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OF THE  
PROVINCE OF QUEBEC.

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**Articles : Original and Selected.**

THE CONVENTION OF 1890.

These annual gatherings of the teachers enrolled as members of the Provincial Association of Protestant Teachers seem to become more and more popular as the years go by: and if success were to be measured by numbers, the very large attendance at the Convention of Teachers held in October last—the largest, we are told, on record so far—would place it as the most successful ever held. Numbers, however, in connection with any institution are not always to be accepted as an evidence of success: the quality of the work done always speaks for itself, whether the number in attendance at a deliberative assembly be large or small; and we think that, even viewed from such a point of view, the Convention of 1890 held its own, if it did not surpass in interest its long line of predecessors. Questions of the greatest importance, not only in connection with the routine of school work, but in connection with the administration of our schools, came up for careful consideration: and the thanks not only of the teachers of the province, but of the community at large, are due to the ladies and gentlemen who assisted in carrying out the excellent programme prepared beforehand by the Executive Council. Among those who read papers and delivered addresses at the various sessions of the Convention were the Hon. Mr. Mercier, Premier of the Province; Sir William Dawson, Principal of McGill University; Hon. G. Ouimet, Superintendent of Public Instruction: the

Rev. Dr. MacVicar, of the Presbyterian College, Montreal; William Houston, Esq., M.A., Librarian of the Legislature of Ontario; the Rev. E. I. Rexford, President of the Association; Dr. J. M. Harper, Inspector of Superior Schools; A. L. Gilman, Esq., B.A., of Knowlton Academy; J. W. McQuat, Esq., B.A., of Lachute Academy; Miss Green, of the McGill Normal School; Miss Edey, of Pontiac County; Miss Shufelt, Miss Cheney; Miss Boulton, of the Ottawa Normal School; Miss Gilman, of the Bedford District. We shall try to make room for the various papers read, in our pages from month to month during the year, in the meantime being content to give a synopsis of the proceedings as they have already been made public through the press of the province.

The Convention held its first session in the Natural History Society's rooms, when, after the usual preliminaries of constituting the meeting, the following reports were received and adopted:—Reports of (1) Executive Committee, (2) Treasurer, (3) Curator of Museum and Library, (4) Committee on Canadian History, (5) Committee on Text-books, (6) Committee on Course of Study, (7) Pension Commission.

The report of the Executive Council, which was read by Mr. E. W. Arthy, the corresponding secretary of the Association, dealt with three subjects—namely, the proposed Conference with respect to the formation of a Dominion association, summer schools and professional literature. With respect to the first, nothing definite had been accomplished. Letters had been received from leading educationists in the other provinces, in which various opinions were expressed as to the feasibility of the project. The summer school had not been tried, owing to a misapprehension as to the date on the part of some of the teachers, but the idea was warmly commended. The circulation of literature specially adapted for teachers had been attended with marked success. Reference was also made in the report to the visit of the Association's delegate to Ontario; while the announcement was made that Mr. Houston had been appointed as delegate to Montreal from Ontario. In the after discussion a motion was carried asking the Executive Council to bring the subject of the formation of a Dominion teachers' association under the notice of the teachers' associations of the sister provinces, and ask their co-operation in the organizing of such an association.

The report of the treasurer, which was delayed, showed when presented that the funds of the Association had never been in a better condition.

The report on the preparation of a text-book on Canadian history was of the most satisfactory character, winding up with the announcement, that on account of the munificent gift of two thousand five hundred dollars made by a gentleman, there will be offered a series of three prizes, open to the world, for the best Dominion text-books of Canadian history; and it is believed that since the first prize will be not less than one thousand dollars, and the others proportionally great, the ablest historians will be induced to take part in the competition. The donor is a Canadian who is proud of his country, who has faith in its future, and who is sufficiently generous at heart to contribute materially to its educational needs. Although his name will not be announced at present, his noble gift will be highly appreciated, and it is to be hoped that its purpose will be realized. The Committee, in making this report, begged to recommend that it be allowed to sit again for another year, with power to invite the co-operation both of the departments of education and of teachers' associations in all the provinces to agree upon conditions upon which the \$2,500 may be offered in prizes, and for other purposes incident to the opening and closing of the said competition. Dr. Harper said that such a report should not be allowed to pass in the usual formal way. He was of the opinion that the Committee had succeeded in solving a difficult problem. (Applause.) There will be no more running hither and thither about this subject which has engaged us so long. This Committee is now in a position, without reference to sub-committees, or the Government, or anybody else, to set the brains of our experienced writers to work, and get this question settled. (Hear, hear.)

Dr. Robins presented the report of the Pension Commission, which dealt exhaustively with the whole subject. In connection therewith he made some characteristic remarks. The pension fund was administered with the utmost care to prevent dissipation of the funds. He had heard of a man in Japan who applied for a pension four years after he was dead. (Laughter.) He had signed his certificates in advance, and his friends had presented them. Now, it was no uncommon thing for teachers to present their claims for pension on the ground of ill-health, and then, in a brief space, these same teachers got married and appeared as blooming matrons. (Laughter.) Let it be understood that the pension commissioners regarded matrimony not only as an evidence of good health, but of superabundant health. (Laughter.) For his own part, he repeated what he had said years ago, that the

whole time of the medical man could be employed with advantage to the fund in looking searchingly into every claim. "General debility" was a pretty general form of claim. It was singular how few people were really free from debility in some form. He could produce debility in his own system if he abstained from food for a few days. (Laughter.) The fund had been of great benefit, and had relieved the greatest distress and misery. In answer to questions, Dr. Robins said that a man could not now begin to pay one per cent. for his wife, in order that, as a widow, she might derive benefit from the fund. If a man married now, it could be done; but if already married, it was too late. Inspector McGregor said he had commended a pensioned teacher who was taking a few private pupils. Was he right? "I think," said Dr. Robins, "that is very hazardous advice. If a man retires from ill-health, it is difficult to persuade the public that, if he can teach a private school, he is unable to teach a public school. If he retires from age, then he can teach as much as he likes."

The other reports having been received and adopted, the Convention adjourned, to meet in the afternoon in the hall of the McGill Normal School, where the afternoon and evening sessions were thereafter held.

At the afternoon session of Thursday, the President engaged the attention of the Convention with an address on the question, "How to get the pupils to read intelligently." What is reading? What is it to get a child to do at school what we cannot get him to do at home? Reading was more than the oral utterance of words from a printed paper. When children left school oral reading ceased almost altogether. It became then intent reading. The essential part of reading was to get the meaning of the author, and to get the pupil to express certain oral words which would best explain that meaning. Reading in school was largely monotonous; and even when there was the greatest facility of expression, too often there was not the slightest understanding of the meaning. One cause was that the teacher was more anxious to obtain facility of expression on the part of the child than to discriminate the meaning. Another cause was that the pupil was taught to repeat words which were so severe a tax upon him that his attention was absorbed by the word to the neglect of the meaning. Monotony was not natural to a child. A child understood naturally the value of emphasis; and the great point in teaching was to get the pupil to understand the meaning of a sentence first, and he would put in the emphasis

correctly himself. In a word, let the teacher make the meaning of the sentence and the paragraph plain to the pupil before the oral meaning of the word was attempted to be explained. A discussion on the subject then took place, which was taken part in by Miss Cheney, who gave a very pleasant address on posture and tone of voice, and by Dr. Howe, Mr. Hewton and Dr. Kneeland. Dr. Howe did not seem to think that there was a possibility in every boy to receive musical culture. Miss Cheney maintained, however, that there was music in every boy's soul. Mr. Hewton urged the necessity of more attention being given to proper breathing exercises as a previous stage in teaching pupils to read. Dr. Kneeland advocated the simultaneous method of reading.

Miss Green, at the close of the discussion, read a paper on "Drawing in Schools," outlining her own methods of imparting instruction in this subject. The discussion which followed was taken part in by J. L. Walton, Esq., of Hull, and Dr. Robins, the former asking why some of the authorized drawing-books were not to be had on sale, and the latter asking why drawing was taught in schools—whether because it realized its value, or because the teacher had to teach it. Mr. Alexander, of Farnham, thought it should be optional to teach it, because turning draughtsmen out of boys who had not the smallest aptitude for drawing was too big a contract for him. Mr. Chambers thought it was of the utmost value, instancing the humiliating position of England in 1851, when the great exhibition revealed the fact that she was far behind in the state of her manufactures, and pointing to the change for the better after the government had encouraged drawing in the public schools. Dr. Howe said he had often seen, together with much that was ridiculous and hideous on the blackboard in his class, sketches that indicated genius. He encouraged this. Professor W. Mills pleaded for drawing lessons in concert, similar to the reading method which had been mentioned. It was found by those who had to do with college work, that although those who came from the public schools could talk freely about the education of eye and hand, they were not able, in the laboratory, to use either the one or the other with that touch of certainty which indicated real knowledge. Professor McLeod, one of the joint compilers of the new series of drawing-books, brought the discussion to a close by a few remarks.

Dr. Harper was then called upon to read his paper on "Educational Forces and Fallacies," of which the *Witness* has given the following synopsis:—"The paper was a plea for the

education of the whole man, and for the recognition of the work of the teacher in aiming at that lofty ideal. A man has two natures—the nature that toiled and the nature that, properly developed, entitled him to sit down with such high company as Shakespeare. He poured high scorn upon that estimate of education which valued it in proportion as it enabled a man to earn money. Education had nothing to do with fitting a man to earn money: it had to do with his uplifting. The employer said that the educational standard was too high—that men now turned their backs upon the farm and the factory, and considered labor degrading. Formerly a trade gave employment to body and mind; now there was but little art in the artisan: machinery did the work. If a man spent four years and \$2,000 in educating himself, and then went back to his farm, in the estimation of some all that was dead loss. No matter that his mind had been enriched, that the whole man had been raised—where is the return in money? If a man were worth no more than his wages, what better would he be than the brute? A man was worth more than his hire, to himself and to society, and education was worth more than dress, or position, or a balance at the bank. Coming down to the present aspect of affairs, Dr. Harper asked, where was the press, where were the legislators, where were the public men, that they did not come to the rescue of the teachers, who were so miserably underpaid? True, Mr. Mercier was the friend of education: he was the father of the free night school; and on this platform he had said that the teachers should be better paid. Where were the parents who wanted the best education for their children? What amount of *tone* could they expect on twelve dollars a month? (Laughter.) To the teachers themselves he said it was a fallacy to think that the passing a good examination made a teacher. Something more was wanted—that electric spark which could be communicated to the pupil, and the influence of which would be a constant stimulus. ‘Know to know more,’ was Dr. Harper’s final advice.”

A discussion thereafter took place on the Pension Act, led by Mr. Gilman, who claimed that it existed chiefly for the benefit of teachers of high salaries. Though declaring himself opposed to the principle of the Pension Act, he introduced the following motion as a proposed amendment to the Act—namely, that the elementary teachers pay one per cent. and all the rest two per cent. to the fund, and that if there be a deficit, the elementary teachers pay two and all the others four per cent.

of their salaries. The discussion was continued by Messrs. Walton, Alexander, Rowell and Hewton, the final issue, however, being that the matter was put off for further consideration at the next meeting of the Convention.

The President, in the evening, read his inaugural address—an excellent record of the history of later educational movements in the Province of Quebec, and one which will appear in a future issue of the RECORD. Mr. Rexford first spoke of the problems the educationist had to deal with. There were questions that would tax the combined energies and wisdom of all interested in education. The vital interests of the rising generation of this province were visibly affected by some of the defects in the teaching system. Many had been working faithfully for the improvement of the system for ten and fifteen years, and some for twice or thrice that period, but the state of the work could not now be examined without impressing upon one the thought of the difference between what it now was and what it ought to be. After the address, Mr. Rexford introduced the delegate from the Teachers' Association of Ontario, William Houston, Esq., M.A.

Mr. Houston, on being enthusiastically received by the large audience, said that he would address the Convention on a subject which ought to commend itself especially to teachers. Referring to Matthew Arnold's definition of culture, "to know the best that has been thought in the world," and to Sir Morel Mackenzie's remark, that "culture is not knowledge but a condition of intellect," he proceeded to say that even such a description is inadequate unless "intellect" is interpreted with a meaning broad enough to include the moral and æsthetic as well as the purely intellectual side of human nature. As thus defined, culture is an absolute necessity to progress in civilization, and want of culture means barbarism. There can never be any real advancement until something is done to secure this kind of culture, to some extent, for the masses. The means relied on for this purpose are at present chiefly university and collegiate institutions on the one hand and elementary and advanced public schools on the other. But they are quite inadequate to the demands made upon them. The university is, and must always be, for the few who are able to give up several years of life and spend a considerable amount of money in getting what is called a liberal education. This education is given only within the walls of the university, as a rule, and only within certain hours of the day. Even if a university education, therefore, were a more effective means of culture

than it is for those who are able to obtain it, the influence it will exert on the mass of the people must always be indirect and limited. Not much of real culture is obtained from the public schools even by those who remain longest in them. The public school work might easily be improved in this respect by the adoption of better methods of teaching the subjects now on the programme, and especially by giving young pupils some chance of studying literature æsthetically. Carlyle once described the chief function of a university to be to teach a man to read, and this should be regarded as the chief function also of the public schools. But even if the schools did their work better than they do it, something more is wanted both for those who have never had much chance to attend school and for those who now drop all that makes for culture as soon as they commence the work of practical life. To meet the necessities of the case two things are necessary: (1) an extension of university work outside of the university walls and hours among the people who cannot now avail themselves of its aid, and (2) courses of systematic reading for the masses who cannot take advantage even of universi'; extension courses. It would not be advisable, and is not necessary, that the university should lower its standard under an extension system. All that is necessary is to enable those who wish to take certain subjects to take them unhampered by others, give them credit for what they take, and furnish effective tuition at times and in places to suit those who want it. In large cities this tuition might be provided partly by subscriptions and partly by fees, without throwing any financial burden on the universities; and this would probably have to be done in all cases in a country like this, where universities are not wealthy. Such a system would greatly increase the usefulness of higher seats of learning for purposes of popular culture, but it could not do all that is needed. People read largely for recreation, and they read spasmodically. What is wanted is some system by which careful and improving reading can be done on some regular plan. For the two great English-speaking countries, Great Britain and America, attempts have been made in this direction, and with encouraging success. The Chautauqua movement has spread all over the United States, and has acquired a strong footing in Canada. The Chautauqua Literary and Scientific Circle has come to stay. It may develop, but it is not likely to be superseded. Alongside of it there is the English National Home Reading Union, which came into existence two years ago, and is spreading rapidly. In Canada we should

encourage the spread of such organizations if we are not prepared to start one of our own. The courses may not be all we would like, but they should be adopted with a view, first, to utilizing and, secondly, to improving them.

During the evening Mr. Neil Warner gave two readings from Shakespeare, appropriate to the occasion; while Mr. Arthur Fisk and Miss Moylan added greatly to the pleasure of the audience by one or two solos.

On the morning of Friday, after the preliminary exercises, Mr. Hewton, the representative of the teachers at the council board of the Protestant Committee, gave an account of the duties of his office during the year. He praised the Protestant Committee for their zeal in the cause of education; their solicitude for larger grants to elementary schools, which it was desired to place upon a better basis; and he spoke warmly in praise of the manner in which the Committee had attended to the suggestions made by their representative. He was asked for information regarding the Government grant to education, but in reply he stated that he could throw no more light on the question than has been already done. On motion his report was adopted. A vote of thanks was also passed thanking him for the efficient manner in which he has represented the Association during the past year. After the passing of a motion commending the efficiency with which Mr. Hewton had looked after the interests of the teachers, a discussion was opened by Dr. Kneeland in regard to the time of meeting. The general opinion seemed to be that October was the most suitable time of the year, and that Montreal be continued as the place of meeting. The discussion was taken part in by Mr. Walton, Dr. Kelley, Mr. Arthy, Mr. Parsons, Mrs. Wardrop, Mr. Parmelee, Mr. Curtis, Dr. Harper and the President. The feeling seemed to be that Montreal, notwithstanding the opinion of one or two of the teachers of that city, was able to make things comfortable for the teachers of the province for at least two or three days in the year.

Mr. McOuat then read a paper on the examination of elementary schools, providing for a written promotion examination in the higher grades. Mr. McOuat gave of his personal experience in the district of Lachute in connection with this matter, and supported his own opinions by the corroborative statements of certain of the elementary teachers of his district who had tried his plan. While Mr. Macgregor approved of the principle of the movement, Mr. Houston cautioned the teachers against such examinations being made too much of. Mr. and Mrs

Wardrop also took part in the discussion which followed, when it was finally agreed that the President name a committee who should go into the details of the scheme and report to next Convention.

During the morning session the election of officers was being conducted, the issue of the ballot being announced at the intervals between the discussions. At this stage it was declared that Rev. E. I. Rexford had been re-elected president, and Dr. Robins, Dr. Harper and Dr. Kelley, vice-presidents; Mr. F. rmelee, recording secretary; Mr. E. W. Arthy, corresponding secretary; Mr. Humphrey, treasurer; and Miss Robins, curator of library and apparatus.

During the afternoon session interesting papers were read by Miss Edey, one of our most painstaking elementary teachers, and by Mrs. Shufelt. Miss Edey chose for her subject, "How Schoolwork can be pleasantly varied," and treated it in a very pleasant and instructive manner. Both of these papers were very much enjoyed, and an attempt will be made to have them published in the RECORD.

These papers were followed by a talk about kindergarten work, by Miss Boulton, of the Ottawa Normal School, who showed beautiful samples of work done by the children: told how instruction was conveyed by form, in colors and proportions; how the phenomena of nature were taught by child songs; and how lasting impressions were made by the impersonation of the form or object to be described. Miss Boulton was followed by Miss Bazin, who discussed the same subject, and received the commendation of the Convention by a special motion.

A pleasant surprise to all present was the reading of Miss Gilman's paper on school discipline and moral teaching. To appreciate fully all that she said, one had to hear how she said it; and many of the teachers expressed themselves afterwards that they would have been blessed with such a teacher for instructor as Miss Gilman evidently is. When she told of the little boy who once sent her a valentine, a throb of kindness towards her and her experience as a teacher went out from all present; while there was not an unmoved heart when she told of the pupil who called her to his death-bed. The readers of the RECORD will no doubt enjoy Miss Gilman's paper, should we be fortunate enough to succeed in procuring it.

The announcement was made at this part of the proceedings that the following had been elected members of the Executive Committee of the Association:—Mr. Wm. Patterson, Montreal;

Mr. Masten, Coaticook; Inspector Taylor, Cowansville; Mrs. Fuller, Montreal; Mr. Hewton, Sherbrooke; Miss Derrick, Montreal; Inspector McGregor, Huntingdon; Miss Peebles, Montreal; Dr. Kneeland, Montreal; Mr. Truell, St. Johns; Mr. MacArthur, Granby; Mr. Young, Quebec; Mr. Curtis, Montreal; Miss Warcup, Montreal; and Mr. Smilie, Montreal. The following officers of the Association were afterwards elected:—Dr. Robins and the Rev. Mr. Rexford as representatives on the Pension Fund Commission, and Mr. R. J. Hewton, M.A., representative to the Council of Public Instruction.

There were also congratulatory motions passed expressing the high appreciation of the address delivered by Mr. Houston, the representative of the Ontario Association, and congratulating Mr. John A. Nicholson, a former teacher in Montreal, on his appointment as superintendent of education in P. E. Island.

The conversazione on the evening of Friday, which was held in the McGill Normal School, was in every respect a successful gathering, notwithstanding the inclemency of the weather, which no doubt deterred many from being present. The hall, however, was filled with teachers and their friends. Rev. E. I. Rexford opened the formal part of the proceedings by introducing the Hon. Premier Mercier. The reverend gentleman said that he felt honored at having the Premier on the platform. Mr. Mercier had shown the interest which he took in the cause of education in more ways than one, and the speaker trusted that this would not be the last occasion on which they would be permitted to have the pleasure of listening to the first minister of the province. Mr. Mercier, whose rising was the signal for an outburst of applause, thanked the Chairman for his kindly remarks, and proceeded to read from manuscript a carefully prepared discourse on the subject of education. A full report of this address we have been able to give in a subsequent part of the RECORD for this month.

At the end of the Premier's address, which was listened to with the closest attention, Sir William Dawson proposed that a vote of thanks be tendered to the Premier for his excellent address. He heartily sympathized with the remarks that had been made concerning the desirability of union, but at the same time he hoped that it would be a competitive union, each joined in friendship, yet in a good-natured and laudable desire to excel.

The motion having been carried by acclamation, Mr. Mercier

briefly returned thanks, and explained that he had to leave at once in order to catch a train, otherwise it would have afforded him great pleasure to remain and hear the excellent speeches which he felt sure would follow.

Dr. MacVicar, having been called upon to address the meeting, said that he could almost claim to be a veteran in the work. The work of the teacher was a grand one: it was a work on which both Church and State depended for their existence. There were some institutions which could be dispensed with, and no one would be the worse off: for his part, he would not feel sorry if every grog-shop in Montreal were closed to-morrow. (Applause.) But the school was not such an institution: the profession of the teacher was a most honorable one. In looking back at history, we find that every great man in early days was a teacher. The noblest men of Rome and Athens were teachers; and when God Himself became incarnate, He, too, became a teacher. Dr. MacVicar then gave a history of the growth of Protestant education in the city, declared himself to be uncompromisingly on the side of free and compulsory education, and bade all teachers take fresh courage and go manfully forward with the work which they had undertaken.

The Superintendent of Public Instruction, Mr. Ouimet, was the next speaker. His address was delivered in French, and was a short but terse effort. He touched on one or two of the points raised by former speakers, and showed himself to be in hearty sympathy with all proposals tending to united action in the great topic of the evening.

Sir William Dawson, being again requested to address the gathering, pointed out that although the sympathy of great men and the assistance in money matters were important to them as a body, yet that the work lay with the teachers themselves. Let them do their work faithfully and well, and they would need no other advertisement. Teachers must cultivate themselves as well as their pupils. He had been especially struck with this idea when listening to the lecturer on the kindergarten system, and he had also been pleased to see that that system made every child take an interest in nature and in natural science.

The Rev. Principal Adams, of Bishop's College School, was the last to address the meeting. He, too, had been struck with the afternoon lecture, but, being an old Cambridge man, had come to the conclusion that the one thing necessary (according to the lecturer) was a firm groundwork in mathematics.

(Laughter.) He had once heard genius defined as being the gift of taking infinite trouble. If this were a true definition, he hoped that all present would be blessed with a large measure of genius, and then they would doubtless make the best of teachers. There seemed to be an idea that it was essential to hold this annual Convention in Montreal: he could only say that he hoped that if ever they saw their way clear to change the custom, they would journey down towards Sherbrooke or Lennoxville.

This ended the formal proceedings of the evening, the remaining hour being passed in pleasant social intercourse and the consumption of ice-cream and cake. Some fine music was rendered at intervals by a first-class orchestra.

The last session of the Convention was held on Saturday morning. As the topics principally related to the work of superior schools, there was a falling off in the attendance of elementary teachers. The first subject was the question of grants, and the issue of the discussion which followed was the appointment of a committee, consisting of Messrs. Masten, Kneeland and Hewton, to bring the matter before the Protestant Committee at its next meeting.

The abolition of marriage license fees was the next topic. Rev. Dr. Shaw was the first speaker. He was in favor of reducing the present fee of eight dollars to four dollars, and appropriating the money voted under the Jesuits' Estates Act to the beneficiaries of the fund—namely, the universities, which have received a large portion of the fund accruing from the fees. He would urge this at the next meeting of the Committee. A discussion followed which gave evidence that the teachers were opposed to any movement in this direction, and even Dr. Shaw did not seem to have much hopes of realizing his wishes in this connection.

The question of school fees came up for discussion without any definite result. In the case of special diplomas, it was resolved that permission be given to a specialist to teach in our schools only on the understanding that he had first obtained at least an elementary diploma. The "Order and Length of the A. A. Examinations" was a question which was left to the consideration of a sub-committee. This, with one or two other motions, all of which will be published in the next edition of the RECORD, brought the session to a close. Altogether the success of the Convention is a matter of congratulation to the officers of the Association. The attendance has been large, and at every session the room has been filled, and the greatest

interest has been manifest, both by those who have discussed topics of school work and those who have listened. The Convention of 1890 will go down on record as a success.

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

There is a hint in the Governor's Speech delivered at the late opening of the Local Houses of Parliament in Quebec, which augurs well for our teachers and education generally. The Premier, who has shown his anxiety to improve the status of elementary education in the province, by the establishment of free night schools, does not, as far as report goes, intend to make such a movement a halting-place, in his plans for the educational improvement of the people. As was pointed out at the late convention, there are three prominent executive forces directing our educational machinery, the Department, the Commissioners, and the Teachers, and all these forces have been hindered in their efficiency for long, from lack of means. The uncertain sound which was spoken of at that meeting has become clearer since. The paper read by the editor of the *Educational Record*, contained these words, and in the interests of the school system, we think they are worth repeating. "As the most of us must have noticed, it is difficult to make our neighbours believe that we are doing well in our educational advancement. Yet, we are doing well all the same; and I have repeatedly pointed out in what respects we are even in advance of the other provinces of the Dominion. The reform of later years had perhaps to begin at the wrong end, but the reform movement has been a most successful one, until, indeed, at last it has become not only a fallacy but a folly, to say that the administration of the school system of the past was more efficient than that of the present. Yet, the fitting moment for congratulation has not yet arrived for us. We have still three great drawbacks to contend against, and until we get these removed, we are likely to continue to suffer in the estimation of our neighbours. There are three forces directing our educational machinery, the Department, the Commissioners, and the Teacher, and all these three forces are hindered in their efficiency for lack of means. It is surely no fallacy to say that our teachers are poorly paid, and yet there is a fallacy to be met with in many of our municipalities that they are well enough paid. You say, no. Nobody thinks that our teachers are sufficiently well paid. Then, may I ask, why is it that so few of our reforming social forces are to be seen at work, trying to improve the

teacher's condition in this respect. The salaries are small, wretchedly small. Everybody confesses this much. Then, why have they not been raised? Where are our newspapers, the reformers even of reform itself, in this matter? What have they done by way of advocating the amelioration of the teacher's financial straits? Where are our public men on this question? Have they lifted up their voice in behalf of the impoverished teacher? Yes, we have had them here. On this very platform, we have had them declaring themselves in favour of increasing the teacher's salary. But what more have they done? Alas! surely it was not merely to seek a round of applause from us that the advocacy was made; yet, strange to say, we have failed to hear of such advocacy outside, at a time when it was likely to have a more tangible effect. Lately, it is true, a less uncertain sound has been uttered from head-quarters in behalf of the teacher. The Hon. Mr. Mercier has been here, the acknowledged friend of education in our province, the father of free night schools; and to him the teachers should turn for relief; for has he not said, not only from this platform but elsewhere, that the teacher's salary should be increased. And now, if report be correct, there is to be improvement for the schools in the projected amendments to the law as foreshadowed in the Governor's Speech. An additional subsidy, a revision of the Inspectoral System, improved Normal School accommodation, are some of the topics which may come up for discussion soon, and we trust that the results will be in favour of the three forces which tend to advance the educational status of our province.

*Editorial Note.*—We have been obliged to neglect one or two of our usual departments this month from the lack of space, but will resume them in our next issue, when our correspondents will receive due attention.

## Literature, Historical Notes, etc.

### EDUCATION.\*

BY THE HON. HONORE MERCIER.

One of the words which holds the foremost place in the philosophic and social vocabulary of the modern world, is the word education. This is so true that I am almost advancing a platitude in saying that, of all the great questions of the day, this word expresses that which most forcibly demands the atten-

\* A paper read at the Teachers' Convention, held on the 18th of October, 1890, in McGill Normal School, Montreal.

tion of the social economist. Some thinkers have gone so far as to make it the only question, the universal panacea, the solution of all problems, the key of all future civilization. Given education, say they, and evil itself will disappear from the face of the earth.

Victor Hugo has paraphrased this thought in a sentence celebrated for its terseness: "*Détruisez la cave ignorance, et vous aurez détruit la taupe crime.*" Which might be translated: "Destroy the cavern ignorance, and you will destroy the dragon crime."

Without going either as high as this transcendent optimism, or falling into that utopia of idealism which seems to me a little strained, one must admit that education has the power of the lever dreamed of by Archimedes—it moves the world. It is education which gives the world its course across the ages, from the epoch when prehistoric man struck the first spark from the heart of the flint, to the day when the genius of Eiffel raised on high the torch of Edison a thousand feet above the pavements of Paris.

Education has done more: not only does it place in the hand of man, the tools, the instruments, the means of action required by his nature as ambitious, as it is poor in natural resources; not only does it open for him an illimitable horizon, and raises before him a Jacob's ladder, of which the foot rests on the bowels of the earth, while its summit is lost in the starry heights of the infinite; but, even more, it shapes the mind by experience, it develops the spirit by emulation, and creates heroes by example, by handing down the acts and deeds of the past, whether painfully transcribed on palimpsest by the feeble light of a waning lamp in the depths of some Benedictine monastery, or strewn to the four corners of the earth from an electric press, printing off the thought of the writer at the rate of five hundred copies to the minute.

Education is civilization itself; it is inseparable from all moral and physical progress. Kant has said: "In the problem of education lies the great secret which involves the development of humanity," so does Locke, the great Locke, utter the same truth in several places. Aristotle also. Leibnitz varies it in saying that "the man who could master public education might change the face of the universe at his will." And our great pulpit orator, Bishop Dupanloup, develops the same thought in admirable fashion: "Education, he says, makes our domestic laws, inspires our social virtues, prepares un hoped-for miracles in intellectual, moral and religious advancement. Edu-

education makes and keeps a people great, prevents their decadence, and, if need be, raises them in their fall."

Thus, you see, English, German, French, metaphysicians and mathematicians, idealists and materialists, philosophers old and new, heathen, Catholic and Protestant, unite in a single voice to herald this great truth: "Education has made the past: education makes the present; education will, in the same unfailing manner, make the future!"

Now, inasmuch as education is an essential to the happiness of mankind as a whole, it must necessarily be subject to the control of society—both political and religious—and not left entirely to individual direction and caprice. And, also, inasmuch as it is the great transforming power force, it must be necessarily progressive.

One might say a great deal on these two corollaries of both propositions, which, strictly speaking, form but one; but this is neither the time nor the place to enter upon a dissertation on the subject. It would but be a fruitless repetition of what has already been said, more learnedly and more eloquently than I could possibly attempt of course. I will confine myself to touching lightly on the two following points:—If it be true that education makes a people great or insignificant, rich or poor, virtuous or perverse, then education becomes, I might say, a public property, and should be controlled by society: and if it be true that education must lead a people along in the path of progress, then education of itself must be progressive.

I say society, and not the State alone. Why? Because the State is more particularly charged with the material interest of the nation, and education is not only the physical and intellectual development of the individual, but over and above this, his moral and religious training.

The State has its rôle to play without a doubt, and I venture to say its rôle is the most important, for, not only is it charged with watching over the material side of education, but it has the further mission of maintaining a proper balance between the different bodies called upon to direct the moral and religious side, of assisting them with the necessary pecuniary aid, and at need, of solving the difficulties which may arise from unknown circumstances or from unforeseen antagonism.

In a country like ours, the decision as to what rôle the State shall play in the question of education becomes paramount. The difference of nationality and creed which exists among us must tend to complicate the relations of State and Church in educational matters, as each denomination has its rights, which are

bound to be enforced, and even susceptibilities, which must also be respected. The State has to hold up the balance with the hand of impartial as well as unshaken justice. I will add that this question is one on which the legitimate claims and exigencies of the minority should weigh with a special importance in such balance. All these problems have heretofore been happily solved, and will probably never endanger the peace and progress of our beloved land, but the right means of their solution should never be lost sight of by the statesmen who here strive to build up a nation worthy of the high destinies to which we seem called by Providence. Utter failure would be the consequence of it.

Without mutual understanding and harmony, our education can never be the united effort of our community; it will lack in singleness of purpose, in strength, and from this cause will lack the force to guide us forward on the highway of the future beside the other nations, wiser or more fortunate than us in this respect. *Let us never forget this vital truth; statesmen, priests, pastors, teachers of the people under whatsoever form, whatsoever may be your position or your qualifications, let us avoid even the shadow of a conflict in this matter; nobody will benefit by it, all will suffer, and no one can foretell to what extent. Let us be united—as I must acknowledge, we have been until to-day; for in this lies the imperative condition of our future advancement, which involves our future existence itself, as a nation; for no people can remain stationary; if they do not advance they retrograde; and if they retrograde they are doomed to perish.*

I have also said, that education must be progressive. Let us understand each other. I do not, at the moment, recall what authority is responsible for the following reflection: let us suppose that a European should visit all the peoples of the globe, beginning by those most highly civilized, and gradually moving towards those savage tribes, who are nearest the brute creation. Then, on his return, let us suppose again that, moved by the same spirit of investigation, he should ascend the streams of history up to the most remote period of barbarism. Would he not have almost gone over the same ground for a second time? All the social transitions which he observed whilst travelling here, would he not find them again in gradually penetrating the gloom of history?

I have always been greatly struck by this ingenious thought: and as I am fully convinced of its accuracy—with the restriction, of course, which every Christian should make, I conclude

from it, that education, which cannot be the same in every place, cannot be the same at all times. The same education which is fitting for the polished nations of Europe and America, would never be suitable for the primitive races of Oceania, and on the same principle the education of the past could never supply the wants of the advanced nations of our day. The proposition seems to me incontestible. That which may be the progress to-day may become retrogression to-morrow, not only in the physical, but also in the moral world.

Do not be alarmed at this utterance, gentlemen. Slavery, without carrying its full and entire justification, was once a progress from the custom which slaughtered and devoured prisoners of war. It replaced the bloody hecatomb by chains and servitude, and so far it was progress. Later on this very progress became an abominable survival of the old barbarism. Slavery was the fruit of the education of a certain period; its abolition was the work of education at a more advanced age.

Therefore education must be progressive. It must change with the progress of civilization and science. Through its very nature, it cannot stand, except by a continual modification following the gradual growth of its own children. It is quite unnecessary to go into detail.

Now, if I am asked what is the practical conclusion of all this, I answer in two words: Be united.

If education is to be controlled and advanced by society, then society must be united, in order that its action may be strong, intelligent and undivided in its results.

If education should be progressive, then so much the more reason for our union; so that our undivided characteristic, those little traits which divide us the one from the other, may mingle together in friendly rivalry, having for a goal only the advancement of our national education directed towards its most legitimate aspirations.

Without union we can only injure ourselves and paralyze our efforts. With union, we advance without fetters or obstacles, each helping the other, each benefiting by the other's experience and his special aptitudes. In short, we mutually teach each other.

Union must be our strength; union will make us great; and with the education of our people once founded on a broad and solid basis, we shall have achieved the happiness of our common country, which should be the object of the most strenuous efforts of all patriots.

## SOME ADDITIONAL HISTORICAL NOTES IN CONNECTION WITH OUR SUPERIOR SCHOOLS.

COMPTON was named and erected into a Township, August 31st, 1802; and granted to Jessie Pennoyer, Nathaniel Coffin, Joseph Kilborn, and their associates. The first settlers in what is now called District No. 1. were Asaph Shurtleff, Joel Shurtleff, and Jonathan Draper. The records in regard to the first operations of the school have not been discovered, but perhaps some of our teachers who know the district will be able to supply us with some notes of such a district which has been settled so long by English settlers. The school was one of the schools under the supervision of the Royal Institution, and supported in part by a grant and voluntary subscription. The Compton Ladies' College was erected in 1873.

MYSTIC.—Sometime between the years 1790 and 1800, the district was settled by emigrants from the United States and other countries. The majority were of Dutch descent. The first school of which there is any record was opened in 1819. It was held in one room of a log dwelling. Miss Lydia Corey of Stanbridge Ridge, was teacher. The first school-house was built in 1825 by voluntary contributions. The first teacher in this house was a Mr. Adams, who taught several terms. Between the years of 1830 and 1850, Dr. Trumbull Wells, Sybil Wells (a brother and sister), Hannah Gage, Mr. Quail, Thomas Capsey, and Elizabeth Edmonds, each taught one or more terms. The present building was erected 1885, Mrs. Fanny Roy the first teacher. P.S.—The Hannah Gage spoken of is at the present time living in Stanbridge East, and is as much interested in school-work and in young people as if actually engaged in the regular work. She is Mrs. Elijah Briggs. Miss E. Edmonds is still engaged in teaching.

ANNA J. PHELPS.

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Registered at the Convention held at Montreal, October 16, 17, and 18, 1890,  
arranged alphabetically. (M.=Montreal, Q.=Quebec, S.=Sherbrooke.)

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### LADIES' LIST.

Ainslie, Miss Sarah, Holton; Allen, Miss H. Alice, St. Johns; Anderson, Miss Charlotte, M.; Ames, Miss A. M., Coaticook; Arnold, Miss Matilda A., Dundee; Arnold, Mrs. J. P., Q.; Ballantyne, Miss B. E., M.; Ballantyne, Miss Eliz., M.; Basham, Miss Ida, M.; Barlow, Miss L., M.; Barr, Miss B. M., M.; Bartholomew, Miss H., Howick; Bayley, Miss Nellie, Compton; Bedee, Mrs. A. J., Frelighsburg; Beerwort, Miss M. E., Clarenceville; Bell, Miss H., M.; Binmore, Miss Eliz., Clarenceville; Binmore, Miss L. G., M.; Binmore, Miss L. S., M.; Bliss, Miss Nellie P., Coaticook; Bottom, Miss Clara, S.; Boright, Miss E., Abercorn; Bradford, Miss M., Cushing; Bremner, Miss J. M., M.; Bush, Miss M. L., Clarenceville; Cairnie, Miss L., M.; Cameron, Miss C., St. Lambert; Cameron, Miss I., St. Lambert; Campbell, Miss A., Q.; Campbell, Miss J. P., M.; Campbell, Miss M. A., Q.; Campbell, Miss M. L., Noyan; Campbell, Miss M., M.; Carmichael, Miss H., M.; Charlton, Miss E. C., M.; Chandler, Miss P. M., M.; Church, Miss M. E., St. Lambert; Clark, Miss I., Valleyfield; Clarke, Miss L., M.; Clarke, Miss M., M.; Clarke, Miss Maude, M.; Clunie, Miss E. M., Three Rivers; Clunie, Miss H., Three Rivers; Clunie, Miss K. H., Three Rivers; Cornu, Mrs. S., M.; Coulter, Miss K. M., Franklin Center; Cowan, Miss M. E., M.; Craig, Miss A., M.; Craig, Miss E., M.; Creswell, Miss S., Lachute; Cross, Miss B. Y., S. Durham; Cunningham, Miss E. C., Howick; Cumming, Miss M., Allan's Corners; Dawson, Miss A. L., M.; Dawson, Miss C., M.; Dawson, Miss M., M.; Derrick, Miss C., M.; Derick, Miss Louise, M.; Derick, Miss Lucy, M.; Dixon, Miss C., Shrewsbury; Donally, Miss A. M., Clarenceville; Dowling, Miss C., Covey Hill; Drew, Miss E., Lachute; Duffet, Miss G., Q.; Dumberry, Miss A., Clarenceville; Duval, Miss H., Bordeaux; Edey, Miss L. W., Billerica; Egg, Miss M. E., M.; Elder, Miss E. G., M.; Ellicot, Miss Margt., M.; Ellicot, Miss Mary H., M.; Ennis, Miss J. H., M.; Estey, Miss M. E., Abercorn; Fadden, Miss M. J., Sutton; Ferguson, Miss I. H., M.; Ferguson, Miss M. L., M.; Ferns, Miss S. A., C. St. Antoine; Fisher, Miss E. M., M.; Forrest, Miss A. M., Q.; Forsyth, Miss E. E., M.; Francis, Miss E. H., M.; Francis, Miss G., M.; Fraser, Miss C. A., M.; Fraser, Miss E. H., M.; Fraser, Miss G. J., Q.; Fuller, Mrs. J., M.; Galt, Miss G. E., M.; Gilman, Miss A., Waterloo; Gilmore, Miss S., C. St. Paul; Gordon, Miss M., M.; Grafton, Miss M. L., M.; Graham, Miss R., Huntingdon; Grant, Miss B., Ormstown; Grant, Miss M., La Guerre; Grant, Miss N. E., M.; Hall, Miss M. J., Clarenceville; Haney, Miss M., Lachine; Harper, Miss C.,

M.; Harper, Miss M., M.; Henry, Miss H. M.; Hepburn, Miss E.; Heseldine, Miss M. L., S.; Higginson, Miss M. E., Arundel, Hill, Miss E. M., M.; Hodgins, Miss L., Hull; Hodgson, Miss A., Hudson; Hopkins, Miss F. A., Cookshire; Hume, Miss M. E., Leeds V.; Hunter, Miss A., M.; Hunter, Miss G., M.; Hussey, Miss M. M., Allan's Corners; Irving, Miss B., St. Lambert; Jackson, Miss E., M.; James, Miss A. D., M.; Jewell, Miss M., Sweetsburg; Johnson, Miss M. A., Noyan; Kee, Miss M., M.; Kemp, Mrs. J., M.; Kemp, Miss B. E., Hull; Kerr, Miss M. U., St. J. de Somerset; Kirkman, Miss K., M.; Kruse, Miss B. L., M.; Kyle, Miss A. M., M.; Lamb, Miss L., M.; Lampard, Miss C., M.; Laurie, Miss J., M.; Law, Miss A., M.; Lawless, Miss L. E., M.; Lemoine, Miss V., M.; Libby, Miss R. E., Beebe Plain; Lighthall, Miss C. M., Rouse's Point; Loring, Miss F. A., M.; Low, Miss E., S.; Lovnathan, Miss J., Genoa; Lumsden, Miss M., Valleyfield; Macdonald, Miss E., Q.; Mackie, Miss E., Danville; Manson, Miss W., C. St. Antoine; Marshall, Miss C. R., M.; Martin, Miss C. M., St. Phillippe; Matheson, Miss M., Shawville; Mattinson, Miss A. E., Lachute; Maver, Miss E., M.; Maver, Miss J. A., M.; Maxwell, Miss M., M.; Metcalfe, Miss M., M.; Millan, Miss E. M., M.; Millan, Miss S., M.; Mitchell, Miss S. Agnes, S.; Moore, Miss H. A., M.; Morrill, Miss E. J., S. Durham; Morrison, Miss Anna, Cushing; Morrison, Miss Annie, Hull; Morrison, Miss M. S., Glengyle; Murray, Miss L. F., M.; MacIntosh, Miss J. C., Athelstan; MacMartin, Miss C. M., M.; MacMartin, Miss I. M., M.; McBratney, Miss L., M.; McConnell, Miss A. P., M.; McCoy, Miss M. J., Herdman's; McCoy, Miss Minerva, Herdman's; McGowan, Miss A. A., M.; McGregor, Miss E. B., M.; McGregor, Miss L. A., Huntingdon; McGregor, Miss Margt. E., C. des Neiges; McGregor, Miss Mary E., Aubrey; McKenney, Miss L., Bedford; MacMartin, Miss J., M.; McMillan, Miss H., M.; McNic, Miss E., Hawkesbury; McPhee, Miss M. L., Huntingdon; McQueen, Mrs. E., M.; Niblock, Miss E. L., Sutton; Nichols, Miss C., St. Johns; Nolan, Miss C., Huntingdon; Norman, Miss C., M.; Norris, Miss A., M.; Noyes, Miss A. A., Cushing; O'Bryan, Miss A. E., Sutton; O'Grady, Miss A. M., M.; Osgood, Miss M. L., M.; Outerson, Miss A., Athelstan; Paton, Miss H., Lachute; Patterson, Miss J., Lachute; Patrick, Miss A. B., C. St. Antoine; Parker, Miss K., Leeds V.; Pedersen, Miss A., M.; Pedersen, Miss C., M.; Peebles, Miss M. A., M.; Philbin, Miss E., M.; Pitt, Miss T. A., M.; Pratt, Miss M. S., M.; Prince, Miss M. L., Compton; Reed, Miss I. M., M.; Reid, Miss E., M.; Reid, Miss I. M., M.; Rhind, Miss M. F., St. Henri; Rix, Miss E., Farnham; Robertson, Miss W., M.; Robins, M., L. B., M.; Roddick, Miss V., Huntingdon; Rodger, Miss J., M.; Rodger, Miss S., M.; Rondeau, Miss C. E., Q.; Ross, Miss Alice M., M.; Ross, Miss Annie M., M.; Ross, Miss M., Gould; Rowat, Miss C. C., Athelstan; Ruiter, Miss M. A., Cowansville; Russell, Miss G., Bristol; Ryan, Miss M. D., M.; Sangster, Miss M., Allan's Corners; Scott, Miss A., Cambria; Scott, Miss E., M.; Scott, Miss M. E., Brownsburg; Scott, Miss M. P., M.; Seath, Miss H. R., M.; Sennister, Mrs. M., M.; Schafer, Miss A., M.; Sherriffs, Miss H., S.; Shufelt, Mrs. F., Sweetsburg; Simpson, Miss C. E., St. Andrews; Simpson, Miss M. S., Noyan; Sinclair, Miss L., M.; Slack, Miss C., Waterloo; Sloan, Miss S. F., M.; Smith, Miss C., M.; Smith, Miss C. C., C. St. Antoine; Smith, Miss E., Q.; Smith, Miss J. J., Lachute; Smith, Miss M., C. St. Antoine; Sornborger, Mrs. E., W. Bedford; Spearmin, Miss E. J., Henningford; Steere, Miss M. E., S.; de Sternick, Mrs. Fdu., M. M.; Stewart, Miss M. A., M.; Stobo, Miss K., Q.; Stowell, Miss E., St. A. de Dundee; Street, Miss A. E., C. St. Antoine; Strong, Miss M. A., Lakefield; Surprenant, Miss L. L., Lacolle; Swallow, Miss J. A., M.; Taylor, Miss F., M.; Taylor, Miss M. Y., Peveril; Thoruber, Miss H., Terrebonne; Tickle, Miss G. H., M.; Tighe, Miss M., St. Etienne B.; Tipping, Miss M., St. Sebastian; Traquair, Miss C. G., M.; Truell, Miss F. J., M.; Trussell, Miss B. M., M.; Vaudry, Miss M. O., Shefford; Van Vliet, Miss A., Bedford; Walker, Miss M., Kildare; Watson, Miss L., M.; Warcup, Miss M. M., M.; Wardrop, Miss J. H. B., Beauharnois; Wardrop, Mrs. E., Beebe Plain; Wearne, Miss I., S.; Wilkinson, Miss E. E., Cowansville; Wilkinson, Miss M. M., Q.; Wilson, Miss M. J., M.; Winchester, Miss A. A., Sutton; Winchester, Miss R. T., St. Therèse de B.; Winn, Miss H., Q.; Wood, Miss H. G., Knowlton; Woods, Miss L. B., Hull; Young, Miss A., Compton; Young, Miss J. E., Hull; Young, Miss M. A., Waterloo.

The Registrar requests the holder of Membership Ticket No. 88, of Ottawa, to send him a postcard with her name, as it is not distinct on his card.

C. A. HUMPHREY, Registrar.

27 Laval Avenue, Montreal.

## UNIVERSITY SCHOOL EXAMINATIONS, 1890.

## ANNUAL REPORT OF THE BOARD OF EXAMINERS.

The most noticeable feature in this year's examination is the largely increased number of candidates—obviously the result of the departmental regulation, that imposes this test upon pupils of a certain grade in High Schools and Academies. Upon this fact the examiners dwell with great pleasure, notwithstanding the seriously increased pressure of work laid upon them by so rapid a growth of numbers.

Thirty-four schools sent up candidates, to the number of two hundred and five, besides twenty-eight who presented themselves specially for matriculation into one faculty or another of the university. Of these, one hundred and nineteen have obtained the A. A. certificate, and eleven the junior certificate; the rest are failures. A conspectus of results shewing the number of successful candidates from each school is attached to this report. It cannot but be remarked that the proportion of failures is large—a fact suggesting some reflection and comment to the examiners, as it, no doubt, has already done to many of the examinees. The former all agree in stating that of the candidates sent up, too many are quite unprepared to pass a serious examination, even in the preliminary subjects, both because their knowledge is defective, and because they have not been taught to express what they do know in an exact, concise, and methodical way. The only possible remedy lies in more thorough preparation, with the help of systematic training and regular instruction on the best methods of answering examination questions. This last point, already referred to in the report of two years ago, seems to have been sadly neglected. The examiners concur in saying that many candidates seem not to grasp with any readiness the *balance* of the relative parts of a paper, for they answer diffusely questions that demand but a line or two, while they condense in a single sentence answers calling for half a page of writing. Nothing but constant and efficient teaching is capable of correcting this defect.

A change of some importance, which has been contemplated for some time, is now all but accomplished—that is the separation of the preliminary from the advanced (or optional) part of the examination, as regards the time of passing. A candidate may in future pass in the preliminary subjects one year and terminate with the optional subjects in the following year. This opens the easier part of the examination to pupils of Grade II. in the academies, distributes the work more evenly over a

longer period of time, and this enables the academy pupils to devote the whole of the last year to the more interesting and advanced studies of the examination programme.

Part of the work of reading the preliminary papers has this year been undertaken by special appointees of the Protestant Committee of the Council of Public Instruction; and the university representatives on this Board, who have given their hearty approval to the plan, look forward to being ultimately relieved of these branches, feeling convinced that the restriction of university examinations to what may properly be called university work, is an object deserving of every encouragement. Finally, the examiners see good reason to congratulate the teachers of the province, upon the creditable results obtained by a large number of their pupils, and to hope that the bond, thus established between the school and the university education in Quebec, may in future continue to gain strength in a similar way. The winning of an A. A. certificate is undoubtedly a credential of some worth, especially, if the examinations be conducted as they are, in a spirit of fairness and judicious scrutiny; but it is well to bear constantly in mind that this is only the first step towards that higher education and culture which further training alone can give, and at the attainment of which it should be the ambition of every earnest pupil steadfastly to aim.

#### SPECIAL REPORTS.

*Dictation.*—In this subject the results are entirely satisfactory; the best papers hitherto submitted are those of this year. Failures are singularly few, and the average is high. Some of the country schools send up careless, slipshod papers. For neatness, the candidates from the Girls' High School, St. Johns, and from the Cookshire Model School, deserve special mention.

*Preliminary Grammar.*—Except in the case of a few schools, the candidates have done well in accidence. Serious attention ought to be given to syntax. The analysis is often fortuitous and quite superficial or wrong. The parsing is generally fair, but at times there is evidence of lamentable weakness. Seeing that a change of text-book has been made for the optional English, the work prescribed will probably be used in preparation for the preliminary papers as well, but teachers are strongly recommended to refer to Mason's series of publications on parsing and analysis in elucidation of the more difficult points that are generally shirked or imperfectly treated elsewhere. In order to improve this portion of the general subject, candidates will in future be required to satisfy the examiner in part C. of the preliminary grammar paper, the questions of which will relate to

parsing, syntax, and other matter bearing thereupon, as heretofore.

*Arithmetic.*—The examination in Arithmetic has been in most respects a satisfactory one. In a few instances a slavish dependence upon rules has led to most absurd results, but in most cases the principles appear to have been well taught, and the reasons wherever necessary are clearly expressed.

*Preliminary History.*—The average answering is creditable, but very few candidates have shown either great aptitude for the subject or more than fair preparation. The aim of the examiners has always been to draw out exact answering to questions of the most definite kind; now, this is precisely what they fail to elicit. Many answers contain irrelevant, though sound information; others testify more to the inventive ability of the candidate than to his knowledge of the subject in hand. In many cases both knowledge and invention were wanting.

*Gospels.*—Thirty-two schools sent up candidates, who numbered in this subject one hundred and sixty. Of these, forty-nine obtained two-thirds or more of the marks; fifty-one obtained at least one-half; forty obtained one-third; and twenty were failures. The latter occurred chiefly in three schools, whose authorities are consequently recommended to give fuller attention to the subject in future, rather than allow their pupils to make so poor a showing. Some schools from which papers might have been expected sent none at all. On the whole, the results are very pleasing, and lead the examiners to hope for equal gratification in years to come. A conspectus of results representing the comparative standing and percentages of each school is in the hands of the Secretary of the Board of Examiners.

*Classics.*—The papers in Classics were more numerous this year than ever before, amounting to 153 in Latin and 65 in Greek. This, in so far as numbers are concerned, is satisfactory. The Boys' and the Girls' High Schools of Montreal, as also those of Quebec, and the Girls' High School of St. Johns, deserve favorable mention for good work done. On the other hand, the examiners are sorry to say that there is still much looseness and inaccuracy in translation and syntax. Candidates often give a general idea of a passage without a due regard to voice, mood, tense or case. Many use technical terms without understanding their import or application, thus indicating that the groundwork of their instruction is not so solid nor trustworthy as it ought to be. The examiners would venture once more to impress upon teachers the supreme importance of accuracy in the elementary parts of classics and of insisting upon their pupils' knowing well the accidence and

the syntactical structure of sentences. The grammar papers set for the examination were based on the usual formula for preparatory work ; maximum of forms, minimum of syntax. The answering in the declensions of nouns and conjugations of verbs was in the main good. But many papers showed much negligence, especially in the writing of Greek words. The rough breathing, the smooth breathing and the accents were seldom marked. Such omissions as these often arise from hasty writing, and a word of caution to the pupil before the examination would suffice. Study of forms necessarily carries with it the meaning of words and elementary syntax. Persistent attention to the acquisition of a vocabulary will be rewarded a hundredfold. Especial attention, therefore, should be drawn to the fact that, with a few exceptions, no attempt was made to express in Greek or in Latin the very simple forms that were given. The examiners would suggest that when the pupil comes to read *Cæsar*, frequent re-translations into Latin be required. If the teacher be hampered from lack of time, he may have recourse to many elementary editions of *Cæsar* containing such exercises at the end, or to *Daniells' Short Sentences to the First Book of Cæsar*. Reluctant though the examiners are to make specific mention of schools in which the work done has been conspicuously below the mark, and consequently the number of failures has been much above the average, there are yet two schools especially to which this remark is so applicable as to warrant a respectful recommendation that some steps be taken on the part of the authorities to ascertain the causes of such a state of things.

*French.*—Although the papers in the French examinations for the year are not in every respect so satisfactory as they might be, there is in the generality of the papers a visible improvement over former years. The translations from French into English are generally fair ; those from English into French poor. Indeed, in several schools it was not attempted at all, and yet it was a re-translation from an extract the student had or should have studied. In dictation a few papers were nearly perfect, several satisfactory, too many were inferior—some lamentably so. The grammar is on the whole good ; in some schools the candidates seem to have been well drilled in the conjugation of verbs and the working of participial rules. In colloquial phrases improvement is still desirable, but all the questions have been answered in all the papers taken together. As regards reading, the marks obtained show a very fair average. It was on the whole fluent and intelligible, though a trifle fanciful. The

examiners recommend careful attention to the *liasion* of words in reading. The results are, therefore, generally creditable and satisfactory.

*German.*—Very few candidates presented themselves for examination in this subject, with, however, only one failure. The successful papers show an exceptionally high average of attainment in translation of both kinds, and in the parts of grammar covered by the questions. The accuracy and method with which what was really a long and somewhat difficult paper was answered reflects credit upon the intelligence of the candidates and the thoroughness of the instruction they have received. The examiners would again venture to submit that the employment of German script is, though possibly desirable, not imperative; when, as in many cases, the pupils' handwriting is cramped from haste or from the use of somewhat unfamiliar characters, the result is a sort of hieroglyph, not to be deciphered without loss of much time and a corresponding amount of patience.

*Advanced Mathematics.*—In a subject like Geometry, which deals with formal reasoning, it might be supposed that the attention of the pupils would be directed to the necessity of precise and accurate statements and neatness of work. In some of the schools this has been done; and in this connection the Girls' High School of St. Johns, the Cookshire Model School, and the Coaticook Academy deserve honorable mention. In several schools, however, the results are such as might be supposed to follow if careless and slovenly methods of expression and habits of thought formed a special feature of the curriculum. It seems plain that the pupils have little or no practice in examinations in connection with the school work. The results in Algebra are less satisfactory than those in Geometry. The ground to be covered is not great, but it should be thoroughly and deeply cultivated, whereas it appears from these examinations to be but superficially done in many of the schools. It is especially desirable that students who intend to enter the Applied Science Faculty of McGill College should be thoroughly prepared in elementary algebra. In Trigonometry several excellent papers were received from the Montreal High Schools, also from Danville and Inverness. The general grasp of the subject was satisfactory, and the number of failures comparatively few.

*Drawing.*—In the Boys' High School, Montreal, there is a slight improvement in the geometrical drawing. While the freehand drawing is not quite so well done as that of last year,

the objects have been drawn with more regard to their true position in relation to the observer. The object drawing of the Girls' High School, Montreal, is comparatively free from that distortion arising from the vanishing points being too near the picture, to which reference was made last year. Among other schools and academies the best work comes from the Sherbrooke schools, the Granby, Inverness and Lachute academies. Twelve other schools and academies sent up candidates. Only one of these—a girl from the Quebec High School—obtained 33 per cent. of the marks. Special mention should be made of the work done by the three candidates from the Inverness Academy. Their geometrical drawing was excellent, but in freehand drawing they were at the disadvantage of being without models, owing to Drawing not being returned as one of their subjects. For the same reason candidates from five other schools were unable to do the object drawing. The following table gives the result of this examination more precisely than words:

NUMBER OF CANDIDATES.	PASSED IN THE WHOLE PAPER.	GEOM. DRAWING.	FREEHAND DRAWING.	
Montreal and elsewhere . .	91	39	36	35
Montreal High Schools . . .	29	22	18	16
Elsewhere . . . . .	62	17	18	19

*English Language.*—The answers of the Montreal candidates to the grammatical portion of the paper were hardly so good as those of former years. Though the analysis is fair in some cases, it is a complete failure in others, and in all instances shows want of frequent practice. Correction of faulty syntax was often enough right, but the candidates seemed quite unable to give any reason for it. Most of the time seems to have been given to French, the answers to which are on the whole very satisfactory. Several candidates from the academies have taken this subject without special preparation. Their Analysis is an absolute failure, while the questions on French are either ignored or wrongly answered by them. No attention has been paid to Derivation, and the answers to this portion of the paper betray a want of even superficial knowledge. The comparatively large number of failures as regards candidates from country schools is therefore not to be wondered at, and it is to be hoped that the nature of the examination will be more clearly understood in future.

*English Literature.*—In this subject the city schools as a rule take the lead; but from some of the country schools the answers show an intelligent appreciation of the subject. In too many cases, however, the latter are exceedingly weak in grammar,

writing, and spelling; though the examiners have not allowed these defects to weigh seriously against any meritorious paper, it is in the interest of English literature that close attention be paid to the removal of such blemishes in the future. For honourable mention, the examiners would point out the Montreal High Schools, and Girls' High School of St. Johns, the papers from which were neat and well expressed, in fact, a pleasure to read.

*Advanced History.*—As history is a subject of presumably precise information, it is highly important that pupils should be made to understand from the outset, the worthlessness of vague answers and of invented statements. The best advice to be given to a candidate, if he *knows* nothing of a question, is to let it alone, for neither general language nor the fruit of imagination can take the place of historical accuracy. When a short note on Pericles is called for it is of very little use to say that "he was a clever man, who did much for his country," or that "he was one of the later emperors of Rome." Again, in some papers startling anachronisms were common enough, such as that "King Hezekiah was not good Christian," and other statements of no greater interest. Such faults point to much undigested book-knowledge. It would be well, perhaps, for future candidates not to over-load their memories with excessive detail, but to remember the leading facts, as pointed out by the teacher in the class, and thus grasp more completely the drift of a nation's history, as well as the questions of the examination paper. To the three following schools, the Montreal High Schools and the Girls' High School, St. Johns, the examiners would again give their commendation for excellent work done. The answers were for the most part accurate and methodical, with, in some cases, the additional charm of a pleasing style. The examiners regret to see that modern European history is very generally neglected in the schools of the province. Whether it is taught or not, they cannot tell; but certain it is, that very few candidates attempt that part of the paper.

*Advanced Geography.*—All the schools on the list, except three, were represented in this subject. With a few very excellent exceptions, the candidates were rather weak in definitions. Great neatness and despatch would be the result of more frequent practice in the answering of examination questions. On the whole, the results in this subject may be pronounced satisfactory.

*Botany.*—The papers in Botany show, in several respects, marked improvement over those of previous years. More atten-

tion, however, should be given to the actual study of specimens. For the purpose of remedying many of the defects now noticed, the examiners would strongly urge the use of *Nelson's Herbarium and Plant Descriptions*, with the requirement that each pupil must collect and preserve as directed, at least fifty, and not more than one hundred specimens, and that the analysis of plants in the class be made on and in accordance with the printed forms as given in the above-mentioned publication. Spotton's High School Botany may be advantageously substituted for Gray's "How Plants Grow." Attention of teachers should also be directed to the following considerations:—Every plant studied should, as far as possible, be *complete*, *i.e.*, embrace root, stem, leaves, flower and fruit. Pupils should be encouraged to make their descriptions concisely and methodically. At examinations held in other places than Montreal, the same plant should be supplied to all pupils of the same school, and care should be taken that the specimen is in each case complete. The local examiner should forward, together with the papers, either a specimen of the plant given, or its name.

*Physiology and Hygiene*.—The examinations in this subject show decided improvement, and in many cases a very good grasp of essential facts, considering the age of the candidates and the opportunities they have had. There are decided indications that some teachers have introduced much enthusiasm and interest into the work, which the examiners hope may be extended in coming years. The answers were criticised with considerable strictness as to their accuracy, so that all the papers marked over sixty per cent. may be regarded as good.

## GENERAL RESULTS OF A. A. EXAMINATIONS, 1890.

SCHOOLS.	PASSED FOR			FAILED.
	A. A.	J. CERT.		
Montreal High School, (Boys).....	28	1	.....	2
"    "    "    (Girls).....	12	0	.....	2
"    Private Schools.....	2	0	.....	1
"    Private Tuition.....	3	0	.....	0
Quebec High School, (Boys).....	2	0	.....	0
"    "    "    (Girls).....	4	0	.....	0
St. Johns Girls' High School.....	10	1	.....	0
Aylmer Model School.....	2	0	.....	3
Clarenceville Academy.....	0	0	.....	3
Coaticook Academy.....	3	0	.....	3
Compton Ladies' College.....	0	0	.....	1
Cookshire Model School.....	3	1	.....	1
Cowansville Academy.....	2	0	.....	0
Danville Model School.....	1	0	.....	5
Dunham Ladies' College.....	0	0	.....	1

SCHOOLS.	PASSED FOR		
	A. A.	J. CERT.	FAILED.
Granby Academy.....	1	0	1
Huntingdon Academy.....	7	0	2
Inverness Academy.....	6	4	0
Knowlton Academy.....	1	0	2
Lachute Academy.....	9	0	6
Lacolle Academy.....	0	0	1
Portage du Fort Model School.....	0	0	4
St. Francis College School, Richmond...	4	0	6
Shawville Academy.....	0	1	3
Sherbrooke Boys' Academy.....	3	0	1
"    Girls'    ".....	3	0	1
Stanstead Wesleyan College.....	1	0	1
St. Johns High School.....	1	1	5
Sutton Model School.....	4	0	6
Three Rivers Academy.....	0	0	2
Waterloo Academy.....	8	1	2
Waterville Academy.....	0	0	3
Hatley Academy.....	0	0	1
<b>Totals.</b>	<b>120</b>	<b>10</b>	<b>69</b>

Retired during the Examination, 2.

## DETAILS OF THE SUBJECTS OF THE EXAMINATION.

### PRELIMINARY SUBJECTS.

SUBJECTS.	PASSED.	FAILED.
Reading.....	204	0
Writing.....	205	0
Dictation.....	192	13
English Grammar.....	190	15
Arithmetic.....	192	13
Preliminary Geography.....	191	14
Preliminary History.....	161	43

### OPTIONAL SUBJECTS.

Latin.....	126	34
Greek.....	44	30
French.....	133	60
German.....	12	0
Geometry.....	159	33
Algebra.....	152	49
Trigonometry.....	54	4
Natural Philosophy.....	6	2
Drawing.....	39	52
English Language.....	17	18
English Literature.....	150	33
Optional History.....	110	39
Optional Geography.....	151	10
Botany.....	110	20
Chemistry.....	31	1
Physiology and Hygiene.....	133	6
Gospels.....	140	20