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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 12.

DECEMBER, 1889.

VOL. IX.

Articles: Original and Selected.

THE OLD SCHOOLMASTER.

CHAPTEL II.

Contentment hath an effervescence sweet,
A well-spring reaming o'er with wealth its own;
At once the charm, where worldly noises meet,
That makes life's lakelet pure and lily-blown.

Those of my readers, who have taken pains to follow the record of educational events for the last score of years or more, can hardly fail to remember something of the several attempts which have been put forth from time to time to make some provision for teachers in their old age.

The pension fund, or rather *a* pension fund,—any kind of a pension fund,—was long an exciting theme among teachers. Not unlike the later agitation to increase the teacher's salary, there was for a long time a good deal said but very little done. Of course there was opposition, as there is opposition to every movement for the welfare of any class in the community. The negative side is always a favourite side for those who are weak in originating. There is a consolation, perhaps even a mild form of revenge, to be found under the standard of protest to those who are not in a position, either through accident or intentional oversight, to share in the *éclat* of the inceptive cere-

monies. Better to be noisy *with* the weak, than humble *to* the strong, is only another form of Cæsar's famous aphorism when the Cæsar who utters it is only a would-be Cæsar. And there was quite a number of would-be Cæsars opposed to the pension fund idea. Indeed, strange as it may sound, the opposition against the teachers' interests, in this instance at least, whatever it may be in these later times in connection with other matters, came in great part from those who were to be benefitted by the success of the movement. Nor, let me confess, was I a bit better than the other friends of Cæsar in opposition. Indeed, like many of the others, I continued for more than a year or two in a *passive* state of opposition, that is, I followed the crowd in opposition, because the Cæsars in opposition said that the whole thing was wrong from beginning to end, and because I was too indifferent, in my easy going feeling of contentment at the time, to look into the matter for myself.

But as the years went by, and as things began to perspective in the dim religious light of a maturer kind of wisdom which came to me when my increasing gray hairs brought to me warning of older years to come—as I began to feel the responsibilities of life converging, as it were, in a possible future point of decrepitude, however remote, I felt a new interest in this movement in favour of the poor teacher. And the further I looked into the measure which had been drawn up in favour of a pension fund for teachers, and which had actually been approved of by the legislature, the more convinced I became that the supporters of the measure were the true friends of those of my kind. The opposition to the measure, I may say, did not cease after the measure had become law. Of course it didn't. If anything, Cæsar became more active than ever. The measure was only in favour of the few at the expense of the many. It was altogether inadequate. The principles on which it was drawn up were a delusion and a snare. The Act was unworkable. The fund would be bankrupt in a very few years. The teacher would never receive a proper return for his deposits. The legislature had been deceived.

But deceived or not deceived, the more I thought of it, the more unwilling became my following in Cæsar's wake, the more inclined I became to break away from Cæsar. And you may

think what you like, Mr. Hightype of Morality College, of my conduct, but I actually did break away from Cæsar; and assuming all the consequences of my seeming inconsistency came out boldly at last in favour of the pension question, urging upon my fellow-teachers the advisability of giving the measure a fair trial. From the time of my breaking away, I never missed an opportunity of taking the matter up in detail. The law had been misunderstood. It was not all bad because one or two of its provisions were likely to prove inefficient. The teacher had only to study the matter for himself to see how favourable the law was in its general spirit to the teachers' interests, and if there were objectionable clauses in it, it was easy enough to suggest amendments.

Nor was the stand I took an aggressive one, at least I did not mean it to be so. I only spoke the words of truth and honesty, as is my custom on all occasions when taking part in any public movement. I felt I was in the right, whatever you may suspect, Mr. Hightype, while thinking to trace my action to self interest. Self-interest, indeed! If there was any self-interest at stake, it was a self-interest that soon had to assume the trials of self-denial and restraint. For though Cæsar himself became all but convinced that there was something in my view of the question, he was unable to restrain the more unthinking of his followers from throwing aspersions at me and at those whom I had been, to a greater or less extent, the means of converting. And when I speak of Cæsar or of Cæsar's followers, you must not suppose, my dear madam, that I am pointing out any individual or set of individuals, as if I still remembered the manner of their sinning against me. No man can forgive more readily than I can. I have even forgotten, which is better than having forgiven, they say, all about this one's hard feeling or that one's insulting attitude towards me while the battle was raging. At this distant day, I could not positively say who was or who was not against me. All that I may with safety declare, is, that the whole struggle is now, in my declining years, a source of pleasure to me when I think of the victory won. For you must not suppose that the victory was incomplete. I firmly believe that my unflinching suavity was the means of converting Cæsar himself; at least I know he soon came to see the error of his ways. It

may not have been conversion altogether that came over him, for they say that repentance comes before a real conversion, and I never heard any of the Cæsars—for there were not a few of them—saying that they were sorry for having made a mistake. That is perhaps a little too much to expect from any public man, in his desire to shun the very appearance of inconsistency, which in political parlance is the unpardonable offence of public life. Still, Cæsar was bold enough to slip out of his opposite mood. Being unable to restrain his followers in their indignation, he felt called upon to oppose it, and in opposing it, he soon found himself saying things in favour of my view of the question, and for aught I know to the contrary, is now one of the most loyal of the supporters of the idea of granting pensions, if he be not actually a recipient of the benefits the law of the land confers upon the present pensioners.

“But what has all this to do with the fulfilling of his promise to tell us who he is,” I think I hear some one of my readers more impatient than the others, repeat to himself. I use the masculine form advisedly, for none of my lady friends would think of being impatient with me now, having read thus far.

Well, sir, since you are still so anxious to know who I am, I may as well tell you at once, without further beating about the bush; though, mind ye, I make no confession of having so far done anything of the kind. If I have my own way of telling things, I am none the less straightforward. There never was any kind of a mystery about my conduct. I am always at home to my friends, as the saying goes, and, as I have told you, my enemies have by this time all died off. So there is no need for me to hide anything from you or from anyone else. And if, sir, the only object you have in reading these reminiscences of mine be merely to know who I am, you may as well close the book at this point, where I have to confess with the blush of pride on my face, that I am a pensioner of the State, an old schoolmaster enjoying his *otium cum dignitate*, at least as much of it as the resources of the pension fund, for which I fought so valiantly, have enabled me to enjoy up to the present moment.

Yes, my dear reader, I am a schoolmaster, retired on the pension list; and I feel as proud of my position as such, as if I were a veteran soldier retired from active service. And were you to

visit me in my retirement near the metropolis; were you to come through the heat and bustle of that great and active city, out into its suburbs and beyond them, along the beautiful avenue of a public highway which runs past the sweet little cottage where I have retired to spend the remainder of my days; were you to spend an hour or two with me under the verandah, or in the garden or beyond the hedge-rows which mark its boundary line, in the fields and the orchards adjacent to my property; were you to come within and partake of the holiday-rest which is to be found in my tidy little parlour-library, or the simple wholesome fare which is to be found three times a day in the dining-room over the way; or were you to remain over night and find out how I spend my whole day from early morning until the twilight comes down the mountain side and deepens into the solemnity of night, I believe you would join with me in saying that my lines have fallen in pleasant places. And so they have. For though the spirit of contentment, which my later experiences of life have brought to me, sometimes seems to exaggerate in my recital of them the simplicity of my manner of living into a form of happiness unknown to others, yet there is no exaggeration in it to me as I contemplate the sunset of my days. I have been young, but now I am old. I have had my trials and I have had my moments of triumph; and now, in reviewing my past career, as "I sit under my own vine and fig tree" in the twilight of life, I can sincerely say that God has been pleased to bless me in my efforts to learn the lesson of life while teaching it to others.

Well do I remember the quiet holiday on which I first thought over the necessity for preparing for the long holiday on which I have now entered. It was hard to bring myself to believe that the school and I would have to part company, for the fatigue which would often come upon me, when the day's work was over, did not seem to diminish the zest and activity with which I would open school in the morning; and while I continued in the midst of the hum and industry of my boys and girls I was still at my happiest, seemingly as active as ever. But the end of my teaching days came at last, though the description of my last day in school is out of place here. I had bought, a year or two before, the little cottage which, as I have told you, is my home; and now there seems nothing left for me to do, but to put on

record, if I can, the simple events of my somewhat uneventful life.

A friend comes out every now and again to spend a day with me in my retreat; at longer intervals some old scholar of mine makes his appearance to exchange tokens of kindly feeling with me. I have my garden to work in the summer time, and my books and my flute and my pen to make sweet within the severity of winter without, when it comes; in a word, there is no idle moment for me in my retirement, there is no time for me to feel anything but happy. About a mile from my cottage door, there is a little district school where I often spend a holiday—for me a holiday within my long holiday. I not only sit and listen to the teacher, but often give a lesson to the little ones myself, and come away delighted to think that my teaching days are not done yet, and that I have not become too proud or egotistical to learn something new about teaching even from a district school teacher. And so you see, sir, there is a kind of a *nec tamen consumebatur* about me yet, and possibly if I live long enough, you will have no cause to regret that I have, in the decline of life, undertaken a new duty in addition to those which are already mine, namely, that of writing out for your edification, the experiences of one who has entered upon the enjoyment of the teacher's reward that cometh to him through his well-trained spirit of contentment, from the commissioners of the pension fund.

No, sir, that last sentence of mine is not ironical, and you ought to know me better by this time, than to think that it is. The spirit of contentment in man is the only medium through which a properly appreciated reward ever can come. People are too apt nowadays to enquire into the mere intrinsic value of a reward. Some of them have never learned how ill-bred it is to look a gift horse in the mouth. But I am none of such. The amount which I receive is but a small sum—how small it is in my case I am not going to say. But the commissioners have to cut according to measure, and the smallness of the amount is not to be referred to any desire for cheese-paring on their part. And small though the amount be, it is a nice little sum when added to my income, for I am happy to say that I am not altogether dependent upon it for a means of living, thanks to my frugality

while in active service. I merely look upon it as a supplement to what I have been able to lay past—a supplement which I trust my friends in the Legislature may think fit at an early date to increase, as an act of justice to me and a few others of the older pensioners, whose exceptional claim on account of extra payment into the fund has been duly recognized.

And now, my many friends, I think you know fairly well *who I am*, and it is for you to say whether you will venture further with me in discovering *what I was*. Some may think that I have not entered sufficiently into the particulars of my personality. But I am not of those who encourage inquisitiveness of this kind. Indeed, there is too much of such idle enquiry in our age, encouraged as it is by our novel writers and newspaper men, and, as I am neither writing a novel nor a newspaper narrative, you will only have to pick up further particulars about my individuality as I proceed in my own way to tell you *what I was* in this my tale of personal experiences.

Editorial Notes and Comments.

The movement in Montreal in favour of night schools has so far resulted in success, if the rush made for admission is to be accepted as the token of a sincere desire on the part of the illiterate to benefit by the liberality of the Government. In all such movements, however, the true philanthropist looks more towards the success that comes after than to the success at the moment of inception. Indeed it is only for the success that comes after that he lays his plans. The sum of twenty thousand dollars ought not to be thrown away on any educational movement that may only last as a novelty for a month or two. To enhance the popularity of this one or that one, would be but a poor return for all that has been done in inaugurating such a scheme for the benefit of the working classes. The movement is one in which every citizen of Montreal takes an interest at the present moment; and it is one which has drawn the eyes of other communities in the province upon that city to watch how far the experience may be a guidance to them should they adopt such a plan in favour of education for all. The only safeguard for the future is organization—thorough organiza-

tion and supervision—as a part of the system of public instruction in the province. And in order to secure this, the schools ought, perhaps, to be placed more directly in the hands of the School Commissioners, and in this way be placed, however indirectly, under the guardianship of the Department of Public Instruction. In giving such advice, we may seem to overlook what has been done in inaugurating the scheme. By no means. If we could only find out to what person or body of persons the credit is to fall, we would be of the first to ring their praises. But the very fact that it is difficult to find out on whom the responsibility of the success so far secured, leads us to plead for permanent organization under some legally constituted body having connection with the system under which we are all working for the promotion of education among all classes in the community. For the guidance of the teachers there has been issued a set of rules and regulations, and the announcement has been made that at the end of the scholastic year prizes will be given for merit and punctuality. The Hon. James McShane has also in his possession a guarantee from the Premier that, though the undertaking may prove a heavy one for the government, he is prepared to ratify anything which Messrs. McShane, David and Ald. Rolland may recommend. Under such a guarantee, and with a definite plan for the future, the success, which we chronicle with the greatest pleasure, can readily be assured from year to year.

—The argument in favor of providing for something more than the mere *éclat* of the inception of any movement, such as the above, is rendered all the more urgent when we take note of the fate which has seemingly befallen Arbor Day. No suggestion could have been more heartily greeted than the Hon. Mr. Joly's. When he proposed that a day should be set apart for the planting of trees, and when the first of our Arbor Days came to be ushered in by the Government, the greatest enthusiasm prevailed among all classes. Trees were planted on every hand for the beautifying of our streets, and parks, and school grounds. The holiday had every prospect of being an annual one in every part of the province. But there was only a providing for the moment in the plans of the inaugurators, and now we have one of our leading newspapers speaking of the movement in these terms:—"Mr. Joly wants Arbor Day to be celebrated in the

spring instead of in the autumn. There is this much at least to be said in favor of the change, that if it were held in the spring it could hardly prove a greater failure than it has been in the autumn. We take no pleasure in stigmatising the Arbor Day experiment as a failure. It was an excellent idea, and it deserved to succeed, but sad to say, it has not aroused any great deal of enthusiasm. This year the government did not even think it worth while to officially notify the public of the date appointed for Arbor Day until it was too late for the public to act upon the notification." We are not inclined to blame anyone for the decline of interest in the institution of Arbor Day. When it was inaugurated, the government was just as much alive to the benefits of such a holiday as they are to-day enthusiastic about night schools in Montreal. Their liberality gave an impetus to the one movement as it is giving an impetus to the other; and had Arbor Day and its ceremonies been placed under the supervision of some one whose duty it would have been to see that the impetus so given to it at first would not be dissipated, the day would probably have continued one of the most popular of our holidays. As it is, the *Montreal Star* has not exaggerated the true state of affairs; and we believe that the mere changing of the date would not affect the issue very much. There is more required than the mere proclamation of the day as a public holiday; and what we would suggest is the placing of the whole matter in the hands of three officers,—one appointed by the Council of Agriculture, one by the Department of Public Instruction, and one by the Department of Public Works—who, as an executive of three, shall, by circular and otherwise, make arrangements for the celebration of the day every year in all parts of the province. Nor is this all. Some of our agricultural societies have offered prizes for the best planted avenue, or the finest stretch of tree growth on the farm, and this should be encouraged until all our agricultural societies do the same. Even the government might offer a prize to the village in the province whose main street is the best kept and the most neatly planted. Or, if this would present a difficulty, let the school house be the objective point for a general competition for the first period. The school house is the rallying point for all the villagers. They all have an interest in it, and if the government would only offer a premium of a hundred dollars or

so to the most pleasantly embowered of our school houses, with the understanding that no school could compete the second time, we would soon have every school house in the country situated amid improved surroundings. We beg most respectfully to place our suggestion in the hands of the Hon. Col. Rhodes, who has already expressed himself on the efficacy of encouragement by premiums.

—The *Star* is not always in an opposition mood when it discusses an educational system, and it gives us the greatest pleasure to endorse the following, taken from its columns, on the manual training movement. There is a suggestion here which, backed up by the experience of one or two of our teachers, is sure to lead others to make an effort to procure a bench and a set of tools for the boys:—"It was to be expected that there would be objections to the proposal to introduce manual training into our public day schools, but such objections as were offered at the discussion of the subject at the Convention of Teachers, held in Montreal last week, were not, to our thinking, of a very substantial nature. It is not so many years since singing, elementary drawing, and military drill, became part of an ordinary school career. It was urged then, as it is urged now in connection with manual training, that no time could be found for these subjects, which then were considered by the majority of educationists altogether foreign to the requirements of the daily school. And yet these very subjects have been found of almost inestimable value as aids to the study of what may be termed the routine subjects. Time was when such a thing as outline map drawing, or even map drawing of any kind, was unknown. The pupil got by memory a long list of hard names, often after many a hard struggle, and occasionally caught a glimpse of a map, and it was supposed that in that way he was acquiring a knowledge of geography. Would any teacher now dispense with the constant use of the map or the practice of map drawing as an aid to learning geography? Would any teacher now banish singing from the school? Those teachers who have introduced military drill, even in its most rudimentary forms, into their schools or classes, best know of what benefit it has been to them as an aid to discipline. Then it is not proposed to add to the already many burdens of the scholar by the introduction of manual training. As we re-

gard it, it is simply intended that the manual training in the public school shall be the natural supplement to and development of the Kindergarten system in the infant school; that a boy shall have his hands and his eyes trained so that at the end of his school life he shall be able to make some practical use of them. The average school boy of the present day at the age of fourteen, as a rule, knows but little use for his hands, save in the handling of a lacrosse stick, the throwing of the cricket ball, or the wielding of the cricket bat; when away from these, the hands are generally to be found in what seems at that time their natural home, the pockets. It is unnecessary to point out how unhandy the average man is around his own home; a reference to the stove-pipe is sufficient. Technical education is a matter on which it is unnecessary to touch here further than saying that it must not be confounded with the Manual Training of the common school. Should it be found necessary to provide time for the latter within the limits of school hours, there is no teacher with the real interests of his pupils at heart who could not so arrange his time-table as to include half-an-hour each day for this subject."

Current Events.

—The Local Association of Teachers in Quebec has held its first meeting after the convention, and has arranged a tentative programme for the coming winter. A series of lectures on Physiology will be given by Dr. Harper, the President, a series of lessons on Drawing by Mr. A. J. Elliot of the High School, a lesson on the Tonic Sol-fa method by Miss Maud Wilkenson of the Girls' High School, and a series of lessons on Botany by Miss MacDonald. We would like to hear of the programmes of the other local associations of the province, and have regular reports from them.

—The teachers of the province have responded well to our circular asking for historical data in regard to the district in which they happen to be teaching this year. From several however we have received no answer, and these, strange to say, are those from whom we fully expected to hear. The record can only be complete, by all doing their share. The same may be said of the specimen examination papers: the Inspector of Superior

Schools would like to have such specimens from every teacher in the province. We shall publish in next issue the Directory of the Superior Schools, which is all but complete. Any mistakes which may have occurred in the names should be rectified at once.

—There is an effort being made to bring the University and the schools of New Brunswick into closer relationship. Two new chairs have also been created in the university to which have been appointed two of the graduates of the institute, A. W. Duff, one of the Gilchrist scholars, and A. W. Strong, a gold medalist of McGill. The one has been appointed Professor of Experimental Science and the other Professor of Civil Engineering and Surveying.

—By the will of the late Mr. Gooderham, of Toronto, \$125,000 is bequeathed to the Building Fund of Victoria University, and \$75,000 to its Endowment Fund, both on the express condition that the Institution be removed to Toronto. Judging from the tone of a report of a recent meeting of the Board of Regents, this bequest is regarded as having settled the question of removal, but not necessarily that of federation. There are some indications that a union of the divided friends of Victoria, on the basis of an independent University in Toronto, is not an improbable solution of the question.

—The enterprise of the *Montreal Witness* in offering prizes for the best essays on the history of local centres is, we hear, likely to be continued for another year. Meantime the essays sent in for the last competition are published in the columns of that widely circulated journal, with portraits of the successful candidates. Such encouragement to the pupils of our schools, cannot fail to have a beneficial effect in promoting excellence in English composition, and we have no doubt that when the second competition is announced, a very much larger number of compositions will be sent in. The inaugurator of such an enterprise deserves the highest credit from all who have an interest in the progress of practical education in our midst.

—There are changes premeditated in the management of educational affairs in Manitoba, which if carried out will amount all but to a revolution. It is proposed to appoint a Minister of Education, and thus supersede the Board of Education as it

stands with the Superintendent at its head. There are of course two ways of viewing the change, and the matter came up for discussion at the last meeting of the Manitoba Teachers' Association. The teachers do not seem to be in favour of the change, though the discussion did not pass without the interchange of some words that had better not been said. The work done by Superintendent Somerset, during his six years tenure of office, is well spoken of, and he seems to be in favour among the teachers. But for all that, he has been informed by the government that his services as superintendent will be dispensed with after the meeting of Parliament.

—The Workman bequest to the Faculty of Applied Science has induced the McGill authorities to sanction the improvement of the grounds in the direction of making part of them a botanical garden. The superintendence of the changes has been placed in Professor Penhallow's hands who has for some time past been endeavouring to establish a resort of this kind for his students. If we could only get this example of improvement in grounds followed by our teachers everywhere, the school and its surroundings would be what the grounds of McGill College are to Montreal, a charm in summer to student and visitor. In connection with the increasing popularity of the Science course in McGill, it may be said that Prof. Bovey, Dean of the Faculty has just returned from a trip to the United States where he has been visiting various schools of applied science in order that the new Mechanical Engineering buildings may be equipped with the latest and best means of instruction.

—It has often been said that punishment by confinement or corporal infliction is not reformatory, and yet some people are beginning to think that it is only the obliquity of the system under which our criminals have been heretofore treated that has seemed to prove the statement. There is no one who would not rejoice were it able to be said of the convict leaving prison at the end of his period of confinement, that the end of such a man is better than the beginning. Educationists have long tried to understand and elaborate the relationship between the physical and the moral, and the majority of our teachers are less indiscriminate in their manner of punishing the refractory now than they were in the days when the cane and the cowhide were the

insignia of the schoolmaster's office. And some States are beginning to recognize that jail discipline may be reformatory, just as the judicious teacher has come to recognise the same principle in organizing his little school-republic. Our reformatories have not been wanting in success, notwithstanding the prominence given in the press sometimes to the exceptional case of some criminal who began his career after leaving the reformatory; and it would appear that the attempt is being made to reach what little of the true and the good there may be in our convicts through the physical. The following is given as an experiment in convict treatment having this object in view:—"The physical discipline to which these convicts were subjected consisted in (1) hot baths—three weekly, the Turkish and common bath alternating; (2) massage—kneading of the muscles, passive motions of the joints, and friction of the entire surface; (3) physical exercise—manual drill, free gymnastics and exercise with dumb-bells ranging progressively from three to eight pounds in weight; (4) the substitution of a special dietary for the regular prison fare. The experiment was continued during five months—long enough to demonstrate the value of the method, but not to determine the full measure of success probably attainable by these means. At the end of this period, nine of the eleven men living had risen from the third or refractory to the intermediate grade, the remaining two having merely maintained their original standing in this grade. During the six months immediately preceding the experiment, the average marking for shop-work, school-work, and conduct, had been forty-six per cent. During the experiment, the average for school-work, previously lowest of all, rose to seventy-four per cent., the conduct improving at about an equal rate. Shop-work was discontinued, as the special training was thought to secure enough muscular exercise. During the six months following the term of the experiment, the average marking of the men in the three departments of shop-work, school-work, and conduct rose to seventy-one per cent. as compared with forty-six per cent for the six months preceding the experiment. At the end of this period, Dr. Wey reported that "although the men had been remanded to the former routine of prison life, mental development was still going on; six of the number had reached the first grade in school work, and two of the remaining five had every prospect of soon doing so."

—The following arguments in favour of having a Superintendent of Education rather than a Minister of Education in Manitoba may be read with interest by our teachers, in view of the fact that our own Province and the Maritime Provinces have each a Superintendent of Education whose tenure of office does not depend on political exigencies. They formed the substance of a speech delivered by Mr. D. McIntyre, Principal of the Winnipeg Normal School, before the last Teachers's Convention of that province.

“The head of the educational department, whether a minister or a superintendent, should be an expert, thoroughly acquainted with the practical working of the schools and familiar with the history of education, so far as to be able to see the bearing upon the work of every proposed change. In order to obtain that political pre-eminence which would entitle a man to a portfolio, he would have so to devote himself to politics and to those professions that lead up to a standing in politics that he could not have any experience in teaching. Ministers of the Crown are rarely drawn from the ranks of teachers; this is especially true in a small province like ours. In Ontario with a population of about 2,500,000 a good enough selection of men for appointments, or of books from rival publishing houses was possible; but in a small community or province such as ours, it would be necessary to make selections independently of any political party. Again under the proposed change there would be a tendency in teachers to base their claims to preferment on their political services, rather than proper qualifications for the performance of their work. No doubt that was the way the system had been managed in other countries. A member of the Government was stated to have said that the administration in Ontario was bad, but there would be no such bad administration here. Taking it for granted that there would not be by the present government, still it has no lease of power. The very facts that governments change was another objection to having a minister at the head of the education of the country. By the time that he has mastered complex details of his work his term of office will have expired. Where the minister is not an expert, not informed in the details of his work, he is entirely dependent upon the advice of outsiders, who are in no way responsible. The board of educa-

tion and the superintendent are appointed by the government, and can be removed at a moment's notice. Conceive of any head of a department being removed more promptly on account of a blunder. When charges are made against any government, you find them holding office after a large portion of the people consider that the charges have been proved against them—charges that would have been quite sufficient to secure the instant dismissal of an officer of the government. Again the teachers work in the schoolroom depends upon the agreement between the school and the home. If you make the school a part of the political machine, and give half the community the object of endeavouring to make out that the schools are weak and inefficient, you are going to lose the sympathy of all opposed to the administration in power. The moment you find politicians endeavouring to belittle the work of the school, you are going to lose the sympathy and help the school should receive from the home. Under the present system no party is responsible for faults, and both parties are interested in removing them. Under the other system, one side would be interested in defending the administration when wrong, and the other in opposing them when right. To keep the interest of both parties in the schoolroom, keep the appointments on fitness rather than on party service."

—The seventh meeting of the Teachers' Association of the District of Bedford was held at Farnham, on Saturday the 28th of September. The meeting was opened by the President, R. J. Hewton, M.A., with the Lord's prayer, in which all joined. After the reading and confirming of the minutes of the last meeting, the Treasurer Mr. Truell reported on the finances of the Association. The accounts were audited by Messrs Silver and Arthur and found correct. Amount on hand \$12.60. As this was the annual meeting, the following were elected officers for the ensuing year: R. J. Hewton, M.A., President; H. J. Silver, B.A., 1st Vice-pres.; A. McArthur, B.A., 2nd Vice-pres.; N. T. Truell, Financial Sec.; J. W. Alexander, B.A., Cor. Sec.; Misses L. Smardon and L. M. Guillet Members of Exec. Committee; Rev. Melvin Taylor and Rev. Mr. Suckling were received into the Association as Honorary Members. Several matters concerning the course of study were then discussed and laid over for further

consideration at the meeting of the Provincial Association, in Montreal. Then followed an arrangement of work for the year. After passing a vote of thanks to the School Board of the Farnham Model School for the kindness shown toward the Association, the meeting adjourned to meet again at Waterloo on the last Friday evening and Saturday of November.

—On Friday Evening, October 4th, the first general meeting of the Association was held, Dr. Kneeland presided. After prayer by the Rev. E. W. King, the minutes were confirmed, and the report concerning the programme for the year was presented by the President. By the adoption of this report the meetings are to be held monthly, on the third Friday, January and April meetings to be devoted to lectures, and that in March to a *conversazione*. The election of Miss B. Kruse as ordinary member and of Dr. Mc Gregor as honorary member closed the business of the meeting. The Educational Resume was then read by Prof. Parmelee, after which the following papers were read, "Notes on some subjects in our school curriculum, and how we may make the most of our school-time," by Mr. Chambers. "What should constitute the course for an Elementary School in view of the requirements of life," by Dr. Kneeland: "What should constitute the course in view of the development of the pupil," by Dr. Robins. It is the intention of the Council to hold a debate and open discussion on the suggestions made in these papers at the November meeting.

—At the last meeting of the Protestant Committee an important question was brought to the notice of the members by a motion made by Archdeacon Lindsay, in reference to the relationship between the elementary schools of the province and the Committee. The same question was once brought up by the Rev. Dr. Mathews, but no definite action, if we remember correctly, was taken towards establishing what that relationship was. A standing sub-committee has now been appointed, one of whose first duties it shall be to make enquiries as to the best means of providing increased financial support for elementary schools, and to communicate with Superintendent Ouimet with a view of securing the same. Such a sub-committee will no doubt take immediate action in view of the approaching meeting of Parliament and the preparation of the estimates of the government. The

aim of the committee should be—reduced to a money figure—to raise the average salary of the elementary teachers of the province to two hundred dollars per annum. They will probably not succeed all at once, but with such an aim they will certainly reach results that will be of great service in raising the standard of the teaching calling. When we reduce the aim of the sub-committee to a money standard we set no limits to the progress they may be able to inaugurate in many other directions. Very much has already been done by the Department, acting under the advice of the Rev. Mr. Rexford, towards the improvement of these schools.

—It appears at present as if the fame of McGill will in future be spread by the “products” of the Donalds Department rather than by her male graduates. The “Graduates’ Society” of McGill University is a time honored institution with many a well known name upon its member’s roll and yet for some years past the active members of the Society have grown less and less, until now as an active body it is seldom heard of. With only two classes of graduates to draw from, the Donalds have set on foot a scheme as far reaching in its utility as in its extent of territory. The “Dominion Intercollegiate Association” was organized last May for the mutual improvement of all lady university graduates throughout Canada. These few energetic ladies of which McGill may be justly proud are receiving replies to their communications to the different colleges, which tender hearty support. The Association will be divided into branches, and McGill has already adopted the pseudonym of “Minota.” The subjects chosen for study are chiefly on current lines, and embrace many topics of interest to Canadians. The first meeting is devoted to Canadian Natural Scientists; another will treat of our writers. The politics of Canada, too, will be discussed in these papers: the British North American act, the National Policy, and Provincial Parliaments. The general plan of work is on a broad basis, and will be but little altered from year to year.

—The following are the Resolutions passed at the Convention of the Provincial Association of Teachers:—Moved by W. Patterson M.A. seconded by S. H. Parsons B.A. and carried.

Whereas this Convention believes that any text-book of Canadian History ought to give every province such recognition as shall unite the

interest of all Canadians, and conduce towards the creation of oneness of patriotic sentiment: and whereas, in the opinion of this Convention the text-books of history in use are unsuited for this purpose:

Be it resolved: "That the teachers of the Provincial Association in Convention assembled, do hereby record their desire to see such a work authorised for use in our schools, and that a Committee be appointed to correspond with other Provincial Associations and with other parties, regarding this matter. Said Committee to report at the next Annual Convention."

The following Committee was subsequently appointed:—

Mr. Patterson, Mr. Parsons, Mr. Curtis, Inspector Taylor, Inspector McGregor, Dr. Kelley.

Moved by Dr. Kneeland, seconded by Mr. Curtis: "That the President name a Committee of 11 members of this Association, for the purpose of conferring with the Committee on text-books appointed by the Provincial Committee of the Council of Public Instruction."

The President named the following Committee:—Mr. McOuat, Mr. Arthy, Mr. Silver, Miss Boright, Mr. Patterson, Professor Parmelee, Mr. Alexander, Dr. Kelley, Mr. Holiday, Miss McNie, Miss Wilson.

Moved by Mr. Truell, seconded by Mr. Arthy: "That the present Committee on drawing be continued, and that Miss Greene and Professor McLeod be added to the Committee."

This Committee now consists of Mr. Thomson, Dr. Harper, Mrs. Simister, Mr. Hewton, Mr. Gilman, Mr. McOuat, Miss Greene, Professor McLeod.

Moved by Rev. Principal Adams, seconded by Mr. McArthur: "That the question of a Dominion Conference of teachers, raised in Dr. Eaton's address, be referred to the Executive Committee to be appointed for the ensuing year."

Moved by Mr. Humphrey, seconded by Dr. Harper and resolved: "That Article I of the bye-laws be amended by striking out the word 'plurality' and substituting for it the word 'majority.'"

Moved by Mr. Hewton, seconded by Mr. McArthur: "That the Convention accept the invitation of Dr. Heneker, and hold the next annual Convention at Sherbrooke;"

Moved in amendment by Dr. Kelley, seconded by Mr. Arthy: "That the next annual Convention be held at Montreal."

The amendment carried.

Moved by Mr. Arthy, seconded by Mr. Masten, and resolved: "That the thanks of this Convention are due to Professor Bovey, Professor Clarke, Dr. Eaton, Rev. Dr. MacVicar (Toronto), Professor McLeod, Dr. Putney, and all others who, not being members of this Association, have by their assistance, added so much to the interest of the proceedings of this Convention."

(1.) *Resolved* :—“That this Convention desires to place upon record its sincere thanks to the retiring officers, and especially to the President, for the untiring energy which they have manifested in conducting the affairs connected with the interests of the Provincial Association of Protestant teachers, during the past very important year.”

(2.) *Resolved* :—“That the thanks of this Convention be tendered to the Citizens of Montreal, for the kind hospitality which they have manifested in so amply providing for the reception and entertainment of the teachers during the present Convention.”

(3.) *Resolved* :—“That the thanks of this Convention be tendered to the Chancellor of McGill University, and to Sir William Dawson, for the *Conversazione* given to the members of this Association last evening.”

(4.) *Resolved* :—“That the thanks of this Convention be tendered to the different Railroad and Steamboat Companies, to the Honorary Curator of the Natural History Society's Museum, to the manager of the Cyclorama Company, and to the different newspapers of the city of Montreal, for courtesies extended to the Association.”

Resolutions carried in academy section, and adopted by Convention.

Moved by Rev. E. I. Rexford, seconded by Mr. McOuat: “That a Committee consisting of the head teachers of the High Schools and Academies of the Province, and the Inspector of Superior Schools, and Principal of the McGill Normal School, with Dr. Howe as Convener, be appointed to take into consideration the various memoranda and suggestions presented concerning the work and examinations of the Academies and High Schools, and to report thereon, to the Executive Council of this Association, which is hereby authorised to take such action thereon as it deems expedient, and to report to the Protestant Committee of Council of Public Instruction.”

Moved by Mr. Hewton, seconded by Mr. McOuat: “That inasmuch as a great deal of uncertainty exists in regard to the reasons which influence the amount of grants to the Secondary Schools;”

Be it resolved: “That the Protestant Committee be requested to publish, for the information of the teachers and Commissioners, the facts which are taken into consideration in fixing the amount of grant to each Academy and Model School, and the principles upon which the tabulated returns are made.”

Moved by Mr. McOuat, seconded by Mr. Truell: “That inasmuch as the June examination conducted by the Inspector of Superior Schools constitutes for all purposes the yearly promotion examinations for Model Schools and Academies; and inasmuch as the regulation defining the maximum number of questions to be answered limits them to three; and inasmuch as this small maximum allows of a very small minimum, and permits pupils to pass who are not sufficiently grounded in the work, to their own detriment and that of the school:”

Be it resolved: “That the maximum number for each subject be 6 out of 9, and that a simple pass be defined as one-third *i.e.* 3 questions out of 9, and in the subject of Reading and Writing, the standard be the same as for the A.A. examinations.”

It was agreed to refer this resolution to Committee on High Schools and Academies.

Practical Hints.

Some country teachers still continue to throw the responsibility of untidiness in the school-room upon the commissioners, and their indifference to supply the needful apparatus. But as the smallest log-house can be made to look clean and tidy by an active housewife, so can the roughest-looking school-house be made to look comfortable by the teacher who has a will. With the assistance of the pupils, if due emulation has been promoted amongst them, the place can at least be kept clean, when it has once a week been thoroughly cleaned by a care-taker. Little decorations can also be made to appear on the walls in the shape of picture cuttings and mottoes. If the will to have things tidy be shown by the teacher, the commissioners will be made to move; and for an entertainment, if not for the school itself, the young folks of the neighbourhood will have the walls whitewashed, and a thorough cleaning instituted. What rich man is there amongst us who will offer a bonus of a few dollars to each inspectorial district for the tidiest school-room in our country districts? The inspector can be appointed judge.

Here are a few school-room rules from *Intelligence*:—

(1) Fellow teacher, do you remember that brave, cheery, sympathetic little schoolma'am who made the school a place of delight? A timely hint from her often made clear something that had been hopelessly obscure, while her words of merited commendation served as a sort of inspiration.

(2) A score of years have not changed child nature. Its hopes and fears, its joys and sorrows are just what they were a generation back. Timely help and kindly sympathy on the part of the teacher do much to make school-life happy and beneficial.

(3) Cultivate a pride on the part of pupils in their school and its surroundings. This promotes a public spirit that is the very root of patriotism. He who learns, as a boy, to respect and love the home institutions will not, as a man, forget to respect and love his native land.

(4) Indistinctness of utterance is a very common fault in many schools. The teacher should give full force to the consonants, and train her pupils to do the same. Note the sounds that are most slighted and give especial drill on these sounds.

(5) Intelligent interest must be the fire of the school-master's forge. When your boys and girls are fairly aglow with interest and enthusiasm it is an easy matter to make impressions that are deep and lasting. Call out this enthusiasm and make proper use of it, when you can.

(6) Some pupils are especially awkward in holding the pen, simply because their muscles have had a long course of training in handling the hoe or in swinging the axe. Such work educates the fingers to move together. The boy needs movement exercises that will train these muscles to move separately and be obedient to his will.

(7) The school is a sort of limited monarchy. To be wise sovereigns we must use our power with wisdom and moderation.

A Reproduction Exercise :—Read a short story, and have pupils write, *sentence by sentence*, what they have heard. In the first steps of this work it is a good plan to use slates, so that the slightest mistake may be erased. Watch the writing of each pupil, sponge in hand, to erase errors. "Try again." One sentence, accurately written, is worth a full page of mistakes. Most mistakes are the results of careless habits. Bend all your energies straight toward the correction of such habits. Stop, in a reading lesson, and ask pupils to write one sentence about that which they have read.—*Selected*.

A Hint in History-teaching :—Make a liberal use of pictures, for they give vivid ideas. Let the pupils see Queen Elizabeth in her ruffs and with her crooked nose; Pizarro drawing the line on the shores of Peru; the ruins of Ticonderoga; Washington crossing the Delaware; Clay in Congress; the first train of cars; the duel between the Merrimac and Monitor; the Great Eastern laying the Atlantic Cable; and scores of others. What a series of wonderful lessons these will teach! The description of each may be written by the pupils, on paper or slates, as it is told by the teacher, or it may be used as a reproduction lesson, in case the children are sufficiently advanced. In describing the specific parts of a picture, young children will need special assistance and direction. Care should be exercised that the descriptions do not consist of short, broken statements, but in the form of a complete story.—*Educational News*.

Correspondence and Notes.

[In view of the subjoined communication received from *Nemo*, we think it will be well to print the Report on Grammatical Nomenclature read at the last Convention. As the subject is likely to lead to important results, we invite others of our readers to follow *Nemo's* example.]

REPORT ON GRAMMATICAL NOMENCLATURE.

In presenting their report on the above subject, your committee beg most respectfully to state that, after holding a preliminary meeting in the McGill Normal School, in the month of April last, in order to make some arrangements for intercommunication, they have been able to co-ordinate their views on the question in the manner herewith subjoined, all of which is respectfully submitted :

In view of the diversity of terms used in the school study of English grammar, it has become a necessity in nearly every country or province where the system of imparting instruction is more or less modified by the directing influence of inspection and examination, for the teachers to discuss the terminology of the text-book, as we are about to do, with one prominent practical idea before them, namely, the use in common of the same terms, and the adoption of as few of these as possible. The multiplicity of grammatical terms can readily be traced to the desire that comes to most experimenting teachers to place on record, through a text-book, their discoveries in connection with one or other of the various subjects of school work. The teacher's own method of imparting instruction, when followed by beneficial results, is the best method for him ; and what has realized, in the experience of one, the best results, is, not without reason, thought worthy of recommendation to the many : hence, teachers like to bring their discoveries in method before their fellows, whenever the publisher offers them sufficient encouragement to do so. But in grammar the discoveries made by teachers have been confined very much to the coining of new terms. It is a school subject which has had for the most part to do with the study of terms

and their definitions; and, as the text-books have increased, so have the terms, until they have become to the child what may be called "the burden of the abstract." The more timorous of our grammarian teachers, who have ventured as far as the publication of a text-book, have, with but few exceptions, arranged their text-books after one and the same plan, the plan of the classical grammars. The terms have changed and multiplied, but the plan has remained, for the simple reason that to change the plan would have been virtually to dispossess the book of its chance to be adopted; while to secure for the venture any kind of a credit for originality, reconstructed old terms or newly worded definitions had to be added. We can only take out of a term what we put in it, says Max Muller, and the writers of our grammatical text-books seem to have known the axiom only too well in their manner of putting it in practice; they make a term, fill it to overflowing with a meaning all their own, and then call upon school children to drink to the dregs the abstract preparation.

Indeed, among school subjects, there is perhaps none that has been more of a worry to teacher and pupil than the study of grammar and analysis; and this, perhaps, simply because it has been the last of such subjects to come within the influence of the natural method, the last to succumb to the reforming principle which has at length made all schoolwork the means to an end—the development of the child. In a word, it is the study of grammar for its own sake, which has made it so distasteful to pupils, and which has turned out of our schools a thousand imperfect English scholars to one pedant; while it is the study of grammar for the practical training it gives in the art of composition that is making it, in many of our schools, the most popular of our school studies. Language is not thought, nor is thought language; but one has only to try to think without words to find out how closely identified thoughts and words are. The true object of grammar teaching is to enable a child to speak and write correctly: the final effect is a proper way of thinking. Grammar teaching thus involves in its most practical bearing the training of children to make sentences. A sentence means sense, and hence the process of sentence-making enables the child to detect what is sense and what is not, trains the child to distinguish between soundness of thought and nonsense. In this way gram-

mar, in its highest function, may be said to be the co-relation of language and thought.

But the teacher of the ordinary school finds a humbler limit for all the grammar teaching he has to do. If he desires to interest his pupils, he has to dispense with the abstract for the moment, and discuss first of all a sentence in the concrete form, much as he would discuss by actual dissection before the class a flower, or any other organism. In other words, he has to adopt the natural method of imparting instruction in grammar, as he adopts it in connection with any other school study. The natural method stands, as it were, a tripod on three principles—synthesis, analysis and synthesis—the examination of the whole, the breaking up of the whole into its organic parts, or what may be regarded as organic parts for the moment, and finally the re-building of these parts into the whole. And what process can illustrate this method better than what we call the analysis of sentences:—(1) There is a sentence. Can you make something like that? (2) Can you break its parts? (3) Can you put these parts together again? Indeed in such a process is to be seen the only legitimate method of grammar teaching, the death-blow to the pedantry of teaching grammar for its own sake.

Now if thought be organic, language, which, to say the least of it, is an element in nearly all thinking, must have, when the words are arranged, a proper medium for the expression of thought, something of the appearance of an organism. If right language be right thought, and right thought be right language, and if the laws regulating thought be as stable as the laws which regulate the circulation of our blood, there can be little of an anomaly in looking upon the sentence, which has been defined as being a complete thought expressed in words, as organic in its construction, a something consisting of organic parts. It is, therefore, from such a point of view that we propose making our report.

The sentence, viewed as an organism, has its parts, and these parts must have names applied to them by the child as soon as some experience has been acquired in making sense-forms or sentences. The heart of the organism, the word which represents action, *the* word in the sentence, the verb, has been called the predicate, and no one has ever thought of doing away with

the term, though some have thought to find two kinds of predicates, the logical and the grammatical. We deem it best to use only the simple term, *the predicate*, seeing it is all that is necessary to use in the after process of sentence building; for it must not be forgotten that the direct practical result aimed at in analysis teaching is skill on the part of the pupil in sentence-construction or composition. Generally speaking, there ought to be no teaching of any school subject for its own sake, and never ought the teaching of the analysis of sentences be anything but a means to an end, and that end by no means the mere passing of an examination. And as with the term *predicate*, so with the term *subject*; we would advise the using of the simple forms of these words. The action which the predicate is supposed to represent is often spoken of by the teacher as passing from the subject to the object, or whatever these in their turn represent. There is thus a symmetry about the completed sentence which is in itself attractive to the pupil. There may be a completed sentence without the object, as in the case where the action represented by the verb seems to be lost in itself or returned upon what the subject stands for. Yet we know of no advantage to be gained in composition by introducing in analysis teaching such terms as *completion* or *complement*. When the predicate expresses action, it is the organic link between the subject and object; and one might as well call the subject in some instances the completion, as some are inclined to designate the object. The word *complement* has been invented to designate what, at first sight, appear to be exceptional elements in the sentence: but on closer examination these elements are seen to belong to either of the organic parts, the subject or predicate. The completed form of the sentence, the symmetrical sense-form, has in it three elements, the subject, the predicate and the object, expressed or understood, and in the earlier stages of analysis teaching, all simple sentences should be reduced by the child to the symmetrical form as a model when any of the three organic parts are not expressed. But as the meaning of a word may be intensified by the addition of other words, so may the subject, predicate and object be expanded in form by adjunct words. The term *enlargement* is therefore introduced to denote the attachment-words to the subject and object, and the term *extension* to denote the attachment words

to the predicate. We would retain these terms, but dispense with such terms as adjunct and attribute, as being redundant. In limiting the terms in this way in analysing the simple sentence it will be seen that we dispense with the analysis of phrases, while the term *indirect object* is the only exceptional form we recommend, as indicating the dative case.

In general analysis of other than simple sentences, we use the terms compound sentence and complex sentence, to distinguish the whole proposition; noun, adjective and adverbial clauses to distinguish their principal parts. The conjunction may be called the *connective*. The function of the clause is the function of the noun, the adjective or the adverb, and the relations between clauses may readily be indicated, as are the relations which these parts of speech bear in connection with other words in the simple sentence or clause. Unless the word *proposition* be used to indicate the principal clause of a complex sentence, we would dispense with it altogether. It is anything but a clear term, and when the word *clause* is used it becomes a mere redundancy. We would also dispense with the term *single sentence*.

In closing this part of our report referring to the nomenclature of analysis teaching, we would refer to the diagram scheme, which Dr. Robins has invented, and which Miss Robins has further elucidated as a first stage to composition. To those who have given the plan a fair trial, it has been of the greatest service in class work, and illustrates better than any other we have seen the sentence as an organism related in all its parts.

This form has been somewhat modified by the teachers who have adopted it, notably by Principal Masten, of Coaticooke. The only objection to the extended diagram when a large sentence is being investigated, is the difficulty the teacher has in detecting errors on the part of the pupils when under examination by means of written papers. But the transition from the diagram to a simple analysis form, as that which has appeared in the *Educational Record*, is an easy process, and can easily be overtaken by any teacher who desires to facilitate the work of an examiner.

The Editor of THE RECORD:

SIR,—I take the liberty of sending down to you a system of combined analysis and parsing, which I have used with profit to my scholars, although it is based on a heresy. By this I mean that I wholly repudiate the modern classification of verbs into transitive, intransitive and attributive, and have reverted to the old nomenclature which styles “attributive” “neuter” verbs. A transitive verb, according to my thinking, is one that requires a direct object as its complement; an intransitive verb requires no complement, and a neuter verb requires a complement in the nominative case. I also make a distinction between pronouns and adjective pronouns.

With these few words for preface, and premising further that I use the broad arrow to signify government of or on its objective, and a perpendicular line to show relationship, I proceed.

The two great divisions of a sentence are subject and predicate; the subject is divided into subject proper and qualifier, the predicate into predicate proper: complement, direct or indirect, and extension. Taking the predicate as the keynote of the sentence, and recollecting that it is always a verb, the subject of the sentence is found by putting *who?* or *what?* *before* the predicate, and asking the question. It is always a noun, or something equivalent to a noun, and in the nominating case. The qualifier of the subject is found by asking *what?* or *what kind?* and is always an adjective, or its equivalent. The predicate is always a verb. The complements, direct or indirect, are found by putting *whom?* or *what?* after the predicate; the direct complement is always a noun or its equivalent in the objective case, and the indirect complement is either a noun in the nominative or an adjective. The extension answers to the questions, *when?* *why?* *where?* and *how?* asked with the predicate, and is always an adverb, or its equivalent. Each word in a sentence depends on that which naturally precedes it, and the two together will make a certain amount of sense, independent of the context. These things are, of course, known to all teachers. I simply give them as my preliminary explanations to a class, and go on to give an example:—

“ He, who from zone to zone
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone
Will lead my steps aright.”

“ When I was a boy it was all my joy
To rest in the scented shade,
When the sun was high, and the river nigh
A musical murmur made.”

Sentence.	Connec.	Qualify.	Subject	Pred.	Direct Comp.	Indirect Comp.	Extension.
A Prin.		B	He	will lead	steps my		aright in † way the long C
B Adj. to He			who	guides	flight thy certain		through † sky, from † zone the boundless to † zone
C Adj. to way		alone	I	must tread	that		
A Adv. to was	when		I	was		boy 	A
B Princ.			it	was		a joy 	
C Adv. to rest	when	The	sun	was		all my to rest in † shade 	
D Adv. to rest	and	(the nigh)	river	made	murmur a musical	its scented high	

I give these as specimens taken at random, hoping that they may be of some service to my brother teachers.

NEMO.

The many plans of exhibiting at a written examination, the analysis of a passage taken from the English authors has led us to insert the foregoing communication. The tabular form will lead others to compare it with the one they use, and, no doubt, lead them to see the necessity for uniformity. The basis of sentence analysis is one and the same, and whatever form this teacher or that teacher may use, can readily be reduced to the simple form which has been more than once inserted in the *Educational Record*.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant Governor, has been pleased, by an Order in Council of the 10th August (1889), to appoint a school commissioner for the municipality of St. Raphael, Co. Bellechasse; one for the municipality of St. Stanislas, Co. Champlain; and one for the municipality of Rivière Ouelle, Co. Kamouraska.

2nd September. To appoint two school commissioners for the municipality of Sainte Marie, Co. Beauce; two for the municipality of the Village of Bagotville, Co. Chicoutimi; two for the municipality of the parish of Bagotville, Co. Chicoutimi; two for the municipality of North Ireland, Co. Megantic; two for the municipality of Point-aux-Esquimaux, Co. Saguenay; two for the municipality of St. Joseph, of South Ham, Co. Wolfe; two for the municipality of St. Bonaventure, of Upton, Co. Yamaska; and one commissioner for the municipality of St. Jerome parish, Co. Terrebonne; also two school trustees for the municipality of Clarenceville, Co. Missisquoi.

10th August. To define the limits of the school municipality of Stoneham, Co. Quebec, P.Q. 1806.

2nd September. To detach certain lots from the municipality of St. Elphège, Co. Yamaska, and to annex the same for school purposes to the municipality of St. Zéphirin, same county.

To detach certain lots from the municipality of St. George's, of Henri-ville, Co. Iberville, and to annex them to the municipality of St. Anne de Sabrevois, same county, for school purposes.

12th August. To erect a new school municipality under the name of St. Theophile, Co. Beauce, also a school municipality under the name of St. Martine de Jersey, Co. Beauce, and to detach certain lots from the municipality of St. Helene, and to annex them to the school municipality of Upton, Co. Bagot.

To appoint a member of the Roman Catholic Board of Examiners for Montreal.

2nd September. To appoint two school commissioners for the municipality of St. Bonaventure, of Upton, Co. Yamaska.

12th September. To appoint a school commissioner for the municipality of Paspébiac, Co. Bonaventure; one for the municipality of Hincks, Co. Ottawa; one for the municipality of St. Mathieu de Rioux, Co. Rimouski; and one school trustee for the municipality of Cox, Co. Bonaventure.

16th September. To appoint a school commissioner for the parish of St. Ubalde, Co. Portneuf.

To detach certain territory from the municipality of Cape Santé, Co. Portneuf, and to erect the same into a district school municipality, under the name of village of Cap Santé.

19th September. To appoint Mr. John Brown, school trustee for the municipality of St. Roch, North, Co. Quebec.

To detach certain lots from the municipality, of the parish of Laprairie, Co. Laprairie, and to annex them to the municipality of the village of Laprairie, same county, for school purposes.

26th September. To detach certain lots from the municipality of St. Romain de Winslow, Co. Beauce, and to annex them to the municipality of St. Vital de Lambton, same county, for school purposes, and to annul the order in council of the 2nd September, 1880.

11th October. To appoint two members of the Roman Catholic Board of Examiners, for New Carlisle, Co. Bonaventure.

To appoint Mr. Ed. Taylor, school commissioner for the municipality of Waltham, Co. Pontiac, in the place of Mr. Albert LeRoy deceased, also Messrs. William Hamilton and Charles Kack, school commissioners for the municipality of St. Ignace, Co. Quebec, no election having been held in July last.

To appoint Mr. John Parker, of Leeds, Co. Megantic, Protestant School Inspector for the City of Quebec, and for the counties of Quebec, Portneuf, Levis, Megantic, Dorchester and Lotbinière, in the place of the Rev. M. M. Fothergill, resigned.

19th October. To appoint a school commissioner for the municipality of Ste. Helene, Co. Kamouraska, and one for the municipality of Ste. Anne de la Pointe-au-Pere, Co. Rimouski.

To detach the following lots viz:—

16a, 16b, 17d, 18d, in the 13th range.

17a, 17b, 17d, in the 14th range.

15a, 17a, 18, 19, 20b, 21b, in the 15th range.

15, 16, 17, 17a, 18a, in the 16th range of the township of Hull, county of Ottawa, from the school municipality of Cantley, and annex them to the school municipality of Saint Etienne de Chelsea, for school purposes.

To annex the ninth range of the township of Aylwin, Co. Ottawa, to the school municipality of Aylwin, for school purposes.

24th October. To appoint three school commissioners for the municipality of N. D. du Laus, Co. Ottawa; one for the townships of Grantham; and one for the town of Drummondville, Co. Drummond; also Mr. Daniel Ryan, as school trustee for the municipality of Hemmingford, Co. Huntingdon.

MCGILL NORMAL SCHOOL

32 BELMONT STREET. MONTREAL.

THIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 2nd, 1889. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1889 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

(18) 9524/32
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