneer's welcome then was bitter sweet,
 As brought he hope and progress-seeds to plant
 Afield a wildering western continent.
 Yet now, the harvest near, the fruit of toils
 Enduring ripens ours, to celebrate
 A fate matured, a nation progress-sown.
 And Champlain's city, proud of battlement
 And wall, deep-mouthed and fierce of brow, uplifts
 Her milder voice and seeks to doff her frown.
 Her citadel, with empire-flag for crest,
 Bespeaks the war-stained lore of centuries near,
 Writ golden on the fringe of nature's smile.

* Respectfully inscribed to the Duke and Duchess of Connaught, on the occasion of their late visit to Quebec.

Cape Diamond, erst Jacques Cartier's goal
 And wonder, booms no shrinking welcome now :
 The laughter of its volleying mirth re-peals
 A crescent-burst beyond St. Charles's Plain ;
 And, as it seeks retreat within the drowsy glades,
 The wimpling wavelets touch, historic-tuned,
 The chords that trill for us a tale of eld.

The hum of life and overgrowth hath claim
 Where woodland wonderment first heard the din
 Of herald-salvo from St. Malo's ships.
 And nearer scenes, within the mist of days,
 Give but a glimpse of bygone lingering woe.
 The explorer's task, the ripple of romance—
 The pioneer's pains, a seeming luckless toil,
 Find echo still, though far away to those
 Who deem the instant hour their ecstasy—
 Find echo still a fame that hovers round,
 Perchance to flush the cheer of Champlain's soul
 That sees an empire-growth upon his grave.
 'Twas his and theirs, despite the after-arts
 Of feudal-tempered rule, to sow a fate
 Florescent now : 'twas theirs to sow their best ;
 And now, where crooned the nomad o'er his ills,
 In thousands men have sweet domestic peace :
 Beyond and near these bastion-bursts of mirth,
 The moiling millions, faithful to their trust,
 Begin to prize the patriot's recompense,
 And sing aloud the freedom-songs of peace.

These narrow streets their teeming tales unfold
 Of primal times, when unkempt nature thought
 To keep her claim, the birthright of the woods,—
 Of feudal days, when outer strife prolonged
 Arrayed its rivalry on battlefield
 Near by, to wrestle for the gains of industry.
 Where elm and maple deep embowered the trail
 Of stalking foe, these pavement-threads bewalled
 Bespeak the zeal that dared the rock-grained soil,
 To ward a place whereon to build a home,
 Or consecrate its acres unto God.
 Their very names commemorate the faith
 Of Christian calendar, or token else
 The deeds of men that sanctify their pride
 Of what their land, matured a nation, boasts.

A thousand rays—a light within our light—
 Reveal in them the silver dust of fame.
 The glimpses of an outer beauty shine,
 Like hope around the corner of a task,

To guide our footsteps lingering near the scenes
 Of triumph or defeat. In cul-de-sac
 Or thoroughfare, the very stones reflect
 Some mosaic of events : within them flows
 The tide of peaceful life, and yet the ebb
 Of other days still ripples in its calm—
 To sing of clanging arms or military parade,
 To chant the martial song of valiant men
 Impatient to possess, or moan a dirge
 Of dire retreat that knocks at every gate.

And other echoes whisper civic strife,
 Of law usurped by faction or romance,—
 Ambition's wiles or yet the rivalry of love
 Disturbing peace to gratify the hour.
 Beneath the archways, frowning as in war,
 The footfalls of processions dead are heard
 Within the sounds of living feet. The lanes
 A requiem soft repeats or shout of joy,—
 Till seeking respite from the subtle sheen
 That floats around the old cathedral's walls—
 That lurks within some palace-court rebuilt
 A merchant's home, we find the freer height
 Of bastion-keep or battlement, and there,
 Enraptured with the scope of hill and dale,
 Behold St. Lawrence as a jewel set.

Sing the river, laugh the lake,

Dance the cataract, roar and break

The seething shingle into dust ;

In time, its circling siftings must

Old channels rectify.

Sleep the fortress, frown in vain,

Hum the hamlets o'er the plain,

Ring the chimes a sweet refrain.

Men must droop and men must die ;

Their lives remain,

Amid the strife of what is life,

The soul-drift of eternity.

Practical Hints and Examination Papers.

The following is the *N.C. Teachers'* suggestion *How to become a Good Teacher* :—Study methods of teaching and then originate your own ; study the character of your pupils, and then adapt your teaching to the peculiar traits of each disposition. Don't try every new method, neither continue in the old ruts simply because you were taught that way. Don't make a machine of yourself, but put active

life into every action, thought and expression. Don't give way to discouragement because a pupil appears stupid and incapable of being taught, but try plan after plan, and you will eventually succeed if the boy has any mind at all. Your work as an instructor of boys and girls is an exceedingly noble one, and as a teacher you can and ought to be one of the best.

Under the heading of "Manners in the Public Schools," a late number of the *Nation* dwells especially upon the necessity for teaching school children a horror of scattering scraps of paper, banana and orange peel, and refuse of various sorts through the streets.

"It is not easy to teach neatness to grown men and women, but it is possible to infuse into children a horror of the anti-social practice which helps a good deal to disfigure and vulgarize our cities, of throwing down refuse of whatever nature, peanut shells, bits of paper, cigarette ends, old shoes, hats, etc., on roads, lanes, sidewalks, public stairways, etc. Our indifference to this practice, which is the result of long familiarity, is incomprehensible to foreigners. * * No child should leave the public schools without having a dread of refuse ground into him. He should be taught to hate the sight of unswept streets or sidewalks, or saliva-stained marble or granite, of ashes, or refuse of every description, and especially of bits of newspapers and ends of cigars as signs of gross selfishness and a low social tone."

It certainly is a good plan to instil such principles into children at school, but the home is the place where the surest seeds of this good fruit can be sown. Too many children are allowed to leave all their clutter to be cleared up by others, thus being in effect, systematically taught that they have no responsibility in the matter. They learn to toss apple-cores into the street, or strew nutshells on the sidewalk, long before they have seen the inside of any school, and it is only by watchful and careful training at home that this much needed reform can rest on a sure basis. Each mother who instils into her child a love of cleanliness and order is benefiting the world at large almost as much as her own family.

EXAMINATION PAPERS.

GEOGRAPHY (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Write out in two parallel columns the names of the countries of Europe and their capitals. Write what you know of any five of the capitals.
2. Name ten of the largest rivers in Asia and describe the course of any one of them.
3. Name the various coast-waters of the Mediterranean Sea.

SECTION II.

4. Draw a map of Africa, of the British Isles or of India. (The

map should be neatly drawn in a clear *pencil* outline to fill the half-sheet of paper. At least ten names should be neatly printed in it.)

5. Give the names of ten of the largest lakes or inland seas in the Eastern Hemisphere.

6. Give an account of the islands lying between China and Australia; or give a description of Australia itself.

SECTION III.

7. Name the principal mountain ranges of Asia, and state distinctly what countries they are to be found in.

8. What are the names of the rivers and mountain ranges in Spain? Name a town on each of the rivers.

9. Name the colonies of Great Britain in the eastern hemisphere, and tell what you know of any one of them.

ARITHMETIC (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Simplify the expression $\frac{2}{3} + \frac{4}{5}$ of $\frac{1}{10} - \frac{2}{21}$ and also $\frac{3}{4}$ of $\frac{5}{6} + \frac{7}{8} \div \frac{1}{2}$. Multiply the answers.

2. Multiply $\cdot 863541$ by $\cdot 10983$, and divide $73\cdot 64$ by $\cdot 43232$ to four places of decimals.

3. What is the difference between a vulgar and a decimal fraction? Give examples of a simple, a compound, and a complex fraction.

SECTION II.

4. Bought $18\frac{1}{2}$ yards of silk at $\$2\frac{1}{2}$ a yard, and $27\frac{1}{2}$ lbs. of cheese at $\$3\frac{2}{7}$ per lb.; how much money did I spend?

5. Express $\frac{2}{3}$ of $2\frac{1}{2}$ of 5 ac. 3 ro. as the fraction of $\frac{2}{3}$ of $1\frac{1}{2}$ ac. 2 ro.

6. Deduct 6 per cent. from $\$7,600$ and place the remainder in the Savings Bank for 4 years when the Bank is paying 4 percent. What simple interest is yours at the end of the time?

SECTION III.

7. Define the terms *proper fraction*, *numerator*, *denominator*, and *factor*. What are the prime factors of 34620? Find the H. C. F. of 689 and 1573, and the L. C. M. of 12, 20, 30, 54.

8. Define *interest* and *per cent.*, and find the simple int. of $\$8,825$. for $6\frac{1}{2}$ years at 8 per cent. per an.

9. What per cent. is $\$24$ of $\$2,400$; find 5 per cent. of $\$6,700$. If I sell for $\$6$ that for which I gave $\$5$, what is my gain per cent.?

ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

SECTION I.

1. What is meant by inflection? Name and define the parts of speech that are inflected.

2. Parse the words in the sentence: "Canadian boys and girls ought to be especially interested in the beaver."

3. How do you know a transitive verb from an intransitive verb? What is the meaning of the term *transitive*?

SECTION II.

4. Analyse these three sentences:—

(a) The miner liberates particles.

(b) The labor of the miner liberates minute particles of matter.

(c) The continuous labor of the miner liberates from hour to hour during the day minute particles of matter, disseminated through the atmosphere of the mine.

5. Write out the present tense of the indicative mood of any irregular verb. What is meant by *tense*, *mood*, and *an irregular verb*?

6. What are the rules for the formation of number in grammar? Give six words that form their plural irregularly.

SECTION III.

7. Correct the following and give the rules of syntax which justify your corrections:—James or Mary were not to be found when they were wanted. The lesson hadn't ought to have been made so long. Between you and I, it aint right. It was me, but you was with us as well. It was the most bitterest night I ever experienced.

8. Name the various kinds of nouns and adjectives, giving examples. Is the word *wisdom* an abstract noun? What is an abstract noun?

9. Give the present, past, past participle, and present participle of ten irregular verbs. What is a defective verb?

HISTORY (GRADE I. MODEL SCHOOL).

SECTION I.

1. Name five of the most important events during the period of English History previous to the Norman Conquest, and describe any one of them.

2. Name five of the most important events during the period of Canadian History previous to Frontenac's time, and describe any one of them.

3. Name five leading events in the history of the children of Israel during their wanderings in the Wilderness.

SECTION II.

4. Describe the Battle of the Standard or the Battle of Crecy.

5. How often was the city of Quebec besieged, and by whom? Tell what you know of any of these sieges outside of the siege of 1759.

6. Give an account of the visit of Moses to the Mount to receive the ten commandments. Write out in full the fourth commandment.

SECTION III.

7. Who were Sir Walter Raleigh, Oliver Cromwell, the Marquis of Montrose, the Duke of Monmouth, and Guy Fawkes? Where are

the following places:—Hastings, Runnymede, Trafalgar, Hampton Court, and Londonderry; and for what are they famous?

8. Who were Roberval, De la Roche, Maisonneuve, Montcalm, and Vespuccius? Where are the following places:—Port Royal, Tadousac, Lacolle, Prescott, and Niagara; and for what are they noted in Canadian History?

9. Who were Enoch, Absalom, Saul, Elijah, Jethro? Where were the following places:—Beersheba, Lebanon, Jericho, Kedron, Carmel; and in what connection are they mentioned in Old Testament History?

ENGLISH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Where do any three of the following passages occur? Complete the stanzas. Name the authors.

- (a) And so time wended with the merry boy - - - -
- (b) Flashed all their sabres bare - - - -
- (c) And let the sea roar ever so loud - - - -
- (d) My one black thought shall ride away with me - - - -
- (e) Do you hear the children weeping - - - -
- (f) They drew unto that wall and dulled their fear - - - -
- (g) Raise high the monumental stone - - - -
- (h) Change once more, then, and be done - - - -

SECTION II.

2. Give in your own words the story of Prince Arthur and Hubert, illustrating your narrative by quotations.

3. Give the meanings of the following words taken from the prescribed portion of the Reader:—*saturated*, *malignant*, *ablution*, *formidable*, *catastrophe*. Make five sentences, each containing one of these words respectively, in such a way as to show that you understand the meaning of each of them.

4. Same as the above question, with the words—*instruction*, *prosperity*, *crepuscule*, *detachment*, *abhorrence*.

SECTION III.

5. Reproduce the extract which has been read twice in your hearing by the deputy-examiner. (The paragraph on page 108 of the Fourth Reader, beginning "In the mountainous districts," etc., or "The four greatest names in English poetry," etc.)

DRAWING FROM 11 TO 12.

1. While the pupils are engaged with their English paper, the teacher may copy on the black-board either of the figures on page 30 of Book 2, of the Canadian Drawing Course; and this is to be copied by each pupil on a piece of drawing paper. The figure ought to be at least four inches long.

2. In addition to the above the pupil is to sketch a *box*, a *flower*, and a *book*.

FRENCH (GRADES I. AND II. MODEL SCHOOL.)

SECTION I.

1. Put in French :—My brother has lost his French book. The lady has not been here to-day. My copy-book is nearly finished, but I have already bought another. Have you seen my brother since I saw you? I have seen yours. What fine weather we have this week!

2. Translate into English :—Donnez-moi un peu d'encre pour mon encrier, et je vous payerai demain pour les timbres de poste que j'ai reçu hier. J'ai perdu ma place hier, mais je la reprendrai cet après-midi si je puis être présent. Le professeur me dit depuis un mois que je serais detenu une heure tous les jours si je ne savais pas mes leçons. J'ai étudié trois heures tous les soirs pendant trois semaines.

3. Write down in French the names of ten objects in the playground, and place before each name the article to show the gender of the noun. Write five simple sentences in conversational French.

SECTION II.

4. How would you say in French :—How do ye do, to-day? I am just going away for a holiday. See, there is the carriage waiting for me. Yes, there are two horses in the carriage. Do you think it is going to rain? I hope it will be fine. Yes, we are going into the country. I don't know, but perhaps we may find some wild flowers. You can come if you like.

5. Translate into English :—Où allez-vous? Je préfère aller vite à la maison. Ah! vous préférez courir. Qu'est-ce que c'est courir? Courir, c'est aller avec une grande rapidité. Voyez ces deux enfants; ils vont bien vite, ils courent.

6. How are adjectives compared in French? Give six adjectives that are compared irregularly. Give the pronoun forms in French corresponding to *you, them, him, himself, they*.

SECTION III.

7. Conjugate the verb *être* in the indicative tenses, and give the English as well.

8. Write out the future tense of the verb *manger*.

9. Give the singular and plural of cow, leather, boot, book, earth, water, leaf, wine, man, woman. Write down in French words :—There are thirty days in the month of June, and this is the third of June, 1890.

PHYSIOLOGY AND HYGIENE (FOR ALL GRADES UP TO GRADE II. ACADEMY INCLUDED.)

SECTION I.

1. Describe a nerve-tube, and give an account of the various kinds of nerves in the body.

2. How is animal heat sustained in the body. Give some rules for the proper clothing of the body in warm weather and in cold.

3. Describe the organ of taste or the sense of smell in its physical arrangement.

SECTION II.

4. What are the constituent elements of the blood? Describe the circulation of the blood.

5. Name the principal bones in the human frame, and state what purpose they serve.

6. Give an account of the process of distillation. What effect has alcohol upon the tissues of the body?

SECTION III.

7. Describe the cerebrum and the cerebellum. What are the functions of these organs?

8. Why does the air in the school-room become impure? What temperature is the best for the human body when in a normal state of health? What does pure air consist of?

9. Give an account of the process of digestion. Name the various organs of digestion.

DICTATION, READING AND WRITING
(FOR ALL GRADES BUT GRADE III. ACADEMY).

DICTATION.

GRADE I. MODEL SCHOOLS.—Sections 7 and 8, page 157 Gage's Fourth Reader, or page 102 Fourth Royal Reader, "The Character of Swift." Spell the following words:—Separate, judgment, subtle, triumph, grandeur, omission, wholesome, analysis, parallel, ammunition, amendment, until, route, syllable, grammar, liquor, immediate, development, knowledge, privilege.

THE OTHER GRADES.—First two sections (8 and 9) on page 189 Gage's Fifth Reader, or the last section on page 200 of the Fifth Royal Reader. Spell also the words given above and give their meanings.

READING.

FOR MODEL SCHOOLS.—The deputy-examiner may select a passage from the scene from Shakespeare's King John in the Fourth Reader, or, for the other grades of a Model School, a passage from the Fifth Reader, *The Deserted Village*, or *The Lady of the Lake*, giving 50 marks for a perfect in Grade I., 75 for a perfect in Grade II., 100 for a perfect in Grade III., and likewise 100 for a perfect in Grade II. Academy, should there be any pupils in such a grade in the Model School being examined.

FOR ACADEMIES.—The deputy-examiner may select any passage from the Fifth Reader, *The Deserted Village*, or *The Lady of the Lake*, giving 40 marks for a perfect in Grade II. Model School, 50 for a perfect in Grade I. Academy, and 75 for a perfect in Grade II. Academy. The Reading for Grade III. Academy, which has been sent on printed slips, receives for a perfect only 30 marks from the A.A. examiners, but this when entered on the schedule is to be raised to 100.

WRITING.

FOR THE GRADES UP TO AND INCLUDING GRADE II. ACADEMY.—The pupils are to write in their neatest handwriting any ten lines of poetry they know from memory, or copy out any other ten lines selected by the deputy-examiner. They are also to write in two separate lines the small letters and the capitals, and the names of the five continents, and the countries in any one of them.

BOOK-KEEPING (FOR ALL GRADES.)

SECTION I.

1. What is the difference between Double Entry and Single Entry? Name the books used in Single Entry and describe them.

2. Define or explain the following terms in Book-keeping:—brokerage, lien, inventory, mortgage, merchandise, freight, agency, commission merchant, salvage.

3. How are vouchers usually kept? What information is set forth on the back of them? What is *précis* writing?

SECTION II.

4. Draw out a Day-book containing ten transactions. The work must be done neatly, and the transactions must be all of a different denomination.

5. Draw out a page of a Cash-book, neatly written out and properly balanced. The balance is \$65.03.

6. Draw out an individual account in the Ledger with the debit and credit side properly balanced. What is meant by debit and credit?

SECTION III.

7. You enter into partnership with A and B. The gain at the end of the first year is \$4,500, A getting 25 per cent. of the profits, B 35 per cent. and yourself the remainder. What is your gain and how will it be indicated in your personal account with the firm if you allow it to remain in the business?

8. What is meant by "taking stock," and why is it generally done once a year? What is meant by striking a balance?

9. The balance in the merchandise is on the credit side \$5963.33; the balance in the cash account is on the debit side \$502.64; the balance in the personal account is on the debit side \$52.64; the bank balance against the firm is \$900; a bill payable of \$67.36 is due, and a bill receivable of \$198.00 is due. Strike a balance and show whether the firm is solvent or insolvent and by how much.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Draw a map of Nova Scotia or of British Columbia. (The map should be neatly drawn in a clear pencil outline, to fill the half sheet of paper. At least ten names should be neatly printed in it.)

2. Name ten towns or villages in the Eastern Townships, and state where they are situated.

3. What are the counties on the north bank of the St. Lawrence lying between Quebec and Montreal? Name the *chef-lieu* of each.

SECTION II.

4. What are the Atlantic States of the neighboring republic? Name the rivers which flow through them.

5. Describe a voyage along the Ontario shores from Kingston to Lake St. Clair.

6. Draw an outline of the Mississippi River, with its several tributaries.

SECTION III.

7. What is an *archipelago*, a *watershed*, a *coast-water*, a *table-land*, a *peninsula*, an *isthmus*, the *equator*, the *ecliptic*, a *county*, a *volcano*?

8. What and where are the following places:—Regina, Thames, Harbour Grace, Chaudière, Vancouver, Milwaukee, Iberville, Sacramento, Colorado, Mackenzie, Miramichi, Alaska, St. Louis, Qu'Appelle, Detroit?

9. What is meant by the exports and imports of a country? Name the provinces of the Dominion and their chief exports. Why is the winter of Nova Scotia more severe than that of Vancouver Island?

ARITHMETIC (GRADE II. MODEL SCHOOL).

SECTION I.

1. Work out these sums by the rule of three (proportion):—

(a) If 75 men finish a piece of work in 12 days, how many men will finish it in 20 days?

(b) If $\frac{1}{2}$ of a piece of work be done in 25 days, how much will be done in $11\frac{2}{3}$ days?

(c) A bankrupt's effects are worth \$860 and his debts are \$4300; what does he pay in the dollar?

2. Work the above sums by the unitary method.

3. What is a ratio? Find the value of x in the following:—

$$\begin{array}{l} 67564 : 32 :: x : 26\frac{1}{2} \\ x : 96 :: 23\frac{2}{3} : 9\frac{1}{2} \end{array}$$

SECTION II.

4. Find the value of $\frac{3}{4}$ of 2 cwt. 3 qr. + $\frac{2}{3}$ of 5 cwt. 3 qr. 14 lb. + $\frac{1}{2}$ of $7\frac{1}{2}$ lb.

5. Reduce 5 ac. 3 ro. 17 po. 13 sq. yd. 6 sq. ft. 15 sq. in. to square inches. What is the difference between a linear inch and a square inch? Could a round coin contain a square inch in area?

6. How many yards are in a mile? Divide 13 miles 3 fur. 16 rods. 3 yds. 2 ft. 9 in. by 25.

SECTION III.

7. Divide .14 by 7, 140 by .07 and .014 by 7000; add the results together and turn the result into a vulgar fraction.

8. How many steps does a man, whose length of pace is 32 inches, take in $4\frac{3}{4}$ miles?

9. Simplify the fraction:—

$$\frac{2\frac{1}{2} - 1\frac{1}{2} + \frac{9}{11}}{4\frac{1}{2} - 2\frac{1}{4} + 13\frac{1}{11}}$$

ALGEBRA (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Define the terms:—*Factor, co-efficient, power and bracket.*
2. Add together $a^3 - 3a^2b + 3ab^2 - b^3$, $2a^3 + 5a^2b - 6ab^2 - 7b^3$, and $a^3 - ab^2 + 2b^3$.
3. From $7x^3 - 2x^2 + 2x + 2$ subtract $4x^3 - 2x^2 - 2x - 14$, and from the remainder subtract $2x^3 - 8x^2 + 4x + 16$.

SECTION II.

4. If $a = 1$, $b = 2$, $c = 3$, find the numerical value of
$$\frac{a^4 - 4a^3c + 6a^2c^2 - 4ac^3 + c^4}{b^4 - 4b^3c + 6b^2c^2 - 4bc^3 + c^4}$$
5. Simplify the following by removing the brackets and collecting like terms:—
 (a) $16 - \{ 5 - 2x - [1 - (3 - x)] \}$
 (b) $2a - \{ 3b + (2b - c) - 4c + \{ 2a - (3b - c - 2b) \} \}$.
6. Multiply together $x - a$, $x - b$, and $x - c$.

SECTION III.

7. Divide $a^3 - 3abc + b^3 + c^3$ by $a + b + c$.
8. What are the three fundamental formulæ for factoring?
9. Multiply $a^2 - 2ab + b^2 + c^2$ by $a^2 + 2ab + b^2 - c^2$, and divide $3a^4 - 10a^3b + 22a^2b^2 - 22ab^3 + 15b^4$ by $a^2 - 2ab + 3b^2$.

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

SECTION I.

1. How many clauses are in the following passage? Parse the verbs.

In one dark torrent, broad and strong,
 The advancing onset rolled along,
 Forth harbingered by fierce acclaim,
 That, from the shroud of smoke and flame,
 Pealed wildly the imperial name!
 But on the British heart were lost
 The terrors of the charging host;
 For not an eye the storm that viewed
 Changed its proud glance of fortitude;
 Nor was one forward footstep stayed
 As dropped the dying and the dead.

2. Write out the clauses of the above one by one in your neatest handwriting, and underline the subjects.

3. Parse the words in italics in the following passage :—"He was *never so happy as when* he could spend an *afternoon* in taking his nieces and *nephews* a *round* of London sights, *until*, to use his favorite expression, 'they could not drag one leg after the *other*.'" Write out the clauses one by one, as in 2.

SECTION II.

4. Name and define the various parts of speech and give the derivation of the eight terms used. Define also the terms Etymology and Syntax.

5. Write out the present indicative of any *defective* verb, the perfect indicative of any *irregular* verb, and the past indicative of any *auxiliary* verb. Define the terms in italics.

6. What are the rules for the formation of number in grammar? Give six words that form their plural irregularly.

SECTION III.

7. Write out the rules of Syntax which refer to concord between the noun or pronoun and the verb.

8. Name the various kinds of nouns and adjectives, giving examples. Is the word *sleep* an abstract noun? What is an abstract noun?

9. Name the various participles of the verb *love*. How many moods are there? Name them. Define them.

ENGLISH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Where do any three of the following passages occur? Complete the stanzas. Name the authors.

- (a) Is learning your ambition - - -
 (b) Our earth has not grown aged - - -
 (c) On came the whirlwind - - -
 (d) The freshening breeze of eve unfurled - - -
 (e) Vital spark of heavenly flame - - -
 (f) Prune thou thy words, the thoughts control - - -
 (g) At dead of night their sails were filled - - -
 (h) Almighty Framers of the Skies! - - -

SECTION II.

2. Write an account of Napoleon's Retreat from Moscow, or on the Habits of Ants. (As the manner in which your sentences are constructed will be particularly examined in this exercise, you should not write down any irregular sentences. The writing should also be neatly done.)

3. Give the meaning of the following words, and write five sentences containing each of them respectively, and showing that you understand their meaning :—*exultation*, *irrepressible*, *lyrical*, *dynasty*, *comprehension*.

4. The same as the above question with the words:—*exhaustion, thermometer, recognition, subterranean, intercourse*. Give also the derivation of these words.

SECTION III.

5. Reproduce the extract which has been read twice in your hearing by the deputy-examiner. (The paragraphs 7 and 8 on page 175, Gage's Reader, or page 177 Royal Reader.)

DRAWING FROM 11 TO 12.

1. While the pupils are engaged with their English, as given above, the teacher may copy on the blackboard either of the figures on page 30, of the Third Book of the Canadian Drawing Course; and this is to be copied by each pupil on a piece of drawing paper. The figure is to be at least four inches long.

2. In addition to the above the pupil is to sketch a *vase*, a *padlock* and a *box*.

CANADIAN AND SCRIPTURE HISTORY (GRADE II. MODEL SCHOOL).

SECTION I.

1. What were the leading events of the war of 1812?
2. Give an account of the siege of Quebec by Montgomery.
3. Where are the following places, and how came they to be mentioned in Canadian history:—Palos, St. Malo, Dieppe, Port Royal, St. Germain, Mississippi, Ryswick, Lachine, Bytown, Lundy's Lane?

SECTION II.

4. Tell what you know of the *Clergy Reserves*, the *Alien Bill*, and the *Constitutional Act*.
5. Name the three Governors of Canada previous to the Conquest, and give an account of the rule of any one of them.
6. Who were the following persons:—De Chastes, De la Barre, La Salle, Phipps, Sir William Alexander, Lord Baltimore, Earl of Selkirk, Colonel McNab, William Lyon Mackenzie, Sir Francis Head.

SECTION III.

7. What is the "Sermon on the Mount"? Write out what are called "the Beatitudes."
8. Why is St. Paul called the Apostle of the Gentiles? Give the events of his last voyage.
9. What were the principal events in the Christian Church immediately after the Crucifixion.

LATIN (GRADE II. MODEL SCHOOL.)

1. Translate: In silvis multæ sunt muscæ. In horto magistri mala sunt matura. Ante casas exulum arbores sunt altae. Brevi tempore movent e campo. Vires virorum sunt dispares.

Or translate : *Agricolæ vinum vetus habent. Sidera nautes grata sunt in hieme. Tota urbs est præda victoris. Voluntas iudicis justa est. Oppida regis firma erant.*

SECTION II.

2. Parse the nouns in the first series of sentences giving the genders.
3. Parse the adjectives in the second series of sentences giving the genders.
4. Decline a representative noun from each of the five declensions of nouns.

SECTION III.

5. Write out the tenses of the subjunctive mood of the verb *sum*.
6. Decline *bonus* and *gravis* throughout.
7. Translate into Latin : The wounds of the soldiers are light. Jupiter has many temples in Italy. The plans of the leader were prudent. Let the city be the booty of the soldiers. In the first month of the year there are thirty-one days.

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

SECTION I.

1. Name the various kinds of nouns and adjectives. Give abstract nouns of the same derivation as *brief, true, common, needy, poor*. Is *power* an abstract noun ?
2. Classify the pronouns, enumerating those under each class. Why is *my own* called a possessive adjective pronoun ?
3. Write the past tense, past participle and present participle of the verbs : hew, fly, flee, stride, rive, crow, flow, die, loose, lend, lay. Name and define the various kinds of verbs.

SECTION II.

4. Write a sentence in which the *subject* and the object are enlarged by a *phrase* or *clause*. What is meant by the three terms in italics ?
5. Name the various kinds of extension of the predicate. How do you know when a word is an adverb of place ?
6. What is a subordinate clause ? Write out a simple sentence containing a subject, predicate and object. Make this a complex sentence by modifying subject, predicate, and object by subordinate clauses respectively.

SECTION III.

7. Give the rules of Syntax which refer to the adjective, the preposition, and the conjunction. Name five words, each of which may be used either as a preposition or as a conjunction in a sentence. Give examples.
8. Correct the following sentences and give the rule which they violate in their uncorrected form.
Neither of them are better than they ought to have been.

Everybody has their faults.
 Between you and I, she sings better than me.
 I do not know who to send.
 Divide that cake between you four.

9. Explain the grammatical terms:—*qualify, proposition, gender, inflexion, comparison.*

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

SECTION I.

1. Define the following geometrical terms: An *angle*, a *parallelogram*, a *circle*, a *theorem*, a *trapezium*.

2. Write out the three postulates and five of the axioms.

3. Draw, name, and define the three kinds of straight lines, and the three kinds of rectilinear angles.

SECTION II.

4. Give the enunciations of the VI., XVI., and XXVI. propositions.

5. Draw the figures of the II., XII., XVII., and XXIV. propositions. (The drawing to be in pencil, and the figures to be at least two inches in dimensions.)

6. How are the IV., VIII., and XXVI. propositions related? What is the difference between the XVIII. and XIX., between the XXIV. and XXV.?

SECTION III.

7. Write out in full, according to the manner of the text-book, the VI. proposition.

8. Give the figure and the demonstration only of the XX. proposition.

9. Prove the second case of the VII. proposition?

ALGEBRA (GRADE III. MODEL SCHOOL AND GRADE I. ACADEMY.)

SECTION I.

1. Solve any three of the following simple equations:—

(a.) $28(x + 9) = 27(46 - x)$.

(b.) $x(x - a) + x(x - b) = 2(x - a)(x - b)$.

(c.) $4(3x - 2) - 2(4x - 3) - 3(4 - x) = 0$.

(d.) Divide the number 20 into two parts such that the sum of three times one part, and five times the other part, may be 84.

(e.) Find two consecutive numbers such that the half and the fifth of the first taken together shall be equal to the third and the fourth of the second taken together.

SECTION II.

2. Resolve any three of these expressions into their elementary factors:—

(a.) $x^6 - y^6$.

(b.) $x^2 - 7x - 44$.

(c.) $(a + b)^2 - 11c(a + b) + 30c^2$.

(d.) $x^8 - 256$.

SECTION III.

3. Find the G.C.M. of $2x^4 - 7x^3 - 4x^2 + x - 4$ & $3x^4 - 11x^3 - 2x^2 - 4x - 16$.

4. Find the L.C.M. of $x^2 + 3x + 2$, $x^2 + 4x + 3$, & $x^2 + 5x + 6$.

5. Reduce to its lowest terms: $\frac{x^3 + a^3}{x^3 + a^2x^2 + a^3}$ and reduce to their lowest common denominator the fractions

$$\frac{a}{x-a}, \frac{a+x}{x^2+ax+a^2}, \frac{ax}{x^3-a^3}.$$

BRITISH AND CANADIAN HISTORY (GRADE III. MODEL SCHOOL, or GRADE I. ACADEMY.)

SECTION I.

1. Name the sovereigns of the Norman Period, with dates, and mention what you consider to be the greatest event in each of their reigns.

2. Tell what you know of Agricola's visit to Britain. What were the Roman divisions of Britain?

3. Tell what you know of the arrival of the Saxons in Britain. What were the Saxon divisions of Britain?

SECTION II.

4. What were the principal events in the war between Stephen and Maud? How was it that Henry Plantagenet became king?

5. Give an account of the Mad Parliament. Who were the Ordainers?

6. How did the Anglo-Saxon tongue develop into what is called Middle English? Trace the development

SECTION III.

7. Give an account of Canada during the rule of Governor D'Ailleboust.

8. What were "King William's War" and "Queen Anne's War," and how did they affect Canada?

9. Give an account of the early missionaries of New France and the missions they established.

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

SECTION I.

1. Break the following passage up into clauses, underlining the predicates. State whether the clauses are principal, noun, adjective, or adverbial.

To distant climes, a dreary scene,
Where half the convex world intrudes between,
Through torrid tracts with fainting steps they go
Where wild Altama murmurs to their woe.
Far different there from all that charmed before,
The various terrors of that horrid shore;
Those blazing suns that dart a downward ray,
And fiercely shed intolerable day;

Those matted woods where birds forget to sing ;
 But silent bats in drowsy clusters cling ;
 Those poisonous fields with rank luxuriance crowned,
 Where the dark scorpion gathers death around.

2. Complete the passage beginning with
 O, luxury ! thou curst by Heaven's decree,
 and ending with

Down, down they sink, and spread a ruin round.
 and underline the predicates and double-underline the subjects.

3. Give the lines succeeding these quotations and rhyming with them. Give the particular analysis of any two of these passages completed.

Sweet, smiling village, loveliest of the lawn - - - -
 Ill fares the land, to hastening ills a prey - - - -
 Sweet Auburn ! parent of the blissful hour - - - -
 But on he moves to meet his latter end - - - -
 For other aims his heart had learned to prize - - - -

SECTION II.

4. Name the various works which Goldsmith wrote. What was Goldsmith's collegiate training ?

5. Give the derivation of the following words :—*Decent, gambol, feat, cumbrous, surly, husband, pensive, champion, mansion, disaster, parlour* ; explain the following expressions :—*half a tillage, hastening ills, the coming day, in guilty state, ran his godly race, the barber's tale,*

6. State what Lord Macaulay says of the *Deserted Village* ? or give your own opinion in your own words of the poem.

SECTION III.

7. Write a descriptive paragraph on the "North-West Territory of Canada," or on the "Largest City in Canada." (The sentences must be properly constructed to gain the requisite number of marks.)

8. Write a paragraph on your native district.

9. Write a paragraph on the development of the English Language.

DRAWING FROM 11 TO 12.

1. While the pupils are engaged with their English, as given above, the teacher may copy on the black-board the figure on page 30 of Book 4 of the Canadian Drawing Course ; and this is to be copied by each pupil on a piece of drawing paper. The figure is to be at least 4 inches long.

2. In addition to the above, the pupil is to sketch a vase, or a key, or a bell.

This paper in Drawing may be taken for Grade II. Academy.

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

SECTION I.

1. Who were the patriarchs ? Give five events in the life of any one of them.

2. Where was Moses born ? Who were his parents ? Give the names of his brother, his sister, his wife and his father-in-law.

3. Write a short paragraph on the rule of Jephthah.

SECTION II.

4. Name the first five kings of Israel. Write all you know of Joab and of Job.

5. Give five events in the life of Elijah and the same number in the life of Elisha.

6. Where was Babylon? Give an account of the times in which Daniel lived in Babylon.

SECTION III.

7. Name the last three books of the Old Testament. Who is said to have written the first five books? Name them. What events are narrated in the Book of Exodus?

8. Give an account of the Creation, as it is described in the first chapter of the Book of Genesis.

9. Write out in full the Third and the Ninth Commandments. Describe the scene in the camp of the Israelites when Moses returned from the Mount after receiving the Law.

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

SECTION I.

1. Find the cost of 2,897 articles at £2 12s. 9d. each.

2. Multiply 27ac. 3ro. 14po. by 235.

3. Divide $1\frac{1}{2} - \frac{2}{5} - \frac{3}{8}$ by $\frac{1}{2} + \frac{1}{2} - \frac{1}{8}$, and express the result as a decimal.

SECTION II.

4. Find the interest on \$101,178 from January 23th, 1876, to September 15th, 1876, at 6 per cent.

5. What sum will amount to \$1,325 in 8 months at 9 per cent?

6. Explain the difference between Simple and Compound Interest. Find the Interest on \$25,000 for three years at 4 per cent., supposing Interest to make Capital at the end of each year.

SECTION III.

7. How much is 3 per cent. of \$1,479? How much per cent. is \$3 in every \$20? Find the Brokerage on \$2,364 at $\frac{1}{4}$ per cent.

8. I bought some goods for \$17. How must I sell them in order to gain $17\frac{1}{2}$ per cent?

9. How much must be paid for insuring a house for \$4,250, the premium of insurance being at the rate of $\frac{5}{8}$ of one per cent.?

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

SECTION I

Translate into English:—

1. Hannibal magnum exercitum in Italiam, ducit ut cum Romanis in hac terra pugnet. Si animum virtutibus ornaveris, semper beatus eris. Omnes boni legibus divinis semper parebunt. Qui Deo obedit, etiam hominibus obediet. Quum rex urbem intravit, omnium civium domus floribus ornatae erant.

Or, translate into English: Oppidani portas aperuerunt. Quum Cæsar ad castra munita venisset, hostes ad eum legatos miserunt, qui

pacem peterent. Romani templum Jani bis post Numæ regnum clausurunt. Quondam sol duxit uxorem. Nonne ædificatis domos, ut in iis habitetis.

SECTION II.

2. Give the person, tense, and number of the verbs in either of the above extracts.

3. Place the adjectives of either group in a column and write opposite each the comparative and superlative forms.

4. Parse all the nouns in either group, noting especially their genders.

SECTION III.

5. Decline *hic*, *is*, and *unus*. Give the numerals up to twenty.

6. Write out the futures (indicative mood) and the presents (subjunctive mood) of *am*, *moneo*, *rego*, and *audio*.

7. What are the principal parts of these verbs? Write out the four participles of each of them.

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

SECTION I.

1. Name the various peninsulas of Europe. Draw a map of any one of them. (The map is to be drawn in pencil outline with the rivers and mountains marked. The names are to be neatly printed.)

2. Describe the natural features of Switzerland or of Austria. Draw an outline of the river Volga.

3. Name the seas and coast waters of the northern part of Europe, beginning with the White Sea and ending with the Bay of Biscay.

SECTION II.

4. Name ten large towns in England, five in Scotland and five in Ireland, and state for what each is noted.

5. Describe the river system of Ireland.

6. Name the mountain ranges of Scotland and five of the highest peaks.

SECTION III.

7. Where and what are the following places:—Geneva, Warsaw, Oder, Blanc, Douro, Balkan, Wener, Bordeaux, Ætna, Ulm, Toulon, Loire, Pindus, Astrakan, Crimea?

8. Give an account of a trip along the northern shores of the Mediterranean Sea, mentioning the towns and the coast waters with whatever information you have of them.

9. Write what you know of Germany.

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

SECTION I.

1. Translate into English:—Le jour commençait à poindre; le pâle crépuscule montait derrière les cimes noires, quelques rayons descendait dans les vallées ténébreuses; une demi-heure après, ils argentaient les brumes de l'abîme. Hulin, jetant un regard à travers les crevasses de ces nuages, reconnut enfin la position. Les Allemands avaient perdu les hauteurs du Valtin et le plateau du Bois-de-Chênes. Ils s'étaient massés dans la vallée des

Charmes, au pied de la vallée du Fankeinstein, au tiers de la côte, pour n'être pas dominés par le feu de leurs adversaires.

2. Translate into English :—Il y avait en mil huit cent douze, au neuvième régiment de ligne, un petit tambour qui n'avait que dix ans. C'était un enfant de troupe qui s'appelait Frolut de son véritable nom, mais que les soldats avaient surnommé Bilboquet. En effet, il avait un corps si long, si maigre et si fluet, surmonté d'une si grosse tête, qu'il ressemblait assez à l'objet dont on lui avait donné le nom; Froluet ou Bilboquet, comme vous voudrez, n'était pas au reste un garçon autrement remarquable.

3. Translate into French :—Peter awoke first, and raised himself noiselessly, so as not to trouble the sleep of his friend. The sun was up; already all nature shone. The birds, while chirping, were leaving their nests to look for food. They found it, and yet man, alas! could not find it.

Or, translate into French :—Bonaparte set out on the 20th of May, before day-break to traverse the mountain ridge. His secretary accompanied him. Literature has pointed him out as crossing the snows of the Alps on a fiery steed; but the truth is, he climbed Mount St. Bernard, seated on a mule, and clothed in the gray cloak which he always wore. He made his guide, who was a rustic, tell him all about his life, his pleasures, and his troubles.

SECTION II.

4. Name the representative verbs of the four conjugations of the French verb which you have studied. Write out their principal parts or primitive tenses.

5. Write out the verbs in either of the above passages and name the tenses.

6. What is the French for :—*Himself, every day, especially, because, one another, first of all, the same, a week past, since, nevertheless.*

SECTION III.

7. Write a short composition in French on "Les Religieux du Mont Saint Bernard," or on "Le Corbeau et son Maître."

8. Give the French for the following colloquial sentences :—It is time we were off. Look alive. There goes the bell. There now. I can't find my books. Where do you think they are? I had them last night. Did you see them? Are you sure? Well, well, what am I to do? I shall certainly be late.

9. Write down five sentences in English of at least twenty words each, and then translate them into French.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

The *Educational Journal* of Toronto comes to us this month in a new and improved cover; the periodical is well conducted. The *Florida School-Room* is one of our neatest exchanges, full of excellent advice for the teacher. The *Catholic Educator* is valuable to the educationist on this side of the Atlantic, inasmuch as it gives him a view of school affairs in connection with Roman Catholic education in Great Britain. The *Montreal Medical Journal* for May is one of the best of its issues. The *Canadian Club* of Harvard University is a pamphlet issued by the Society of which we have already made mention; the catalogue of Harvard students who were natives of Canada shows in a remarkable manner the influence which the old University has had upon Canadian life and education. The *Revue Philosophical Journal* is a venture which many of our advanced thinkers will greet as a missionary of the truth among the people. Its motto is: "Truth wears no mask, bows at no human shrine, seeks

neither place nor applause : she only asks a hearing." *Le Naturaliste Canadien* continues to be redacted with the greatest of zeal by Abbé Provancher of Cap Rouge, near Quebec.

THE BEST ELIZABETHAN PLAYS, edited by W. R. Thayer and published by Messrs. Ginn & Company, Boston, U.S.A. The selection comprises *The Jew of Malta*, by Marlowe; *The Alchemist*, by Ben Jonson; *Philaster*, by Beaumont and Fletcher; *The Two Noble Kinsmen*, by Fletcher and Shakespeare; and *The Duchess of Malfy*, by Webster. It thus furnishes not only the best specimen of the dramatic works of each of the five Elizabethan Poets who rank next to Shakespeare, but also a general view of the development of the English drama from its rise in Marlowe to its last strong expression in Webster. This volume appeals to the general reader who wishes to get, in small compass, the best products of the Elizabethan Drama (exclusive of Shakespeare), and also to the students in academies or colleges, who are studying this most important period of English Literature. It is a work equally well adapted to the library and to the class-room. An excellent analytical essay on the literature of the period forms the preface.

THE TEACHER'S DREAM and Other Songs of School Days, by W. H. Venable, and issued from the press of Messrs. McDonald & Eick, Cincinnati, Ohio. This is a pretty little bouquet for the teacher who has poetical tastes. There are pictures in the five pieces which make up the beautifully-illustrated *brochure*, and cannot but work upon the imagination of its readers who have had any experience of the old country school-house.

PLANT ORGANIZATION by Dr. R. H. Ward, Professor of Botany in the Rensselaer Polytechnic Institute and published by Messrs. Ginn & Co. of Boston U. S. A. This book is further entitled a review of the structure and morphology of plants by the written method. It is simplified and adapted to the use of beginners, either in classes or as private students, in connection with any text-book of botany however elementary; being equally available for use with or without the employment of botanical terms. In this volume the teacher will find an excellent assistant, while the young collector will find in it the best of guides.

THE HISTORY OF FEDERAL AND STATE AID TO HIGHER EDUCATION IN THE UNITED STATES is one of three of the publications lately issued by the Bureau of Education, Washington. The author of the monograph is Dr. Frank W. Blackmar of Johns Hopkins University, who deserves the highest credit for the character of the work. *The Proceedings* of the Department of Superintendence of the National Educational Association held at Washington, accompanies the above, and also bears evidence of the high tone given to the science of pedagogy in the United States. The third pamphlet is entitled *English-Eskimo and Eskimo-English vocabularies*, issued as an appendix to the ethnographical memoranda concerning the Arctic Eskimos

in Alaska and Siberia: the compilers of the work are Messrs. Roger Wells and John W. Kelly.

MACMILLANS LATIN COURSE by A. M. Cook, M. A. of St. Paul's School and published by the Messrs. MacMillan & Co., London, England. This is the second part of Mr. Cook's work which we reviewed some time ago; and a more attractive work we can hardly imagine capable of being compiled on the subject of Latin studied, as it ought to be, according to the principles of the natural method.

GOLD AND SILVER, the Best Twenty Poems and Thoughts that have appeared in the History of the World, arranged so as to be learned by heart, and compiled by Mr. F. C. Emberson, M.A., and Miss Maud Ogilvy. The *brochure* is very neatly printed, the publishers being the Messrs. William Drysdale & Co., Montreal. The enigma in the dedication is characteristic of the genial writer of Chapter I. of the booklet, and of its last poem. The little volume should have a ready sale.

GRIM TRUTH, by Miss A. A. Vial, dedicated to Dr. J. W. Williams, Bishop of Quebec, and published by subscription. As an early attempt by one of our young authoresses, the book is worthy of being recommended to the notice of Canadian readers. The main idea of the book is a source, rich as a well-spring of humour, from which Miss Vial has drawn fairly well in making up her chapters. Nor should she be discouraged if some readers fail to perceive the lesson she wishes to convey to society, for we all know how hard it is to reform a social habit by poking fun at it. Those who indulge in the habit, may see the fun, but they will hardly trouble themselves to learn the lesson. Nevertheless Miss Vial deserves to be encouraged.

STANLEY AND HIS HEROIC RELIEF OF EMIN PASHA by E. P. Scott and published by William Bryce of Toronto. This the last volume of Bryce's Library (Canadian Copyright Series) is one of the most attractive books we have read about Africa. As a preparation for Stanley's own book, it ought to have a large and ready sale. The book is well printed and contains many excellent illustrations.

FIRST GREEK GRAMMAR SYNTAX, by Dr. U. Gunion Rutherford, Headmaster of Westminster School, and published by the Messrs. MacMillan & Co., London, England. Dr. Rutherford expresses the hope that this text-book may make it easier for those who come across it to see all the beauty and delicacy of the speech which the world acknowledges to be the greatest masterpiece of its kind. The compilation is certainly a common-sense book, and no teacher who has a class in Xenophon or Homer should be without a copy, if he would know how to dispense with the usual dry as dust explanations of Greek construction.

HEROIC BALLADS with Poems of War and Patriotism, edited with notes by D. H. M. and published by the Messrs. Grim and Company, Boston U. S. A. For the teaching of reading and recitation, no better collection of pieces could be obtained than this.

OPEN SESAME, a volume of poetry and prose for school days, compiled by Misses Blanche Bellamy and Maud Goodwin, and published by the Messrs. Ginn and Company, Boston, U.S.A. This fine collection of literary tit-bits has been arranged for children from four to twelve years of age. Our elementary teachers will find this, as a first volume, perhaps, of a library for the primary children, an excellent foundation unit. Parents who are anxious that their children should know something of the gems of literature, would do well to send for this book, and place it in their way.

ELEMENTARY PSYCHOLOGY, or, the First Principles of Mental and Moral Science, by Daniel Putnam, M.A., of Michigan Normal School, and published by Messrs. A. S. Barnes and Company, New York and Chicago. This is another of those volumes which the teacher will take pleasure in adding to his library. The Principal of the Michigan Normal School, Mr. J. M. B. Gill, M.A., has written an excellent introduction to his colleague's book, in which he advances claims for a place in school work for the study of Psychology. His argument is that, as a considerable proportion of the graduates of high schools desire to enter upon the practise of teaching, it would be a great advantage if such should proceed to the Normal School with a knowledge of at least the elements of mental science. In this pleading there is, of course, a fallacy, seeing High Schools are not primarily for the preparation of students to enter any particular profession. Yet it has often seemed right and proper that the subject of *Logic* in its more elementary form should be taught in our academies, and if such were done the consideration of the laws of thought as a branch of that study would be a sufficient introduction to the elements of mental science. The section of Mr. Putnam's book dealing with *morals* is likely to be the most useful part in the hands of the teacher, and as this section covers more than half of the book, there will be less difficulty in getting it into the hands of the pupils, who attend the higher of our high schools in America. The arrangement of the topics is very good indeed, while the diagrams employed must be of great service alike to teacher and pupil.

ENUNCIATION AND ARTICULATION, a Practical Manual for Teachers and Schools, by Ella M. Boyce, Superintendent of Schools, Bradford, Philadelphia, and published by Messrs. Ginn and Co., Boston. Clear enunciation and articulation cannot be learned in a day, but to learn it even in a given time the author of this book has arranged a series of lessons, by means of which the organs of the voice may be trained. The pupil has to be trained to know the organs which he employs, and this book is calculated to give him that knowledge in a practical way.

THE PSYCHOLOGY OF ATTENTION, by Professor Th. Ribot, of the College de France, and editor of the *Rome Philosophique*, and published by the Open Court Publishing Company, Chicago, 109 La Salle Street. We insert the address of the publishers in full, for we think that many of our teachers would like to send for this book; for we

certainly look upon it as a masterly essay on the subject. The intensity of attention and the limits of its duration are two of the most important problems in pedagogics, and to learn how the voluntary attention may be intensified and made to converge for a given period, is one of the practical lessons which every teacher has to learn. And to learn it, he must know the philosophy of the matter: hence we have no hesitation in recommending this book as one of the most suitable for the student teacher who desires to understand that branch of mental science which treats of attention.

PRIMER OF FRENCH LITERATURE, by Dr. F. M. Warren, of Johns Hopkins University, and published by the Messrs. D. C. Heath and Co., Boston. Only as a College Primer this book can be considered, as the greater part of its pages is made up of mere names and dates. It is confessedly an outline based upon lectures given in college, and on their account, and from its conciseness, the chapters become more or less notes on the various periods of French literature. The book would also be valuable, perhaps, to anyone who desires to refresh his memory with the leading points of a former course of study on the same subject.

LESSONS IN BOTANY, by Alphonso Wood, A.M., Ph.D., author of the *Class Book of Botany*, revised and edited by Oliver R. Willis, M.A., Ph.D., of the Alexander Institute, and published by Messrs. A. S. Barnes and Co., New York and Chicago. This book is so arranged that the teacher can begin with the seed, or with cell-structure, as he thinks fit. The illustrations are numerous, and in themselves make an attractive volume. The book leads the pupil in accordance with the true scientific method towards the goal of every young botanist, namely, an intelligent use of a *Flora*. The book in its previous edition has been favorably received by the teachers of High Schools and Colleges, and the revised edition is sure to render it all the more popular.

SEPT GRANDS AUTEURS, an Introduction to French Literature of the Nineteenth Century, by Prof. Alcée Fortier, of the University of Louisiana, and published by Messrs. D. C. Heath and Co., Boston. Voltaire has said, "What is not clear is not French," and Prof. Fortier, in this series of lectures, has shown how far he understood the aphorism. One has only to read his essay on Lamartine, with some previous knowledge of the sweetness and light that radiated from everything he wrote, to appreciate Mr. Fortier's work. The analysis of the life and character of Victor Hugo is also very attractive. The other five names enrolled with these are Vigny, Musset, Gautier, Mérimée, and Coffée, all of whom are known to French and English readers alike as the literary stars of the century in the firmament of French literature.

RYERSON MEMORIAL VOLUME, prepared by Dr. J. George Hodgins, M.A., of the Education Department, Ontario, and printed by Messrs. Warwick and Sons, Toronto. To the admirers of Dr. Ryerson this

volume is in a sense a present, and on this account it is, perhaps, to be regretted that the printer has hardly been equal to the occasion. But the volume is of more value than to be written of disrespectfully as a poorly printed compilation of speeches and admiration points, and we must congratulate Dr. Hodgins for giving us the historical retrospect which fills a hundred pages of the book. The true encomium rests upon facts, not on feelings, and the men who uttered the praises of Dr. Ryerson at the unveiling of his statue, could hardly help themselves while uttering all the sweetest phrases in their vocabulary, however unmeaning many of them really were. Dr. Ryerson's life-work is the history of Ontario, and it is not from what this man has to say about him, or that newspaper to write about him, on such an occasion as that written of in this memorial volume, that we can judge of the man, but from what he did. Indeed, the first part of Dr. Hodgins' compilation seems more of a glorification of the men who subscribed for the monument and of those who spoke on the occasion of its being unveiled, than of Dr. Ryerson, and viewing it as such, we were glad when we had reached the twenty-sixth page, where Dr. Hodgins' history begins, and for which he really deserves the thanks of everyone interested in the educational movements of the day.

THE ESSENTIALS OF METHODS, by Dr. Charles De Garmo, of Illinois University, and published by Messrs. D. C. Heath and Co., Boston. This book discusses the essential form of right methods in teaching, and forms another evidence that we are coming within the scope of a new era, in which the study of the mind is likely to become not exceptional, but universal—at least, among our teachers. Dr. De Garmo in this book gives us more than a glimpse of the true light that is soon to illuminate all teaching and school training. His language is simple, his style easy, and the way he has arranged his matter from the consideration of the *Notion* to *Generalization* and *Application*, is sure to be attractive to the reader.

Official Department.

TEACHERS' NORMAL INSTITUTES.

These annual gatherings of the Protestant Teachers of the Province are intended to prepare teachers for better work in their schools. They have been held each July during the past seven years at three or four centres in the Province. The attendance varies from fifty to one hundred, according to the locality in which the gathering is held. The session extends over four days, and the members are required to prepare written answers to a series of questions based upon the lectures given and the work laid down. Originating in a voluntary effort put forth as an experiment, they now form a recognized part of the school system of the Province, having for their object the professional improvement of the teacher.

The influence of these gatherings upon the teaching staff of the Province has been very marked, about one-third of the teachers of elementary schools being brought under their influence each year.

The School Inspectors report that they find a marked improvement in the work of those teachers who have been in attendance at the Institutes. The school-boards and parents are beginning to appreciate the importance of these gatherings, and to encourage their teachers to attend. In some municipalities commissioners have made it compulsory for their teachers to attend these gatherings, and thus qualify themselves for better work.

Until we are in a position to insist that all our teachers must take a regular course in professional training before entering upon the work of teaching, these Teachers' Institutes must form an important feature of our educational system. Four of these gatherings will be held during July next, namely, at Inverness, Lennoxville, Cowansville, and Shawville. The Institute at Inverness will open on Tuesday morning, July 8th, under the direction of Dr. Harper and Inspector Parker. The following subjects will be taken up at the Institute at Inverness:—School Organization, School Classification, Class Management, Practical Hints in Teaching, Geography, Arithmetic, Language Lessons, Reading, Writing, and History.

In addition to the low rates secured at the hotels, the residents of Inverness will offer hospitality to the members of the Institutes. Teachers intending to be present at Inverness should send in their names as early as possible to Mr. James Mabon, Inverness.

The Institute at Lennoxville will open on Tuesday morning, July 8th, at Bishop's College, under the direction of Rev. Elson I. Rexford and Professor Parmalee. The College authorities have again placed their fine buildings at the disposal of the members of the Institute, at the nominal rate of forty-five cents per day for board and lodging, or fifteen cents each for single meals.

The subjects taken up at this Institute will be:—Arithmetic, Geography, History, English, and Class Management. Teachers intending to be present should send their names to Inspector Hubbard, Sherbrooke. At Cowansville, the Institute will open Tuesday morning, July 15th, under the direction of Rev. Elson I. Rexford and Inspector Taylor. Arrangements have been made with the hotels to receive the teachers during Institute week at sixty cents per day. The subjects of Arithmetic, Geography, Object Lessons, Morals and Practical Hints for Teachers, will be taken up at the Cowansville Institute.

At Shawville, the Institute will open on Tuesday, 15th July, under the direction of Dr. Harper and Professor Parmalee.

The subjects to be taken up at the Shawville Institute are as follows:—Class Management, History, Arithmetic, School Organization, School Classification, Practical Hints in teaching elementary subjects.

COURSE OF STUDY FOR PROTESTANT

Authorized, by the Protestant Committee of the Council of

SUBJECTS.	GRADE I.	MODEL
SCRIPTURE KNOWLEDGE....	The first half-hour of each day to be devoted to Opening	
READING.....	BOOK IV.....	
SPELLING.....	Dictation, derivation and verbal distinctions for each	
WRITING.....	Copy Writing, Business Forms and Single Entry Book-	
ARITHMETIC.....	Mental Arithmetic, simple examples in Vulgar Fractions, and Review.	
ENGLISH.....	Parsing, and Analysis of Simple Sentences, Letter Writing, Descriptive Composition, Study of selections from the Reader.	
GEOGRAPHY.....	North America with special study of the Dominion, Map Drawing.	
HISTORY.....	Outlines of Canadian History.....	
ALGEBRA.....	.....
GEOMETRY..	.....
FRENCH.....	Exercises in Words and Phrases.....	
LATIN (optional).....	.....
PHYSIOLOGY AND HYGIENE..	One half-hour per week for each grade. Text-book,	
DRAWING.....	No. 2, Dominion Freehand Drawing Course.	
		ACAD
SCRIPTURE KNOWLEDGE....	The first half-hour of each day to be devoted to Opening	
READING.....	BOOK V. AND SELECTIONS FROM PRESCRIBED POEM.....	
SPELLING.....	Dictation, derivation and verbal distinctions for each	
WRITING.....	Copy Writing, Business Forms and Single Entry Book-Keeping.	
ARITHMETIC.....	Mental Arithmetic, Percentage and its applications, Square Root, Simple Examples in Mensuration, and Review.	
ENGLISH.....	Etymology, Analysis of easy sentences and Review, Letter Writing, Composition, Goldsmith's Deserted Village.	
GEOGRAPHY.....	North and South America in detail, Map Drawing....	
HISTORY.....	Canadian History.....	
ALGEBRA.....	Easy Exercises in Simple Equations of one unknown quantity and in Factoring.	
GEOMETRY.....	Book I., 1-26.....	
FRENCH.....	Adjectives and Pronouns, with Written Exercises, Regular Verbs of the four Conjugations, Translation, Dictation.	
LATIN.....	The four Conjugations, Written Exercises and Review.	
GREEK.....	.....
PHYSIOLOGY AND HYGIENE..	One half-hour per week for each grade. Text-book,	
DRAWING.....	No. 4, Dominion Freehand Drawing Course.....	
SPECIAL COURSE..	.....
(instead of Greek)	.....

MODEL SCHOOLS AND ACADEMIES.

Public Instruction of the Province of Quebec, 7th May, 1890.

SCHOOL.	GRADE II.	GRADE III.
Exercises, Instruction in Morals, and Scripture History as in Maclear's Old Test. Hist. Book V.	Exercises, Instruction in Morals, and Scripture History as in Maclear's Old Test. Hist. Book V.	Exercises, Instruction in Morals, and Scripture History as in Maclear's Old Test. Hist. Book V. AND SELECTIONS FROM PRESCRIBED POEM.
grade	grade	grade
Keeping for each grade.	Keeping for each grade.	Keeping for each grade.
Mental Arithmetic, Vulgar and Decimal Fractions, Compound Rules and Review.	Mental Arithmetic, Vulgar and Decimal Fractions, Compound Rules and Review.	Mental Arithmetic, Percentage and its applications, Square Root, Simple Examples in Mensuration and Review.
Etymology (Noun, Adjective and Pronoun), Analysis of Simple Sentences, Letter Writing, Composition, Study of selections from the Reader.	Etymology (Noun, Adjective and Pronoun), Analysis of Simple Sentences, Letter Writing, Composition, Study of selections from the Reader.	Etymology, Analysis of easy sentences and Review, Letter Writing, Composition, Goldsmith's Deserted Village.
Europe with special study of the British Isles, Map Drawing.	Europe with special study of the British Isles, Map Drawing.	North and South America in detail, Map Drawing.
Outlines of English History.	Outlines of English History.	Canadian History.
The Simple Rules	The Simple Rules	Easy Exercises in Simple Equation of one unknown quantity and in Factoring. Book I., 1-26.
.....
Article, Noun and Adjective, with Written Exercises. Simple Tenses of <i>avoir être</i> . Present, Imperative and Future Tenses of Regular Verbs of the First Conjugation.	Article, Noun and Adjective, with Written Exercises. Simple Tenses of <i>avoir être</i> . Present, Imperative and Future Tenses of Regular Verbs of the First Conjugation.	Adjectives and Pronouns, with Written Exercises, Regular Verbs of the four Conjugations, Translation, Dictation.
The Declensions, the verb <i>sum</i> and exercises.	The Declensions, the verb <i>sum</i> and exercises.	The four Conjugations, Written Exercises and Review.
Hygiene for Young People, Pathfinder Series No. 3, Dominion Freehand Drawing Course.	Hygiene for Young People, Pathfinder Series No. 3, Dominion Freehand Drawing Course.	Hygiene for Young People, Pathfinder Series No. 2. No. 4, Dominion Freehand Drawing Course.
EMY.	EMY.	EMY.
Exercises, Instruction in Morals, and Scripture History as in Maclear's New Test. Hist. Book V. OR DRAMATIC READER.	Exercises, Instruction in Morals, and Scripture History as in Maclear's New Test. Hist. Book V. OR DRAMATIC READER.	Exercises, Instruction in Morals, and Scripture History as in Maclear's New Test. Hist. Book V. OR DRAMATIC READER.
grade	grade	grade
Copy Writing and Book-Keeping.	Copy Writing and Book-Keeping.	Copy Writing and Book-Keeping.
.....
Complete Arithmetic.	Complete Arithmetic.	Mensuration.
.....
Syntax, Analysis of sentences, Composition and Review, Scott's Lady of the Lake.	Syntax, Analysis of sentences, Composition and Review, Scott's Lady of the Lake.	Grammar, The Play of Shakespeare appointed for the A. A. Examination, Scott's Lady of the Lake, Meiklejohn's English Language and Literature.
.....
General Geography.	General Geography. ....	.....
British History	British History	Grecian History and Roman History.
Factoring, Fractions, G. C. M. and L. C. M., Simple Equations and Review. Books I. and II.	Factoring, Fractions, G. C. M. and L. C. M., Simple Equations and Review. Books I. and II.	Quadratic Equations, Involution and Evolution and Review. Books I., II. and III.
Verbs, Regular and Irregular; Written Exercises, Translation, Dictation.	Verbs, Regular and Irregular; Written Exercises, Translation, Dictation.	Complete Grammar, Written Exercises, Translation, Dictation.
.....
Syntax, Caesar, Bell. Gal. Lib. I., 1-25.	Syntax, Caesar, Bell. Gal. Lib. I., 1-25.	Grammar, Caesar, Bell. Gal. Lib. I, Virgil, <i>Æneid</i> , I., 300 lines.
.....	.....	Grammar, Xenophon's <i>Anabasis</i> , Book I.
The Declensions, the inflections of Verbs in Omega and Mi, with Exercises. Cutter's Intermediate.	The Declensions, the inflections of Verbs in Omega and Mi, with Exercises. Cutter's Intermediate.	.....
No. 5, Dominion Freehand Drawing Course.	No. 5, Dominion Freehand Drawing Course.	General Review of Freehand and Geometrical Drawing, with Perspective and Model Drawing.
.....	.....	One of the following subjects:—
One of the following subjects:— Botany, Chemistry or Physics.	One of the following subjects:— Botany, Chemistry or Physics.	Trigonometry, as in Hamblin Smith, pp. 1-100, omitting chapter XI., Botany, Chemistry or Physics.

LIST OF TEXT-BOOKS

Authorized by the Protestant Committee of the Council of Public Instruction, 7th May, 1890.

CLASS I.—FOR ELEMENTARY AND MODEL SCHOOL COURSES.

Subject.	Text-Book.	Author.	Publisher.	Price.
READING.	Primer I.	Meiklejohn.	W. J. Gage & Co..	
	" II.			.06
	The Canadian Readers { Book I.			.10
	" II.			.25
	" III.			.40
	" IV.			.50
	" V.			.60
	The Royal Readers { Part I. (Canadian Series).	T. Nelson & Son.		.05
	" II.			.10
	" Book II.			.30
" III.			.45	
" IV.			.60	
" V.			.75	
SPELLING.	A Complete Manual.	Mcrell.	Dawson Bros.	.30
	The Practical Speller.		W. J. Gage & Co..	.30
	Pub. Sch. Exercise Book in Dictation, No. A.	McAllister	Copp, Clark Co....	.05
WRITING.	Revised and Improved System of Practical Penmanship, Nos. 1 to 11		W. J. Gage & Co..	.10
	Nos. 1 $\frac{1}{2}$, 2 $\frac{1}{2}$.		" "	.05
	Spencerian System.		Dawson Bros.	.08
	Business Forms and Accounts. Nos. 1, 2, 3.	McAllister.	Copp, Clark Co....	.10
	Primary. (Revised).	MacVicar.	Dawson Bros.	.25
ARITHMETIC.	Elementary.	Kirkland & Scott.	W. J. Gage & Co..	.25
	Language Lessons. (Revised edition).	Miller & Swinton.	W. J. Gage & Co..	.25
ENGLISH.	School Grammar.	Bullion.	Dawson Bros.	.35
	A New Grammar. Pt. I.	Meiklejohn.	Blackwood & Sons.	
GEOGRAPHY.	Introductory.		John Lovell & Son	.40
	Intermediate.		" "	.65
	New Introductory.	Calkin.	Mackinlay.	.60
SCRIPTURE HISTORY.	The Holy Scriptures.			
	New Testament History.	Maclear.	Macmillan & Co..	.30
CANADIAN HISTORY.	Old		" "	.30
	The Child's History.	Miles.	Dawson Bros.	.30
	" School		" "	.60
Hist. of Canada (Primer)	Jeffers.	Canada Pub. Co..	.30	
ENGLISH HISTORY.	The British Empire (<i>Ju-nior Class Book</i>).	Collier.	T. Nelson & Son..	.45
ALGEBRA.	Algebra for Beginners.	Todhunter.	Macmillan & Co..	.60
	Elementary.	H. Smith.	W. J. Gage & Co..	.60
GEOMETRY.	Euclid.	Todhunter.	Macmillan & Co..	.75
	" Books I, II, III.	"	Copp, Clark Co....	.40
	Geometry.	H. Smith.	W. J. Gage & Co..	.90
	" Books I. to III.	"	" "	.40
FRENCH READERS.	First French Book.	Worman.	American Bk. Co..	.30
	Progressive Reader. Pt. I.	Curtis & Gregor	Drysdale & Co..	.30
FRENCH GRAMMARS.	Introductory.	Fasquelle.	{ Drysdale & Co } { Dawson Bros.. }	.40
	Elementary.	Duval.	Dawson Bros.	.25
LATIN.	Principia Latina. Pt. I.	Smith.	Murray.	.75
	Beginner's Latin Book.	Collar & Daniell.	Ginn & Co..	1.00
PHYSIOLOGY & HYGIENE.	Hygiene for Yg. People.	Mrs. Hunt.	American Bk. Co..	.60
DRAWING.	Dom. Freehand Drawing Course, Nos. 1-5.	McLeod and Tay-lor	Foster Brown & Co.	.10
	Canadian Music Course	Cringan	Canada Pub. Co..	
MUSIC.	(<i>Tonic Sol-Fa</i>) No. 1.			.15
	No. 2.			.20
	No. 3.			.25
	Tonic Sol-Fa Series.	Curwen.	Curwen & Son.	
	Com. Sch. Song Reader.	Tilden.	Ginn & Co..	.50

CLASS II.—FOR THE ACADEMY COURSE.

Subject	Test Book.	Author.	Publisher.	Price.
READING.	Canadian Readers. Bk V.	Meiklejohn.....	W. J. Gage & Co..	.60
	Royal Readers. Book V. (Canadian Series.)		T. Nelson & Son .	.75
	Dramatic Reader.....	Andrew.....	Dawson Pros .....	.75
SPELLING & WRITING.	(See Class I.)			
BOOK-KEEPING.	Standard Book-Keeping.		W. J. Gage & Co..	.65
	(Revised and Enlarged.)			
ARITHMETIC.	Complete Arithmetic.....	MacVicar	Dawson Bros .....	.50
	Arithmetic	Hamblin Smith ..	W. J. Gage & Co..	.60
ENGLISH.	A New Grammar.....	Meiklejohn	Blackwood & Sons.	.75
	A Short History of the English Language. ...	Meiklejohn	Blackwood & Sons.	.30
	An Outline of the History of English Literature	Meiklejohn	Blackwood & Sons.	.45
	High School	Chase	Canada Pub. Co..	1.00
GEOGRAPHY.	First Principles of Modern History.....	Taylor.....	Relfe Bros.....	.30
HISTORY.	Primer of Greece.....	Green	Macmillan & Co..	.30
	Primer of Rome	Green .....	" .....	.30
ALGEBRA & GEOMETRY.	(See Class I.)			
TRIGONOMETRY.	Elementary	Hamblin Smith...	W. J. Gage & Co..	.75
FRENCH.	Lectures Françaises	Darey	Dawson Bros.....	.75
	Grammaire Française....	" .....	" .....	.50
GERMAN.	High School Grammar ..	Van Der Smissen..	Copp, Clark Co....	.75
LATIN.	Smaller Grammar.....	Smith	Murray .....	.75
	Grammar.....	Allen & Greenough	W. J. Gage & Co..	1.00
	Easy Latin Prose Exs....	Wilkins.....	Longmans .....	.75
	Principia Latina, Pt. IV.	Smith	Murray .....	.75
GREEK.	Initia Græca	Smith	Murray .....	.75
	Grammar.....	Goodwin.....	Rose Pub. Co.....	1.25
PHYSICS.	High School	Gage & Fessenden.	W. J. Gage & Co..	1.00
BOTANY.	High School	Spotton.....	"	1.00
CHEMISTRY.	Elements.....	Remsen.....	Macmillan & Co..	.75
DRAWING.	(See Class I.).....			
PHYSIOLOGY & HYGIENE.	Intermediate.....	Cutter.....	Lippincott.....	.60

CLASS III.—TEXT BOOKS RECOMMENDED FOR TEACHERS.

READING.	First Reading, from Black-board to Books..	Calkins	American Bk. Co..	.65
	How to Teach Reading ..	Livesey	Moffatt.....	.45
WRITING.	Primary Writing.....	Mary L. Pratt	Eastern Ed. Bu...	.15
	Manual of Penmanship..		W. J. Gage & Co..	.50
ARITHMETIC.	The First Steps in Number, (Teachers' Edition).	Wentworth & Reid.	Ginn & Co.....	1.25
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