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THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF
PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

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THE
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No. 1.

JANUARY, 1887.

VOL. VII.

Articles: Original and Selected.

ASSOCIATION OF PROTESTANT TEACHERS OF THE
PROVINCE OF QUEBEC.

MONTREAL MEETING, 1886.

ADDRESS OF THE PRESIDENT, SIR WM. DAWSON.

In selecting from the multitude of topics, local and general, which present themselves in connection with the occasion on which we are assembled, I have thought it well to descend to first principles, and to notice a few of the general questions that lie at the foundation of educational work.

At the present time no doctrine is more popular than that of evolution, and many enthusiastic persons are willing to believe in the principle, even in cases to which it cannot legitimately apply, where there is, in fact, nothing to be evolved or unrolled, and no adequate cause to produce its unrolling if there were. But evolution is a perfectly legitimate principle where there is a germ to be evolved and the proper conditions for its development. We may all safely believe in the development of a germ lying in a seed, into a plant, or of the embryo cell in an egg into a chick, though even in these, adequate and suitable causes must be at work to further the development. In like manner, nothing is more certain than the development of the child into the man or woman, and in this there are two factors, or groups of factors, one consisting of the life and power of growth present in the

child, the other in the external influences to which it may be subjected. The one group of factors may be styled the individual potentialities of the child; the other constitutes its education. A child is the germ or bud of a man or woman. If left to itself, it will be evolved into manhood or womanhood by its own spontaneous vitality. If we wish to regulate this process, we must know and observe its natural laws.

The old-fashioned comparison of the child to a block of marble to be hewed into shape by the educator, is therefore altogether incorrect. The true educator is a cultivator training a living plant. The Heavenly Father himself can educate in no other way, for we are the vine and He is the husbandman. If this fact of constant continuous growth is neglected, there can be no true education, or in other words, the growth itself will be the practical educator, and the work of the so-called teacher will be merely the patching of extraneous matter upon it, like tying artificial leaves on a living plant. It may be worse than this for if the work of education runs counter to the natural growth of the pupil's mind, it may be like the placing of a board or a tile over a tender plant, by which it becomes blanched, deformed and worthless.

Admit these general principles, and we must hold that the work of education is one of the most complex and difficult of scientific arts, an art which must delicately suit itself to all the elements physiological, psychical, and ethical in the constitution of the pupil and requiring for its successful practice the knowledge of a great number of scientific principles. We may well ask—Who is sufficient for such a work? and I feel sure that the greater number of experienced and successful teachers have long ago become impressed with a deep sense of their own weakness and insufficiency. More especially will this be the case when we bear in mind the necessary limitations and disabilities of the work of the educator, arising from the time available for its prosecution, and the rapid development of mind and body during that time, from the varied requirements for special studies depending on the needs of society, from the necessity of teaching large numbers of children having varied powers and tendencies in the same class and by the same method, and from traditional mistakes, as for example, a defective method of spelling and artificial classifications in grammar.

Thus the thoughtful educator, while rightly appreciating the problem he has to solve, is placed in the midst of difficulties which are in individual cases often insoluble. It would, I think, be easy to show that the discordant views which prevail on such subjects as the range of school studies, the relation of these studies to health, the expediency of payment for results, the conducting of examinations, the relations of scientific and literary studies, and the bearing of moral and religious culture on the work of the school, largely depend on the more or less wide and accurate views which may be held in relation to the fundamental point above stated, that the educator has to train a being in a state of active growth, and differing in every succeeding day from its capabilities and attainments of the day before. Keeping this principle in view, we may now glance at a few current topics of educational discussion.

If we ask what studies should first occupy the attention of the youthful pupil, two apparently contradictory answers are at once given. First, it is unquestionable that the child is naturally an observer and experimenter with everything within his reach. Therefore, his early lessons should be object lessons, and he should begin his education with science. But then it is also evident that memory and speech are developed more rapidly than thought, therefore, he should begin with words and memory-lessons. The truth concealed under this apparent antagonism is that the average child conducts his own education in the way of accumulating facts and experiences, trying to express these in speech, and thus learning to think and generalize. This is the natural process, and one absolutely scientific, and to be imitated as far as possible in our clumsy methods.

It was supposed to be a grand discovery when the framers of the English educational law, hit upon the method of payment by results, but nothing could have been more disappointing if we are to judge by what may be called the ultimate results of the method itself in complaints and controversies, yet surely it is reasonable to pay rather for what is done than for the mere form of doing it. The real question is as to the results actually desired. If the results are the cramming of a certain amount of brain-racking technicalities, tested by severe examinations, it may well be said that such results are dear at any price. But let us suppose

that the increase in weight, muscle, and healthy complexion among the pupils, their actual growth in practical mental resources and high moral qualities, are among the results looked for, then payment by results may not be so bad as it has been called, if proper methods could be devised for measuring the results attained.

The time allowed for education is all too short, but are we justified in lengthening it by exacting of children five or six hours of brain-work per day. If we do this, what is to become of the physical, æsthetical, mental, and spiritual growth? If we could judiciously unite all these kinds of education, it might be possible to go on educating all day without weariness or undue pressure. But it would be better for the teacher to content himself with two hours of mental work per day, if the rest of the time can be spent in something useful and profitable. One thing at least is certain that when fatigue of brain or mind begins, education ceases.

The taste of the present time runs strongly in favour of examinations. Block up, with *chevaux de frise* of hard examination papers, the access to every distinction and profession, and take these examinations out of the hands of the educator and place them in the keeping of crotchety old gentlemen educated at least a quarter of a century ago, and all will be well. But examination, without previous good education, is as worthless as a well dug in a dry sand bank, and examination itself is a scientific art amounting to no less than the accurate testing of the whole development of the learner up to a certain point—an art to which no one is systematically trained, and which comes naturally or by experience to only a very small percentage, even of men of learning. The examination craze of the present day is one of its features which will be most heartily condemned by the coming age.

The battle as to the question of health and education has lately raged with great violence around the higher education of women; and the trumpet-blast which the President of the Medical Congress at Brighton, Dr. Moore, felt it his duty to blow, has stirred up the strife with new acerbity. We are all wrong, according to Dr. Moore, in attempting to educate women. Woman is a physiological machine understood only by medical professors, and cannot be touched by the educator without a strain and over-pressure

fatal to all her proper functions. In reading Dr. Moore's address one begins to feel thankful that the old-fashioned Moslem and Hindu Zenana still exists with its happy inmates, secluded from the march of education, occupied only with their baths and perfumes, and destitute of all undue pressure of learning and ideas. It is clearly to such properly nurtured womanhood that the world must look for the mothers of the great and good of the coming time, and it is to be hoped that "Zenana Missions" may not interfere with their healthful continuance. Some of Dr. Moore's illustrations are, however, fitted to raise doubts as to his own infallibility. He informs us that the mother of Bacon could not have written the *Novum Organum*. That may be, but surely it did not constitute her special fitness to be the mother of the great philosopher. We rather trace this in her active intellect, and in the fact that she had received a thorough education at a time when education was at least threefold as hard a process as it is at present. He tells us that the mother of Bonaparte was obliged to share the fatigues and dangers of her husband's campaigns; but I am sure that if we were to send the prospective mothers of England on campaigns in the Soudan, or those of Canada, to wade through the snow and mud, with our volunteers in their expeditions in the North-west, we should find the pressure even greater than if we sent them to college, and that our future Napoleons would be purchased at too dear a rate. If Dr. Moore had thought of enquiring as to the physiological effects of late hours, luxurious diet, and the over-pressure of tight garments on one class of women, and those of hard manual labour and burden-bearing on the peasant women of the Continent of Europe, he might have thought less of the evils of education.

Still, one wrong does not excuse another, and it must be admitted that brain-work alone, without air and exercise, will not produce either perfect man or woman; and that woman, owing to her more active temperament and greater ambition, is more easily stimulated to excessive exertion than man. Nor can there be any doubt that the present desire of women to have precisely the course of study which custom and routine have prescribed for men is scarcely wise. They could do much better for themselves by striking out a new course, as has practically been done by the more advanced of the colleges for women. These are questions

of the highest interest for educators, but are not to be discussed on the low physiological level occupied by Dr. Moore and some other old-fashioned physicians.

While physiologists deprecate the overstrain to the physical system caused by severe study, other doubters are concerned about the moral and religious tendency of education, and are continually insisting on the necessity of some special doctrinal teaching. I have always felt that it is a poor compliment to Christianity to hold that the Christian family, the Sabbath school, the Christian Church, and the Word and Spirit of God, will be unable to convert the world, without the help of the poor over-taxed teacher. I have also seen that it is the life and personal influence of the teacher rather than any form of religious lesson, that can really benefit children. Farther, there can be no doubt that even a secular school, with good discipline, self-denial, and kind guidance, is nearer akin to spiritual life than is the training of the street.

But we must not forget that Christianity is the religion of a book. Its founder came to give intellectual light as well as salvation. He says that he came to bear witness to the truth, and affirms that truth alone can make men free; and he sent forth apostles and evangelists to fix in writing this testimony to truth. He thus appealed to the educated intelligence of men, and proclaimed that His true followers must be readers and thinkers. The Bible thus becomes the Magna Charta of education, and it is only where it is a household book that education can have its full opportunity, and that mental activity and progress can co-exist with active and enlightened Christianity. It follows that with Christ as our guide, and as Protestant educators, we have little to do with the teaching of any particular creed, and that our main business in connection with religion, is to train men and women capable of reading and understanding God's word for themselves. That was a grand and far-reaching resolution of the New England Puritans, that they must have enough education to enable every man to read the Bible, for while the Bible contains much that the simplest reader can understand, it also affords scope for the deepest study of the most cultivated minds.

Another and very different point on which the principle stated in the opening of this address, throws light, is the question of

technical education. The pupil must be a boy or a girl before being an artizan or a worker. Hence the first duty of the educator relates to that general culture which shall fit for any trade or occupation. Whether the educator shall go beyond this into the specialties of particular arts must depend on the requirements of the case. In communities where certain arts are of special importance, it may pay to provide special apparatus and means of training in these. Where the aims of life are very various and one man may have to play several parts, it may be best to give general culture only. It is, however, in all cases, good, whenever possible, to give some varied training in ordinary handiwork and the use of tools, in working, for example, in wood and metal; and it is most useful to give some insight into the laws which regulate the great art of agriculture, which lies at the foundation of all other arts. This can, fortunately, be done, as an accessory and help to the ordinary school work.

Lastly, we are brought by our principle of simultaneous growth and training, face to face with the problem of science-teaching, and of the relation of science to literature in education. In the wider sense of the term science, it really includes all that intellectual education can effect. Knowledge, logically arranged, and traced to the inductive and deductive conclusions to which it leads, is science in this wide sense. Scientific habits of thought cover all that is necessary for the practical working of mind. Applied science includes whatever men can do by turning to account the mastery which mind acquires over matter. Even the teaching of languages should not be divorced from science, for there is a true science of language, aiding the pupil in its acquisition and use, and cultivating his mind in the process. The question here is not as to teaching children or young people botany, chemistry or physics, but as to accustoming the mind, by the study of some subject or subjects in a scientific manner, to the orderly pursuit and use of knowledge, and the orderly exercise of mental power.

Whence then comes the conflict, in our educational courses, of older with newer studies, and especially of ancient languages with modern science? One cause is a mere question of time. Before the great extension of modern science, the literary element of culture, with some abstract mathematics and philosophy, engrossed the

entire course of study; and these things, taught in large quantity and by crude and unscientific methods, occupied the whole time of the student. But modern science strides into the field and imperiously demands room. The time of the student cannot well be extended. His mind must not be overtaxed. So there comes a conflict, and each department of study struggles for the possession of the unfortunate learner, or he has to be content with a smattering of all, odious and of little use; or, under a paltry compromise, he is permitted to substitute one for another by a system of options and exemptions.

If it were desirable that the old learning and the new should fight out their battle to the uttermost, it would be difficult to decide between them. The old culture has much in its favor. It is refined, thoughtful, literate, bookish, leading to what is termed scholarship, and to much that is pure and beautiful in taste and expression, as well as to that power which comes of well-ordered thought and language. Such polish and mental grace as a result from it are certainly much to be desired. But it is eminently unpractical; and but for the traditional custom which places it at the door of entrance into learned professions, or for its leading to teaching positions, in which the old grind is to be gone over with a new generation, it would be of little service in the struggle for existence beyond the habits of study and application which it may foster. The new science, on the contrary, is full of the spirit of the time. It is fresh and vigorous and rich in practical applications. It trains the mind for the actual work of life, and furnishes it with the knowledge likely to be needed in every-day affairs. On the other hand, its methods are somewhat crude. It wants the finish and polish of age, and has little of the refined culture of the literary course. It often exaggerates these defects by a defiant skeptical turn, which gives it a hard and unfeeling aspect, and places it in conflict with the higher sentiments of humanity. But this last evil has no essential connection with it.

The statement of the case shows what is wanted. Let young men study either languages and literature, or physical science, or parts of both, but let the whole be thrown into the educational crucible and fused together. Let the languages and literature be imbued with the scientific spirit. Let the science be refined by higher literary and æsthetic culture. Let both be treated as pre-

parations for practical life, in imparting useful knowledge as well as gymnastic training, so as to nourish the mental fibre and give it power and flexibility.

The practical difficulty in this, at present, is that we cannot find enough of teachers of the right kind. Few teachers of language and literature have been trained in scientific habits of thought, or even in the science of their own subjects. Science teachers are often mere specialists with limited culture and limited range of thought. It is usually only by combining these men in large institutions, and under skilful organization, that even moderately good results can be secured.

Let us turn now to the more special subject of education in science. The science educator has first to see that the mind of his pupil is stored with facts,—healthy food, whereon mental digestion may work,—supplied in ample yet moderate quantity. By facts I mean here not merely verbal statements, but things or processes actually perceived—things seen, heard, handled, tasted, felt by the student himself. These are grateful to all young persons of any intelligence, and they constitute the real foundation of knowledge, that on which general principles and abstract truths must be built. In the science of rocks and minerals, it were a vain, useless, and pedantic kind of teaching to discuss the geometric laws of crystallization with a student who had never seen a mineral. The first thing is to see and handle the crystal and measure its angles. Then comes the desire to know the causes which produced this beautiful form, and the laws which regulate its growth. Taught in any other way, elementary science bears much the same relation to mental growth that a lecture on cookery would bear to the bodily growth of a child.

In the getting of the facts which are the raw material in science, there is much training. There is necessarily observation, educating the senses. Inseparably connected with this is that art of mental analysis by which we take to pieces the general conception of a complex object, examine its constituent parts, one by one, and then endeavor to conceive of them as a whole. To the ordinary onlooker a flower is merely a flower, or little more than a patch of colour, more or less beautiful or showy; but to the trained observer, it is a complex mechanism, made up of several circles of parts each having its special form, and the whole con-

spiring to make up the symmetry and beauty of an organism having important uses and adaptations. This training of observation and analysis is of great practical value in the ordinary business of life, independently of its scientific applications.

The collecting of facts implies also another valuable mental exercise. This is comparison. We cannot see rightly any two objects related to each other in any way without making comparisons. They may differ from or resemble each other in different degrees with reference to form, colour, size, weight, hardness, and a variety of other properties. The scientific mind and the practical mind are constantly occupied in making comparisons, the results of which constitute the most valuable kind of practical knowledge, while the act of comparing develops and strengthens the power of discrimination.

Another mental exercise connected with the study of science is classification. The due ordering of degrees of resemblance and difference, not in trivial and accidental but in essential characters, not by one single character only, but by the aggregate of all characters, is an invaluable power; and its exercise is at once demanded so soon as we know any considerable number of objects. Following this, comes the grouping of objects in classes, orders, genera, or species, each of these groups having its logical status and its proper value relatively to other groups of the same or different rank. But for such classification the multitudinous objects in nature would become to us a mere incomprehensible muddle. With it, they resolve themselves into rational order, while in the process, we acquire habits of clear, orderly, systematic thought and arrangement, of the highest value, both in science and in ordinary life.

These are, after all, among the lowest things in scientific culture; for the mind of the student is next directed to the principles of causation, and to that grand idea of natural law under which we generalize phenomena. It is here, perhaps, that our science-teaching most fails; for few text-books and fewer teachers have any true grasp of natural laws and their grades and interactions in the grand unity of Nature. This is, perhaps, the principal reason why science in our times occasionally falls into disrepute, by lending itself to the service of a corrupt and shallow philosophy—a "pseudonymous gnosis" or "science falsely so

called," too common at present. We shall best understand this by looking at the other side of the question, and noting how true science may connect itself with the higher interests of mankind.

Such connection appears in the mastery which science gives us over nature. It is true that much of this appears in ordinary life as mere routine and rule of thumb. But even what the multitude practise by mere tradition must have been invented long ago by some thoughtful mind, and without the continuance of such thought the practice will gradually deteriorate. New scientific facts, skilfully used, scientific habits of thought brought to bear on old facts and processes, constitute the material of discovery and progress. For such work, the most gifted minds must be thoroughly trained, that they may take the foremost places in the march of society. It is equally necessary that the actual workers shall have such culture as may enable them intelligently to execute scientific plans and processes. It is also necessary that the general public shall have some culture that it may appreciate, sustain, and use for its ordinary purposes the new powers bestowed by scientific discovery, and that it may distinguish real invention and discovery from mere pretence. The highest special training and the most rudimentary science-teaching of the elementary schools should co-operate with reference to these utilities. The dead level of absolute stagnation, or the want of comprehension which causes the discoverer and inventor to be persecuted as a wizard, represents the lowest stage of humanity, as opposed to a progressive science supported by an intelligent community.

Science, as an expositor of nature, is closely connected with our perceptions of beauty and our advance in taste. Good works of art are rare and costly, and abortions of art, hideous and depraving to taste, are too often those ordinarily presented to the eyes of men. Good works of nature, beautiful, symmetrical, harmonious, and withal perfectly adapted to their uses, are strewn around our daily paths, and are as accessible to the poorest country child as to the millionaire. What a great lever is here for the elevation of the common mind, if only we put our hands firmly upon it! We must do this; for though a certain perception of beauty is a natural gift, it becomes so dulled by familiarity and neglect, that it is necessary to throw the light of science on

the most common and the most attractive objects, in order that they may be fully perceived and have their due effect upon the mind. Science effects this in two ways; first by disclosing minute and microscopic beauties, not visible to the ordinary eye, and secondly, by enabling us to perceive the great harmony and unity of nature. Science-training is not what it should be, unless it keeps both objects in view, and accustoms its pupil to work minutely and accurately, and at the same time, to rise to broad, general views.

I am far from maintaining that science education, as it exists in our institutions of learning, actually fulfils the utilities thus sketched, and it would be interesting to inquire as to the reasons of its defects, but the time at our disposal is not sufficient for such an investigation.

In conclusion, I have referred to these several and disconnected topics in illustration of the truth that certain profound, general principles underlie the work of education, and that it is only by constant attention to these that we can hope to avoid unnecessary controversy and to arrive at sound theory and practice.

Editorial Notes and Comments.

The editors of the EDUCATIONAL RECORD, in wishing their friends the compliments of the season, do so with the greatest sincerity and pleasure; and they venture to hope that before 1887 shall have reached its months of maturity, the pleasant relationship existing between them and all the teachers of the province will be further enhanced in the days to come, by a steady and increasing friendly co-operation on the part of all directly interested in the educational progress of Quebec. In the last issue of the RECORD, reference was made to the publishers, through whose hands in future it will pass as a publication of general interest; and the present number carries, to some extent, in its improved appearance, the evidence that the Dawson Brothers intend doing their duty towards the periodical. But we need hardly repeat what we have said before. The success of the RECORD depends as much upon the teachers of the province as upon the publishers or editors. Through the hearty co-operation of the teachers in the management of the journal, success in abundant measure can alone

be secured. Several teachers have already undertaken to help us by way of correspondence, and the collecting of educational news. In connection with the department of Current Events, we would especially press upon teachers and inspectors the necessity of sending us marked copies of the local newspapers containing items of educational interest, as well as direct information of local events in educational circles. We want to know what every district is doing, and will be glad to hear from all who are sufficiently interested in the work of education to lend us literary assistance. A movement is on foot to enlist the sympathy of all School Commissioners in the welfare of the RECORD, and as we remarked last month, there is a prospect that, in a short time, nearly every School Commissioner, as well as every teacher, will be found on our list of subscribers. In the face of such encouragement, we wish all the friends of the RECORD a Happy New Year.

— In the December number of the RECORD, Inspector Hubbard, of Sherbrooke, gave a practical illustration of what has to be done before it is possible to compile an historical memoir of educational affairs in the province of Quebec. Mr. Hubbard has been at the inception of many an educational movement in the province, and what he has ventured to do, by placing on record the inauguration of the first Teachers' Institute in the Townships we trust he will continue to do in connection with other reminiscences of his long and successful career as a teacher and inspector. We shall always be glad to give him all the space he wants for such interesting letters as his last, even though he may have to say, as often as he writes, *quorum magna pars fui*. Indeed Mr. Hubbard's example is one we desire to place before all our teachers and inspectors. How much more interest would the headmaster of any of our High Schools or Academies be apt to take in the institution over which he presides, were he to take the pains to collect material for a paper on the history of its inception! Nor has he very far to go for such material. The minute-book of the School Commissioners is always at hand, taking him back many years; but more than all, there are near him, living in the district, those whom God has yet spared, who may tell him of old times, and of the old teachers, who stood the "brunt of the battle" when there was even more of a battle to fight than there is now. Such labour

were it undertaken, would become more and more a labour of love as the work progressed, and when the paper had been completed, the public could readily have the benefit of the task performed, by way of lecture or paper read before some society, even before it had reached the hands of the editor of the **RECORD**. In this manner, an immediate reward to the teacher may present itself. Such an exercise will tend to develop in him more of the literary spirit than would the publication of a hundred second-hand essays on dry-as-dust subjects. There would be about such a task a necessity for originality which would train the writer eventually to express his own ideas about things in his own words, and we need hardly emphasize such an attainment on the part of the teacher, as being an important one. The man or the woman who takes everything for granted, because he or she has seen it in print, is not the best material out of which to make a good teacher. To be a good teacher, there must be in him or her a restless spirit of enquiry; and it is this spirit of enquiry and originality we would like to awaken in all our teachers, when we call upon them to contribute to the pages of the **RECORD** matter pertaining to their profession in times present or past. In the meantime, we intend having prepared a series of articles on the general history of education, and when these are exhausted, there may be an opportunity of turning to the material which has been placed in our hands by the teachers of Quebec for the preparation of a history of education in our own province.

— There has been not a little stir among the officials of the Educational Department since the last meeting of the Administrative Commission on the Pension Act. In another place will be found the minutes of the Commission reported in full. The 31st of December, 1886, was the last day on which teachers had the privilege of paying in what are called, in technical language, "their back-stoppages," and, during the whole of December, the officials had double duty to perform in receiving these and in settling claims within the sanction of the law. Some idea may be had of the amount of work that had to be done in behalf of the claims of old teachers, when it is known that over fifteen thousand dollars of back-stoppages have been received by the department within a few weeks. The advantages of the Act have in this way become apparent at least to the teachers who are to receive the first

benefits accruing from it, and we have no doubt that even those who have for many years yet to pay into the fund without receiving pecuniary benefit, will not grudge the well-deserved retirement of those who so long have been faithful servants to the state, as have those teachers who now propose to take advantage of the terms of the Act. And yet the reward of many of those who still must pay, is not altogether prospective. The retirement of so many of the old teachers will leave vacancies to be filled up by those younger in years. Some of these vacant positions are the best in the province, and the fact of their becoming vacant will, no doubt, lead to promotion for those who have selected for life the calling of teaching "for better and for worse." It was next to impossible that all the teachers of the province should look upon the passing of the Act in the same light. As a vexed question, it has been for years before the teaching profession. The *personnel* of the Administrative Commission, however, has provoked a confidence in the ultimate success of the measure, which will tend to remove it beyond the arena of perennial discussion at teachers' gatherings; and as the benefits to individuals become more and more apparent, the Act will become more and more popular.

— The teachers of Academies and Model Schools, by this time, have been put in possession of the facts connected with the assimilation of the various school examinations for which the pupils are being prepared in the public schools. A prominent educationist in the province has, however, drawn our attention to the matriculation examination of some of the colleges in connection with our two universities. He maintains that until a fixed standard for matriculation has been definitely arranged upon by the universities, and strictly adhered to, the Academies are not likely to improve to the limit of the standard laid down for them. The questions he asks are these:—Is the standard of matriculation higher or lower than Grade III, prescribed by the Protestant Committee for Academies? Are men and women allowed to attend any of our colleges who have failed in passing the matriculation examination prescribed? Does any college in Quebec admit men or women to their classes without matriculation? The questions are evidently not put to us in any captious spirit, but with a conscientious desire to know if the High Schools and Academies are, in a direct graded line, feeders to the colleges. We must con-

fess that the information at hand is not sufficient to enable us to answer our friend's queries with any degree of definiteness. If the requirements for matriculation are lower than Grade III, in the course of study, then the colleges must be doing work which ought to be done in the Academies, and a drain must necessarily be made upon them for pupils who ought to remain with them to complete their course. If the Academy is to do its work, it must be in no sense outrivalled by the college, and this can only be obviated by having a definite matriculation examination for all our colleges, of which the standard is not lower than Grade III of Academies. The High Schools and Collegiate Institutes of Ontario may trace much of their success to the fact that they are in direct line with the colleges. No pupil thinks of leaving school in Ontario to attend college before he has passed the highest grade of the school, unless when he is forced by circumstances to pursue his studies privately. For him there is no escape from matriculation. There may be educational exigencies in our province which prevent the fixing of a definite matriculation examination for all our colleges; but, as our querist remarks, when our Academies fail to bring up pupils in respectable numbers to the final examination for Grade III, they should not be burdened with the whole blame of having failed in their duty or in the intention and purpose of their existence. Our Academies cannot compete with our colleges in school work. A parent, when he is able, will send his boy to college as soon as ever he can be admitted; and if the standard of education be low, the number attending may be increased, but only at the expense of the Academies. The matter is worthy the serious consideration of the Protestant Committee, who have done so much lately in their efforts to unify the system of education in Quebec, from the elementary school to the university.

Current Events.

—We are much pleased to notice that the Sorel Model School, under the direction of Mr. D. M. Gilmour, is giving continued evidence of success. The closing exercises, previous to the Christmas Holidays, gave great satisfaction to the parents and visitors. We trust that the School Board will be able to retain a long lease of Mr. Gilmour's services, in whose hands the school is doing so well.

—Mr. W. A. Fyles has been appointed to the position in the Quebec High School, rendered vacant by the appointment of the Rev. R. Ker to the Rectorship of Mitchell, Ontario. Mr. Ker while on the staff of the Quebec High School made his influence felt upon the whole school, and his withdrawal was a matter of great regret to those who have the supervision of the institution. In Mitchell, we notice from many sources, he has met with a cordial reception from the people of that place, who have already recognised in him a man of generous public spirit. We take for granted, that his active duties in the school-room are now at end, though his enthusiasm in matters pertaining to education is something which will be his wherever he goes.

—Mayor Grace of New York, has lately appointed two women as members of the Board of Education, and many have looked upon the temerity of the chief magistrate of Gotham, as something unheard of before. When the Science Association met in Montreal, there was present at its sessions, a lady who had sat at the School Board of Edinburgh for years, and we know of many of the School Boards in Scotland, where the presence of female members is not looked upon as being anything out of the way. Mayor Grace deserves some credit for having “set the fashion” on this side of the Atlantic,—a fashion, however, which we are afraid, may only be followed with even a show of success in large cities. Both of the women chosen by Mayor Grace, it may be said, are of the highest standing, morally, intellectually, and socially. They are neither agitators nor theorists, but women of pure Christian character, great ability, and, what is quite as essential to a commissioner of education—common sense. They are both deeply interested in education, and close students of its theory and practice. Distinguished for years in connection with the prominent charities and philanthropic institutions of a great city, we have every reason to predict that the character and talents which they bring to their new and somewhat trying office will elevate and improve its Public School system.

—The North-West Territories of Canada, are moving in the direction of educational progress, and the Council have thrown themselves upon the Dominion Government for assistance in founding High Schools in the more populous centres. For many years, there will be difficulties in the way of making such institu-

tions a success as day-schools, yet there is no reason why the boarding school should not prosper at some points along the line of the Canadian Pacific Railway. There is room for mission work and personal enterprise on the part of the teacher who may wish to settle in the Far West.

—Mr. Matthew Arnold, who has been Inspector of Schools for the Westminster district of London, during the last thirty-five years, has just resigned. Last Friday evening he bade farewell to the teachers with whom he has been so long associated. The occasion was celebrated by the presentation to Mr. Arnold of a silver claret jug and salver by the teachers. He made a speech in response, from which the following is an extract:—"Though I am a school-master's son, I confess that school teaching or inspecting is not the line of life I should naturally have chosen. I adopted it in order to marry a lady who is here to-night, and who feels your kindness as warmly and gratefully as I do. My wife and I have had a wandering time of it. At first there were but three lay inspectors for all England. My district went across from Pembroke dock to Great Yarmouth. We had no home of our own. One of our children was born at Derby, in a lodging, with the work-house—if I recollect rightly—just behind it, and a penitentiary in front."—*Ex.*

—We saw a letter from Inspector McGrath the other day, in which he gave some personal experiences among the schools in the olden time, as a passing contrast to his experience among the schools of his extensive district at the present time. Mr. McGrath is one of those teachers who have resisted the attempts of nature to make him old. He still strives with all his might to keep pace with the times, and many a Quebec teacher, who has received from him words of encouragement, keeps a spot warm in the heart for him. He has been building for himself lately, a new house, and we wish him many happy returns of the season, in which to enjoy its comforts.

—The people of the Thurso district, have been making some efforts to re-organize their Model School. There is no reason why these efforts of theirs should not be attended with success. Their grant from the Superior Education Fund was suspended last year, for some cause or other, but there is nothing to prevent

its restoration, should the Inspector of Superior Schools, on being invited to make an inspection, send in a favourable report, and should the pupils pass a creditable examination in the month of June next.

—We learn with regret of the death of Mr. Edouard Carrier, Inspector of Schools for the Counties of Levis and Dorchester. Quebec, at the age of 70 years. Mr. Carrier had devoted 50 years of his life to the cause of education, and was named School Inspector in 1868.

—It seems after all that the title the "Ross Bible," as applied to the selected portions of Scripture in use in the schools of Ontario is an anachronism. The selection was made a year before Mr. Ross was thought of as Minister of Education, and was the work of Mr. W. H. C. Kerr. This is only one of the many mistakes which the *Mail* has lately been making in discussing the educational affairs of Ontario.

—Dr. Louis Giard, the late Secretary of the Council of Public Instruction, died yesterday at the residence of his son-in-law, L. W. Sicotte, on Dorchester street. He was born at St. Ours on 31st November, 1809. After graduating from the College of St. Hyacinthe he, for a time, taught at the College of Chambly, joined the editorial staff of *La Minerve*, and finally practised medicine at St. Pie. In 1868 he was appointed Secretary of the Board of Public Instruction, which position he resigned in 1882. He then received letters patent from France making him an officer of the French Academy.

—In face of the general desire for university consolidation throughout Canada, the Baptists are moving to have university powers conferred upon the Woodstock Baptist College. A new principal has been appointed for this institution—a gentleman who has been full of educational schemes ever since he succeeded in attaining to some degree of prominence by means of denominational influences. There is every reason to believe that this new scheme of his will hardly succeed, Ontario being satisfied with the provincial B.A.

—Mr. J. H. Long, LL.B., has been appointed head-master of the Peterborough Collegiate Institute, the post rendered vacant by the

death of Dr. Tassie. We congratulate Mr. Long on his well-deserved promotion, feeling assured that he will succeed in his new position, as he has in the various situations through which he has climbed up in his profession.

—The Owen Sound Collegiate Institute has organized a society for the cultivation of flowers. Each member is to place one plant in the school, and care for it while he is in attendance. Already many of the pupils have joined the new organization, and the rooms present quite a new and attractive appearance. This is no new thing, and yet it is worthy of imitation by all city schools, where the heating apparatus is of such a kind as to protect the flowers from frost. We lately noticed the success of the plan in the Girls' High School of Quebec, as well as in the St. Margaret Street School of that city. We have no doubt that many of the Montreal schools have also encouraged the practice.

—"Money," said H. M. Inspector, Mr. Swettenham, at Darlington, last week, "is the root of a great deal of the evil in the education of this country." Thus saying, he but repeated what it has been our duty constantly to reiterate, and made himself the mouthpiece of the teachers of the country. It is the root of untold evils other than those in the mind of Mr. Swettenham when he uttered the words. It is the basis of our whole Government system. The "Almighty Dollar," has become the ruling power where its existence should be unfelt and unknown. We have sacrificed the end to the means, and the education of our children to the chink of gold—the potent influence so highly esteemed by Robert Lowe, the author of payment by results. The teacher's duty is, under the system, so skillfully to manipulate the little child-machine as to obtain therewith the largest heap of coin possible by its action. So thoroughly has the system debased the ideal of education among those most intimately concerned, and compelled them to work for money, instead of for the ideal which they still fondly cherish!—*The School ster.*

— In connection with the Scottish Geographical Society's scheme for the promotion of Geography in Scotch schools, the committee of the Council, appointed for the purpose of carrying it out, have awarded the following prizes for the best two essays—"On the best Method of Teaching Geography in Elementary

Schools :—First prize (£10), Mr. A. Polson, Public School, Dunbeath, Caithness; second prize (£5), Mr. James Jeffrey, M.A., head master of City (Public) Schools for Girls, Glasgow. The competition was open to teachers in Scottish schools under Government inspection. Ten essays were received.

— At a meeting of the St. Andrew's University Council, the following report was read by Professor Meiklejohn :—“ The committee on the training of teachers regret very much that it can as yet only lay before the General Council a very meagre report. At the last meeting of the committee a strong hope was felt that the University Commission Bill would become law this year, and the committee felt that it would be best to wait for the action of the Commission. The fulfilment of this hope has been delayed by political circumstances. The committee also regret to state that the Treasury has not yet fulfilled its promise of January 27th, 1875, to endow the Chair of Education with £200 a year, in spite of the repeated application of Principal Tulloch, calling on the Government to do so. In consequence of this, the Professor of Education is very much hampered in his work. The committee are not without hopes that the coming session will see the passing of the University Committee Bill, and that in this case, the Commission will assist the university in framing a healthy and useful scheme for the training of teachers.”

— A large new school was opened lately in the city of Edinburgh—perhaps the largest in the capital. The opening ceremonies were of an interesting character, the Right Hon. A. J. Balfour, M. P., Secretary of State for Scotland, being present. During the course of his remarks, the Secretary for Scotland referred to the progress the school boards were labouring to secure, and congratulated the teachers on the condition in which he found the school, which had been organized only for a few months. The head-master of the school—the South Bridge Public School—is Mr. James Paterson, one of the most successful teachers in the of east Scotland.

—An apparatus has been devised and patented by which needlework can be taught in schools to whole classes in about the same time that is required to teach an individual child. Every part of the work prescribed by the New Code is provided for,

and the various stitches, &c., shown on a scale sufficiently large to be visible to all in the class-room. It has received the approval of the Hon. Mrs. Colborne and other authorities, and is well worth the attention of those who have to teach this difficult subject.

—The schools of New York city are under the immediate supervision of John Jasper, Esq., superintendent, and his seven assistants. Supt. Jasper has just completed his annual statement of the schools of the city for the state superintendent. In it the number of children under twenty-one and over five years is estimated at 413,000. There are 302 public and 225 private schools. In the private schools there are 43,000 pupils, and the average daily attendance in the public and corporate schools for the year was 152,936. The total number who attended school at some portion of the year is 234,320. In the public schools, there are employed 513 male teachers and 3,585 female teachers, a total of 4,098. The school buildings number 132, of which all but eight are buildings of brick and stone. The value of the land they occupy is placed at \$4,426,845, and of the buildings \$8,916,600.

—Hon. Henry Barnard, of Hartford, is probably the best known American educator living. A recent interview with him showed us that he is still hard at work completing the labour of his life. He has, without doubt, influenced American thought through the press more universally than any man living. His *American Journal of Education*, now completing its thirty-fifth volume, is a thesaurus of educational knowledge. No college or normal school library is at all complete without its possession. We are glad to know that, although in his seventy-sixth year, he is in the enjoyment of vigorous health.—*Exchange*.

—Mr. Farnham, the distinguished *litterateur* of Boston, has been on a visit lately to Quebec, pursuing certain investigations into the working of our school system, with special reference to the organization of the public and private schools under Roman Catholic patronage. Mr. Farnham, like his friend Dr. Parkman, never commits a statement to paper before having verified it as a fact. During the summer months, both of these gentlemen spent their holidays "far from the madding crowd," in a remote creek on the Batiscan River.

—Dr. Heneker of Sherbrooke, is advertised to lecture in Quebec, on the first Tuesday in March. His subject is “The Prince Consort.” Dr. Harper, Inspector of Superior Schools, and Dr. Robins, of McGill Normal School will also appear as lecturers before a Quebec audience this winter.

Literature and Science.

Everywhere there is a class of men who cling with fondness to whatever is ancient, and even when convinced by over-powering reasons that innovation would be beneficial, consent to it with many misgivings and forebodings. We find also everywhere another class of men, sanguine in hope, bold in speculation, always pressing forward, quick to discern the imperfections of whatever exists, disposed to think lightly of the risks and inconveniences that attend improvements, and disposed to give every change credit for being an improvement. In the sentiments of both classes there is something to approve. But of both, the best specimens will be found not far from the common frontier. The extreme section of one class consists of bigoted dotards; the extreme section of the other consists of shallow and reckless empirics.

—Mr. Balfour, at the opening of the South Bridge School, Edinburgh, uttered some thoughts that it would be well for the whole educational world to hear. Among other things, he claimed that universities exist for the augmentation of knowledge and happiness, and not merely for the preparation of young men for the learned professions. He referred to competitive examinations as an “abomination educationally,” one that must be kept “within very narrow limits.” He said most forcibly that “a man who has to teach a class for competitive examination is no longer able to teach the subject as the subject presents itself to him. *He has to teach it as he thinks the subject will present itself to the examiner, and the injury to the pupil is especially bad, because those who suffer most are the ablest pupils. It is the man who is going to succeed, and who does succeed in a competitive examination who suffers most from the effects produced by competitive examination. His whole idea of learning is lowered, its dignity vanishes, the whole bloom and the whole charm are rudely brushed away from knowledge. He looks at learning no longer as the greatest delight and the greatest honour of his life; he looks at it as a means by which he can earn marks; and love is not more ruined by being associated with avarice, than is learning by being associated with mark-getting.*” We would call special attention to these forcible words, particularly to those italicised, as proof of the fact so often stated in this paper, and so often denied by other papers, that the best educational

thinkers throughout the world are opposed to the philosophy of the marking system, because it "lowers the whole idea of learning," and "brushes away from knowledge its whole charm." We trust American defenders of this odious system will take to head as well as heart the forcible words of Mr. Balfour and profit thereby.—*Exchange*.

—The "Old Education" was eminently subjective, dealing largely in abstractions. The "New Education" employs objective methods, preferring the presentation of truth in the concrete. The "Old Education" began its work with the unseen and the unfamiliar, and dangerously taxed the weak reflective faculties. The "New Education" begins with the seen and the common, and gradually develops the reflective faculties by reference to knowledge already obtained by the strong and active perceptive faculties of the child. The former system initiated the tyro in geography by forcing him to commit to memory the names of the countries and the capitals of Europe; the latter leads him on a happy jaunt over his immediate environment. The former asks the little head to carry the names of all the bones in the skeleton of a rhinoceros; the latter shows to fascinated investigators the anatomy of a leaf. The former taught our infant lips to lisp the dimensions of ancient Babylon, and the name of Jupiter's grandmother; the latter opens dull ears to the melody of birds, and unfilms dim eyes to behold the glory of the heavens.—*J. E. Witherell, M.A., Ontario*.

—The Mikado of Japan has ordered that the English language be taught in all the schools of the Empire, and high court officials have recently completed a tour of this country, during which arrangements were made for publishing text books for that purpose.

—What the public reads is a certain index of its literary taste. A few years ago, the country was flooded with a quantity of printed trash in the shape of "Bloody Bill" and "Bad Boy" stories that indicated a depraved taste, but recently there has been a marked improvement in the quality of popular publications. The wishy-washy annuals of N. P. Willis's time have disappeared, subscription books made and bound simply to sell are growing unpopular, and ten-cent illustrated magazines, put together with scissors and paste, are much less than formerly in demand, while biographical, historical, and scientific publications are sold in larger quantities than ever before.—*New York School Journal*.

—"For many years," says Carlyle, "it has been one of my most constant regrets that no school-master of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meeting me with a salutation which I cannot answer, as things are. Why did not somebody teach me the constellations, too, and make me at home in the starry heavens which are always overhead and which I do not half know to this day."

—There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better or for worse, as his portion; that, though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given him to till.— *Ralph Waldo Emerson.*

—Every one who has given a moment's thought to the subject, knows that a good educational journal is an indispensable requisite to the successful carrying on of educational work and it is very important to see that it be sustained. All work done for it is just so much work done for the cause of education in general and for the individual in particular whom you induce to read it.

—According to the Nebular Hypothesis, the earth is and has been for many thousand years, cooling from an incandescent nebulous state. Bodies cooling from a gaseous or a liquid state usually contract. The earth cooling, its crust would harden first and thus become subject to great lateral pressure which would cause the earth's crust to fold, thus producing mountains of the Appalachian sort. This, no doubt, would produce violent movements of the crust of the earth—earthquakes. The crust becoming thickened would suffer less from this cause. It would contract less, but the interior continuing to cool and contract would leave space between the shell and the interior. Into these subterranean caverns, the over-lying land would at times fall. This would produce tremors of the earth's crust. Again, these caverns becoming filled with steam or combustible gases and exploding, would cause violent agitations of the same. Perhaps this, with lateral pressure, has produced mountains of the rugged, irregular kind, such as the Rocky Mountain ranges.

—Garfield has been credited with this: "It is a notion of mine, that if the disposition and ability to do hard work and keep it up steadily be not the proper definition of genius, it is at least true that these qualities are the best possible substitute for genius, perhaps better than genius."

—In the general reading of every teacher, of whatever grade, should be included some work on the history of education, and some psychological and some hygienic literature. Every teacher should also select some department or topic, connected in many cases with the teaching they prefer, about which the reading should centre. In this field they would in time come to know the best that had been done or said, and themselves become more or less an authoritative centre of information for others about them, and could make contributions that would render many their debtors, not only by positive additions to their knowledge, but in guiding their reading, which is one of the greatest aids one person can render another.

—"Give me a fulcrum," cried the ancient sage—"give me a fulcrum, and I shall move the world." "Grant me a few postulates," says the modern reasoner, "and I shall read you the riddle of the universe." An unchallengeable postulate, however, is almost as difficult to find as a stable extra terrestrial fulcrum. The scientific "spirit of the age" walks by sight and not by faith. It revels in facts. It numbers, and weighs, and measures; it catalogues and describes; it compares and classifies. To make progress among the secrets of nature, its highway is experiment, and its watchword is demonstration.

Practical Hints and Examination Papers.

—Your influence, your manners, your daily walk and conversation esteemed teacher, are going to produce an effect an hundred fold more powerful than any advice you may give. See to it then that your advice and your habits are consistent.—*Central School Journal*.

—There are many teachers who do not appreciate the usefulness of professional note-books. Yet teaching is a profession in which there is special need to gather up all the lessons of experience. A really good teacher is built upon no model; he is a natural growth, an evolution. But in order to grow, he must have steady food, and he needs to assimilate as many of the ideas of other men as he can. Mere copyists never attain to any high degree of success. But progressive teachers are awake to suggestions wherever they find them, and use these or modify them as needs require. Some say that if they cannot remember a hint without writing it down, it can have no real value for them. They might as well say that knowledge which they cannot retain without effort has no value for them. They would have little substantial knowledge, if they did not take some special pains to gather and preserve it.

—Among the many excellent methods suggested in the newest geographies, that of having the children write letters upon designated countries or sections of a country, is one of the happiest in good results. A little reflection upon the matter must show that the method embraces all that has been claimed for the regular topic method in geography, while it is less liable to become irksome to the children, inasmuch as they are freer in the expression of their thoughts.

—In referring to this subject of School Entertainments, we made the following observation:—"Much variety may be introduced into the programme in many ways. To give the little ones a chance of distinguishing themselves, some thirty or forty proverbs may be learnt—one by each child. A curious and very taking effect is produced by one here and another there in rapid succession rising and giving utterance to its own

sage remark, and then as suddenly retiring. All that each child needs to know is its own proverb, and the one it has to follow. For children a little older, brief "fables" may be learnt and repeated in the same way—no interval occurring between the speaking. For those of older growth, "Gems from Shakespeare," "Select Sentences from the Best Authors," or "Choice Ex^tra^ct^s," may be substituted. These variations are much appreciated, and while adding distinctly to the freshness and "go" of the meeting, they also instil much that is valuable into the minds of the children."

— In a Hartford grammar school, we recently heard a first-class history recitation, in which dates were reduced to the minimum; in which every historical fact was associated with some other; in which the pupils were impressed with the idea that they were to learn principles as of more value than facts, and those facts that had principles behind them. Questions asked more than once were, What would you probably have done if you had lived there? If you had been associated with this class of people or with that? What ought you to have done? Is there any parallel between these events and those of our day?

— Teachers who ignore sentence-spelling have little appreciation of how much the children need this exercise in thought and expression. No teacher who does not try it can know how easy it is for children to use words they do not understand. We were in a school the other day where a pupil spelled "heroine." "Write it in a sentence," said the superintendent, with whom we were going the rounds. "I went heroine and caught many," wrote the child, who knows more of *herrings* than of the *heroine*.

— Place your hand upon the leg of a piano when some real artist is handling the keys, and see how perfectly the tune vibrates in the very wood itself. Thus the artist in the schoolroom, the teacher whose soul is in the work, makes his character and life felt to the utmost bound of the daily life of the pupils. The morality in schools that is most needed is the thrill of the teacher's character and purpose in the action, words, and thought of the children. One man of such character will do more without a word of moralizing than the teacher who gives instruction indefinitely but lacks this personal power.

— Over-discipline is as injurious as the lack of discipline. It may be worse, for if a child is let alone, there is a chance for a natural development of good; but if a child is continually prodded with rules and directions, it may grow rebellious, its obstinacy is aroused, and its finer feelings are blunted. Many a time, by forbidding, we create a desire; as we invite falsehood by prohibiting something that the child will do thoughtlessly, and can only refrain from doing by constant self-control; and often the thing forbidden is of little consequence compared with the

train of evils its prohibition introduces. When the child has disobeyed, it is punished; the next time it disobeys, it naturally tells a falsehood to avoid punishment. Children are morally and physically cowards, and the greatest care is necessary to prevent this weakness from becoming a larger element in their character.

QUESTIONS ON GOLDSMITH'S DESERTED VILLAGE.

As it has been decided to take up the *Deserted Village* as a lesson in English at the Institutes to be held next summer, a series of questions, intended to stimulate and to direct a course of preparatory study, has been prepared, and will be from month to month published in this journal. Such a course of study involves careful examination of the author's words, of the construction of his sentences, of the practical form of the work, of the thought conveyed, of the feelings excited, of the author's character, intellectual and moral, of his past life and present circumstances, so far as they are illustrated by direct or indirect allusion in the work, and of the relation of this work to preceding, contemporaneous and subsequent literature. The questions this month given deal only with the author's vocabulary, but will be followed in succeeding months by questions presenting in succession the several topics of inquiry enumerated above.

A very useful and cheap edition of the "*Deserted Village*," and the "*Traveller*" by the same author is found in *Chambers Reprints of English Classics*, price 5 cents. *Select Poems of Oliver Goldsmith*, edited by Rolfe, and published by Harper & Brothers, contains excellent notes on the "*Traveller*," the "*Deserted Village*," and "*Retaliation*;" the price bound in cloth is 90 cents, in paper covers, 40 cents. Hale's "*Longer English Poems*," published by Macmillan & Co., among many other pieces of classical English, contains the poems under consideration, reprinted carefully from the last edition published during the author's life-time; price \$1.35. The best guide in almost all matters suggested in the subjoined questions is Skeat's *Etymological Dictionary*, which is a mine of information respecting the history and relations of words; published by Macmillan & Co., and to be obtained of the booksellers here, at \$2.75.

S. P. ROBINS, LL.D.

WORDS OF DESERTED VILLAGE.

1. In the earlier editions, we find the forms cheared, sollicitous, surprize, groupe, choaked, faltering, kist, encrease. Criticize the spelling.
2. Quote instances of syncope, syneresis and aphæresis.
3. Why has peasant its t, bright its g, out its o, draw its w, and vagrant its r.
4. How did Goldsmith pronounce fault? How do you know it.

5. Explain the peculiar use of more L.239, bless L.293, to crown L.85, to husband L.87, disclose L.139.
6. Examine the author's use of still, survey, train, care and its compounds careful and careless.
7. What is the meaning of copse, of rood, of vista, of brocade and of mole?
8. Describe with illustrative drawings, aspen, fennel, furze, primrose, cre-ses, bittern, nightingale, bat, scorpion, tapwing.
9. What and where are Auburn, Torno's cliffs, Altama, Pambamarca, the western main?
10. Write notes explanatory of "he could gauge," "the twelve good rules," "the vairo-worn common is denied," "half the convex world intrudes between," "where equinoctial fervours glow."
11. What is the common and what the literal meaning of Dismayed, disaster, tide, charm and flush?
12. Give the derivation of each word in lines 237 to 250 inclusive.
13. Whence are the words varnished, champion, scape, parson and scourged derived? How do they come to bear this present meaning?
14. Connect in derivation and in meaning the words prize and praise, gloss and glassy, grove and grave, glow and gloom, reprove and relieve, who, when and why.
15. Quote an unusual compound word, an unusual derivative and a word that is becoming obsolete.
16. Find in the present five words illustrative of onomatopy.

Correspondence.

Charles H. Kerr & Co. We shall be glad to receive copies of the five pamphlets you refer to. For further particulars, in regard to our advertising columns, we refer you to Messrs. Dawson Bros., Montreal.

D. M. G. It is very pleasant to learn that you have succeeded in collecting many reminiscences of the schools and schoolmasters of your district. Your success will certainly be an encouragement to other teachers. You ought to prepare the memoir yourself and thus obtain whatever credit is due to such unselfish labor.

J. M. L. The subject is an interesting one, though it is remarkable how much ignorance prevails in regard to the true story of the Acadians. Our politicians are seldom well versed in Canadian History. The assertion of a true national spirit is founded upon the laws of nature, not upon the perversion of history.

J. W. M. By the last RECORD you will see that the course of study is the standard by which teachers are to guide themselves in preparing for the June Examinations. The Science Course is that mentioned in the course of Study. The system of options in English, Geography and History, has been fully explained in the RECORD.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—I beg to enclose an account of the first meeting of our Reading Circle, thinking you might desire it for the RECORD.

Yours sincerely,

MARY PEEBLES.

The Reading Circle of the Teachers' Association, in connection with the McGill Normal School, met in the hall of the building, on Friday evening, December 10th. Dr. Kelley occupied the chair. After the meeting had been opened with prayer by the Rev. Mr. King, the minutes of the last meeting were read and confirmed. The ordinary business (such as the election of members, &c.) having been completed; the programme for the evening was commenced. The topic of professional reading was "The Teacher," as contained in the first chapter of the textbook. A synopsis of this section was given by Mr. G. W. Parmelee, followed by Dr. McGregor, who read a short paper on the following:—

- a. Relation of the University to the Teaching Profession.
- b. Teaching not to be stereotyped.
- c. Teaching, both an Art and a Science.

The rest of this part of the programme included papers on the following subjects:—

- | | |
|---|---|
| { | a. Knowledge of the things taught. |
| | b. Preparation of work. |
| | c. Extra professional knowledge—MISS PEEBLES. |
| | a. Temper. |
| { | b. Activity. |
| | c. Cheerfulness. |
| { | d. Sympathy—MISS SLOAN. |
| | Freshness of mind—MISS SWALLOW. |

Owing, no doubt, to the lateness of the hour, not many availed themselves of the privilege of asking questions on the subject:

The second part of the programme consisted of essays written on the following topics:—

Life of Longfellow	MISS G. HUNTER.
Cambridge	MISS DAWSON.
Home and Friends.....	MRS. FULLER.
Books.....	MISS J. C. RODGER.
Travels	MISS J. E. RODGER.
From Boyhood to Old Age.....	MISS LAWLESS.

After a few remarks by the President, the meeting adjourned.

To the Editor of the EDUCATIONAL RECORD.

The following problem may interest some of your readers;—

What is the length of the longest plank, 3 feet wide, which can be laid upon the floor of a room, 40 feet long, and 30 feet?

H. H.

SHERBROOKE, Jan. 10, 1887.

Books Received and Reviewed.

[Notice to Publishers. In future, all books for Review are to be sent direct to the Editor of the Educational Record, Box 305, Quebec.]

OUR EXCHANGES:—To these, one and all, we send our heartiest congratulations at this season of the year. The *School Journal* of Toronto, enters upon the new year under the supervision of Mr. J. E. Wells as its Editor and Publisher. In such careful hands it is sure to do well in the future as in the past. The *Educational Weekly* of Toronto, is in the hands of an editor who knows how to conduct a teacher's paper. We always open it with an anticipation of pleasure and profit, that never fails to be realized. The *New Brunswick Journal of Education* is the only exchange which comes to us from the Maritime Provinces, and it certainly gives promise of important results in bringing the teacher into closer relationship with the "powers that be." The period of martinetism is evidently at an end in New Brunswick, and the birth of the *Journal of Education* may, we suppose, be taken as an evidence of the fact. "The exile, however, hath not lost his spirit."

THE CANADIAN RECORD OF SCIENCE is in its second volume and looks the very picture of health. It is published quarterly, the subscription for a volume of eight numbers being \$3.00. In the last number, there is to be found the Presidential address of Sir William Dawson, before the British Association for the advancement of science. Dr. G. M. Dawson of the Geological Survey, has an article on the Canadian Rocky Mountains, and Mr. G. F. Mathew of St. John, N.B., has another on the Pteraspidian Fish of the Silurian Rocks. From New York, we have received the first number of *Science and Education*, a monthly magazine devoted to the interests of the teaching profession. Our teachers would do well to send for a specimen copy of this periodical, and judge for themselves as to its merit. We have no hesitation in saying, that at the price \$1.50, for thirteen numbers, it is a marvel of publishing enterprise. We shall be only too glad to place this fine journal on the list of our exchanges. Of our other friends from across the border, we have only words of the highest praise. The *New England Journal of Education*, the *New York School Journal*, and the *Philadelphia Teacher*, are all excellent publications, maintained with great literary ability and supported by a large subscription list. To others we may refer next month.

THE BRITISH COLONIAL POCKET ATLAS, by John Bartholomew, F.R.G.S. Published by John Walker & Co., Farringdon House, Warwick Lane, London, England. This opportune little volume is dedicated to the Earl of Roseberry. It contains 54 maps, and when we say that Mr. Bartholomew has done his best in making them what they ought to be, we attach to the book the highest praise that could be bestowed upon

it. Every school-boy knows the name of John Bartholomew indeed, his fame as a map-Constructor is known all over the world. This last effort of his is unique in its style, and ought to find its way to the pocket of every colonist. For its size, it is a marvel of neatness, conciseness and correctness, and the make-up of the volume is a credit to the enterprising firm of John Walker & Co., whose name is so well known in Canada.

AN INTRODUCTION TO THE STUDY OF ROBERT BROWNING'S POETRY, by Dr. Hiram Corson of Cornell University. Published by D. C. Heath, Boston. This is an attractive volume of 338 pages, printed and bound in the fine style in which Mr. Heath issues his publications. There is a tendency at the present time towards a *conscientious* study of the abstruse poet. It has often been sufficient for the superficial critic to lay Browning aside with the remark that his writings are willfully obscure. There is no getting over the fact that Browning is not the poet whom general readers will ever delight in. But Browning never laid himself out to write for the million. His style is the language of the soul addressing the soul. His perennial theme is the soul of man, and his studies have ranged beyond the routine of even ordinary philosophic thought. Dr. Corson's Introduction is excellent in every respect. Beginning from the earliest times, he endeavours to trace the development of the spirit of poesy through the various phases of poetic literature in England, and shows eventually in what respect Browning may be said to be the culmination of the poetic power in man. Over thirty of the poet's finest efforts have been arranged in Dr. Corson's volume, and after the study of these under the Doctor's guidance, the student will undoubtedly have his eyes open to beauties undiscovered by others.

THE BEGINNER'S LATIN BOOK, by William C. Collar, A.M. and M. Grant Daniell, A.M., of Boston. Published by Ginn & Co., Boston. The aim of this book is to serve as a preparation for reading, writing, and (to a less degree), for speaking Latin, and to effect this object by grounding the learner thoroughly in the elements, through abundant and varied exercises on the forms and more important constructions of the language. It is certainly not easy to bring out anything new in the shape of a Latin Grammar and Reader combined, and yet there is about the above volume something more attractive than is to be found about most Latin Grammars. The references in teaching Latin composition in its early stages form an excellent idea which ought to recommend itself to teachers who are on the look-out for an improved Latin Primer.

STUDIES IN GREEK AND ROMAN HISTORY, by Mary D. Sheldon. Published by D. C. Heath & Co., Boston. This useful volume, which Miss Sheldon has dedicated to her pupils at Wellesley College, is not a history in the usual sense of the term. There are, throughout the book, evidences of the writer's excellent method of teaching history, which, when adopted by other teachers, will make the subject and the text-book

popular with the pupils. According to Miss Sheldon's plan, the study of history is an intellectual operation and not a mere memorizing of the record of events. The illustrations in the book are very good, the facts are recorded in simple and concise language, and the arrangement is all that could be desired in a text-book.

THE PEASANT AND THE PRINCE, a story of the French Revolution. By Harriet Martineau. Published by Messrs. Ginn & Co., Boston. History, taught through the interesting medium of story-telling, leaves a picture in the child's mind which never leaves it. The above volume is one of the series, *classics for children*, and parents should see that every volume as it comes out should fall into the hands of the children at home. Of course, the purpose of such an issue is the introduction of the various volumes into the schools, where they all seem to be welcomed as a substitute for the common patch-work Reader had in general use. Teachers who cannot see their way to introduce such volumes as Readers may find them suitable for the school library.

SONGS OF OLD CANADA, translated by William McLennan. Published by Dawson Brothers, Montreal. This is a charming little volume which ought to be in the hands of every student of Canadian literature. Mr. McLennan has certainly done his work well. The selection he has made of the old French songs is one of the very best, and the manner in which he has reset Jean Baptiste's popular *chansons* in sweet-sounding English is deserving of the highest praise. The volume is beautifully printed and is well worthy a place on the drawing-room table.

Official Department.

Teachers' Normal Institutes.—The new regulations for Protestant Divisions of Boards of Examiners, which come into force in July next, give a legal status to teachers' Normal Institutes. According to these regulations, no Board of Examiners can give a first class diploma; such diplomas are given on the ground of successful teaching only. A candidate, who obtains from a Board of Examiners a second class diploma and then teaches successfully three years and attends three Institutes, will be entitled to a first class Diploma. The work of the Institutes is therefore very important to teachers, and special efforts are being made to make these gatherings during the coming summer as useful as possible to those who attend. In order that the work of the In-

stitutes may not be confined to a short session of four days, a course of study has been prepared which teachers may read up during the next six months, and so add very much to the value of the Institutes. At the close of each Institute, a set of questions will be given to each member of the Institute who has attended regularly. The members will be required to prepare answers to these questions at their leisure and return them to the Secretary of the Department. When these answers have been examined and marked, the certificates of attendance with the percentage of marks gained will be mailed to each member. The lecturers at these Institutes will be Dr. Robins, Dr. McGregor, Dr. Harper, and the Rev. Elson I. Rexford. Dr. Robins will take up Object Lessons and Goldsmith's *Deserted Village*. On another page, Dr. Robins gives instructions concerning a preparatory course of reading. Dr. McGregor will take up Arithmetic and Simple Mensuration. Dr. Harper will discuss *Class Management*. (Read Baldwin's *School Management*, Part VI.) Rev. Elson I. Rexford will continue the subject of School Discipline. (Read Baldwin's *School Management*, Part III.) Gage's Edition of Baldwin's *School Management* can be obtained from Dawson Bros. or Drysdale & Co., Montreal, for fifty cents. It is the intention of the Institute Committee to hold four Institutes next summer, beginning as follows:—Lennoxville, July 12th; Bedford, July 19th; Aylmer July 26th; and Ormstown, August 2nd. Each meeting will continue four days. Although the attendance at these gatherings has been very good in the past, there should be a larger attendance this year, in consequence of the special privileges now granted to members. The question box will again be given a prominent place in the programme, and teachers would do well to prepare a list of questions as they are suggested from time to time by incidents in their work. Apart from the regular sessions, a public meeting will be held at each Institute, and teachers should bear in mind the suggestion made at the last Institutes that they should come prepared to contribute something for the entertainment of the members of the Institute.

TEACHERS' PENSION FUND.

STATEMENT of Capitalized Amount, as provided in section 18 of the Act 49-50 Vict., Cap. 27.

Years.	Deposits by Dept. of Public In- struction.	Annual Grants.	Annual De- posits and Grants.	Interest to June 30, 1886.	Totals.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1880-81..	8,021 50	1,000 00	9,021 50	2,255 37	11,276 87
1881-82..	18,453 15	1,000 00	19,453 15	3,890 63	23,343 78
1882-83..	16,893 16	1,000 00	17,893 16	2,683 97	20,577 13
1883-84..	16,021 37	1,000 00	17,021 37	1,702 14	18,723 51
1884-85..	20,512 65	1,000 00	21,512 65	1,975 63	22,588 28
1885-86..	17,897 62	1,000 00	18,897 62	18,897 62
	\$97,799 45	\$6,000 00	\$103,799 45	\$11,607 74	\$115,407 19

Interest for six months to 1st January, 1887, on \$115,407.19 at 5 per cent. per annum, \$2,885.17.

TREASURY DEPARTMENT,

Quebec, 23rd November, 1886.

NOTE.—Since the 23rd November, 1886, an additional amount of \$33,000 has been deposited to the credit of the Fund.—Ed.

BOARDS OF EXAMINERS.—PROTESTANT DIVISIONS.

List of Candidates who obtained Diplomas at the November examinations, under the regulations of the Protestant Committee of the Council of Public Instruction:—

NAME.	Grade of Diploma.	Class of Diploma.	For what Language.
AYLMER.			
Boucher, Francis	Elementary.	First.	English.
Holmes, Eliza	"	Second.	"
Scharf, James A.	"	"	"
BEDFORD.			
Aitken, John F.	Elementary.	First.	English.
Johnson, Mary A.	"	"	"
Sharp, William D.	"	"	"
Williams, Mrs. Sarah C.	"	Second.	"
MONTREAL.			
Andrew, John	Elementary.	First.	English.
Arthy, S. W.	"	"	"
Campbell, Samuel	Model.	"	English & French.
Loynachan, Flora Jessie	Elementary.	Second.	"
Miller, John Wesley	"	First.	English.
Rogers, Isabella	"	Second.	"

LIST OF DIPLOMAS—Continued.

NAME.	Grade of Diploma.	Class of Diploma.	For what Language.
PONTIAC.			
Weldon, Emily	Elementary.	Second.	English.
QUEBEC.			
Bayne, Norman M.	Model.	First.	English & French.
Jack, Janet	Elementary.	Second.	English.
Morton, Fannie	"	"	"
McKee, Mary E.	"	"	"
Woodside, Charlotte	"	First.	"
STANSTEAD.			
Emery, Jessie	Elementary.	Second.	English.
Harwood, Jessie	"	"	"
Miles, Emma I.	"	"	"
McFarland, Mary	"	"	"
Salls, E. A.	"	"	"
Stickney, Blanche	"	"	"
Sampson, C. S.	"	"	"
SHERBROOKE.			
Alger, Ellen L.	Elementary.	First.	English.
Andrews, Jennie	"	Second.	"
Bailey, Hattie L.	"	First.	"
Barlow, Alma	"	Second.	"
Berry, Priscilla J.	"	First.	"
Bliss, Nellie P.	Model.	Second.	"
Ball, Minnie E.	"	First.	"
Blodgett, Ida M.	Elementary.	Second.	"
Damon, Ida E.	"	First.	"
Downes, Servella J.	"	"	"
Graham, Rachel	Elementary.	First.	English.
Goodenough, Henrietta	"	Second.	"
Humphrey, James W.	Model.	First.	"
Lindsay, Minnie J.	Elementary.	Second.	"
Moore, John G.	"	"	"
Page, Ruth	"	"	"
Reid, Jane C.	"	"	"
Smiley, Lillie F.	"	"	"
Stacey, Idelia	"	First.	"
Sutton, Maggie C.	Model.	"	"
Vail, Nellie M.	Elementary.	"	"
Wadleigh, Emma E.	"	"	"
Ward, Emma M.	"	Second.	"
Willard, Elvia A.	"	First.	"

MEETING OF THE ADMINISTRATIVE COMMISSION, OF THE 22ND NOVEMBER.
Continued from p. 310, Vol. VI.

The same members present.

The Administrative Commission, having taken into consideration the sections of chap. 27 of 49-50 Vic., adopted the following resolutions:—

“That an officer, who wishes to qualify his wife to receive a pension, must pay, in addition to the stoppage payable by himself, a sum equal to one-half of said stoppage for the years during which said officer has been married. Now as the stoppage for the years previous to 1880 is fixed at 5 per cent., it follows that the stoppage will be $7\frac{1}{2}$ per cent. for the years during which said officer has been married. Two-fifths or 3 per cent. must be paid before the 1st of January, 1887, and one-fifth or $1\frac{1}{2}$ per cent. will be retained annually from the pension of such officer during the first three years in which he receives his pension. If such officer dies before he obtains his pension, there will be retained from the widows' pension one-half per cent. to complete the sum which her husband should have paid for her.” (Sec. 11 & 15).

“That an officer of primary instruction may pay the stoppage for the years since 1880, provided he establishes to the satisfaction of the Administrative Commission that his failure to pay these stoppages has been due to just and reasonable causes.” (Sec. 14).

“That the salary of an officer, who opens a private school or temporarily accepts a position therein, shall be fixed according to the scale of salaries provided in section 33 of said Act.” (Sec. 28).

“That an officer of primary instruction, who teaches a night school opened and directed by school commissioners, may add to his salary the sum which he receives for teaching therein, provided, that he is engaged and paid by the school commissioners, this sum being considered as salary and not as an emolument.” (Sec. 24).

“That the board of an officer of primary instruction which has been given by the school authorities, or by the rate-payers, or by the institution in which said officer has taught, shall be estimated and included in the salary.” The minutes of the three meetings of the Commission were read and approved, and the Commission adjourned.

(Signed)

GEDÉON OUMET,

President.

The Lieutenant-Governor has been pleased, by Order in Council, dated 23rd October, 1886, to erect into a distinct school municipality under the name of “St. Charles Borromée,” lots from No. 1 to 33, both inclusive, of the nine first ranges of the township of “Spaulding,” in the Co. of Beauce.

To detach certain lots from the municipality of “Oniatouchouan,” Co. of Chicoutimi, and to erect the same into a distinct municipality under the name of “Roberval.” O. G. 2089.

26th October:—To appoint five School Commissioners for the new municipality of Roberval, Co. Chicoutimi; five for the municipality of Aumont, Co. Ottawa; five for the new municipality of the “Village of Ste. Pudentienne, Co. Shefford; five for the municipality of the “Village du Lac Weedon,” Co. Wolfe; two for the municipality of “Oniatouchouan,” Co. Chicoutimi; two for the municipality of “Rivière aux Canards,” Co. Saguenay; one for municipality of “Côte St. Paul,” Co. Hochelaga; one for “St. Eugene,” Co. of L'Islet; one for “East Leeds,” Co. Megantic.

Also one Trustee for the school municipality of “New Carlisle,” Co. Bonaventure, and one for the municipality of “St. Armand Ouest,” Co. of Missisquoi. O. G. 2088.

6th November:—To erect a distinct municipality under the name of “St. Michel,” Co. Yamaska. O. G. 2090.

8th November:—To appoint Mr. Pierre Guérin school trustee for the municipality of “Howick,” Co. Chateauguay. O. G. 2088.