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DECEMBER, 1885.

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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC,

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

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 12.

DECEMBER, 1885.

VOL. V.

MINUTES OF THE PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION.

QUEBEC, 25th November, 1885.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held:—Present, the Lord Bishop of Quebec in the chair, the Rev. John Cook, D.D., LL.D., Sir William Dawson, C.M.G., LL.D., F.R.S., &c., the Rev. George D. Matthews, D.D., G. L. Masten, Esq., the Rev. Canon Norman, D.C.L., R. W. Heneker, Esq., D.C.L., E. J. Hemming, Esq., D.C.L., the Rev. Professor Cornish, LL.D., the Hon. James Ferrier, and the Venerable Archdeacon Lindsay, M.A.

Communications submitted by the Secretary and action taken.

1. From Mr. J. R. Rimer, Secretary of Board of Examiners, Pontiac, recommending that the Rev. Thomas Lett be appointed a member of the Board of Examiners, Pontiac, in the room and stead of the Rev. Mr. Connelly who has left the county. The Committee resolved that the Hon. the Superintendent of Public Instruction be respectfully requested to recommend His Honour the Lieutenant-Governor in Council to appoint the said Rev. Francis Lett a member of the said Board of Examiners, Pontiac.

2. From Mr. R. J. Hewton, M.A., applying for Academy diploma, Grade 1, with letter of recommendation from Mr. Allnatt as Inspector. The Committee resolved that Mr. Hewton's letter of application, and Mr. Allnatt's letter of recommendation be

handed to the Hon. the Superintendent of Public Instruction, and that he be respectfully requested to issue an Academy diploma, Grade 1, to Mr. Hewton.

3. From Messrs. W. J. Gage & Co., publishers, Toronto, submitting to the Protestant Committee, for approval, a copy of Quebec edition of Map Geography. The letter was received and laid on the table.

4. From the Rev. Professor Scrimger, submitting resolutions of the Committee of the General Assembly of the Presbyterian Church, to promote religious instruction in the schools of the Province of Quebec. The letter was received and referred to the Sub-Committee on School Law.

The accounts with vouchers submitted by the Secretary were examined and found correct.

The Protestant Committee of the Council of Public Instruction in account with the Secretary :—

1885.	DR.	
Sept. 9.	To balance in Bank of Montreal at this date as per last statement.....	\$2,939.27
1885.	CR.	
Sept. 11.	By School Inspection—	
	“ Mr. Allnatt’s Salary and Expenses....	\$355.60
	“ Mr. McGregor’s do.....	396.20
	“ Secretary’s Salary for quarter ending 30th October, 1885.....	250.00
Nov. 25.	“ Balance in Bank of Montreal at this date	1,937.47
		\$2,939.27

Communications submitted by the Secretary of the Department of Public Instruction and action taken thereon :—

1. From Mr. Newton F. Truel, concerning his application for a diploma.

The Committee recommended the Superintendent of Public Instruction to recognize Mr. Truel as a Model School Teacher till the examinations of candidates for Teachers’ diplomas in May next.

3. From Mr. John Walton, Principal of the Knowlton Academy and Mr. C. A. Jackson, Principal of the Waterloo Academy, enquiring whether the Protestant Committee insist that pupils in the Academic Department shall take the full course of study in one of the three grades. The Secretary was instructed to reply

that only such pupils as take the whole course of study in one of the grades can be recognized as *Academy pupils*, but the Inspectors will be instructed to examine all pupils taking the higher branches of study, and report thereon to this Committee.

4. From Mr. James O'Connor, concerning the withdrawal of the grant from the Lacolle Academy. The Committee resolved that in view of all the circumstances as explained by Mr. O'Connor and Mr. Rexford, a grant of a hundred dollars be made to Lacolle Academy for the past year.

5. Concerning the establishment of a Model School at Gaspé Village, the Committee was pleased to learn that this school is now in operation and doing satisfactory work.

6. From the Rev. Thomas Blaylock, in regard to the establishment of a Model School at Paspebiac. This school is now in operation, and the Committee was pleased to hear that it was working satisfactorily. The Committee resolved that considering all the circumstances of these Model Schools at Gaspé Village and Paspebiac, a grant of fifty dollars be now made to each of them for the past half year, but that, in future, grants be made to the said Model Schools when the annual appropriations from the Superior Education Fund are apportioned.

7. From Mr. D. McGugan, applying for a Model School at Metis. The Committee agreed to accept said School at Metis as a Model one, provided the conditions required ~~by~~ the law are complied with.

8. From Mr. John McCormick, applying for a Model School at New Richmond. The Committee agreed to accept the proposal to establish a Model School at New Richmond, provided the conditions required by the law are complied with.

9. From Mr. Hubbard, Secretary, Board of Examiners, Sherbrooke, recommending that the Rev. Edward R. Brainard be appointed a member of said Board of Examiners, Sherbrooke. The Committee resolved that the Hon. the Superintendent of Public Instruction be respectfully requested to recommend His Honour the Lieutenant Governor in Council to appoint the said Rev. R. Brainard a member of the said Board of Examiners, Sherbrooke.

The Secretary of the Department reported that Circulars had been issued to all the Educational Institutions throughout the Province, in regard to exhibits for the Colonial and Indian Exhibition in London next year.

The following report was presented by the Sub-Committee on School Law :—

The Protestant Committee of the Council of Public Instruction 25th Nov., 1885.

“The Sub-Committee on School Law beg to report that since the last meeting of the Protestant Committee they met on the 18th and 19th Nov., inst., and commenced the final review of the revised Statutes and the suggestions submitted to them as amendments.

They had the benefit of the assistance of the Superintendent and the Protestant Secretary of the Department, and had also an interview with the Codifier, the Hon. Mr. Wurtele. They propose to continue their labours so as to complete their examination and to report to the Committee before the sitting of the Provincial Legislature, or at all events very early in the session.

They find that the Department of Education have scrutinized the existing acts, and have made a reference copy of the Draft of the Revised Statutes, and have suggested amendments of a practical character for the most part. The Sub-Committee have requested that this reference copy shall be printed for their use.

The Sub-Committee thus report progress and ask leave to sit again. On behalf of the Sub-Committee.”

(Signed,) R. W. HENEKER,
Chairman.

It was resolved that the Sub-Committee on School Law be authorized, after consultation with the Department, to put in type the Amendments to the School Law approved by the said Sub-Committee, the whole to be presented to this Committee for final adoption.

The following report was read by the Rev. Canon Norman :—

Recommendations of a meeting of the Council of Bishop's College, Lennoxville, held 29th Oct., 1885.

1. “Recommended that the arrangements entered into by the McGill University with the Normal School, Montreal, with reference to candidates for Academy diplomas, be, in principle, accepted by the University of Bishop's College, Lennoxville, and that successful candidates for the Academy Diploma be in future admitted into the second year of the Arts' Course without further examination.

2. That such students, not exceeding three in number, who shall be certified by the Principal of the Normal School as having taken 75 per cent of the total marks in the said Diploma examination, and not less than two-thirds of the marks in Latin and in Greek, shall be entitled to free tuition in the Faculty of Arts of Bishop's College for the second year.

3. That Bishop's College School be recognized as the place of training for students of the College desiring to pass the examination in the Art of

Teaching, and that the time of such training shall extend over at least four weeks.

4. That the examination of Candidates for the Normal School Diploma for persons intending to proceed to the degree of Bachelor of Arts at the University of Bishop's College be held at the College on and after the 15th day of May, in each year, and that the results of such examinations be declared at the annual meeting of the University Convocation in June."

(Signed) THOMAS ADAMS, M.A.,
Principal of the College, Chairman.

"The above recommendations were made by the Council in Conference with the Sub-committee of the Protestant Committee of the Council of Public Instruction for the Province of Quebec,—the members being Canon Norman, D. C. L., R. W. Heneker, Esq., D. C. L., and G. L. Masten, Esq."

(Signed) R. W. NORMAN, D.C.L.,
Convener of Sub-Committee.

The following report of the Committee on Regulations for the Protestant Divisions of Boards of Examiners was submitted and adopted ad interim: the consideration of appendix A, being referred again to the Sub-Committee to report at next meeting.

1. "That the rules and regulations of the Council of Public Instruction concerning the establishment and jurisdiction of Boards of Examiners, passed the 11th November, 1861, and 11th February, 1862, and approved by His Excellency the Governor General in Council on the 18th March, 1862, and all amendments thereto, be rescinded, so far as Protestant Boards of Examiners are concerned, and the following substituted in their place:—

Article First. Protestant Boards only of Examiners shall have the power to grant diplomas valid for teaching in Protestant Schools.

Article Second. The Protestant Boards of Examiners of Quebec, Montreal and Sherbrooke shall retain the power to examine candidates for Elementary, Model School and Academy diplomas; such diplomas being valid for any Protestant School of the same grade in the Province.

Article Third. The remaining Protestant Boards of Examiners already organized, or which may be organized hereafter, shall have power to examine candidates for Elementary diplomas only; such diplomas being valid for any Protestant Elementary School in the Province.

Article Fourth. Second class Elementary Diplomas shall be valid for one year only.

II. That the rules and regulations for the examination of candidates for Teachers' diplomas, adopted by the Council of Public Instruction, 11th November, 1861, and approved by His Excellency the Governor General in Council, on the 18th March, 1862, and the amendments thereto be rescinded so far as the Protestant Boards of Examiners are concerned, and the following be substituted in their place:—

Article First. All Boards of Examiners shall meet on the first Tuesday in the months of May and November of each year, for the examination of candidates as hereinafter provided.

Article Second. Each candidate must notify the Secretary of the Board of Examiners at least fifteen days before the meeting of the Board, of his intention to present himself for examination.

Article Third. Each candidate shall deposit with the Secretary of the Board, before his examination : *first*, a certificate of good moral character, signed by a minister of his place of residence, and by at least two School Commissioners or Trustees of the locality in which he has resided for the six months previous to his examination ; *Second*, an extract from a register of baptism, or other sufficient proof that he was at least eighteen years of age last birthday.

Article Fourth. Each Board of Examiners shall cause a register of examinations to be kept, in which the Secretary shall enter the names of all candidates, and opposite each name the date of examination, the grade of diploma, the class of diploma, and the name of the minister signing certificate of moral character. The Secretary shall transmit to the Superintendent of Public Instruction, within fifteen days from the date of examination, a special report of the Board, as to the results of the examination, containing the names of the candidates recommended for diplomas, and such other information as may be required by the prescribed form of report, or as the Board may deem it expedient to give, such reports to be signed on behalf of the Board by the President or Vice-President and the Secretary.

Article Fifth. On receipt of such report the Superintendent shall issue to each Secretary the required number of diplomas, each diploma being sealed with the seal of the Department of Public Instruction, and no diploma shall be valid without said seal, and the signatures of the President or Vice-President and the Secretary of the Board of Examiners.

Article Sixth. Candidates shall be examined in every subject by printed papers. These examination papers shall be prepared by a Central Committee appointed by the Protestant Committee of the Council of Public Instruction.

Article Seventh. The question papers shall be sent under seal to the different Boards of Examiners, to be opened by them on the days and hours fixed for examination, and in the presence of the candidates. Each candidate shall write his answers on the paper provided for him, and no other paper shall be used. The answers shall be read and valued by the members of the Boards, the number of marks accorded to each answer, and the total number of marks gained by a candidate in each subject being distinctly marked upon his papers. The papers of each candidate examined, thus marked, shall be fastened together and retained by the Secretary together with the report required by article Fourth, to the Superintendent of Public Instruction, who shall immediately submit the same to the Protestant Committee.

Article Eighth. Candidates for the several classes of diplomas shall be subject to examination in accordance with the requirements of the syllabus of Examination, Appendix A.

Article Ninth. A candidate for a Model School diploma, shall be required to produce a certificate, signed by a School Inspector, that he has taught successfully at least one year in a public school.

Article Tenth. Candidates for Elementary diplomas must take at least fifty per cent. of the marks in Writing, Grammar, Arithmetic, the Art of Teaching, and Geography, and at least one-third of the marks in each of the other subjects. Candidates for Model School diplomas must take fifty per cent. in each of the above named subjects for Elementary diplomas, and also fifty per cent. in Geometry and in Algebra, and one-third of the marks in each of the other subjects. Candidates for Academy diplomas must take fifty per cent. of the marks in each of the above named subjects for the Model School diploma, and likewise fifty per cent. of the marks in Latin and Greek, and one-third of the marks in each of the other subjects. Two-thirds of the marks must be taken by candidates of all classes in Reading and Spelling.

Article Eleventh. The examination for Elementary and Model School diplomas shall occupy two days, and the examination for the Academy diploma three days.

Article Twelfth. Each candidate for an Elementary or a Model School diploma, presenting himself before a Board of Examiners, shall pay to the Secretary of the Board the sum of two dollars, and for an Academy diploma three dollars. Out of such sum there shall be paid to the Secretary of the Board the sum of one dollar for filling up, signing and registering each such diploma, and the remainder shall be used in paying the expenses of the Board of Examiners: none of such money shall be returned to a candidate who has been unable to obtain a diploma, but at the next meeting of the Board such candidate may again present himself without extra payment. The candidate or candidates taking the highest number of marks, and a first class Elementary diploma shall be exempt from fees.

Article Thirteenth. The Secretary of each Board of Examiners shall forward to the Superintendent of Public Instruction in the month of June in each year, a detailed statement of the receipts and disbursements connected with each meeting of the Board held during the year.

Article Fourteenth. Whenever it is evident, from the report to the Superintendent, or from the papers of the candidates submitted to the Protestant Committee, in accordance with article sixth, or for other reasons, that any Board of Examiners has not conducted any particular examination in accordance with the provisions of the law, and the rules and regulations laid down in the foregoing articles, the Protestant Committee of the Council of Public Instruction may declare, either, *first*, one or more diplomas granted at said examination, or, *second*, the whole proceedings of said Protestant Board of Examiners at said meeting, null and

void, in which latter case the said Board of Examiners, and the Candidates who received diplomas, shall be notified thereof by the Superintendent.

Article Fifteenth. At each meeting of the Protestant Board of Examiners the rules contained in Appendix B, shall be strictly observed in conducting the Examination. At the hour fixed for opening the examination on the first day, after the candidates are seated, and before the examination questions are distributed, these rules shall be read aloud to the assembled candidates by the acting chairman.

APPENDIX B.

RULES TO BE OBSERVED IN THE EXAMINATIONS.

To be read to Candidates before Examinations.

1. The candidates are to be placed in the examination room so as to prevent copying, or communications of any kind between them.
2. At the hour appointed for the examination, the candidates being in their allotted places, the examination papers for that hour shall be opened and distributed to the candidates.
3. The examination papers or any question therein may be read aloud to the candidates by the acting chairman; but no explanation whatever shall be given as to the meaning or purport of the questions.
4. No candidate shall be permitted to enter the examination room after the expiration of an hour from the commencement of the examinations, nor after a candidate has left the examination room. Any candidate leaving the examination room after the issue of the examination papers in any subject shall not be permitted to return during the examination of the subject then in hand.
5. No candidate shall give or receive assistance of any kind in answering the examination questions. Any candidate detected (a) in taking into the examination room or having about him any book or writing from which he might derive assistance in the examination, (b) in applying under any circumstances whatever, to other candidates, (c) in answering, under any circumstances whatever, applications from other candidates, (d) in exposing written papers to the view of other candidates, (e) in endeavoring to overlook the work of other candidates, shall be immediately dismissed from the examination. The plea of accident or forgetfulness shall not be received.
6. Candidates shall write their answers on one side only of the paper, and shall use no other paper than that provided for them. The use of blotting paper for rough drafts or for any writing whatever is strictly forbidden.
7. At the close of the examination all the paper furnished to a candidate must be returned to the examiner.

8. No candidate shall have access to his answers, and no alteration shall be made in a candidate's answers after they are delivered to the examiner in charge.

9. No persons, except those taking part in the examination, shall be admitted into the examination room during the examination and no conversation nor anything that may disturb the candidates shall be allowed.

10. The candidates shall be under the direct and careful supervision of at least one of the examiners from the beginning of the examination to its close.

The Chairman read a letter which he had addressed to the Government applying for the appointment of an Inspector of Schools for Superior Education.

Letters were read from several parties applying for the position of Inspector of Academies and Model Schools, and after some discussion, it was unanimously resolved, on the motion of the Rev. Canon Norman, seconded by Dr. Heneker; That the Rev. A. A. Von Iffland, M.A., be, and is hereby appointed, an Inspector of Academies and Model Schools for the approaching Inspection, the salary being two hundred and fifty dollars with travelling expenses. Mr. McGregor was continued as the other Inspector of Academies and Model Schools on the same terms as last year.

The Committee resolved:—

“That the Regulations for Academy diplomas recommended at last meeting be adopted and transmitted through the Hon. the Superintendent of Education for approval by the Lieutenant-Governor in Council.”

The Committee adjourned to meet on Wednesday, the 3rd of February, 1886, or sooner, if necessary, on the call of the Chairman.

The International Magazine, EDUCATION, for November and December, published by the New England Publishing Company, 3 Somerset Street, Boston, and devoted to the Science, Art, Philosophy, and Literature of Education, is at hand, and contains an unusual amount of valuable reading for thoughtful readers on education. Dr. Harris, of Concord, contributes an article on the Methods and Limits of Psychological Inquiry; Dr. Millikin, of Ohio, discusses Education as Related to Physiological Laws. The Essentials of Linguistic Training are presented in an able paper by Dr. Greene, of New Jersey. The General Outlines of Education in Japan are described by S. Tegima, the Japan Commissioner of Education at London. Miss M. K. Smith gives an account of the recent Educational Congress at Havre, with Reports on Education at the New Orleans Exposition presented by Hon. John Hancock, Prof. J. M. Ordway, Hon. M. A. Newell, Hon. Warren Easton, and others. Other articles, both home and foreign, are valuable contributions to the literature which the New England Publishing Company have done so much toward elevating and extending.

ORTHOGRAPHY VS. SPELLING.

BY WALTER S. SMITH.

The law names orthography as one of the legal branches. A majority of our teachers teach *spelling*. *Orthography*, by its etymology, means the correct *writing* of words. Of course, this etymology is not to be crowded, by a real scholar, out of its current usage; for the correct placing of the letters is correct orthography, even if not placed on paper. But, for practical use, our spelling is nothing unless it enables us to place what we spell on paper. That is, we never spell in talking or reading, but never write without spelling.

This is a plea for written spelling, but I shall not elaborate it now. It is suggestive, however, and our methods should all be devised with this fact in view. It is also true that each word has a rich and entertaining history, and no pupil spells well who does not spell intelligently.

Orthography is defined by Gould Browne thus: "Orthography treats of letters, syllables, separate words, and spelling." This is probably a thorough definition. Etymology treats of derivation and classification; so it too treats somewhat of words and syllables, and the two overlap; both being essential to good spelling.

The spelling of English words, therefore, is a matter of grammar, and demands much more thought than the average spelling class exercise can inspire or develop. I have, for many years, been trying to make my spelling an intellectual exercise; to clothe it with interest which would provoke study; to compel attention to such principles as enter into classes of words, and to induce pupils to notice words when they see them in type. These ends are not yet reached by using the ordinary spelling-book. Too many words are presented in the books that contain no practical matter of value or interest. So, I do not use the spelling-book. I do not say that every teacher should do without a speller; but if we can select lists of representative words, and, by their investigation, fix principles which will apply to others of similar structure, we can do better without the book. To illustrate: In all good spellers and dictionaries we have "rules for spelling certain classes of words." The rule for *omitting final e* provides for spelling, probably, two or three thousand words. So with the

rules for *doubling the final consonant*. These rules, together with a good knowledge of the list of prefixes and suffixes, will accomplish more in the way of orthography than anything that can be done with spelling-book lists.

I one time talked this matter all over in a county institute, and sat down, feeling that I made an excellent impression. But one of the members arose, and remarked as follows: "Mr. Chairman, I want to say I have never seen a lesson conducted in this way, and I defy Professor Smith, or any one else to give me a common English word that I cannot spell."

"Well," said I, "suppose we try!—Spell *ammunition*!" "A-m-u-n-i-t-i-o-n." "Spell *exhilarate*!" "E-x-h-i-l-e-r-a-t-e." "Exonerate!" "E-x-h-o-n-o-r-a-t-e!" And so on! I gave him six common words, and he missed five.

I suggested to him that if I had taught him these words he would not have missed one of them. *Ammunition abbreviation, accusation, alleviation, aggravation* and many other commonly missed words can be fixed in the mind by the inculcation of a single principle of derivation: "When a word is formed by prefixing *ad* the *d* of the prefix is changed to the consonant which follows it." This principle is worth more than all the words it provides for—merely memorized; for there is reason in it, and a mind works best by the laws of reason. So, briefly my plan is this: With some particular point in contemplation, I select a list of practical words, ten to twenty in number, and have them written by the class as a lesson for to-morrow. Between now and to-morrow this lesson is thoroughly studied. And *study* is more than memorizing. Study is intellectual activity and observation. The lesson is studied, and to-morrow recited: The study can require no less than an hour, and the recitation can employ every minute of a half-hour, very profitably, indeed.

At recitation-time, after announcing the new lesson, let all the class go to the blackboard. Pronounce the words as rapidly as you can, allowing the members of the class to write as their turn comes around. Thus, No. 1, writes the first word, No. 2 the second, and so around. If you have ten in the class, and fifteen words in the lesson, each member will get a word, and five of them will get two each. No. 6 may very properly take the first word, then, and No. 1 will get the sixth on the third round; and three rounds will give each pupil three words, causing each word to be

used twice. If you desire it, you can so arrange it as to pass the words in various orders and let each of the ten spell each of the words.

There should be few of the words missed. If they are missed, they must receive attention and the error must be corrected. Methods of correcting I may give in a future article.

The method of reciting is not given as the only one available. A real teacher will know no invariable method.—*Educational Courant.*

THE VALUE OF PICTURES IN TEACHING PHYSICAL GEOGRAPHY.

BY LILLIE J. MARTIN.

Drawing makes complicated explanations simple, and gives vividness to descriptions not thoroughly grasped by the imagination. It is particularly valuable as a test of a pupil's knowledge of a descriptive subject. If a class beginning physical geography is given a descriptive subject to illustrate, more than half the class will fail. Nor is this failure chiefly among those who draw indifferently. The test brings to light a mental deficiency among all the pupils that must be remedied. But the nature of the difficulty must be first ascertained. A re-study of the lesson shows that it does not come from inattention. Careful questioning develops the fact that the pupils have no material with which to picture what they read. Here is another proof that "the mind can create no new material, but can divide and combine the parts of material things with which it is familiar so as to form new existences."

Since the surrounding country does not always furnish proper material for illustrating physical geography, what is to be done? Pictures appeal so strongly to all the senses that they may be used for this purpose. No physical geography furnishes a sufficient amount. Nor is this to be regretted. The very gathering of pictures excites interest and draws closer attention to the subject. A method something like the following has been fairly successful in carrying on this work. On beginning physical geography, a list is made of the subjects that can be illustrated by pictures, and the pupils are set to gather these from maga-

zines, railroad guides, etc. Each is expected to make a small collection on all subjects, and a larger collection on that subject that he finds the most interesting. Additions are made to this collection during the whole course of study. These pictures, and, if possible, railroad maps showing the location, are mounted on white or brown paper and labelled so as to show the teacher what subject the pupil intends a given picture to illustrate. For convenient handling they are placed in a portfolio made of paper and enclosed in a large envelope for protection. The pupils are encouraged to preserve bits of information from newspapers, etc., scraps of appropriate poetry and attach them to the pictures. Care is taken, however, that the main thought may not be lost sight of by too many details.

After the pupil has been over a new subject somewhat cursorily, for the purpose of learning the proper terms to employ in discussing it, he is taken into the country to study the thing itself. If this is impossible, he examines the pictures from the various collections on this subject. Especial attention is given in class recitation to one of the best pictures. Several pupils put it upon the board to improve their drawing. One of the rest tells what he sees and the others make additions. The pupils' imaginations thus receive material for future use. Of course, this material cannot be used at present. The surroundings of place and time must first be forgotten. Perhaps some one will propose describing the picture as if colored. This narrows the scene to a particular time and makes it almost a reality. Some one will tell how the place appeared in the past, another, how it attained its present state, and another, how it will look in the future. What could give the imagination better exercise!

Each pupil writes a composition on the subject that he has selected for fuller illustration. He makes a drawing of the best picture that he has on the subject. This is not done altogether to give him practice in drawing but to hold his attention long enough to observe points that would otherwise escape his notice. "The pencil is the best microscope." The composition is divided into two parts. Part I contains a description of what the pupil sees with his mental and physical eyes. All the pictures that he has on this subject are to be described. He may choose, also, to describe any imaginary picture that contains the main points of his subject. Part II is something from books. The pupil

states in his own words what he has read, and employs the narrative or descriptive style as he prefers. The second part is added for the purpose of directing the pupil's attention to the best books on physical geography and to assure a careful reading of them. Encyclopædias, books of travel and description, novels, poetry, legends, etc., should be recommended. From these the pupil may select something on a particular picture or on the subject as a whole.

Cañons and waterfalls are among the best subjects for composition work. Good pictures are easily obtained, and there is a variety of book matter. Pupils enjoy studying about coral islands. They like to describe the pieces of coral they have at home and make pictures of them.

To ascertain how much has been done by this work, in the way of storing the pupil's imagination, the drawing test may be repeated. The class will certainly do better: nor will they use the particular things that they have seen, if sufficient time is allowed to elapse after pictures allied to this subject have been examined.

This exercise helps pupils in many ways indirectly. It causes them to study the text and the pictures in their text-books with more attention. It gives them opportunity to use what they have seen, heard, and read. In short, it teaches them to put physical geography into their world and their world into physical geography.—*Selected.*

Dictionaries.—Every teacher should have a Dictionary. Every school-room should be furnished with a good one for the use of the pupils. Teachers should consult the dictionary in the presence of the pupils in reference to difficulties which come up in the class. They should send the pupils themselves to consult the dictionary in reference to the pronunciation and meaning of words that occur in their lesson, and thus encourage the pupils to consult the dictionary in their daily work. Get the best dictionary that you can find. One of the larger ones if possible. The New Edition of Websters Unabridged is one of the best. As a defining, orthographic and pronouncing dictionary it is a standard authority in the English language. The last edition, in addition to the supplement and biographical dictionary, contains a pronouncing gazetteer of the world, consisting of over one hundred pages of new matter. The pupils and teachers of all our superior schools, at least, should have constant and ready access to Webster's Unabridged Dictionary; no teacher can afford to be without it.

THE SCHOOL GALLERY.

The gallery, so-called, was devised many years ago, in England to provide for the employment of the older pupils in the schools, as assistants, directly under the supervision of the master.

It was not then a separate room, but was fitted up at one end of the large school room, without partition or separation of any kind. It answered its purpose very well in a country where the problems of heating and ventilation were not difficult to solve, and where neither winter's cold nor summer's heat was extreme. It was an economical arrangement, so far as actual cost was concerned.

Having served its day, it has been superseded by a more satisfactory arrangement; trained teachers being now generally employed, each has a room for his own class.

In this country the gallery is not very generally found, but in some parts it has been adopted and retained, presumably for financial reasons. The enlightened spirit of the times seems to demand that a more generous arrangement of school class-rooms should be provided.

The distinguishing feature of the gallery is, an arrangement of seats in rows or tiers, rising from front to rear, 12 to 15 pupils being in each row. The back row being higher, its occupants are sure to be in a temperature considerable warmer than that of the front row, thus, the same temperature for all is impossible, and in winter, this is a fruitful source of throat and lung troubles; moreover, the backs of the seats are generally narrow strips, serving also as racks for slates, and are by no means as comfortable a support for the back.

As the gallery is now a separate room, it ought to be quite as large as any other, affording each occupant an abundant supply of air so essential to health and activity. As a matter of fact, it is little more than half the size of class-rooms, often less than that, when the space covered by the ascending tiers is deducted from the contents of the room. The gallery, however, is usually occupied by quite as many children as the class-room; the supply of air being thus very unsatisfactory.

The plan of "changing" rooms does not obviate this, for the change occurs only two or three times a day, and even if occupied

by each class alternately every half hour, the fact remains, that (in winter especially,) the atmosphere of the smaller rooms soon becomes vitiated, while it is not so readily replaced by fresh air as in the ordinary class-room.

The light is also very imperfect, to which may be attributed the increasing prevalence of defective eye-sight among the pupils.

The gallery then compels children to be massed in a small room, not well lighted, where thorough ventilation without exposure is very difficult, where some may be too warm while others are too cold, and where, from the construction of the seats, there is very little support for the back, and no support for slates or books. The effect of this is, that children are forced to work with curved spine and contracted chest, as well as to the injury of their sight.

There is also much inconvenience in the arrangement. A pupil near the centre is unable to get out without disturbing all who sit outside him, and the teacher cannot pass around to inspect work. Books, etc., are kept in boxes under the seats, and can be obtained or put away only by standing up and lifting a cover, which is not done without considerable noise and confusion.

Again, in higher classes the supply of books and apparatus is often greater than the capacity of the boxes.

The "changing" of rooms involves other and more serious disadvantages, since each class for a time occupies the seats of another class. The temptation to meddle with property left by the owners in their desks, is too great to be resisted by those temporarily in their places. Articles are used, damaged or misplaced, and occasionally pilfered, to the great annoyance of the teachers and scholars. Again, as the classes resume their places, some things are left behind, and later on they are missed, those lately in the seats are suspected, and unpleasant charges are made.

Moreover, the furniture and floor suffers sadly in numberless ways, because each class finds it easier to blame the other than to be careful, and the teachers are unable, except at considerable loss of time, to discover the real offenders; moreover, teachers are not so strict in preventing this disorder as they would be, if each room was used by one class only.

From hygienic considerations, as well as for the sake of convenience and the maintenance of thorough good order, the construction of class-rooms for the exclusive use of each class, is advocated. Rooms fitted with furniture adapted to the purpose and to the age of pupils. Then they may all occupy the same level and have the same temperature.

Each pupil will have a desk for his exclusive use, for the proper use and care of which he can be held responsible.—
Teacher-

SUMMARY OF ANNUAL REPORTS OF PROTESTANT ACADEMIES AND HIGH SCHOOLS.

MODEL SCHOOL AND ACADEMY PUPILS IN THE PRINCIPAL BRANCHES OF INSTRUCTION.

NAMES OF ACADEMIES.	MODEL SCHOOL AND ACADEMY PUPILS IN THE PRINCIPAL BRANCHES OF INSTRUCTION.																			
	Diction.	English Grammar and Analysis.	English Composition.	English Literature.	Geography.	Sacred History.	Ancient History.	Canadian History.	English History.	Arithmetic.	Algebra.	Geometry.	Trigonometry.	Drawing.	Book-keeping.	French.	German.	Latin.	Greek.	Natural Science.
Berthier	30	15	15	40	18	12	.....	12	10	35	3	3	.....	15	12	30	.....	.....	.....	.....
Bedford, Missisquoi	40	40	40	40	40	28	.....	40	40	40	3	4	.....	40	12	20	.....	.....	.....	.....
Coaticook, Stanstead	43	43	43	43	43	43	.....	43	22	43	19	19	.....	43	19	20	.....	.....	.....	.....
Cowansville, Missisquoi	51	47	51	51	51	51	14	51	51	51	37	22	.....	51	27	21	.....	.....	.....	.....
Churchville, "	23	23	23	23	23	23	.....	23	23	23	23	22	.....	23	23	23	.....	.....	.....	.....
Dunham, I. C.	35	35	35	35	35	35	.....	35	35	35	23	.....	.....	35	35	15	.....	.....	.....	.....
Dunham, "	15	15	15	15	15	15	.....	15	15	15	19	8	.....	15	2	15	.....	.....	.....	.....
Dunham, I. C.	72	72	72	72	72	72	.....	72	45	72	49	92	.....	72	35	3	.....	.....	.....	.....
Granby, Shefford	45	45	45	45	45	45	.....	45	45	45	40	.....	.....	45	40	.....	.....	.....	.....	.....
Huntingdon	46	46	46	46	46	46	.....	46	46	46	40	.....	.....	46	40	.....	.....	.....	.....	.....
Hatch, C. Stanstead	13	13	13	13	13	13	.....	13	13	13	13	.....	.....	13	13	.....	.....	.....	.....	.....
Liverness, Regent	39	39	39	39	39	39	.....	39	39	39	55	11	.....	39	19	.....	.....	.....	.....	.....
Leicester, Argenteuil	33	33	33	33	33	33	.....	33	33	33	38	.....	.....	33	33	.....	.....	.....	.....	.....
Leicester, St. John	25	25	25	25	25	25	.....	25	17	25	24	.....	.....	25	9	.....	.....	.....	.....	.....
Leicester, "	63	63	63	63	63	63	.....	63	63	63	73	.....	.....	63	38	.....	.....	.....	.....	.....
Sturbridge, "	30	30	30	30	30	30	.....	30	17	30	24	.....	.....	30	8	.....	.....	.....	.....	.....
Stangand W. L. College	31	31	31	31	31	31	.....	31	20	31	16	.....	.....	31	24	.....	.....	.....	.....	.....
St. John's	43	43	43	43	43	43	.....	43	43	43	31	.....	.....	43	21	.....	.....	.....	.....	.....
Shawville, Pontiac	27	27	27	27	27	27	.....	27	27	27	20	.....	.....	27	6	.....	.....	.....	.....	.....
Three Rivers, St. Maurice	57	57	57	57	57	57	.....	57	27	57	8	.....	.....	57	21	.....	.....	.....	.....	.....
Waterloo, Shefford	800	785	783	410	786	709	188	775	717	805	583	303	5	652	421	616	3	453	66	42
Total for Academies																				
High Schools.																				
Lennoxville High School	64	64	45	45	64	63	23	22	64	64	43	43	.....	62	62	.....	.....	.....	.....	.....
Montreal Girls "	115	115	115	115	115	115	.....	8	115	115	45	.....	.....	115	.....	.....	.....	.....	.....	.....
Montreal "	209	209	209	141	209	209	80	141	147	209	141	.....	.....	110	191	.....	.....	.....	.....	.....
Quebec "	55	55	55	55	55	55	.....	55	55	55	2	.....	.....	55	30	.....	.....	.....	.....	.....
St. Francis College School	93	93	93	67	86	.....	13	47	61	93	34	26	.....	74	46	.....	.....	.....	.....	.....
Totals for High Schools and Academies	1336	1321	1300	788	1315	1151	356	1048	1159	1341	901	678	74	1012	769	1096	182	837	228	288

SUMMARY OF ANNUAL

NAMES OF ACADEMIES.	When Founded.	Governing Body.	REVENUE.					Annual Revenue.	Expended For Teachers' Salaries.
			From Commission'r or Trustee.	From Sup. Educat'n Fund, 1883-84.	From Sup. Educat'n Fund, 1884-85	From Fees.	From other Sources.		
Berthier	1864	*Trustees	\$ 178	\$ 200	\$ 200	\$ 380	\$	\$ 758	\$ 735
Bedford, Missisquoi	1853	*Directors .....	.....	150	200	372	.....	500	500
Coaticoke, Stanstead	1860	Commissioners.	1157	325	350	800	.....	2282	2050
Cowansville, Missisquoi .....	.....	.....	536	250	250	306	.....	1197	1100
Clarenceville, "	1841	*Directors	150	200	200	380	194	324	687
Dunham, "	1840	Commissioners.	200	150	150	289	.....	639	589
Dunham, L.C., "	1878	*Corporation .....	.....	300	300	3058	295	3653	1415
Granby, Shefford	1840	Commissioners.	518	200	200	432	.....	1150	975
Huntingdon	1854	*Directors	250	400	500	645	4	1299	1100
Hatley, Co. Stanstead	1829	*Trustees	275	100	125	298	18	691	660
Inverness, Megantic	1875	Commissioners.	212	200	200	315	40	767	665
Knowlton, Brome	1854	*Trustees .....	.....	300	325	390	.....	690	655
Lachute, Argenteuil	1856	*Com's & Dir's.	1164	500	500	964	800	3404	2087
Lacolle, St. John	1863	*Directors	502	150	100	118	.....	770	700
Sherbrooke	1859	Commissioners.	2150	325	300	603	1222	2150	1700
Stanstead, W.L.C .....	.....	*Trustees .....	.....	325	300	4957	1449	6726	2306
St. John's .....	.....	Trustees	1070	250	250	664	.....	1985	1880
Shawville, Pontiac	1855	Commissioners.	627	200	200	80	18	925	515
Three Rivers, St. Maurice.	1881	Trustees	878	300	350	466	130	1775	1295
Waterloo, Shefford	1864	Commissioners.	1540	400	400	633	1656	2723	1965
Total for Academies .....	.....	.....	\$11407	\$5225	\$5400	\$16150	\$5826	\$35068	\$23079
HIGH SCHOOLS.									
Lennoxville High School.	1844	*Corporation...	\$	\$	\$	\$ 14842	\$	\$ 15342	\$ 4392
Montreal Girls' "	1875	Commissioners.	.....	.....	.....	8337	.....	8337	6949
Montreal "	1843	" .....	.....	1185	1185	7615	1459	10259	9368
Quebec "	1845	*Directors .....	.....	1485	1485	2200	.....	3685	3250
St. Francis College School.	1855	*Trustees .....	.....	.....	.....	975	1085	3040	1800
Totals for High Schools and Academies.....	.....	.....	\$11407	\$7895	\$8070	\$50119	\$8350	\$75671	\$48838

* Independent Institutions.

LADY OF THE LAKE.

EXAMINATION QUESTIONS—HIGH SCHOOL OF MONTREAL.

1. Tell briefly what you know of the parents, education, and character of Sir Walter Scott.

2. What events in Scott's early life had a marked influence on his literary career?

3. Have you read any of Scott's other works? What is their nature? Describe one of the characters you like. Reproduce, as nearly as you can, any fine descriptive passage.

REPORTS OF PROTESTANT ACADEMIES.

EXPENDITURE		TEACHERS.			PUPILS.													
For other Purposes.	Total Expenditure.	Number.	Head Teachers.			In Elementary Course.	In M. S. Course.	In Acad. Course.	Protestants.	Roman Catholics.	Under 16 years.	Over 16 years.	Total Number of Pupils.	No. who completed Academy Course.	No. who took diplomas May & Nov.	No. intending to enter the McG. N. S.	No. intendg to matriculate in Arts.	No. intending study of Professions.
			Salary.	Diploma.	Examining Board.													
45	780	4	...	A.	McG.	23	16	12	31	4	33	2	35	..	1	..	..	1
80	580	5	250	M. A.	Vt.	16	24	40	69	11	33	9	86	..	..	..	..	1
232	2282	23	1300	A.	Mont.	126	43	43	207	5	176	37	212	..	5	..	..	1
166	1266	2	700	A.	McG.	55	47	51	51	..	42	9	153	6	4	..	..	2
236	924	2	575	A.	Mont.	36	32	23	72	19	68	23	91	..	8	..	..	..
50	639	2	409	C.	Lon.	20	19	35	63	11	49	25	74	..	3	..	..	..
2238	3653	6	390	M.	McG.	8	8	72	80	12	59	33	92	5	1	..	..	..
175	1150	2	750	A.	Mont.	20	..	49	64	2	8	58	66	4	7	..	3	3
165	1:65	2	1650	B. A.	McG.	17	..	31	93	4	68	29	97	4	..	..	..	..
118	778	3	475	M. A.	Len'x	51	15	31	83	1	46	38	84	4	5	..	..	..
153	818	2	600	A.	McG.	36	35	13	93	1	46	38	84	4	6	..	..	..
35	690	3	535	B. A.	M. G.	38	..	59	84	5	44	51	95	4	4	..	..	..
1435	3523	5	800	B. A.	McG.	175	24	38	223	14	207	26	237	5	7	..	2	1
150	850	2	500	Univ.	Vict.	54	..	28	74	8	77	5	82	..	..	..	..	..
450	2150	2	850	...	...	20	4	65	87	2	63	26	89	..	..	..	..	..
4420	6726	6	1000	B. A.	Cob.	34	52	36	116	6	69	53	122	7	9	..	1	3
623	2003	4	900	A.	McG.	74	29	31	119	15	129	6	134	1	..	..	..	1
266	781	2	350	A.	McG.	60	15	28	43	..	37	6	49	..	3	..	..	..
480	1775	4	800	M. A.	Len'x	39	24	27	79	11	83	7	90	1	..	1	..	..
756	2721	6	800	A.	Mont.	150	54	57	249	12	222	39	261	..	3	3	..	1
\$12273	\$35354	73	\$13034	.....	.....	1050	425	753	1915	143	1530	533	2168	46	72	11	8	13
\$10886	\$15278	6	\$800	B. A.	Univ.	..	..	64	63	1	29	34	64	..	..	..	..	..
840	7789	9	900	A.	McG.	60	98	115	267	2	248	33	281	..	..	..	..	..
831	10259	11	2200	M. A.	McG.	..	..	269	201	8	180	29	209	16	..	..	3	3
635	3885	5	1430	B. A.	Univ.	15	30	55	96	4	80	20	100	6	..	..	..	..
1198	2998	2	1000	M. A.	Tor'to.	..	..	93	82	11	49	44	93	3	2	1	3	5
\$26723	\$75563	106	\$19334	.....	.....	1125	553	1289	2624	169	2116	693	2915	71	74	12	14	21

4. Distinguish between prose and poetry in regard to both form and purpose.

5. What is the general character of the Lady of the Lake? What do you think was Scott's main object in writing it?

6. Give an outline sketch of "The Chase," and a summary of the events described in canto V.

7. Name the chief actors in the poem; state the part each plays in the story; and write from memory ten lines descriptive of one of them.

8. Draw an outline map of the scene of the poem, and place in their proper position, ten of the principal places mentioned. Tell what occurred at each of these places, and reproduce as nearly as you can the description of one of them.

9. What is a ballad? Point out the chief merits of the ballad of Alice Brand. Why did Scott introduce it here?

10. State briefly the defence of the Highland Forays made by Roderick Dhu in answer to Fitzjames.

11. How far is the "Scotland's King" of the poem based on history?

12. Write short notes on

(a) The Douglas family.

(b) The clan system of Scotland.

(c) Consecration of the Fiery Cross.

(d) The Taghairm.

(e) Robin Hood and all his band.

13. Give the derivation and meaning of these words:—spaniel, satyr, Druid, tartan, villain, peers, uncle, wist, coif, anathema.

14. What are figures of speech? Rhetorical figures? Why used? Give, from the poem, an illustration of each of the following:—Similie, Metaphor, Metonymy, Personification, Alliteration, Onomatopoeia, Climax, Antithesis?

15. In what connection do these lines occur?

(a.) One burnished sheet of living gold.

(b.) The will to do, the soul to dare.

(c.) Honoured and blest be the evergreen pine.

(d.) He is lost to the forest.

(e.) And Snowdoun's Knight is Scotland's king.

(f.) Listen to a maiden's prayer.

(d.) Nor bid a warrior smile, nor teach a maid to write.

(e.) The mavis and merle are singing.

16. Define Spenserian Stanza? Why are different metres used in the poem? Scan and name the lines quoted in 15.

BOARD OF EXAMINERS.

Protestant Divisions.

I. PRELIMINARY EXAMINATIONS.

1885.

(For Candidates of all grades, except in English Grammar, instead of which a special Paper is given for the Academy and Model School Diploma.)

TUESDAY, NOVEMBER 3RD:—MORNING 9 TO 12.

English Grammar.

1. What are the two chief objects to be attained by the study of English Grammar? (10)

2. Define inflection and give (a) the inflections of the noun, and (b) the inflections of the verb. (5)

3. Write out a complex sentence containing an adjective clause, and an adverbial clause, and distinguish the clauses. (5)

4. It's dull in *our town since my playmates left.*
I can't forget that I'm bereft,
 Of all the pleasant *sights* they see.
Which the Piper also promised *me.*
- a. Write out the clauses contained in the foregoing selection and state the kind of each. (10)
- b. Parse the words in italics. (10)
5. Give the principal parts of the following verbs :—Lie, lay, sit, set, heat, light, catch, get, read, slide. (10).

Arithmetic.

N.B.—*The work must be shown as well as the answers.*

1. Define the following terms :—Concrete number, Least Common multiple, Fraction, Denominator, Decimal point. (5)
2. Explain why the value of a fraction is not changed by multiplying the numerator and denominator of a fraction by the same number. (10)
3. From the sum of $2\frac{1}{2}$ and $3\frac{1}{3}$, take their difference and divide the results by their product. (5)
4. How many yds. of carpet $\frac{3}{4}$ yds. wide will be required to cover a room thirteen feet wide and thirty feet long? (10)
5. If A can do a piece of work in six days, and B. in eight days, how long will it take A to finish it after B has worked at it two days? (10)
6. What principal will produce \$130 in two years at 4 p. c. per annum simple interest? (10)

Geography.

1. Define the following terms :—Equator, Longitude, Peninsula, Continent, Gulf. (5)
2. Name the Continents across which the Equator passes. (5)
3. Give three peninsulas (a) on the south side of Asia, (b) on the south of Europe. (5)
3. Draw an outline map of South America and insert therein the following :—Amazon, Andes, Parana, Orinoco, Monte Video, Rio de Janeiro, Santiago, Titicaca, Maracaybo, Darien. (15)
5. What is the latitude (a) of the southern boundary of the Province of Quebec, (b) of the southern boundary of Manitoba? (10)
6. Name five countries on the continent of Europe with their capitals. (10).

Sacred History.

1. Draw an outline map of Palestine, showing the following places :—Sea of Galilee, River Jordan, Dead Sea, Mount Carmel, River Kishon, Nazareth, Bethlehem, Jerusalem, Capernaum, Tyre. (10)
2. When and where were the Ten Commandments given? Write out the fourth and eight commandments. (5)

3. In whose reign was the first temple built in Jerusalem and when was it destroyed? (5)

4. Write brief notes on the following:—"The Call of Abram," "The Ten Spies," "The Passover," "Daniel," "Ezra," (10)

5. Arrange the following events in the life of our Lord in the order in which they occurred:—The Transfiguration, the Miracle at Cana, the Crucifixion, the Temptation, the Institution of the Lord's Supper, the Baptism. (10)

6. Give a short account of one of the miracles of our Lord. (10)

II. SPECIAL EXAMINATION FOR ELEMENTARY DIPLOMA.

(To be passed also by Candidates for Model School and Academy Diplomas.)

TUESDAY, NOVEMBER 3rd :—AFTERNOON, 2 TO 5.30.

Art of Teaching.

1. What is the two-fold object of school-work in reference to the child? (15.)

2. How would you classify a school of thirty pupils from five to fifteen years of age, under one teacher? (25)

3. What is the difference between a time-table and a course of study for a school? (15).

4. What points should be clearly brought out in a time-table for an ungraded school, under one teacher? (20)

5. State briefly how you would take up the map of North America with a class of pupils in the Third Reader. (15)

6. What methods will you adopt to secure good order in your school? (10)

History of England.

1. Name the Sovereigns of England in order from Henry III to Victoria. (10)

2. Give the great events of the Tudor Period in the order in which they occurred. (10)

3. In whose reigns did the following events occur: (1) The signing of Magna Charta, (2) Battle of Hastings, (3) Battle of Crecy, (4) Battle of Bosworth, (5) The execution of Lady Jane Grey, (6) The Gunpowder plot, (7) The treaty of Union between England and Scotland, (8) The Conquest of Canada, (9) The abolition of slavery, (10) The Sepoy Mutiny. (10)

4. Give a short statement of the reign of James I. (10)

5. Give a brief account of the social condition of the Tudor Period. (10)

History of Canada.

1. Give the dates of the following event:—(1) Foundation of Quebec. (2) The establishment of the Royal Government, (3) The Fall of Quebec, (4) The division of Canada into Upper and Lower Canada, (5) The Union of Upper and Lower Canada, (6) The Confederation of the Provinces.. (10)
2. Give a brief outline of the voyages of Jacques Cartier. (10)
3. What were the causes which led to the Union of Upper and Lower Canada ? (10)
4. What questions were settled (a) by the Ashburton Treaty, (b) by the Joint High Commission ? (10)
5. Name with dates three Rebellions which have occurred in Canada. (10)

French.

1. Donnez le féminin des mots suivants : (1) Avocat, (2) chanteur, (3) bailleur, (4) chasseur, (5) débiteur, (6) amateur, (7) artisan, (8) devineur, (9) chef, (10) imposteur, (11) maître, (12) instituteur, (13) frotteur, (14) sou-haiteur, (15) cheval, (16) empereur, (17) censeur, (18) docteur, (19) grognon, (20) philosophe. (20)
2. Comment les noms, terminés par les lettres S. X. Z, forment-ils le pluriel ? (10)
3. Aïeul, ciel et œil ont deux pluriels. Quels sont-ils, et que signifient-ils ? (10)
4. Quelles classes de substantifs n'ont point de pluriel ? (5)
5. (a) Combien y a-t-il de conjugaisons ? (b) Donnez les cinq temps principaux de chacune d'elles. (15)
6. Donnez les cinq temps principaux des verbes (1) aller, (2) boire, (3) absoudre, (4) valoir, (5) et faire. (15)

*Drawing.**For Candidates for Elementary Diplomas only.*

(Text-Book.—*Walter Smith's Manual for Primary Schools.*)

1. What benefits will a child derive from the study of drawing ? (10)
2. What is the leading object to be kept in view during the earlier drawing lessons ? What materials are the pupils supposed to use during the primary course ? (10)
3. Give a series of exercises by which you would introduce the subject to a class of young children. (20)
4. Give the substance of the author's remarks upon (a) length of lessons, (b) ruling and measuring, (c) dictation exercises, (d) repetition. (20)
5. Describe the ogee curve and draw a figure upon a base of two inches whose outline shall be composed of ogee curves or modifications of it. (20)
6. Draw a circle upon a radius of two inches and fill in with a design symmetrically arrayed about the centre. (20)

THE TEACHING OF ENGLISH.

Those who are engaged in carrying out the course of study for model schools and academies, will find the following extract from the admirable essay of William Houston, Esq. M. A., on the teaching of English, very helpful and suggestive. We also give on another page a series of questions on Scott's *Lady of the Lake*, from the High School, Montreal.

"With a view to making an illustrative application, however imperfect, of the principles I have been laying down, allow me to describe briefly the manner in which a piece of literature should be dealt with, say for the Entrance Examination. For this purpose I select Longfellow's "*Evangeline*," which is well adapted to the capacity of fourth class pupils. The various steps in its treatment may be thus described:—

1. The poem should be read through by the pupils without any explanations by the teacher, except in answer to requests for information. It should be read aloud and in full, as continuously, and with as much attention to elocution as time and circumstances will permit, in order that it may be viewed as a whole, and the reading should be done over and over again, until the pupils have had a fair chance to gain a clear idea of the plan of the work, to form some theory as to the object of the author, to discern its beauties, and to notice its more interesting passages.

2. After this opportunity has been given them, it should be read again for the purpose of enabling the teacher to ascertain by judicious questioning whether the pupils fully understand the text, including references to names, places, and events with respect to which the poem is not self-explanatory, care being taken not to convert it into a mere occasion for a lesson in history, or geography, or antiquities. The same reading will serve for such elucidation as may be necessary—the less the better, as a rule—of peculiar contrivances, of instances of poetical license, and of philological points, care again being taken to do only so much of this side work as may be necessary to make the meaning of the text perfectly clear.

3. It is now time to ascertain what theory the pupils have formed as to the author's aim in writing the poem, and to correct erroneous views on this point; as, for instance, that it was

designed to condemn the expatriation of the Acadians. In the light of this general view some passages will have acquired a new beauty and force, and an effort may be made to ascertain what parts of the poem have produced the deepest impressions, and why; also to lead them to notice other passages which they have overlooked. The same reading may be utilized for the purpose of calling attention to other beauties of form—cadence, rhyme, adaptation of sound to sense, alliteration, figures of speech,—care being taken to inflict on the pupils as little as possible in the way of definition, and in the case of rhetorical figures to confine the attention to those that are most obvious and most frequent.

4. Comparison may now be made of “Evangeline” with Parkman’s narrative in his recently published work on “Montcalm and Wolfe.” The pupils may in this way be taught to distinguish between poetical truth and historical truth. They can learn to understand that the English Government may have been justified in sending the Acadians from their homes, and that at the same time this very justifiable measure may have been productive of great and undeserved injury to innocent individuals in a spot far away from the settlements that were constantly harassed by the Indians at the instigation of the French.

5. Even with fourth class pupils it may be profitable exercise in prosody to compare “Evangeline” in point of form with some of Longfellow’s other poems—with “Miles Standish,” which resembles it in its hexameter structure; with “Hiawatha,” which resembles it in the absence of rhymes, but the verse of which is trochaic and octosyllabic; and with some of the best of his minor poems, which may with pleasure and profit be committed to memory.

6. Lastly, some attention, but not too minutely, may now be given to Longfellow’s personal history, to his peculiar preparation for his work, to the general features of the poems, and to his position amongst the poets of his own generation in America and England, the utmost care being again taken to keep all this subordinate to the main object of studying literature—that is, the thorough appreciation of the text itself.”

EDITORIAL NOTES.

McGill Normal School.—This school opened for the work of this year under the serious disadvantage of the prevalence of small-pox among a part of the population of Montreal. However, as the disease was locally remote from the Normal School and from the boarding-houses authorized for the residence of students, it was felt that with proper sanitary precautions vaccinated pupils run quite insignificant risk by attendance at the school; and that there was no sufficient reason for postponing the re-opening.

This confidence of reasonable immunity from danger was very generally shared by the public, so that, although the numbers in attendance are not so great as usual, the diminution is much less important than was to be feared. Accordingly, four pupils entered the academy class in September, thirty-one the Model School class and forty-two the Elementary School class.

The greatest care was taken to insure the effective vaccination of all pupils and teachers, and to fulfil all sanitary requirements. It is a matter of congratulation that the wisdom of continuing the sessions of the school as usual, with due precautions against the epidemic, has been vindicated by the results.

The general health of the school has been good. No pupil has been attacked by the small-pox, except one resident of the city, who, as the result showed, had been exposed to contagion before the beginning of the school session, and had been vaccinated only the day before the school began—too late to arrest the disease already incubating, and who fell ill and retired from the school after an attendance of three or four days.

Many important improvements in the arrangements of the Normal School building have been in progress for several weeks. The government is to be thanked for its timely help in this matter, more especially as the facilities for teaching have been very greatly increased at an expense quite insignificant.

Colonial and Indian Exhibition is receiving a good deal of attention throughout the Province, and it is to be hoped that a good educational exhibit is being prepared. We must depend upon our cities and towns and upon our superior schools to take the lead in this work, but the exhibit will be incomplete and unsatisfactory unless our rural schools are also represented. Let each teacher try and do something. If the subject is properly explained to pupils and parents, there is not a school that will not desire to send some specimen of work to the exhibition. In order to encourage the Elementary Schools to take part, we give below a few exercises to be done by the pupils which will serve as guides to teachers. If these exercises, or similar ones, are carefully and neatly worked out by the pupils in accordance with the suggestions contained in the October number of the RECORD, our Elementary Schools will be well represented.

Dictation.—Ducks and hens are found together in every farm yard, living in perfect peace with one another.

Nothing, however, could be more unlike than the habits and mode of life of these useful and valuable birds.

The ducks are regular water-birds, being capital swimmers and divers, whereas the hens live upon the land, and will not put a foot into the water if they can help it.

Sometimes the farmers's wife puts the eggs of a duck under a hen, and the poor bird never knows the difference at the time.

When the little yellow ducklings come forth out of the eggs, they can run about at once, and they soon take to the water and paddle about in it as if they were quite at home.

Writing.—Write the first two sentences of the dictations.

Arithmetic.—(1) Add $\begin{array}{r} 237682 \\ 476349 \\ 583924 \\ 845763 \\ \hline 368575 \end{array}$ (2) From $\begin{array}{r} 87643245 \\ \text{Take } 62817628 \\ \hline \end{array}$

(3) $\begin{array}{r} 4276345 \\ \hline 476 \end{array}$ (4) $97704 \div 354$

(5) Reduce 6 tons, 12 cwt., 3 qrs., 20 lbs., to lbs.

(6) Find the sum of $\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{4}{5}, \frac{5}{6}, \frac{6}{7}, \frac{7}{8}$.

(7) Simplify the following expressions, $\frac{\frac{1}{2} + \frac{2}{3}}{\frac{3}{4} - \frac{1}{3}} + \frac{2\frac{1}{2} + 3\frac{3}{8}}{1\frac{1}{2} + \frac{2}{3}}$.

(8) Find the simple interest on \$375.25 for 3 yrs. 8 mos. at 6 per cent. per annum.

Map Drawing.—Draw an outline map (a) of North America, (b) of the Dominion of Canada, (c) of the Province of Quebec.

English Grammar.—(1) Write out (a) the nouns, (b) the adjectives, (c) the verbs in the dictation exercise.

(2) Parse the words of the first sentence of the dictation.

North American Review.—In the January number General Beauregard will give a History of the Shiloh Campaign, and will comment upon the accounts given by Grant and Sherman. Canon Farrar has an article on the Church in America. The Marquis of Lorne, Col. Ingersoll, Cassius M. Clay, Sir John Macdonald, and Frank B. Sanborn also have articles in the January number.

CORRESPONDENCE.

To the Editor of the EDUCATIONAL RECORD :

While I have no desire to measure swords with Mr. Proctor in a grammatical contest, I will venture to say a word in behalf of the "grammarians" relative to the question of the possessive case of the personal pronoun.

His reference to the French and Latin does not seem to me as at all conclusive. Our language has peculiarities of its own and neither the French nor Latin has any case exactly corresponding to the English possessive. With regard to his disposal of *mine*, *thine*, etc., when used alone, I have no objection to offer; but where these forms are used with nouns, (as "*mine eyes*," "*thine house*"), or when the forms *my*, *thy*, *his*, etc., are used, they seem to be, in every proper sense of the term, *personal pronouns*. They "*supply the place of nouns*," exactly as the nominative or objective forms would do; they agree with their antecedents in gender, number and person, (which *mon*, *ton*, etc., in French do not), in fact, perform every office of personal pronouns; and I can see no more propriety in classing them as *adjectives* than there would be in classing possessive nouns as adjectives. To parse the first word "*his*" of this paragraph as an adjective, would seem to me as incongruous as to parse "*Mr. Proctor's*," for which it is intentionally used, as an adjective.

I fail to see the force of Mr. Proctor's argument that these words cannot be used *without nouns*. It is true only in part; and when it is the case, it arises not from any want in these words of the characteristics of pronouns, but from the fact that usage has supplied other forms which include both the possessive and the idea of the thing possessed.

H. HUBBARD.

SHERBROOKE, Dec. 10, 1885.

 BOOK NOTICES, ETC.

Elements of Chemistry, by James H. Shepard. Heath & Co., Boston.—This work is based upon plans and methods which have been employed in the author's laboratory for a number of years. The proof sheets which have been read by a number of the leading chemists of the United States, have met with strong commendation. The author opens with a chapter to the teacher, in which he discusses the best method of conducting a class in chemistry. A historic sketch follows, in which the author traces the development of the science from the earliest days down to the present time. In the introduction, the general principles which lie at the foundation of the science are discussed and illustrated. The elements are then taken up under the heads: Occurrence, Proposition, Properties and Texts, and a series of practical exercises is given at the close of each chapter. The facts are stated in a clear and concise manner, and suggestive notes and queries are inserted throughout the chapters, which add greatly to the value of the work.

Questions on Cæsar and Xenophon, by E. C. Ferguson, Ph. D., Prof. Latin and Greek, Chaddock Coll. Quincy, Ill.—(Introduction price, \$1.12).—One beginning a Latin or Greek Author, finds, at the outset, this difficulty,—he does not know where to find in his grammar what he needs.

The object of these questions, which are almost wholly grammatical and cover the entire first books of Cæsar and Xenophon, is to furnish a guide by which the young student may as speedily as possible lay hold of the facts he requires.

It aims not to do the work for the student but to show how he may do it for himself. Hence each question is followed by references to the sections in the grammar where the answer will be found.

It is believed, also, that the book will be helpful to many teachers and to those studying the classics without a teacher. The references on Cæsar are to the grammars of Allan & Greenough and Harkness, those on Xenophon to Goodwin and Hadley, the latter both in the old edition and as revised by Allen.—GINN & COMPANY, Publishers.

Wentworth's Shorter Course in Algebra: Ginn & Company. Boston.—(Introduction, \$1.00; Allowance for old book in use, 40 cts.)—The Shorter Course in Algebra is intended for schools that have not sufficient time for the author's full course. The book, however, contains a full treatment of the topics usually found in an elementary algebra. Care has been taken to exclude all difficult problems, and all necessary aid is given for the statement and solution of the different classes of problems.

SECOND EDITION—*Those Dreadful Mouse Boys, a Double Story for Old and Young, by Ariel*—(Price, \$1.00, by mail, postpaid.)—On the surface it is a story of mouse boys and girls,—their mischievous pranks and the cruelty of twin brothers to their timid little sister. The latter in her adventures sees much of the world with a mouse's eyes, and shows that despised little creatures often live in a larger world than ours.

Beneath the story older readers will detect a skeleton garlanded with fancies which may be the story of human lives.

The endeavor is to show, both in its plain and in its hidden meaning, the contrast between narrow, selfish lives and broad, generous ones.—GINN & COMPANY, Boston.

The Leading Facts of English History, by D. H. Montgomery—(To be published about January 15, 1886.)—This work aims to present very briefly, yet clearly and accurately, the broad, vital facts of English History in their connection with the great leaps of national growth.—GINN & COMPANY, Boston.

Classics for Children Series; Ruskin's "King of the Golden River"—(Ready Jan. 1st)—GINN & COMPANY.

Sicilian Expedition of Thucydides, (Books VI. & VIII.) with introduction and notes, Critical and Explanatory. By W. A. Lamberton, Professor Greek, Lehigh University. Cloth, \$1.50. This is the fifth volume of Harper's New Classical Series, under the editorial supervision of Henry Drisler, LL.D., Columbia College. These two books of Thucydides' Works, contain the account of the Athenian Expedition to Sicily. They form the most beautiful and thrilling narrative of his splendid work. This volume is uniform in treatment and mechanical execution with the former numbers of the series already noticed. The exhaustive introduction, the well arranged and well selected notes, and the superior mechanical and typographical qualities of the work combine to make this a very excellent text-book.—DAWSON BROS., Montreal.

Literary Note.—The breezy account of "The Hare and Hounds Club" by W. J. Ballard, in the November *Treasure-Trove and Pupils' Companion*, will stir the blood of every "live" boy, and it will give our teachers a refreshing idea on the subject of physical exercise. Those that would be glad of a suggestion for "A New Thanksgiving" will find it in the bright story under that caption by Mrs. Etizabeth P. Allan. There is a charming story, by Sally Campbell; and among articles, curious, timely, and right to the point, are "The Story of Some Favorite Poems;" "Some traits of Lincoln;" and "Mind Your Own Business," by Wolstan Dixey.

RECENTLY ISSUED: *The Place of Art in Education.*—A Lecture by Thomas Davidson. Price, by mail postpaid, 25 cents.—GINN & COMPANY, Publishers.

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