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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.

VOL. IX.
JANUARY TO DECEMBER,
1889.

MONTREAL:
CANADIAN SUBSCRIPTION AND PUBLISHING CO.
1889.

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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1889.

Vol. IX.

Articles: Original and Selected.

THE TONIC SOL-FA METHOD.*

I take it for granted that all present, through some source or other, are acquainted with the Tonic Sol-Fa Method. I therefore purpose devoting the limited time at my disposal this afternoon to suggestions on the teaching of the system.

I believe that copies of the music schedule of the Montreal Protestant schools are in your hands; and, as that contains the united opinions of Mr. Dawson and myself, I need not trespass on your patience by suggesting a plan of work for the various school grades. It is, of course, not to be expected that this schedule can be carried out in the first, or even the second year; it will take several years of earnest labour, before such a scheme can be in full working order. But, in introducing the method into a school, it is as well to map out the work from the first, and thus have the goal in view.

Before touching on the subject itself, there are a few things I wish to impress on those about to commence to teach the method.

1. Teach the thing before the sign.
2. Never sing *with* your pupils.

* A paper read before the Waterloo Convention by Mr. W. E. Smith of the Montreal Schools.

3. Get your answers from the dull, or inattentive pupils; those with quick ears will take care of themselves.

4. Plan your lessons before going to the class; so as to have some new point, however unimportant, or a fresh presentation of an old one, to give your pupils at each lesson.

5. Work your pupils up for the certificates of the Tonic Sol Fa College. It will give *them* an object to aim at, and *you* an opportunity of testing your work.

It will be well, perhaps, if I divide my suggestions under the four headings of tune, time, voice training, and ear training.

Tune.—In teaching tune, the most important fact to impress on the minds of the children, is the value of the keytone or tonic. It is like the foundation of a house, which must be firm, or the house will fall; like the sun, governing all the planets; or like the head of a household, upon whom all the family depend.

Taking any convenient sound as *doh* teach *sol* (the fifth above), then *me* (the third above.) Don't introduce the names until the tones can be sung fairly well; then teach the mental effects and manual signs.

Follow on with *te* and *ray* in a similar manner, then *fah* and *lah*, and we have the complete scale.

Introduce all new tones by leap, not stepwise; and do not fail to fix one tone before teaching another.

In developing the mental effect of any tone, take care to contrast it with others; to sing a *single* tone and then ask for its impression on the children's minds, is simply to challenge a series of comments on your style of singing, such as loud, soft, rough, smooth, etc.

Again I would say, don't sing with your pupils; pattern as much as you like, but don't sing *with* them.

Time.—Teach first, the existence in every tune, of a pulse or beat; then accents, and the distinction between pulse and measure: then the notation. Sing various tunes, with well marked accent, and let the class discover in what kind of measure the tunes are written, whether in two or three pulse measure, primary or secondary form.

Let the pupils discover new divisions of time from your singing; don't tell them that a particular pulse is divided in a certain manner, let them find it out.

When teaching the time names, be careful to *speak* them in accurate time; much of their value depends on this. And in pronouncing them, remember that the long form of vowel is only used when two vowels occur in the name, as TAA, and that when a name contains only one vowel, the short form is used; as ta fa to fe, not taa-faa-tee-fee.

Ear-training.—Ear exercises in time may be given in various ways. The teacher may tap on the desk with his pointer, or may tap the pulses and “laa” the notes, or he may write a number of pulses on the board, and question on what was sung in each pulse, again he may write a phrase on the board and questions on what alterations, if any, were made in singing it; or a pupil may be asked to sing a phrase and the remainder of the class criticise.

All this will sharpen the ears of the children, and make them better qualified to detect their own errors.

Tune tests are rather more difficult; as they cannot be “tapped,” and must be sung strictly in tune.

Before giving ear tests it will be of great assistance to recall the mental effects of the tones; also to give as much practice as possible in singing from the modulator and manual signs to the syllable “laa.”

Exercises may be given in almost countless forms. The simplest is to *imitate* a phrase sung by the teacher, then to tell whether the tones go up or down, if they commence above or below *doh*, to tell any particular tone out of three sung to figures, to tell what tone falls on a certain number, to tell any alteration made by the teacher in singing a phrase from the blackboard, to imitate, and afterwards *name*, a phrase of four or more tones; to tell those tones sung in *stepwise* succession, *without* imitating: and so on as the experience and ingenuity of the teacher may suggest.

In all cases, be careful to fully establish the tone chord first; and take care that the *dull* pupils understand; the quick are sure to do so. I prefer to ask for “hands-up” for answers, and then endeavour to elicit replies from those who persistently keep their hands *down*.

Voice-training.—Cultivate from the very first, a soft, pure tone. This can only be accomplished by persistent effort; for

children, boys especially, will endeavour to be heard above their neighbours, which often leads to shouting. This tendency must be repressed from the commencement, or it will be found very difficult to conquer. Any voice heard sounding above the rest must be at once subdued; the perfection of choir singing is when no one voice can be distinguished from the rest.

Teach the children to stand in a proper position for fully inflating the lungs; or, should they sit, enforce the habit of sitting back: do not let them lean forward on the desks. Make them bring their books *up* to their heads: do not let them bring their heads *down* to their books.

They must be drilled to control their breath, so as to produce a steady tone, to open the mouth freely, and to throw the tone forward, not back in the throat; and, above all, be careful to have the high notes, especially in boys' voices, produced softly.

In conclusion, perhaps it may be of some service if I offer a few remarks on books and teaching apparatus.

The teacher will require a copy of the "Standard Course" (\$1.10), and of "Companion for teachers" (30 cents), or the "Teacher's Manual" (\$1.50), and a C tuning fork (30 cents.)

The best modulators for introductory work are the "Colored Step Modulators" (\$2.10—show specimen), which show just what is wanted at each stage, and no more. The Extended Modulator (\$1.35) should be reserved for the higher grades.

THE PRONOUNS IN FRENCH, ACCORDING TO THE NATURAL METHOD OF TEACHING.

The following compilation forms part of the "Natural Method" of teaching French, but is offered to teachers of French in general, in the hope that it may be found useful. It may be employed in order to teach the pronouns themselves, or in classes when they have already been learned, it may be used (especially the latter part of it) for purposes of drill. It is based upon the Berlitz method.

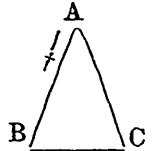
Prenez-vous *le* livre? Oui, Monsieur, je prends *le* livre.

Method of teaching this and following examples. Write questions and answers on the black-board. Teach the pupil the

answers orally. The draw the chalk through *le livre*, and write *le* before *prends*, giving the pupil to understand that this answer has the same meaning as the former. The pronominal answer should then be taught orally. Before proceeding further, make it clear to the pupil by employing different masculine substantives that *le* will stand for any of them. After having mastered masculines, take up feminines, and at this point insist upon the contrast, accentuating the words which mark gender, and making it clear that nouns which take the article *le* are replaced by the pronoun *le*, and those which take *la* by the pronoun *la*. Carry the same method of stress and contrast into the treatment of the plural.

- (1.) Prenez-vous *le livre*? Oui, Monsieur, je *le* prends.
 Prenez-vous *la plume*? Oui, Monsieur, je *la* prends.
 Prenez-vous *les livres* (plumes)? Oui, Monsieur, je *les* prends.
 Voyez-vous *le livre*, *la plume*, *les livres*, &c. ?
 Portez-vous? Mettez-vous.....sur *la table*? Tirez-vous?
 Poussez-vous? Ouvrez-vous? Fermez-vous? &c.
 Est-ce que je porte, prends, pousse, tire, &c ?
 Prend-il, porte-il, &c.
- (2.) Verbs which begin with a vowel, e. g. avoir, aimer.
 Avez-vous *le livre*? je *l'ai*.
 Avez-vous *la plume*? je *l'ai*.
 Avez-vous *les livres* (plumes)? je *les ai*.
 Est-ce que j'ai? Est-ce que j'aime?
 A-t-il? Aime-t-il? &c.
- (3.) Avez-vous *des livres* (plumes)? j' *en ai*.
 Est-ce que j'ai *des livres* (&c)? Vous *en avez*.
 A-t-il *des livres* (&c)? Il *en a*.
 Prend-il? Prenez-vous? &c., &c.
- (4.) Je donne *le livre*, &c., à *Charles* (*Jean*, &c.)
 Addressing Charles, &c. Je vous donne *le livre*.
 Je donne *le livre* à *Jeanne* (*Sophie*, &c.)
 Addressing Jeanne, &c. Je vous donne *le livre*, &c.
- (5.) Je donne *le livre* à *Charles*, &c.
 Addressing the class and pointing to Charles. Je *lui* donne *le livre*.
 Je donne *le livre*, &c., à *Jeanne*, &c.

- (6.) Give the command. *Donnez le livre, &c., à Jean, &c., à Jeanne, &c.,* and repeat, followed by the class. *Vous lui donnez le livre, &c. Il vous donne le livre, &c.*
- (7.) Give the command. *Donnez-lui le livre, &c.,* and repeat the sentences contained in preceding section.
- (8.) Give the command. *Donnez-moi le livre, &c.,* and repeat *Vous me donnez le livre, &c.,* or addressing the class. *Il me donne, &c.*
- (9.) Take up *vous, leur, nous,* in the same manner, with two or more pupils.
- (10.) *Je donne le livre, &c., à Charles, &c.*
Je vous le (la, les), donne. Addressing him.
Je le (&c) lui donne. Addressing the class.
- (11.) Give the command. *Donnez-le (&c) moi.*
 Repeat, followed by the class, and with proper gestures.
Vous me le (&c) donnez.
Il me le (&c), donne.
- (12.) *Donnez-le (&c) lui.* *Il le (&c) lui donne.*
Vous le (&c) lui donnez.
- (13.) Plurals of these Dative Pronouns *nous, vous, leur,* should then be taken up, with such general questions in conclusion, as *à qui donnez-vous, &c? Qui me donne, &c.*
- (14.) Drill.



Place three boys on the floor before the class.

A. passes the book, &c., to B. and still holding it, says: *Je vous le (&c) donne.*

The following sentences should then be said by A,B,C in order prescribed, with proper gestures. When completed, B passes the book to C, with the same remark, *Je vous le (&c) donne,* and the six sentences are repeated. An effort should be made to increase the rapidity, and emulation excited between different trios of pupils.

- | | | | |
|-----|--------------------------|-----|----------------------------|
| A—B | <i>Je vous le donne.</i> | B—A | <i>Vous me le donnez.</i> |
| A—C | <i>Je le lui donne.</i> | C—A | <i>Vous le lui donnez.</i> |
| B—C | <i>Il me le donne.</i> | C—B | <i>Il vous le donne.</i> |

(15.) Follow with plurals and feminines.

(16.) Taking a heap of things, small stones, &c., put the pupils through the following drill.

A—B	<i>Je vous en donne.</i>	B—A	<i>Vous m'en donnez.</i>
A—C	<i>Je lui en donne.</i>	C—A	<i>Vous lui en donnez.</i>
B—C	<i>Il m'en donne.</i>	C—B	<i>Il vous en donne.</i>

LEIGH R. GREGOR,
of the Montreal High School.

Editorial Notes and Comments.

We beg to send to all our readers the usual January greetings, bidding them God-speed in their work, and wishing them every reward that ought to come to those who labour for the mental improvement of mankind. The rewards that come to the teacher are often easily counted, whether they be the rewards of gratitude or of money remuneration. And yet there is perhaps no other experience so full of pleasant events as is that of the teacher who is interested in his or her work. Teaching is an irksome life, but only to the teacher who has never learned the secret of the true teacher's success; and so is life to every one who has not learned by experience the blessing of labour. As Carlyle has said,—there are two men I honour, and no third. First the toil-worn craftsman that with earth-made implement laboriously conquers the earth, and makes her venerable to me in the hard hand,—crooked and coarse, wherein notwithstanding lies a cunning virtue indefeasibly royal, as of the sceptre of this planet. Venerable too is the rugged face, all weather tanned, be-oiled with its rude intelligence; for it is the face of a Man living manlike. Hardly entreated brother! For us was thy back so bent, for us were thy straight limbs and fingers so deformed. . . . Yes, toil on, toil on; *thou* art in thy duty, be out of it who may; thou toilest for the altogether indispensable, for daily bread. A second man I honour, and still more highly: him who is seen toiling for the spiritually indispensable; not daily bread, but the Bread of Life. Is not he too in his duty; endeavouring towards inward harmony; revealing this by act or by word,

through all his outward endeavours, be they high or low? . . . If the poor and humble toil that we have food, must not the high and glorious toil for him in return, that he have light, have guidance, freedom, immortality? These two, in all their degrees, I honour; all else is chaff, which let the wind blow whither it listeth." And who is there in all Canada—in all the world, who will not rank the conscientious teacher with Carlyle's second class? Week in, week out, the task is the same,—with only the latent smile of hope to cheer, as some youthful intelligence begins to show its development under the painstaking of the labourer; and what greater enterprise in the universe is there than to superintend the birth of a soul! The money.—ay, let our legislators count it,—and see what recompense there is in it for the trouble. Let them turn the amount over in their minds, and ask themselves what business is so poorly paid as is the teacher's, and then provide the ways and means for an improvement. We hope that there is a winter's gift in store for our teachers during 1889; and with the prospect of better things before us all, we again wish all our readers a Happy New Year.

—The enterprise of the *Montreal Witness* in its attempt to encourage the students attending our schools to improve in their composition, will no doubt meet with commendation from all our teachers; and it affords us the greatest pleasure to place before the readers of the *Educational Record* the plan which will afford every student an opportunity of winning a valuable prize, and at the same time learn something of the history of the country. Many of our teachers are already interested in the work of collecting historical data in connection with our educational progress, and we have no doubt their pupils will not be slow to join them in a pursuit somewhat similar in its character, and of which the proprietors of the *Witness* thus speak in their circular:—

Stories of adventure, tales of success through greatest obstacles, of gallant endeavours which have resulted in failure equally honourable abound in this country. Farms and fortunes were not hewn out of the Canadian forests without the exercise of a heroism which must command attention and admiration wherever known. The old men and women who are telling these stories now to their children and grand-children are rapidly passing away; even their sons and daughters will soon leave us. No good Canadian story should be allowed to pass into oblivion. There are hundreds of them of sufficient interest to light the fire of genius. The

Witness wants to gather them. It is not going to ask the old men and women who were actors in these scenes for them. No one who becomes a hero by simply doing his duty, knows he has done anything out of the way. Besides, these people are too modest to write to the newspapers about what they have done, and many of their sons in the prime of life have been too busy. The flame of Canadian patriotism naturally burns brighter as a purely Canadian generation arises to take the place of those who called another land home. We therefore set the task of recounting their country's glories and collecting the material for her history and poetry to the young people of the schools. It will do them good to dwell on the courage, the self-denial and the devotion manifested by those who turned this Canada of ours from an unbroken forest into the fair cultivated land that it is. They will be taught a lesson of thankfulness that they now enjoy what has been earned with so much pain and labor. Their youthful energies, also, will stimulate the older ones to greater thought and efforts of remembrance than they would exert without this incentive. It is not necessary that the events recorded should be of the heroic order. Any good story, whether of trouble or of fun, any good description of pioneer life and surroundings, may be the groundwork of the tale which is to take the prize.

Current Events.

The appointments made to fill the vacancies on the Council of Public Instruction, were announced in the minutes of the proceedings of the Protestant Committee last month. Dr. Cameron of Huntingdon, who has been so long connected with the Protestant Committee, has earned his promotion to the Council in a manner which has given satisfaction to those whom he is supposed to represent in educational matters. He has already been rewarded by the teachers, who lately elected him as President of one of their Conventions, and now, in token of their confidence in him, it is fitting that he should be enrolled as a member of the Council of Public Instruction. Professor Shaw of Montreal comes to the position to which he has been appointed with an excellent record for zeal in educational affairs; while Mr. Kneeland, as a practical teacher, will no doubt strengthen the element at the Council Board, which takes direct cognizance of the interests of the teachers and of the progress in school organization. We congratulate these three gentlemen that the country has done them the honour, and we congratulate the province that three such men have been selected for the vacancies.

—In making up our pages on current events we have seldom an overflow of items pertaining to provincial educational affairs. The secretary of the Teachers' Association in connection with the McGill Normal School, sends us a regular synopsis of the monthly meetings, and for these she deserves the highest credit from the society which she represents. We have just received a letter from a member of the Teachers' Association lately organized at St. John's, which states that the Secretary will follow Miss Peebles's plan; and we are glad to be thus informed, although we would have liked to have heard directly from those who attended the first meeting. At the late Convention, when the *Educational Record* came up for discussion, it was agreed on all hands that the teachers themselves could do something for the journal: and we would direct the attention of teachers, teachers' associations, and even the Executive Committee of the Provincial Association, to send us a synopsis of their proceedings or of anything important occurring in educational circles. And this we do in no spirit of complaint, for matter can always be found to fill the pages of the periodical, but those connected with it are anxious to make it a Canadian journal, having special reference to the affairs of our own province. As one of our contemporaries says. "Our friends are beginning to comply with our oft-repeated request, and are sending in valuable communications. As a rule, teachers do not write enough for either their own good or the good of the public. Many of them talk enough, but when it comes to writing, they hesitate to commit their thoughts to paper. Anything that is worth saying in an address, is worth being circulated in the public press. Write, teachers, write when you have anything to say that you think would be helpful to others, for surely it will be helpful to yourself also."

—It is gratifying to notice that some of our teachers are trying the school-entertainment as a means of raising money for apparatus. The pupils of the Quebec High School have had a concert and a lecture, to augment their library and museum fund. The pupils of Sutton School have also been very successful in this respect, and propose to arrange for a winter's course of lectures, under the presidency of Mr. Gilmour, chairman of their School Association. Lachute Academy has done something in this way,

and we expect soon to hear definitely of later progress. St. John's High School, has also had its enterprise of this kind, as has the Sherbrooke Academy. Of these and similar events, we would like to place something on record, if our teachers, as some of them do, will only supply us with the material, even if it be only in the form of a newspaper clipping.

—The extreme of the school entertainment is to be seen on the professional stage, when young children are regularly engaged to take part in pantomimes, &c. *The Schoolmaster* says, that at a meeting to protest against the employment of children in theatres and pantomimes, Mrs. Henry Fawcett, who presided, said that children by their employment on the stage were injured educationally, physically, and morally. The head mistresses of the public elementary schools were almost unanimous in their condemnation of the employment of children in theatres. She believed that the children were not drawn from the very poorest homes, but belonged to careless or drunken parents. For those children they asked for the protection which was extended to other children by the operation of the Factory Acts. The following resolutions were adopted: "That this meeting earnestly hopes that the recommendation of the Royal Commission on Elementary Education relating to the employment of children in theatres, pantomimes, and other places of public entertainment, may be speedily carried into effect. Pending a more satisfactory state of the law in regard to the employment of children of tender years, this meeting pledges itself to discourage by every lawful means in its power the public performance of very young children on the stage."

—As a contrast to this we quote these items from the same paper, if it be for nothing else than to promote a little discussion on the subject of school entertainments. The cantata and operetta mentioned can be obtained through any of our booksellers:—On Monday evening last a most successful performance of the children's operetta, "Golden Hair and the Three Bears," was given by the staff and children of Oldridge-road Board School, Belham. The play (which appeared in the pages of our contemporary, *The Teachers' Aid*) was given in the Parochial Hall, Belham, which was filled to its utmost capacity by a most appreciative audience. After all expenses were paid there re-

mained a balance of £15, which was equally divided between the Church Schoolmasters' and Schoolmistresses' and the N. U. E. T. Benevolent Funds. The teachers are to be congratulated on so successful a result. Mr. Thomas Murby's new school cantata, "Elsa, or the Imprisoned Fairy," was performed for the first time on Monday last, to a crowded audience, at Brixton Hall. The performance was most successful, and evidently made a most favorable impression, every number of the work being received with great applause, and no less than five out of the sixteen numbers being re-demanded. "Elsa," as a musical work, shows a decided advance upon the composer's former work, "Five o'clock Tea"; and is, at the same time, equally distinguished by captivating melody and pretty dance movements. It will, no doubt, prove an important addition to the, at present, rather limited repertoire of school music of this class.

—The Teachers' Association in connection with the McGill Normal School, held its third regular meeting, in the hall of the building on Tuesday evening, Dec. 11th, at eight o'clock. Mr. Kneeland presided, and opened the meeting with prayer. The reading of the minutes was followed by the election as member of N. N. Evans B. A. Sc., on Mr. Patterson's motion, seconded by Mr. Arthy. The programme was pleasantly commenced with a song by Miss Wills, after which, the lecturer of the evening, Dean Carmichael, was introduced by the President. The subject, Sleeping and Dreaming, treated in the lecturer's usual happy style, afforded much pleasure, by imparting at the same time, both instruction and amusement. It was followed by a piano solo, from Mr. S. Lewis. A song rendered by Mrs. A. Allan, brought the programme, which was one of unusual interest throughout, to a close. The thanks of the Association to the Dean, and to those who had contributed music, were tendered in pleasing terms, by Mr. Arthy and Mr. Curtis. The motion having been duly acknowledged by Dean Carmichael, the meeting adjourned.

—The annual meeting of the trustees, both for High Schools and Public Schools, was held last month in the city of Toronto. There was a good representation of the trustees of Ontario, though it was not large. The attention of the convention was chiefly occupied by two questions: the retention of the Fifth Book class in Public Schools, and how to get more financial sup-

port for the High Schools. Many of the trustees present urged strongly that the Public School should furnish such an education as would fairly equip a lad for the discharge of his duties as a citizen: that this is the proper function of the Public School.—*Ed. Monthly.*

—The teachers of California are considering the question of incorporating an Educational Association, and issuing 250,000 shares of stock at \$1 a share, for the purpose of purchasing a lot and erecting a building, to be known as “The Educational Building,” in which there shall be a large hall for the accommodation of the teachers of the State. They also propose to establish an educational library, and to have in their building small halls and stores for rent. They are in earnest about it, and expect to have their building completed in two years, and that the rentals will bring in good interest on the investment.

—There is at least one humorist in Swansea, and his name is Mr. John Powell. A motion having been placed on the *agenda* for the next School Board meeting, to the effect that married women ought not to be employed as teachers, Mr. Powell has prepared the following very comprehensive motion for consideration:—“That, in the opinion of this Board, the time has arrived when the services of all married men employed as teachers by this Board should cease, and that three months’ notice be given to all such teachers to terminate their engagements, and that no married men shall be engaged as teachers, and that, in the opinion of this Board, marriage is a failure and a fraud.”

—Of some of the universities on the other side of the line, we find the following items of interest:—The pay-roll of the Michigan University is \$148,000 per annum. When shall we have such an institution in Kentucky? Johns Hopkins University registers this year 440 students, which is an increase of about 200 over last year. Vassar College has about 300 students, of whom more than 100 are new pupils. The preparatory department has been abolished. Delaware College will soon have a special army officer detailed by the United States Government to give military instruction in that institution. It is probable also that a course in civil engineering will be added to the other courses of study.

—Mr. Shaw Lefevre, M.P., in distributing the prizes to the

successful students at the Liverpool Institute, argued that boys in competitive examinations did not really suffer in health. A few certainly did suffer for a time, but amongst these was Cardinal Newman, who was now nearly ninety years of age. Out of 289 candidates, Sir William Gull found only fifteen candidates had failed through physical incapacity. There were many cases in which young men failed through paying too much attention to physical exercise, but he advocated that young men should devote themselves to some special study, and that they should have some knowledge of Latin and French. He discussed at some length the system of cramming, and pointed out the subjects some students would retain in their memory, and others lose, according to their predilections. Cramming was not altogether an unmitigated evil, and he pointed out many instances of success in his life under the present system.

—Some interesting particulars about ladies studying at the Danish University have just been published, and it has on all sides been admitted that the lady students have passed their examinations remarkably well. In the year 1877, ladies, for the first time, were admitted to the "student" examination, which is necessary in order to gain admission to the Copenhagen University, and which is generally passed by gentlemen students at the age of seventeen to nineteen, and, as a rule, after having continuously frequented a "Latin" school—Government or private—for some seven or eight years. There were, in 1877, two lady candidates, both of whom obtained first class. One of these ladies, Miss Nielson, passed her final examinations as doctor in January, 1885, and was the first lady who had completed her studies at the Danish University; she obtained the first degree. The second lady passed examinations as doctor the following year. The number of lady students at Copenhagen is slowly increasing, although the total number of ladies who have passed the "student" examination at present only amounts to thirty-two. Of these, twenty-two have chosen the linguistic and historical section, and eleven that of mathematics and natural science. Eleven ladies obtained first class with honours, seventeen first class, three second, and one third class. Twenty-two ladies have passed the second, or, as it is called, the "philosophical" examination; of these, sixteen obtained first class with hon-

ours, and the other six first class. The final examinations for which the ladies have prepared, or are preparing, are thus divided. Nine have chosen the vocation of doctor, eleven have preferred languages and philosophy, and seven mathematics, physical science, and zoology. Five lady students have so far completed their studies at the Copenhagen University, and of these, four have qualified as doctors (the studies at the University last from six and a half to eight and a half years), and one has passed the examination of teacher at an advanced public school (her studies at the University extending over five years). Most of the ladies who have studied, or are studying, at the Copenhagen University, obtain Government support.

—It is with much regret, that we have to record the death of Joseph McLaughlin, Inspector of schools for the district of Bedford. Some time ago, the Department, in view of Mr. McLaughlin's continued ill-health, granted him leave of absence, but the rest which he had looked forward to, was not the rest men enjoy in this life after a long period of labour, but as it has happened, the rest which cometh at the bidding of death. He had been long in office and was one for whom the teachers in his inspectorate had always a kindly word.

—The following resolution was unanimously passed by the pupils of Sutton School. "That the Principal be instructed, in behalf of the pupils of the academy, to tender a vote of thanks to Col. G. C. Dyer, for the very valuable Terrestrial Globe he presented to the school last winter." Such donations are timely and of great service.

—A new form of disease has been discovered by Dr. Guje, Professor at the University at Amsterdam, of some interest to teachers. He read a paper on it at the last Congress of Physicists at Wiesbaden. The name by which he would like it to be designated is Aproxia, or the inability to concentrate the attention on any particular object. It is found among children in their school years, and among those whose intellect is still in the period of development, and is the result of nose-disease. Prof. Guje observed it first in a boy who could not breathe at all through the nose. The boy was unable to learn anything. He had been at school for a year without having been able to master the first three letters of the alphabet. On examining him, it

was found that the nasal passages were quite closed by large swellings. That this directly influenced the healthy activity of his brain was conclusively shown by the fact that, after the removal of the swelling and the opening of a nasal passage, the lad learnt the whole alphabet within a week. At first the professor was as much astonished at this as the parents of the boy; but, having been put on a new track, he soon came upon new instances. A pupil of the Gymnasium could not make any headway in mathematics. He was found to have obstruction in the nasal cavity, which prevented him from breathing in the proper way. After having undergone the necessary operation, his mental troubles also soon came to an end. Children that sleep with their mouths open and breathe through the month are most liable to this disease. It appears that the lymphatic ducts of the brain communicate with the mucous membrane of the nose. In case the action of the mucous membrane is hindered by pressure from a swelling or from other causes, the flow of lymph from the brain is stopped, which causes exhaustion in the latter organ. The symptoms of a cold in the head, namely, loss of activity in the brain and feeling of heaviness in the head, are in a measure due to the same cause.

Practical Hints and Examination Papers.

SOME DEVICES.—For supplementary reading, I save short stories, and paste on manilla paper. For story-writing, I paste pictures on manilla paper, and give each pupil a different picture to describe or make an original story about. In geography, I give topics: also have the pupils describe the pictures in their text-books.

In spelling I use various devices. I pronounce the words and have pupils write them with pen and ink. Then for a change, I have them form in line, and each one passes the work to either the right or left. Each pupil then pronounces a word, and I spell it aloud; words that are incorrect are checked, and afterwards written correctly; also original sentences are brought containing these words.

In United States history, I give out topics; then read to pupils and have them bring in written reproductions. In reading, I assign the lesson, and have them find the meaning of all the new words. In drawing we use manilla-paper tablets. In writing, we are practising capital letters, and using business forms.

While studying the map of South America, we collected and had described the following : Sugar cane, cotton plant, indigo, cocoa-bean, alpacawood, copper, ore, gold-ore, iron-ore. Pictures of many animals that are in the geographies are described by reference to encyclopedias. My pupils have written descriptions of " Natives on the Banks of the Amazon river," " Patagonians Hunting," a " Pack Train in the Andes," a " Brazilian Coffee Plantation " and " India-Rubber Trees." They draw maps ; some being painted. The best relief maps of putty are saved and hung in sight. The walls of our school room contain about a dozen large portraits of American authors, bought with contributions from pupils. They have celebrated several "author's" days. The highest class is carrying on a correspondence with pupils in several of our states and territories. This system of studying geography has been carried on with great success under the guidance of our principal.—L. A. BEDELL, *in School Journal*.

Inquiry is frequently made as to how the speed of a train may be estimated. The traveller, especially, is curious about the speed his train is making, and we give two methods by which the speed may be guessed with remarkable accuracy, as follows : 1. Watch for the passage of the train by the large, white mile posts with black figures upon them, and divide 3,600 by the time in seconds between posts. The result is the speed in miles per hour. 2. Listen attentively until the ear distinguishes the click, click, click of the wheel as it passes a rail joint. The number of clicks upon one side of the car in twenty seconds is the speed in miles per hour, where the rails are thirty feet in length, and this is the case generally.—*Railway Review*.

—One of the best ways to prevent general disorder in a school room, such as whispering, passing notes, loud studying, playing, etc., is to create a sentiment in the minds of the children about one's duty to his neighbor. Continually impress upon the pupils the impropriety and positive unkindness of disturbing others. There will in time, if the teacher himself practices as he preaches, be a sincere regard for the rights of others, and little, if any, need to speak of the offenses that make up the aggregate of a teacher's trials. Besides, such pupils have received an impression towards true citizenship that must result in making them better men and women.—*Journal of Education*.

—*Adding columns of figures by twos.* Write a column as indicated below:—

{ 6 Read the examples by twos and we have 13, 9, 11, 12, 9. For a
 { 3 time practice rapid sight reading in this way, then lead pupils
 { 8 to combine results, reading 13, 22, 33, 45, 54. It may be a little
 { 4 hard at first, but persistent effort will lead to good results. This
 { 5 method is practiced by the best accountants.
 { 6
 { 7
 { 2
 { 9
 { 4

—Presidential elections always call out a full vote, and the vote cast in the leading cities of the country in the late election can be taken as an indication of the relative growth of those cities. New York, with its 270,194 votes for President, leads all other cities, with Philadelphia and her 205,747 votes a good second. The figures indicate a population of 1,500,000 people for New York and show that Philadelphia has passed the million mark. Brooklyn and Chicago are pressing Philadelphia, but they are nearly a quarter of a million behind. Boston shows up the smallest percentage of increase of any of the cities.

—The following table contains the population of each city in 1880 and the apparent population at present, based upon the votes cast.

	Population in 1880.	Apparent population 1888.
New York.....	1,206,299	1,585,529
Philadelphia.....	847,170	1,014,332
Brooklyn.....	566,663	782,221
Chicago.....	503,185	748,258
Baltimore.....	382,313	507,004
Boston.....	369,832	440,789
St. Louis.....	850,518	414,431
Cincinnati.....	255,139	305,151
San Francisco.....	233,959	328,931
Cleveland.....	160,146	219,168
Buffalo.....	155,134	218,127

—The populations of some of our cities at the present date in round numbers.

Montreal.....	200,000
Toronto.....	170,000
Quebec.....	65,000
Hamilton.....	45,000
Ottawa.....	30,000
Halifax.....	35,000
St. John.....	35,000
Winnipeg.....	25,000
London.....	25,000

—Professor Blackie, in a speech at Edinburgh, condemned payment by results, and asked the question, "What would have happened to him had he been paid in that way when he was professor of Greek? Like St. Paul at Athens, his spirit was stirred within him when he saw the whole city given over to the idolatry of grammar and the three R's. These wretched grammars! What had a man to do with grammar? Shakespeare and every man worth a straw wrote bad grammar. What was a man advantaged that said, "It is I" over one who said, "It's me"? He did not believe in grammar; he believed in soul.

SUBJECTS FOR BUSINESS COMPOSITION.

1. Write a ten word telegraph message.
2. Write a message of ten words making three statements.
3. Write a promissory note,
4. Write a statement of a customer's account, and, in a note upon it, request him to call and settle.
5. Write a duplicate bill of the goods included in your previous statement to this customer who failed to pay promptly, and in a note upon it urge its immediate payment.
6. Write an order to a dealer in agricultural implements for three special parts of some machine you wish to repair.
7. Write a circular advertising your business. [Choose that of a grocer, dry goods merchant, coal dealer, clothier or hatter.]
8. Write an "ad" for a house you have to rent; "ad" to occupy one inch, single column, in your county paper.
9. Write five news "locals" for your county paper, each to occupy not more than five printed lines.
10. Write a notice, for publication, of your church festival.
11. Write a letter acknowledging the receipt of the amount named in your bill to the customer who was tardy in its payment. (No. 5 above.)
12. Write an application for a position as clerk in a dry goods house.
13. Write a check in favor of yourself, but payable to your order.
14. Write an order in favor of your clerk, or a customer, for the amount due you on account.
15. Write a business card suitable for a general merchant just beginning business in your village.
16. Write a bill of sale, transferring a team, wagon and some farm implements.
17. Write a courteous circular letter to your customers, requesting them to pay up.
18. Write a description, for publication, of some accident to which you were an eye-witness.
19. Write an invitation to Mr. and Mrs. Chas. J. Martin to dine with you, and a proper acceptance of such invitation.
20. Write a notice for publication, of a change in location of your business.—*Canadian School Council.*

—Take two sticks about a half-inch or five-eighths in diameter and twelve inches long.

A fraction is not a broken number, nor a part of a broken number. *It is the whole of one of the equal divisions* of a number or a quantity. Take one of the sticks: divide one side into halves by painting one-half black or by pasting colored paper on it;—divide the next side into four parts in the same manner;—the next side into eight equal parts;—the next into sixteen.

Take the other stick ; divide one side into three parts ;—the next side into six parts ;—the next side into twelve ;—the next into twenty-four.

Children will thus see that an eighth is one-half of a fourth, a sixth is one-half of a third ; and other relations of the sides. It can also be shown by laying one stick on another that three-sixths are equal to one-half. And so on with other relations.—*Solomon Sias*.

—FORMING SENTENCES.—A good exercise is found in combining a number of brief statements into a sentence, taking care that the sentence be clear and perspicuous. We give an example :

“An oak tree made a resting place. It was a large tree. It stood by the way side. This resting place was pleasant and it was also refreshing.”

This may be combined as follows : “A large oak tree, standing by the way-side, made a pleasant and refreshing resting place.” Combine each of the following statements into a simple sentence :

“1. An Italian mariner made his appearance at various courts. He made his appearance successively. These courts were in the south and West of Europe. He was a citizen of Genoa. Genoa was a little republic. He made his appearance in the fifteenth century. It was in the last quarter of the century.

“2. Alice Cary and her sister, Phœbe, planted the tree. They planted it in their youth. It is the large, beautiful sycamore. It is seen in passing the Hamilton turnpike. It is seen in passing from College Hill to Mt. Pleasant. These places are in Canada.

Books Received and Reviewed.

To our exchanges one and all we send the usual greetings of the season. *The Fountain*, a periodical devoted to the moral and literary culture of youth, and published by Mr. W. H. Shelly, York, Pa., is full of excellent reading for the young folks. So also is *Treasure Trove* published in New York. *Massey's Illustrated* comes to us from Toronto, and in its new form looks as inviting as a new venture ; it is a journal of news and literature for rural homes. We had missed the *Michigan School M' ator*, which is really an excellent paper, but it was only the postman who had failed in his duty. The January number of the *Montreal Presbyterian College Journal* is filled with the best of good things : Paul's Three Therefore's, by Rev. James Fleck ; Symposium on Christian Unity, by the Hon. Judge Macdonald ; What is new in Apologetics, by Rev. Dr. Boattie ; Poetic Taste, by Principal Scott of Ottawa ; and the Cradle of Christianity, by Mr. MacVicar, the former editor of the magazine. Mr. Arthur Weir has a poem, Rev. A. B. Mackay a hymn, and R. Macdougall, of the college, a poem, while Professor Campbell as usual

discourses about books. Such a journal deserves support from all classes of the community. *Our Dumb Animals* is a periodical which all the societies for the Prevention of Cruelty to Animals should try to disseminate among young and old; it is published in Boston by Rev. T. Angell, President of the Mass. Society. All our Canadian professional exchanges, continue to flourish, *The Educational Journal of Toronto*, *The Educational Monthly of Toronto*, *The Educational Review of St. John, N.B.* It would not be amiss for those of our teachers who can afford it to subscribe for all these papers. *The Montreal Medical Journal*, *The Open Court*, *Literature*, and the periodicals of the Interstate Publishing Co., and a host of others, which we continue to prize, are to be found as usual on our table, —old friends, worthy the warmest welcome. Of all our country exchanges we cannot speak too highly of the *Journal of Education*. With that as a monthly, and the *Schoolmaster* as a weekly, a teacher can learn all that is going on in educational circles in Great Britain.

EARLY TRAINING OF CHILDREN by Mrs. Frank Malleson, and published by D. C. Heath and Co., Boston, has reached its third edition. It is a book which is popular with parents, and we are glad to know it; for unless some change comes over the methods which many parents adopt, during the present era, in bringing up their children, morality will suffer in the long run. How easy it is to blame the school system and the teacher for the waywardness of children as they grow up, and for all the moral ills that flesh is heir to; but the parent will, no doubt, find where the responsibility of erring children lies after reading Mrs. Malleson's little volume.

THE PATRIOTIC READER, by Henry B. Carrington, LL.D., and published by J. B. Lippincott, and Co., Philadelphia. This is one of the finest compilations of the kind we have seen, and it will no doubt find its way into all the schools of the United States before long. Even some of our Canadian teachers will find in the volume pieces for elocutionary purposes which can not be found in other readers.

LECTURES ON PEDAGOGY, THEORETICAL AND PRACTICAL, by Gabriel Compayré, translated, with an introduction, notes, and an appendix, by W. H. Payne, A.M., Chancellor of the University of Nashville. This is a companion volume to Compayré's History of Pedagogy, which is perhaps the best known to the teachers of America of all the professional works issued by Messrs. D. C. Heath and Co., Boston. The translator in his preface says of M. Compayré, and says truly, that he is too honest to be an extremist. As the reader proceeds from chapter to chapter, he is affected by the words of a judge, whose sole pre-occupation is the truth, and not of an attorney who is addressing a jury-box; and it is from such a man that the teacher can find a true theoretical meaning where the principles seem so often conflicting. All intelligent teachers will enjoy this book, in which the translator enters so fully into the spirit of the author, and though the volume may not have the circulation of the History, we have

no doubt that both volumes will eventually find a place alongside of each other in nearly all our teachers' libraries.

HISTORIETTES MODERNES, by C. Fontaine, B.L., L.D., GERMAN NOVELLETTES, by Dr. Wilhelm Bernhardt, are two little volumes issued by the Messrs. Heath and Co., which the teacher of Modern Languages in our schools will highly prize. The former is the first of a series to be continued, the latter is the second volume of a similar series; but both books can be used "independently" of the series. The beginner will find nothing so interesting as those story books, and even the adult will find them engrossing. To follow the latter, we can recommend the edition of Leander's *Traumerei*, edited by Alphonse N. Van Daell, Director of Modern Languages in the Boston High School.

Official Department.

THE DISTRIBUTION OF GOVERNMENT GRANTS.

To the Editor of THE EDUCATIONAL RECORD.

DEAR SIR,—Will you kindly allow me space in your columns to discuss, briefly, the present system of distributing the Superior Education Fund, and to ask the Sub-Committee on the distribution of grants a few questions relative to the system at present adopted?

Principal Hewton, of St. Johns, touched this matter at the recent convention held at Waterloo, but the discussion which followed was confined to the relative claims of the Universities and Academies. Let me go a step further, and inquire into the subsequent division of that portion left, after the Universities are satisfied, which is supposed to be distributed to the Academies and Model Schools in proportion to the work done in them.

Our course of study is now so arranged that there are three grades common to Academies and Model Schools, and, as the same examination papers are used in both, we can easily compare their results; and by so doing we find that some of our Model Schools have more pupils, doing more advanced work, and in a better manner, than the average Academy; we find that these Model Schools are carrying out the course of study in its entirety, while the Academies are not; we find the regulations of the Department fully observed; we find Academy teachers employed in them, and their buildings, yards and appliances in more than an average condition.

Wherein, then, do the Academies excel them? *Simply in the amount of money they receive from the Superior Education Fund.*

By a careful comparison of the grants made on September 26th, 1888, I find that Academies, doing work inferior in every particular to that done

by some of the Model Schools, receive a grant 66 per cent. in advance of that given to those Model Schools. Hence arises my first question to the Sub-Committee, viz.:

What is there in the name *Academy* which warrants the giving of a grant to a school possessing that cognomen 66 per cent. in advance of that given to another school doing *better* work, but less fortunate in a title?

Let me prove that such is the case. For the sake of comparison, I have taken five Academies and one Model School, which presented pupils between Grades II M. S. and II Acad., inclusive. The figures are taken from Dr. Harper's report of the June 1888 examination:—

PUPILS PASSED IN

	II M. S.	I Acad.	II Acad.	All grades.	Geometry	Algebra.	Latin.	Greek.	French.	Total No. of M.	Gov't grant.
Portage du Fort Model School...	3	7	10	20	15	23	17	10	17	*12,571	\$150
Dunham Academy	0	14	7	21	1	14	3	0	11	11,719	250
Granby "	3	11	5	19	14	10	8	3	12	9,834	250
Cowansville "	0	7	5	12	0	2	0	0	0	5,905	150
Bedford "	0	6	1	7	2	3	3	0	5	4,365	150
Lacolle "	8	0	2	10	2	2	3	0	5	4,154	150

This will demonstrate that the Model School of Portage du Fort is doing better work, and in higher grade and more advanced subjects, than either Dunham or Granby Academies, which receive a grant of 66 per cent. in advance of it, while the Academies of Cowansville, Bedford and Lacolle, receiving grants equal to that given to Portage du Fort Model School, are making no pretence of doing the same class of work.

Nor is this an exceptional year for Portage du Fort, as a comparison of these schools in the 1887 report will show.

Again—I find, in some sections of the Province, Academies located within four and five miles of each other, notably in the Eastern Townships, while in other portions of Quebec, as in the Ottawa valley, there are no Academies for a distance of one hundred and sixty miles, although Model Schools are found (doing better work than the Academies referred to) petitioning the Department to be raised to Academies, that they may acquire the prestige necessary to cope with other schools in Ontario, and the additional 66 per cent. of grant, that they may maintain the efficiency of their teaching staff, and these petitions are totally ignored. Then, for my second question. Granted that an Academy receives a larger grant than a Model School doing the same work, and allowing (for the sake of

* Portage du Fort as a Model School took 19,763 marks, but, per kindness of Dr. Harper, I have the marks which would have been given it as an Academy. It will be observed that this Model School, had it been classed with the Academies, would have ranked ninth in a list of twenty schools. In regard to number of pupils passed in Greek, Latin, French, geometry and algebra, it stands 2nd, 5th, 5th, 7th and 5th respectively.

argument) that this is just, what advantage do the Eastern Townships possess over the Ottawa valley that they should have Academies from four to twenty miles apart, whereas the latter section (containing better schools than the larger number of the Academies in the Townships) is put off with one in a distance of one hundred and sixty miles?

It is important to all the Academy and Model School teachers in this Province to understand clearly the methods adopted in ranking their schools, inasmuch as the Principal's reputation as a teacher is largely based upon the results of the June examination, and it is important to the schools they represent from a financial point of view. For these reasons I trust we shall receive an explanation of the two questions propounded in this letter.

N. T. TRUPELL.

In reference to the questions raised in the foregoing letter, it may be said that there are too many Protestant Classical Schools in the Province to meet the present requirements of our population. As a natural result of this, we find that certain Academies, being favorably situated and receiving strong and intelligent local support, become strong and successful institutions, while other Academies, under less favorable circumstances, with a limited and overworked staff of teachers, maintain with difficulty their claim to be recognized as Academies.

Similar differences of standing may be observed in our Model Schools. Under these circumstances, it happens that some of our best Elementary Schools are doing better work than our weakest Model Schools, and some of our best Model Schools are doing better work than our weakest Academies. An effort has been made in the past (1) to provide all parts of the Province with superior schools. (2) to give an element of permanence to existing institutions. Model Schools have been established and maintained in sections that were unable to fulfil the conditions required for such schools. And instead of degrading an Academy or raising a Model School because of a temporary failure or a temporary success, the plan has been to continue the minimum grant to an Academy until it became quite evident that it could not maintain its position, and to continue the maximum grant to a Model School until it showed that it could maintain the status of an Academy. In order to encourage a high class of Model School work, and to discourage the unhealthy tendency to raise a Model School to the rank of an Academy by devoting an undue portion

of the teacher's time to a few pupils taking academy subjects, at the expense of the rest of the school, the maximum grant to Model Schools has been more than doubled during the past few years. These general principles, which seem to be well founded, will explain all the difficulties of the foregoing letter, except the reference to distance, which a moment's thought will show has little or no force. In the counties of Ottawa, Pontiac, Gaspé and Bonaventure, the Protestant schools are few in number and are scattered over immense territories. Even when the requirements of these sections are duly provided for, the superior schools of these sections must be separated by greater distances than in the more thickly settled sections of the Province. In reference to the case referred to in the foregoing letter—that of the Model School of Portage du Fort—the claim of this school was carefully considered at the September meeting of the Protestant Committee, and the excellent work and high standing of the school was duly recognized. As soon as it is found that the school is able to maintain this standing it will, no doubt, be given the rank of an Academy. It is coming to be recognized in many sections, however, that it is better to maintain an efficient Model School, where nine-tenths of the children can get all the education they require, than to maintain a weak Academy, where the majority of the children suffer and the teachers are overworked, because the head teacher must give a large portion of his time to a few pupils taking Academy subjects. This view has been strengthened by increasing the maximum grant to Model Schools, and we hope to see this grant still further increased.

Boards of Examiners. The examination of candidates for teachers' diplomas will be held in July next, under the regulations for the Protestant Central Board of Examiners. The Central Board consists of The Very Reverend Dean Norman, The Rev. Dr. Cornish, Dr. Kelley, T. Ainsley Young Esq., and Madam Cornu. Rev. Elson I. Rexford is Secretary of the Board. So far as the candidates are concerned, very little change will be observed in the arrangements of the past few years. The examinations will be held at the usual points and in Huntingdon and Inverness. Teachers and intending candidates are requested to give special attention to the following points:—

First. Candidates will require to notify the Secretary of the

Central Board of their intention to present themselves for examination, and to submit a certificate of age and a certificate of moral character, according to the authorized form.

Second. In giving notice to the Secretary, candidates are requested to use the following authorized form.

I, the undersigned,.....
 residing at.....county of.....
 have the honor to inform you that I intend to present
 myself at.....for the
 examination for.....diploma

in July next.

I enclose herewith:—

1. A certificate that I was born at.....
 county of.....in the month of.....18...;
2. A certificate of moral character according to the authorized form.

Third. The examination in the art of Teaching and School management, will be based upon the same portions of Baldwin's School Management as last year. *There will be no examination in School Law and regulations, until 1890.* (In a former announcement, 1889 was, by a mistake, given instead of 1890.)

The Administrative Commission of the Pension Fund met on the third instant, to consider the applications for pensions. The commission remained in session two days. The applications left over from last meeting, were reconsidered, the renewed medical certificates were examined. Sixty-one new applications for pensions were received and fifty-three were granted. A detailed account of the meeting and of the finances of the Pension Fund, will appear in our next issue.

The attention of teachers is directed to the series of Prizes offered by The Daily Witness, Montreal, to the pupils of our Public Schools, for the best story based upon incidents that have occurred in the history of the locality in which they live.

THE ANNUAL REPORT in connection with the INSPECTION OF THE SUPERIOR SCHOOLS under the supervision of the Protestant Committee of the Council of Public Instruction of the Province of Quebec, for the year 1887-88.

To His Lordship, the BISHOP OF QUEBEC,
Chairman of the Protestant Committee.

MAY IT PLEASE YOUR LORDSHIP :—

I have the honour to submit the following report of my inspection and examination of the Protestant Superior Schools of the Province of Quebec, for the year 1887-88. The fulness of the partial reports which I have already laid before the Committee obviates the necessity of giving further details of the condition of individual schools in this general statement of the progress which has come under my notice during the year in connection with the duties of my office; and in making this statement, I may say, that I have remarked with much satisfaction, during my visits to the various sections of the country, the increasing interest which is being taken by the people in educational affairs. During these visits, I have been called upon not unfrequently to address audiences on educational topics; and at these meetings I have been able to notice a growing enthusiasm among all classes in favour of improved buildings and efficient teaching; and these observations made casually have been further enhanced by the evidences of actual improvement I have seen in the school-rooms of the academies and model schools themselves.

The annual examination held under the direction of the Committee is, of course, the event of the year with our Superior Schools. The standing of the individual school, among those of its kind, is determined by the results of that examination; and naturally the greatest pains have been taken in preparing the papers under the supervision of the sub-committee, and in completing the other arrangements for conducting the examination, in order that it may really be a test of the work done during the year. A set of these papers has been laid before the Committee; and from them it will be seen how carefully the course of study has been kept in view in arranging them for the pupils. The results in detail of the examination are placed before the Committee with the suggestions of the sub-committee in regard to the

grants to be given to each school. The original grading of the schools has been reached by means of the *grand total marks*, which is an evidence of the amount or quantity of work done by the pupils; but in investigating the character or *quality* of the work done, the sub-committee have materially modified that grading by taking into account the percentage of marks and the sum total of the averages of such pupils in every grade; while the subsequent figures of the tabular form have been likewise taken into careful consideration in assigning the various bonuses. As I have remarked in my special report of the examination, the results as seen in the marks are very gratifying indeed, and reflect credit upon the industry of the teachers who have laboured zealously to raise the standing of their schools.

In connection with the actual school-work, the course of study is loyally adhered to, except in the few instances which I have mentioned in my partial reports. Even these, in another year, I have no doubt, will disappear; and as may be noticed, even the most of the pupils take the full number of studies in the respective grades. Sometimes it is urged in this connection by the parents whose child happens to feel the number of subjects a severe tax upon its mental and physical strength, that too many subjects are laid down for study. But the parent of such a child has an appeal to the teacher, and the remedy is thus in his own hands. The teachers naturally desire to have as many pupils as possible take the maximum number of subjects; but, while the examination at the end of the year and the importance of its issue encourages this, it cannot but be understood that a pupil may pass without taking all the subjects. The revised printed schedules have been placed in the hands of all the teachers, and the few changes which have been made seem to meet with very general approval. The study of physiology and hygiene is receiving due attention, as may be seen from the individual reports, and the new course in drawing has led to an improvement in the manner of conducting classes in that subject. As the attention given to the various ordinary school subjects is represented by the marks given, I need not refer to them here. None of them are likely to be lost sight of by the teacher who is anxious to see his school do well at the final examination. But in regard to what have been called the recreative employments in school,

there is less attention devoted to such than there should be. In the most of our schools there is some singing, and in some of them there is music taught. But physical drill or calisthenic exercises are to be met with only as the exception. Religious or moral instruction is given regularly in very few of our schools, unless what is called the teaching of scripture history is to be taken for such training. The object lesson is still the *bête noir* of three-fourths of our teachers, and I have seen but few attempts made to introduce the pupils to natural science, while these few have been confined to the study of botany. Of course, the introduction of such employments in school receives no direct encouragement from the Protestant Committee, yet our teachers I trust will soon realize the fact that to improve their school in any respect, and especially by means of such recreative studies as the above, is sure to meet with indirect encouragement at least, through the special bonuses to be awarded for what may be spoken of under the term "appliances," and to which further reference is made in the report on the examination and its results.

Of the school buildings, I have to report a continued improvement. The frame-building is gradually disappearing, and its place taken by comfortably arranged brick structures. Altogether there are not more than two or three buildings which I cannot report upon favourably, and of these I have spoken in my partial reports. The furniture of the school-room is as a general thing of the improved kind, chiefly consisting of the combination desks seated for two pupils; but the grounds around the buildings, and the apparatus within the school-rooms are by no means what they ought to be. This is not the case where the teacher's position is looked upon as a permanent one, and where after two or three year's service in the same school he has been encouraged by the confidence placed in him by the commissioners and the parents to collect apparatus and to interest the pupils in beautifying the school grounds. Indeed many of the defects to be seen about our schools can be traced to this lack of permanency in the appointment of teachers. No experience, however sad in its consequences upon their school, seems to have any effect upon some of our Boards of School Commissioners to convince them that an efficient teacher is cheap at the highest salary they can afford.

Some of them part with those who have proved themselves efficient teachers, after a years service or so, for the most trifling reason; and jeopardize their school and their grant by employing an inefficient teacher, who undoes all the good that had been done by his or her predecessor. There seems to be no remedy for this but the conferences among school commissioners which the Secretary of the Department continues to hold in the various districts. When these representatives of the people come to see that a permanent efficient appointment brings its own reward, we will then have a better supply of maps, blackboards, and object lesson apparatus, (in our model schools particularly), than there is now to be seen in any of them. The non observance of the spring holiday of Arbor Day for the past two years, I need hardly say, has checked the beautifying of the school grounds, and it would be well if a memorial from the Committee to the Government could induce them to revive it.

In the course of my inspection visits, I have made no distinction between the upper and the lower departments of the school; but have continued to examine the elementary departments as a part of the whole and as a feeder to the model department. In but few instances have I found the head-teacher without the supervising authority given by the regulations; and I have invariably found that where there is no such authority, the schools indirectly suffer. The regulation referring to the appointment of teachers only who have diplomas has been, as far as I have learned, adhered to this year, while the majority of the head-teachers have had normal school training. This is certainly a reassuring evidence of advancement.

In the above paragraphs, I have referred to nearly all the points of interest in connection with my inspection of the schools and I have only now to bear testimony to the uniform courtesy with which the teachers and other school officers have received me during my official visits to the various sections of the country, and to the counsel and co-operation which I have received from the Secretary of the Department in all affairs pertaining to my duties as inspector of the schools under the direct supervision of the Protestant Committee.

J. M. HARPER.

BOARD OF EXAMINERS.—PROTESTANT DIVISIONS.

List of Candidates who obtained Diplomas at the Supplementary examination held September, 1888, under the regulations of the Protestant Committee of the Council of Public Instruction:—

Board of Examiners.	Names of Successful Candidates.	Grade of Diploma.	Class of Diploma.
AYLMER.	Hodgins, Jeannie	Elementary.	Second.
	Herdman, Florence	"	"
	Kidney, Lizzie	"	First.
	Kerr, Susar	"	Second.
	Morrison, Maggie	"	First.
	Moffet, Margaret	"	Third.
	McMullin, Annie	"	"
	Mulligan, Joseph	"	"
	Pushman, John	"	Second.
	Seaman, Mary	"	Third.
Bedford.	Clossey, Edgar M.	Elementary.	Second.
Gaspé.	Eden, Edith A.	Elementary.	Third.
	Harbour, Emma C.	"	Second.
Montreal.	Cunningham, Jeannie I	Model.	Second.
	Dunberry, Annie	Elementary.	"
	Hall, Bertha E.	Model.	"
	Miller, Amelia J.	Elementary.	"
	Mitchell, Emma	"	"
	Robinson, Elizabeth	"	"
	Simpson, Clara	"	"
	White, Jane E.	"	"
	Wilson, Annie	Model.	"
Quebec.	Dempsey, Mary	Elementary.	Third.
	Glass, Maggie E.	"	Second.
	McVetty, Catherine	"	Third.
	Liebich, Max	Model.	Second.
	Ross, Eva	Elementary.	"
	Rothney, Elizabeth	"	"
	Smith, Mary E.	"	"
Pontiac.	Thompson, Edith	Elementary.	Third.
	Whelan, Mary E. J.	"	"
Sherbrooke.	Byrd, Eva	Elementary.	Third.
	Church, Mary	"	"
	Cleveland, Ella M.	Model.	Second.
	Dawson, Sarah	Elementary.	First.
	Dresser, John A.	Acad.	Second.
	Duncan, Julia	Elementary.	Third.
	McDonald, Mary	"	Second.
	Rienhardt, Aggie	"	Third.
	Turner, Roxy	"	"
	Wells, Addie	Model.	Second.

The following corrections are made in reference to the report of the names of successful Candidates at the examination held July, 1888:—

Board of Examiners.	Names of Successful Candidates.	Grade of Diploma.	Class of Diploma.
Montreal.	Bennie, James Kier	Acad.	Second.
Quebec.	McVetty, Catherine Rothney, Elizabeth	Elementary. “	Third. “
Stanstead.	Buchnell, Mary Salls, Lizzie Tilton, Martha, L.	Elementary. “ “	Second. “ “

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor, the Lieut.-Governor has been pleased by an Order in Council of the 18th of October, 1888, to appoint two school commissioners for the Municipality of “Haut du Sault-au-Recollect,” Co. Hochelaga; also Ed. A. Eaton, School Commissioner for the Municipality of East Stanbridge, Co. Missisquoi, in place of M. S. Cornell resigned, and a School Trustee for the Municipality of Cote St. Louis, Co. Hochelaga. O. G. 1942.

To detach certain territory from the school municipality of “La Pointe aux Trembles,” Co. Hochelaga, and to erect it into a distinct school municipality, under the name of St. Jules,” same Co. O. G. 4945.

22nd October. To appoint Jas. Naud, Esq., N.P., member R. Catholic Board of Examiners, St. Hyacinthe.

31st October. To appoint two School Commissioners for the Municipality of “St. Lambert de Métapédia,” Co. Bonaventure; one for the Municipality of “Ste. Anne de la Perade,” village, Co. Champlain, and one for the Municipality of “St. Didace,” Co. Maskinongé.

November 2nd. To appoint three new members of the Roman Catholic Board of Examiners of Isle de la Madeleine, Co. Gaspé. O. G. 2023.

20th October. To divide for school purposes the Municipality of “Cote St. Paul,” Co. Hochelaga, in two distinct municipalities to wit: one “the Village of Cote St. Paul,” and the other “the Parish of Cote St. Paul,” with the same limits assigned to it by the provincial statute, 41 Vict., Chap. 28.

31st October. To erect a new school municipality under the name of “Saint Marcel.” O. G. 2023.