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SEPTEMBER, 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.

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No. 9.

SEPTEMBER, 1885.

VOL. V.

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

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 9th September, 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, Sir Wm. Dawson, C.M.G., LL.D., F.R.S., &c., the Rev. George D. Mathews, D.D., the Rev. Professor Cornish, LL.D., George L. Masten, Esq., the Rev. Canon Norman, D.C.L., E. J. Hemming, Esq., D.C.L., the Venerable Archdeacon Lindsay, M.A., the Hon. James Ferrier, the Hon. W. W. Lynch, and the Hon. Gédéon Ouimet, Superintendent of Public Instruction. ❁

It was *Resolved* :—

“That the Hon. the Superintendent of Education be requested to arrange for a conference with the Roman Catholic Committee on Professional Examinations and School Law, at any time convenient to it, and that the Chairman, or in his absence, the Secretary, be authorized to summon the members of this Committee for such time.”

Communications submitted by the Secretary and action taken thereon :—

1. From the Rev. F. J. B. Allnatt, B.D., and Mr. John L. Walton, in regard to the inspection of Waterloo Academy.

The Committee expressed their entire satisfaction with the explanations given.

2. From T. Ainslie Young, M.A., an application for an Academy diploma, Grade 1, recommended by Inspectors McGregor and Weir.

The Committee resolved that the certificate of Inspectors Mc. Gregor and Weir 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. Young.

3. From Ph. J. Jolicœur, Esq., Assistant Provincial Secretary, in answer to the Committee's request for financial aid in carrying on their work.

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

The Committee ordered the Secretary to pay the salary and travelling expenses of the Inspectors of Academies and Model Schools.

It was resolved that, in future, the quarterly financial statement submitted by the Secretary be published in the minutes.

THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION. IN  
ACCOUNT WITH THE SECRETARY.

1885.	DR.	
May 27	To balance in Bank of M., as per last statement.....	\$118 38
" 28	" " Interest on \$28,000.00 Marriage License Fees for half year to 31st Dec., 1884.....	300 00
June 12	" interest on \$28,000.00 Marriage License Fees for half year ending 30th June, 1885.....	700 00
" "	" Superior Education Fund, 5 per cent. reserved for deaf mutes, &c., put at disposal of the P. C.....	485 00
" "	" Common Schools, 5 per cent reserved for deaf mutes, &c., put at the disposal of the P. C.....	1,091 55
" 30	" Common Schools, share of unexpended balance.....	426 15
July 10	" McGill Normal School.....	322 27
		<hr/> \$3,443 35

1885.	CR.	
June 5	By Secretary's salary for quarter ending 12th April, 1885....	\$ 250 00
" "	" " contingent expenses to 27th May, 1885.....	4 08
July 1	" " salary for quarter ending 12th July, 1885....	250 00
Sept. 9.	" balance in Bank of Montreal at this date.....	2,939 27
		<hr/> \$3,443 35

1885. LIABILITIES.

Sept. 9	Rev. F. J. B. Allnatt's salary and expenses as Inspector of Academies and Model Schools.....	\$355 60
	Mr. McGregor's salary and travelling expenses as Inspector of Academies and Model Schools.....	396 20
		<hr/> \$751 80

On the motion of Sir William Dawson, seconded by Dr. Mathews, it was resolved:—

"That the Chairman be requested to urge on the Government the necessity of the payment of the Academy Inspection by a special grant for that purpose."

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

1. Resignation of the Rev. M. M. Fothergill as a member of the Protestant Division of the Board of Examiners, Quebec.

2. Letter from S. C. Stevenson, Esq., Secretary of the Council of Arts and Manufactures concerning the Colonial and Indian Exhibition in London next summer.

On the motion of Mr. McMaster, seconded by Archdeacon Lindsay, it was Resolved:—

"That this Committee recognizing the importance of the Colonial Exhibition in London, next year, hopes that the Hon. the Superintendent of Education will use his best endeavours to secure a complete Educational Exhibit from this Province. and that the different school bodies will co-operate with him in that direction."

3. Communication from W. C. Campbell, Esq., submitting his series of Geographies for authorization.

4. Application from Rev. Louis C. Würtele, Actonvale, for the position of Special Inspector of Academies and Model Schools.

There was some discussion in regard to the vacancy in the Inspectorship of Academies and Model Schools, and it was resolved that applications be received up to November.

Mr. Rexford reported that the Commissioners of Gaspé Basin and of Cox are about to establish Model Schools in accordance with the proposition made to them.

The Sub-committee on arrears of Marriage License Fees reported progress and asked leave to sit again.

The Sub-committee of Conference with the Corporation of McGill University in regard to the entrance of Teachers holding Normal School diplomas into the University submitted the following Report:—

“With reference to the proposals of the McGill University in regard to the entrance of Teachers having Normal School diplomas into the University, it is recommended:—

1. That the Normal School Bursary to the extent of twenty-five dollars (\$25.00) be continued to those having Academy diplomas so entering the University.

2. That their names be retained on the Register of the School and their obligation to teach be held to date from their passing the University Examinations entitling to the second grade of diploma.”

The above Report was adopted, and the Sub-Committee asked leave to sit again.

On the motion of Sir William Dawson, seconded by the Rev. Canon Norman, it was resolved:—

“That the report on School Law submitted by Dr. Heneker be received and referred to the Sub-committee on School Law with power to print the same for the information of the members of the Committee, with such additions and amendments as may be suggested, and to confer with the officer or officers who may be appointed by the Government to complete the Codification of the School Law.”

On the motion of the Venerable Archdeacon Lindsay, seconded by Dr Cornish, it was resolved:—

“That the attention of the Sub-Committee on the School Law be directed to the absence of any organic connection in many cases of the Academies and Model Schools with their respective municipalities.”

Dr. Hemming submitted the following resolution in regard to religious instruction in the Public Schools:—

“Whereas, by our School Laws, all jurisdiction and control over religious instruction in Common Schools is taken away from the Executive, the Council of Public Instruction and the School Commissioners or Trustees, and is vested solely in the Priest, Curé or officiating Minister in each municipality.

And whereas, it has been held in our Courts by Judges Casault and Caron (School Commissioners of Tewkesbury vs. Carrigan, Quebec Law Reports, vol. vi., and the same vs. McKee (a Protestant), No. 1428 c.c. Q. 1881), that the imparting of not only religious instruction, but even the peculiar tenets of the Church of the majority represented by said Priest, Curé or officiating Minister is obligatory, if required by such Church, in order to constitute such School a Common School, and that without such teaching no ratepayer can be compelled to pay taxes in support of the School.

And whereas, it was evidently the intention of the Legislature that the words "Officiating Minister" should apply to such cases where the majority were Protestants.

And whereas, the Legislature, in so legislating, were evidently under the impression that what is styled the "Protestant Faith" was, like the Roman Catholic Faith, homogeneous in its nature.

And whereas, in fact, no such faith as the "Protestant Faith" exists, but on the contrary those who are styled Protestants are composed of members of many different and independent creeds and denominations, and consequently that it would be impossible for any one officiating minister to represent them in the matter of religious instruction in the Common Schools, so that the aforesaid provision of the School Law becomes altogether inoperative and inapplicable in so far as those Schools which are under the control of the Protestant Committee of the Council of Public Instruction are concerned, and in all cases where more than one officiating Minister resides in such municipality.

And whereas, in the opinion of this Committee, the only means of solving the difficulty would be to divest the Priest, Curé or officiating Minister of any control over the text-books to be used in giving the religious instruction required in the Common Schools exclusively under the jurisdiction of said Protestant Committee and vest the same exclusively in such Protestant Committee (a body composed of representatives of the leading Protestant denominations) with the power of making such rules and regulations with respect to the use of such text-books in any such School as they may think fit, reserving, however, to the ministers of the several Protestant denominations the right of supervision and inspection of such Schools which they now enjoy under the law.

Be it resolved, that the Executive be requested to take such steps as may be necessary in order to ensure such a revision of the School Law by a Committee of the Legislature now charged, or which may hereafter be charged with the same, as shall enact that the Protestant Committee of the Council of Public Instruction shall have the exclusive jurisdiction and control over the religious instruction and text-books to be given and used in the Schools under their exclusive control, with the power of making such rules and regulations with respect to the use of such text-books in any such School as they may think fit, reserving, however, to the ministers of the several Protestant denominations the right of super-



vision and inspection of such Schools which they now enjoy under the law."

The above resolution was referred to the Sub-Committee on School Law.

The Sub-Committee in altering the time of examination of candidates under Resolution 2, in regard to Academy diplomas, submitted the following Report:—

"The Committee would recommend the following arrangements with reference to the time of Examinations and Practice in the Art of teaching of candidates for the Academy diploma of the Normal School being Bachelors of Arts.

1. That the examination of Bachelors of Arts candidates for the Normal School diploma be held in the Normal School on and after the 15th of May in each year, and that the results shall be declared at the close of the Normal School Session in June.

That the Principal of the School be authorized to send examination papers to the University of Bishop's College and to Morrin College for the use of students in their graduating classes, and that such students be entitled to receive their diplomas on their graduating.

2. That the period for study in the Model School be fixed from time to time by the Principal, and shall extend over at least four weeks. That students of Bishop's College be required to present a certificate of attendance in its School, and students of Morrin College a similar certificate of attendance at a School in Quebec sanctioned by the College."

The foregoing report was received and adopted.

The Sub-committee on the Examination of Graduates in the Art of Teaching recommend the following:—

"Syllabus of Examination in the Art of Teaching for candidates being University Graduates and presenting themselves for the Normal School examination.

1. Acquaintance with School Laws, with arrangements indicated by the Education Department, and with the regulations made by the Protestant Committee of the Council of Public Instruction in so far as these refer to the duties of Teachers. (The only text-book on these subjects is the School Law and the documents issued from time to time by the Protestant Committee of the Council of Public Instruction.)

2. A knowledge of the aim and possible attainment of School life, of the annual progress to be expected, of the best classification, the best arrangement of School duties tending to this end, and of the mode of recording all facts respecting the attendance and progress of pupils that may be necessary.

3. The subject of discipline, and, in relation to it, the teacher, the parents, the pupils, rewards, punishments, and the formation of the habit of instinctive obedience.

4. The best methods of imparting knowledge, how to present it to the understanding, how to fix it in the memory, how rightly to govern a class in receiving knowledge, and how to conduct a successful class recitation, together with the methods of instruction in each important branch of School work.

5. Methods of using books aright, and of investigating truth, by weighing evidence and by using the senses as instruments of research.

6. The physical, mental and moral constitution of the child, and the demands that society will hereafter make upon him.

To prepare for such an examination the candidate should carefully weigh his own experiences as a learner, should closely examine the methods in vogue in a good School, and should add to the impressions received from his general reading the results of studying such works as Abbott's Teacher, Morrison's School Management, the Quincy Methods, Baldwin's Art of School Management, a thorough knowledge of at least one of these books to be required."

The above recommendations were received and adopted.

Proposed amendments to the Regulations for Academy diplomas :—

Add to Section 1st, " Provided that they have already graduated in any British or Canadian University, taking both Latin and Greek, or have passed in the Intermediate Examinations, taking both Latin and Greek."

2. Add to Section 2, " After the word ' University, ' the words—"who have passed in Latin and Greek in the Degree Examinations, or who have taken at least a second class standing in the Intermediate Examinations. (Latin and Greek being included.)"

The foregoing proposed amendments were received and left over for consideration till next meeting.

Report of Sub-Committee appointed to consider the distribution of Grants to Model Schools and Academies for the past year :—

" The Sub-Committee, having read the Inspectors' reports upon Model Schools and Academies, recommend grants to be made according to the scale in the schedule annexed.

" The Sub-Committee desire to draw attention to the following fact, which the Inspectors' reports disclose, viz. :—That the schools suffer for want of carrying out the 'course of study' ordered by the Protestant Committee.

(Signed) " J. W. QUÉBEC, Chairman."

The revenue from the Marriage License Fees for the past year amounted to seven thousand two hundred and ten dollars (\$7,210) after deducting two hundred dollars (\$200) for management. Of this sum five thousand dollars (\$5,000) were appropriated for University Education as follows :—

## UNIVERSITIES AND COLLEGES.

McGill University .....	\$2,500
Morrin College.....	1,250
University of Bishop's College, Lennoxville.....	1,250
	<u>\$5,000</u>

From the balance of the Marriage License Fees and the annual grant from the Superior Education Fund, the Committee, after carefully examining and considering the reports and returns of the Inspectors of Academies and Model Schools in connection with the usual annual returns from the different Educational Institutions for Superior Education, agreed to recommend the payment of the following sums annexed to each:—

## UNIVERSITIES AND COLLEGES.

McGill University .....	\$1,650
Morrin College .....	500
St. Francis College, Richmond .....	1,000
University of Bishop's College, Lennoxville.....	1,000
	<u>\$4,150</u>

## ACADEMIES.

	Academy Grant.	Extra.
Huntingdon, Huntingdon.....	\$ 200	\$ 300
Lachute, Argenteuil.....	200	300
Waterloo, Shefford.....	200	200
Coaticook, Compton .....	200	150
Three Rivers, St. Maurice .....	200	150
Knowlton, Brome.....	200	125
Sherbrooke, Sherbrooke.....	200	100
Stanstead W. L. College, Stanstead.....	200	100
Cowansville, Missisquoi.....	200	50
St. Johns, St. Johns.....	200	50
Inverness, Megantic .....	200	....
Shawville, Pontiac.....	200	....
Berthierville, Berthier .....	200	....
Clarenceville, Missisquoi.....	200	....
Bedford, Missisquoi.....	200	....
Granby, Shefford.....	200	....
Dunham, Missisquoi.....	150	....
Charleston (Hatley), Stanstead.....	125	....
	<u>          </u>	<u>          </u> \$5,000

## OTHER SCHOOLS

	Academy Grant.	Extra.
Dunham (Ladies' College) Missisquoi.....	\$ 300	....
Quebec High School.....	200	....
	<u>          </u>	<u>          </u> \$ 500

MODEL SCHOOLS.	Academy Grant.	Extra.
Leeds, Megantic.....	\$ 50	\$ 50
Valleyfield, Beauharnois.....	50	25
Orms town, Chateauguay.....	50	25
Côte St. Antoine, Hochelaga.....	50	25
Frelighs' arg, Missisquoi.....	50	25
Richmond (Girls'), Richmond.....	50	....
Grenville, Argenteuil.....	50	....
St. Sylvestre, Lotbinière.....	50	....
Sorel, Richelieu.....	50	....
St. Lambert, Chambly.....	50	....
Rawdon, Montcalm.....	50	....
Aylmer, Ottawa.....	50	....
Danville, Richmond.....	50	....
Hull, Ottawa.....	50	....
Marbleton, Wolfe.....	50	....
Cookshire, Compton.....	50	....
Magog, Stanstead.....	50	....
Hemmingford, Huntingdon.....	50	....
Bryson, Pontiac.....	50	....
Clarendon, Pontiac.....	50	....
Como, Vaudreuil.....	50	....
Gould, Compton.....	50	....
Bury (Robinson), Compton.....	50	....
Portage du Fort, Pontiac.....	50	....
Eaton, Compton.....	50	....
Mansonville, Brome.....	50	....
Sutton, Brome.....	50	....
	—————	————— \$1,500

The appropriations, as above, amount in all to sixteen thousand one hundred and fifty dollars (\$16,150).

It was ordered that Academies and Model Schools be notified that in future the grants will be withheld in all cases where the Text Books authorized by the Protestant Committee, are not in use, to the exclusion of all others.

It was resolved,—“That, with a special view to enforcing the course of study, the Chairman and Dr. Mathews, with the assistance of the Secretaries, he requested to draw up instructions for the guidance of Inspectors of Academies and Model Schools, to be submitted to next meeting of the Committee.”

It was resolved,—“That next year the distribution of grants from the Superior Education Fund be made in June.”

Mr. Rexford read a report to the effect that three Normal Institutes had been held during the month of July, the first in

Lennoxville, the second in Waterloo, and the third in Ormstown, and had been largely attended by Teachers, no doubt, with beneficial results to the cause of Education. It was resolved:—

“That the cordial thanks of the Committee be given to Dr. Robins, Mr. Rexford and Dr. McGregor, for the trouble they have taken in this matter.”

The Chairman read a letter from the Hon. the Provincial Secretary in regard to the application for financial aid. It was then resolved:—

“That, with reference to the latter part of the communication received from the Hon. the Provincial Secretary, the Chairman be requested to make suitable arrangements with the Hon. the Superintendent of Education for the deposit and safe-keeping in the Archives of the Department of any records of the Committee required therein, in addition to the Minutes already furnished.”

It was resolved,—“That the consideration of the Regulations for Protestant Boards of Examiners be the first Order of the Day at next meeting.”

The Committee adjourned, to meet on Wednesday, the twenty-fifth of November next, or earlier, if need be, on the call of the Chairman.

Read and confirmed.

GEORGE WEIR, Secretary.

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## A NOTATION AND AN ARRANGEMENT OF GRAMMATICAL ANALYSIS.

S. P. ROBINS, LL.D.

### *Prefatory Note.*

A peculiar system of grammatical analysis and notation of grammatical form, devised by me in simplification of grammatical difficulties, has been in use for some time in the classes of the McGill Normal School, and has there proved serviceable. It is thought that its general introduction would materially assist grammatical study by its simplicity and clearness. At the Teachers' Normal Institutes, recently held in this province, a general desire for its publication was expressed; and at Waterloo and Ormstown in particular, many teachers and I entered into a mutual pledge that they, for their part, would each write one

communication at least to the EDUCATIONAL RECORD, and that I, for my part, would publish in it the McGill Normal School notation and arrangement of grammatical analysis. The concise exposition of the system that follows is given in fulfilment of my part of the pledge.

Three chapters follow: 1st. The Notation of the Structure of Periods. 2nd. The Notation of the Structure of Sentences. 3rd. The Analysis of Sentences.

*Chapter 1st.—The Notation of the Structure of Periods.*

Periods consist of principal propositions and of subordinate propositions, or clauses, variously connected; rarely, words not grammatically connected with propositions are interjected among the propositions.

The several kinds of propositions are indicated by letters, and their connections by signs and by position.

A principal proposition is either an assertion indicated by *p*, a question indicated by *q*, or a command indicated by *c*. An exclamation, a nominative of address, or other word or group of words not grammatically connected with any proposition is indicated by (*e*).

A clause is either an adjective clause indicated by *a*, an adverbial clause indicated by *d*, or a noun clause indicated by *n*.

It is sometimes convenient to use *n*, *p*, *i*, *q*, *c*, *e*, all subscript, as equivalent, respectively, to the words negative, participial, infinitive, question, command, exclamation.

The connection of two principal propositions may be copulative, alternative, antithetic, or illative.

Copulative connection is effected by and &c., and is indicated by the sign +. Alternative connection is effected by or &c., and is indicated by the sign ~. Antithetic connection is effected by but &c., and is indicated by the sign >. Illative connection is effected by therefore, &c., indicated by ∴ or it is effected by because, &c., and indicated by ∵. Sometimes a connection between two propositions in a period is suggested, but not expressed; such suppression of the conjunction is indicated by the sign ∧.

Occasionally one proposition is a mere repetition in other words of a statement just previously made: repetition of this kind is indicated by the sign =.

The signs that indicate clauses are written as exponents to the signs of the propositions which they complete.

When two or more clauses completing the same proposition are disconnected with each other, their signs are separated by a comma; this comma then means seek connection below.

A parenthesis is indicated by the customary sign ( ).

A very rare mode of connecting two propositions is by one adjective clause that completes both. Such an adjective clause contains two relatives, one having its antecedent in one, the other in the other of the two propositions so connected. Thus, in Keats' Sonnet to his Brother George, occurs the following passage, all unnecessary words being omitted in the quotation, "I have seen the ocean with its mysterious voice which whoso hears must think on what will be." For "whoso" substitute "he who," and for "what will be" substitute "the future;" the passage will then run, "I have seen the ocean with its mysterious voice which he who hears must think on the future." Here are two principal propositions: "I have seen the ocean with its mysterious voice," and "he must think on the future." These two are connected by the common adjective clause "which who hears," the antecedent of "which" being "voice" in the first and that of "who" being "he" in the second proposition. Such connection may be indicated thus,  $p^a p$  where  $p$  &  $p$  represent the two principal propositions, and  $a$  the connecting adjective clause. It may be remarked in passing that the construction is by no means worthy of imitation.

The following examples of the use of the symbols above enumerated are all drawn from that inexhaustible mine of good English, King James' version of Holy Scripture.

$p$  . We have no king but Cæsar.

$q$  . What evil hath he done?

$c$  . Crucify him.

$e$  . Alas! that great city!

$p^a$  . This is the man that teacheth all men everywhere against the people, and the law, and this place.

$p^d$  When we were come to Jerusalem, the brethren received us gladly.

$p^n$  They will hear that thou art come.

$c_n$  Touch not mine anointed.

$p^d$  Supper being ended \* \* \* he laid aside his garments.

$c^i$  Thither cause thy mighty ones to come down.

$p^i$  He said unto the chief captain; may I speak unto thee?





## ISAIAH LIII.

- v. 1.  $q + q$ .  
 2.  $\because p^{d+d} p_n + p_n^{d,d}$ .  
 3.  $p + p^d p + p_n$ .  
 4.  $p + p > p$ .  
 5.  $> p p p + p$ .  
 6.  $p p + p$ .  
 7.  $p + p > p_n p^d + p_n^d$ .  
 8.  $p + q \because p p$ .  
 9.  $+ p \because p_n + p_n$ .  
 10.  $> p p p^d p + p$ .  
 11.  $p + p p \because p$ .  
 12.  $\therefore p + p \because p + p + p + p$

## MATT. V

- v. 1.  $+ p + p^d$ .  
 2.  $+ p + p^*$ .  
 3.  $p \because p$ .  
 4.  $p \because p$ .  
 5.  $p \because p$ .  
 6.  $p^{a+a} \because p$ .  
 7.  $p \because p$ .  
 8.  $p \because p$ .  
 9.  $p \because p$ .  
 10.  $p^a \because p$ .  
 11.  $p^{d+d+d}$ .  
 12.  $c + c \because p \because p^n$ .

\* All that follows this verse down to the end of the 27th verse of the 7th chapter is the object of "saying."

## 1 COR. XIII.

- v. 1.  $p^{d \infty d} > p + p_n$ .  
 2.  $+ p_n > p + p + > p^d + p_n$ .  
 3.  $+ p_n > p + > p + p_n$ .  
 4, 5, 6, 7.  $p + p p_n p_n p_n p_n p_n p_n p_n p_n > p p p p p$ .

$$8. p_n > p^d \underset{\wedge}{p^d} \underset{\wedge}{p^d} p^d.$$

$$9. \therefore p + p.$$

$$10. > p^a, > p^{a, a}$$

$$11. p^{d, d} \underset{\wedge}{p^d} \underset{\wedge}{p^d} > p^d.$$

$$12. \therefore p > p \underset{\wedge}{p} > p^d.$$

$$13. + p > p.$$

## 1ST JOHN I.

$$vv. 1, 2, 3. p \overset{a}{\underset{\wedge}{\wedge}} \overset{c}{\underset{\wedge}{\wedge}} \overset{a}{\underset{\wedge}{\wedge}} \overset{a}{\underset{\wedge}{\wedge}} \overset{a}{\underset{\wedge}{\wedge}} \overset{a}{\underset{\wedge}{\wedge}} \overset{d}{\underset{\wedge}{\wedge}} + p.$$

$$(\therefore p + p + p + p^{a+a})$$

$$4. + p^d.$$

$$5. + p^{a+a, n+n}$$

$$6. p^{n+d} + p_n.$$

$$7. > p^d + p.$$

$$8. p^n + p_n.$$

$$9. p^d.$$

$$10. p^{d^n} + p_n.$$

As a test of ability in disentangling an involved passage, analyse in the manner indicated above the third chapter of the epistle to the Ephesians.

To see what light is thrown upon style by this method of analysis, analyse and compare complete works of our greatest authors. A very good exercise will be such an analysis and comparison of the sonnets of Shakespeare, of Milton and of Wordsworth.

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 EDITORIAL NOTES.

We desire to draw special attention to "A Notation and an Arrangement of Grammatical Analysis" given in this issue. This scheme was used and explained by Dr. Robins in his lectures before the Institute this summer. It was so well received that special request was made for its publication and Dr. Robins has prepared this outline of the scheme for the Record. It will well repay the careful study of all our teachers.

The attention of teachers is directed to the list of authorized text-books given on another page. A number of changes have been made in the list during the past two years, and the present

list calls for special attention. Gage's Readers and the Royal Readers are the only two authorized series. The old Canadian Spelling Book has disappeared with that series of readers. Under Writing—Gage's Revised and Improved System of Practical Penmanship stands alone. Morell's Grammar may be used in academies only. A valuable series of books for teachers is given under No. 26.

*School Journals.*—The school journals and the manner in which they are kept are important items in reference to our educational statistics. The material for the Superintendent's annual report is gathered from the reports of the Secretary-Treasurers, who in turn get their information from the School Journals of the teachers. It is very important, therefore, that these journals should be kept in a systematic and uniform manner. Up to the present time a great variety of School Journals has been used in the different municipalities; some municipalities even requiring the teachers to prepare their own journals. Now, however, a special form of journal has been *authorized* and will require to be used. Inspector Hubbard, of Sherbrooke, has revised and improved the journal which has been issued for some time by Bradford Bros., Sherbrooke, and this journal, thus improved, has been authorized, and each municipality will require to use this form of school journal for the future. The copies published by Bradford Bros. are neat and attractive, and are sold for \$2.00 per doz. One journal provides for ten month's school. A special feature of the journal is two blank forms for teachers' semi-annual reports to Secretary-Treasurers. These blank forms contain all the information which the Secretary-Treasurer requires for his semi-annual reports. They can be detached by a perforated line from the journal and forwarded to the Secretary-Treasurer in turn for his January and July reports. These journals will prove of very great value to the teachers and the Secretary-Treasurers, and they will add very much to the value of the statistics of the Department of Public Instructions.

*Inspector of Academics and Model Schools.*—From the minutes of the Protestant Committee it appears that a Special Inspector of Academics and Model Schools is wanted to replace Rev. Mr. Allnatt, resigned, and that applications will be received until the 1st November next. This is an important position and should be filled by a good man.

## RE-OPENING OF THE SCHOOLS.

1. Huntingdon Academy and the Common Schools attached retained all the teachers except Miss Mary Agness Watt, who, though re-engaged preferred the honor and the pay in connection with the old Lacolle, Academy.

2. Godmanchester prudently re-instated Mrs. Booth, Misses McWilliams, Cameron, DeWitt and Annie Leggitt, transferred Miss Annie McMaster at a larger salary from No. 4, now occupied by Miss Janet Gilbert, to No. 8, vacated by Miss Freeland; and Miss Anne Fortune from No. 7, now occupied by Miss Bella Cowan, to No. 6, vacated by Miss Libbie Walker. A Mr. Sutherland, late of "Chelsea Institute," England, who promised to secure a diploma at the November sitting of the Board, is engaged for No. 9, vacated by Miss Margaret Finn, who is now in charge of a select school in the city of Montreal.

3. Franklin in Nos. 4 and 7 kept their former teacher and transferred Misses Christina Arthur and Maggie Rennie to Nos. 6 and 2. Miss Euphemia Graham, just from the Normal School, is placed in No. 3, and Mr. Henry Spencer, a student of McGill, is stationed in No. 5. No. 1 is still without a teacher, though the Misses Bowles, Dowling and Colquhoun left for their native towns.

4. Hinchinbrook re-instated Miss Sarah E. Coulter, and secured the services of Miss Euphemia Cain, Miss Annie Blaik, Miss Mary Reeves, Miss Annie Dickson and Miss Mathida Arnold, instead of their former teachers, two of whom are married, and three resigned, but are now engaged elsewhere. To No. 2 none has yet been appointed.

5. Hemmingford has shown their wisdom by retaining some of their faithful teachers—Misses Matilda Emerson, Margaret Cleland, Rebecca Ferns, Angeline Keddy, Hannah Thompson, Tena McIntosh and Miss McCrea unchanged; Miss Ella Spearmin replaced Miss Haliday, who returned to Montreal; Miss Kenney was appointed to No. 4 instead of Miss Christina Keddy, who is supposed to have secured a place in St. Bernard de Lacolle. Mr. Thos. Wingham, of Montreal, received the appointment to the Model School which was rendered vacant by the resignation of Miss Derrick.

6. Havelock changed their teachers all around, but for Nos. 4 and 8 none have yet been found. Miss Janet Gibson, from Hinchinbrook, and Miss Martha Grashby from Chrysostom are engaged for Nos. 1 and 2; Mrs. Church is appointed for No. 9, and Misses Clark, Hawthorne and McDowell were transferred to Nos. 3, 5 and 6 respectively.

7. Elgin re-instated Miss Lizzie Gordon and Miss Janet Elder; and engaged Miss Jessie McIntosh for East-end, Miss Laura McDonald for Victoria, and Miss Mary Ellen Brady for West end school.

8. Dundee retained Miss Mary McEwen in No. 6, engaged Miss Nellie Clarke, a former teacher in the intermediate department of the Huntingdon Academy, to take charge of Arnold's school, vacated by Miss Laura

McDonald; and Miss Janet McLean to take charge of the Syke school. Miss Pindar left No. 2. and Miss Fraser No. 5. Their successors I cannot name.

9. St. Anicet Dissent. keeps on Miss Peyton at La Guerre. The Misses Stewart and McDermid both resigned and their schools are still advertised.

10. Ormstown, always considerate and ambitious for good teachers, pays them well and keeps them on, though some changes have occurred this year. Misses Otterson, Fraser, Leslie and Maw have not been changed. To Nos. 3 and 10 were transferred Miss Wilson and Miss Gamble. Miss Phillips for No. 1, Mrs. Anderson and Miss McGill for No. 2, Miss M. C. Bennie for No. 5, Miss Hasten for No. 8, and Miss Mary Lindsay for No. 9, were appointed. Miss Bella Grant, in the Model, replaces Mr. Robert Bennie, who has gone to Bryson, Co. Pontiac, to take charge of the Model school there.

11. Howick will not respond, nor tell what has been done, but this we know:—Miss Johnston and Miss Harkness are re-installed, and for district No. 4 a teacher by the papers still is called. If all reports be true, Miss McEwen of No. 2 is engaged to change her name, but who succeeds her in the school is yet unknown.

12. Valleyfield retains, greatly to its profit. Miss McNeil in the Common and Miss Nolan in the Model.

13. The people of St. Zotique would do very much amiss were they to let their teacher, Miss McWilliams, go.

14. Miss Ellen C. McGregor early left St. Telesphore and engaged in Côte des Neiges. Miss May McLeod temporarily succeeded her.

15. Miss Kate Martin, in Point Fortune, replaced Miss McLachlan.

16. Miss Alice Stafford is re-engaged in Como, but of St. Marthe, St. Lazare and Hudson nothing certain can be said.

17. Lachute, relying confidently on the diligence and success of their teachers, remain unchanged, except that Miss Moonie was engaged for No. 6 instead of Miss Lizzie Drew, who resigned.

18. St. Andrews—The teachers in Nos. 1, 4 and 6 were re-engaged, and Miss Fanny Mathews replaces Miss McCallum, who found a school in Chelsea. Two schools unprovided for.

19. Grenville No. 1—Miss Helen Cameron in No. 2, and Miss Euretta McLachlan in No. 9, continued. Miss Nellie Webster transferred to No. 8, Miss Selina McLachlan re-opened No. 6, and Miss Florence M. Moss, of Montreal, armed with a Model School diploma from McGill, returned and replaced Miss Sutton in Eden Dale. Miss Odell left No. 1, Miss Webster No. 4, and Mr. McCulloch No. 5, without successors.

20. Grenville No. 2—Mr. John J. Milne, in the Model, and Miss Frary, in the Common, continued.

21. Grenville No. 3—Miss Emma Johnston and Miss Hannah Kelly both resigned. Their successors not reported.

St. Johns.—Mr. H. H. Curtis has resigned his position in the High

School to enter upon the study of medicine, and has been succeeded by Mr. R. J. Hewton, of Hatfield Academy.

*Côte St. Antoine.*—The Commissioners have secured the services of the Rev. Ernest King, M.A., of Levis, for their graded school.

*Waterloo.*—Mr. Charles Jackson, formerly of Knowlton Academy, succeeds Mr. Walton, at Waterloo. The Misses Abbott, Overing, Knowlton, Pearson and Latimer, have been re-engaged.

*Knowlton.*—Mr. John Walton, of Waterloo, takes charge of Knowlton Academy in the place of Mr. England, resigned.

*Dunham.*—Mrs. Holden has retired from Durham Academy and has opened a Ladies' School at Willow Brook House, Cowansville. Mr. Wardrop has resigned from Dunham Academy to take charge of the Academy at Clarenceville, the former Principal, Mr. MacArthur, having resigned to complete his University course.

*Mansonville.*—Mr. Wm. McGregor, son of Dr. McGregor, of the McGill Normal School, succeeds Mr. Mayo at the Mansonville Model School.

*Bolton Centre.*—Miss Florence Green, who has taught with marked success in the village school for several years, has resigned to undertake school work in the State of Michigan.

*Miss Louisa Ruiter*, of the Cowansville Academy, has obtained educational work in Florida.

*Miss Swift* has retired from the Granby Academy and *Miss McLean* has resigned her position in the village school where she has been working with great acceptance.

*Miss Ida Batchelder* takes charge of the Warden school.

*Sherbrooke.*—Owing to the death and resignation of teachers, several changes are taking place in the Sherbrooke schools. Miss Margaret Ritchie takes the place of Mrs. Rodgers, resigned, as Principal of the Central School, and two vacancies in the junior departments are filled by Miss Anna Dowler and Mrs. Agnes Campbell. In the Young Ladies' Academy, Miss Florence N. Wilson, sister of the Principal, takes the place of Miss Lyford, resigned, as teacher of the junior department. In the Prospect Street School, Miss Helen Coull takes the place of Miss A. E. Stevens, deceased. The Boys' Academy and the East School are unchanged as to teachers.

*Coaticook.*—In the Academy and Graded School, Mrs. Masten, after a long period of exceedingly efficient and useful service, has resigned the charge of the primary department, on account of impaired health, and her place is filled by the appointment of Miss Annie A. Wadleigh. The other teachers remain same as last year.

*Stanstead.*—There is almost an entire change in the teachers of the Wesleyan College, and the school opens under the charge of Rev. Dr. Kennedy as Principal and Miss Louise H. Kelsey as preceptress.

*Halcy.*—Mr. R. J. Hewton has resigned his position as Principal of the Academy to take charge of the St. John's High School.

*Richmond.*—St. Francis College opens under the control of Prof. A. W. Bannister, B.A., assisted by Mr. John Parker, of Leeds Model School.

*Magog*.—Mr. Alexander, B.A., takes charge of the Magog village school.

*Cookshire Model School* re-opens with Miss M. E. B. Scroggie as teacher of the Senior Department, and Miss Agnes Addie in the Primary Department.

Mr. James Mabon has been engaged to teach the Inverness Academy for the coming year.

*The Leeds Model School* opened September 1st under Mr. R. J. McHarg, Mr. Parker (the previous teacher) having been appointed Professor of Mathematics in St. Francis College, Richmond.

Miss Mary Ann Thomson has been re-engaged for the school at Kinnear's Mills.

Miss Margaret Allan has taught the Tenth Range school for the last three years and is this year succeeded by Miss Katie Scott.

Miss Jamieson, of Leeds, has been engaged to teach the school at Lake Megantic.

Miss Delamotte has taught the St. Sylvestre Model School for two years.

Miss Ada Forrest, of Quebec, has been teaching the school in Liniere (Kennebec Road) since February last, and Miss Annie MacIver is the teacher of the Scotstown village school.

*Levis*.—The Protestant Board of Trustees have leased the building known as the Methodist Church for school purposes. The building is admirably situated and well adapted for a school.

Mr. Robert Craig, of South Quebec, has resigned the charge of the school in that District, in consequence of ill-health. Mr. Craig has been a successful teacher and has done good work at Hadlow for many years; he will be succeeded by Miss Effie Mountain.

Miss Campbell succeeds Miss McKiecham in the charge of the school of S. Sauveur de Quebec.

The Miss McNider have taken charge of the Protestant Schools at Portneuf.

Several teachers will be required in September in the extensive District of Valcartier.

The Misses Penny, who taught in that District for several years, have resigned and gone to Albany, N. Y.

*Portage du Fort*.—Mr. H. V. Truell succeeds Mr. Elliott.

*Clarendon Model School* will open in a new house under a new teacher, Miss Hutchison having resigned.

*Bristol Model School* has been reduced to elementary grade, with Miss Dodd as teacher.

*Aylmer*.—Mr. Grant has retired from teaching. Miss McLean has been re-engaged.

*Hull Model School*.—Misses Stacy and Chamberlynn have been re-engaged.

Miss Hill has resigned, after many years successful work in No. 4 School, Hull Township.

*Chelsea*.—Miss Macmartin has entered the McGill Normal School this year. Miss Davis succeeds Miss MacMartin and Miss Ball from Mille Isles assists her.

*Miss Armstrong* leaves Templeton for Clarendon and has been succeeded by Miss Minnie Mathieson.

*County Gaspé*.—Miss F. W. Gadd, who, for some years, has been teaching with marked success in Gaspé Basin, has resigned. Miss Carter, also a good teacher, has given up the South-West school.

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The Gaspé Village municipality is about to erect a new school-house, and, with the aid of the special grant, to establish a model school. Strange to say, this movement has been opposed by a few persons who feared increased taxation, though no one doubts that the school in question will prove of great advantage, not only to the children in the municipality, but to intending teachers throughout the county.

Malbaie School, No. 2, is vacant.

In Cape Cove a new school-house is going up.

*County Bonaventure*.—The St. Godfroi-Diss.-School is closed; the Revd. C. Brown, B.A., who taught with much success for half a year, having found it necessary to resign.

Cox has opened a model school under an efficient teacher, and cheering reports of progress have lately been received. Here also, the establishment of a model school met with strenuous opposition, of which, the dread of increased taxation was the ostensible cause. There is little doubt that, through the influence of Rev. Mr. Blaylock and a few others who take lively interest in the progress of education, misconception and opposition will eventually be removed. Apart from the special advantages offered by a model school, there is the pressing need of a second school in the district, as the children are so numerous that no teachers, however energetic, can, single-handed, attend properly to them all.

The New Richmond schools are in a fairly prosperous condition: at all events they are better than they used to be. The Secretary-Treasurer pays the teacher punctually—a marked improvement.

The Commissioners of Shoolbred, with their active Secretary-Treasurer, manage to keep all their schools open. This is to their credit, seeing that the municipality is poor. Two of their teachers are without diplomas: but they are fair scholars, and will doubtless soon pass the required examination.

The new municipalities of Sellarville and St. Laurent are only in their infancy. In the latter municipality a school, well attended and fairly taught, has been opened near the Metapedia Railroad Station.



## AUTHORIZED TEXT-BOOKS.

As a number of changes has been made in the list of authorized text-books during the past year, we give below the list corrected to date:—

(NOTE.—The books of this list were authorized 23rd February, 1881, unless otherwise indicated.)

## 1.—ENGLISH READERS.

Gage's English Readers.

(\*) The Royal Readers, Thomas Nelson & Son and James Campbell & Son, Toronto.

## 2.—ELOCUTION.

Andrew's Dramatic Reader.

Bell's Elocution.

## 3.—ENGLISH SPELLING.

(‡) Gage's Practical Speller.

Morell's Manual.

## 4.—WRITING.

(‡) Gage's Revised and Improved System of Practical Penmanship.

## 5.—ARITHMETIC.

Smith and McMurchy's Elementary and Advanced Arithmetic.

McVicar's Elementary and Advanced Arithmetic.

Sangster's Elementary and Advanced Arithmetic.

Hamblin Smith, with Kirkland and Scott as Elementary.

## 6.—ENGLISH GRAMMAR.

(‡) Morell's Grammar (For Academies only).

Morrison's Grammar,

(‡) Bullion's School Grammar.

(†) Miller's Swinton's Language Lessons.

## 7.—COMPOSITION.

Swinton's School Composition.

## 8.—GEOGRAPHIES.

Lovell's Series of Geographies.

Galkin's Elementary Geography.

## 9.—MODERN HISTORY.

Freeman's Outlines of History.

Collier's British History.

Collier's Great Events.

Creighton's Epochs.

(\*) Authorized 8th January, 1884.

(†) Authorized 26th Sept., 1883.

(‡) 25th Feb., 1885.

10.—ANCIENT HISTORY.

Primers of Greece and Rome.

11.—HISTORY OF CANADA.

(\*) Hughes' Canadian History.  
 Miles's Child's History of Canada.  
 Miles's School History of Canada.  
 Jeffers's History of Canada.

12.—ALGEBRA.

Colenso's Algebra.  
 Todhunter's Algebra.  
 Hamblin Smith's Algebra.

13.—GEOMETRY.

Euclid.  
 Young's Solid Geometry and Conic Sections.

14.—TRIGONOMETRY AND MENSURATION.

Galbraith and Haughton's Trigonometry.  
 Chambers' Practical Mathematics.

15.—LATIN.

Smith's Series of Latin Books.  
 Bryce's First Latin Book.  
 Bryce's Imitative Latin Exercises.  
 Public School Latin Primer.  
 Latin Authors.

16.—GREEK.

Smith's Series of Greek Books.  
 Bryce's First Greek Reader.  
 Bryce's Second Greek Reader.  
 Greek Authors.

17.—ENGLISH LITERATURE.

Brooke's Primer.  
 Trench's Study of Words.  
 Trench's English Past and Present.  
 Hales's Longer English Poems.  
 English Classics.

18.—FRENCH.

Duval's Juvenile Course.  
 Duval's Elementary Grammar.  
 Duval's Lectures Choisies.

(\*) 25th Feb., 1885.

Darey's Dominion Phrase Book.  
 Darey's Lectures Françaises.  
 (\*) Darey's Principes de Grammaire Française.  
 Fasquelle's Introductory Course.  
 Fasquelle's Advanced Course.

## 19.—SCIENCE.

Cutter's First Book of Physiology.  
 Gray's How Plants Grow.  
 Gray's First Lesson in Botany.  
 Science Primers of Chemistry, Physics, Geology, etc.  
 Dawson's Lessons on Scientific Agriculture.  
 Dawson's Handbook of Zoology.  
 Buckton's Health in the House [Miller's Edition].

## 20.—BOOK-KEEPING.

Johnson's Book-Keeping.  
 Payson, Dunton and Scribners's Book-Keeping.  
 Beattie and Clare's Book-Keeping.

## 21.—SINGING.

Canadian Three Part Songs.

## 22.—MAPS.

Nelson's Series.  
 Johnson's Series.

## 23.—DRAWING.

Walter Smith's Freehand Drawing.

## 24.—ART OF TEACHING.

Morrison's Art of Teaching.  
 Currie's Art of Teaching.  
 Abbott's Teacher.  
 (\*) Emberson's Art of Teaching, [New Edition].

## †25.—SACRED HISTORY.

The Bible.  
 McLear's Old Testament.  
 McLear's New Testament History.

## ‡26.—BOOKS RECOMMENDED FOR USE OF TEACHERS.

School Method . . . . . F. J. Gladman, B.A., B.Sc.  
 Notes of Talks on Teaching . . . . . Francis A. Parker.  
 Lectures on the Science and Art of Teaching . . Joseph Payne.

(\*) Authorized 6th Dec., 1883.

(†) 25th Feb., 1885.

(‡) 27th May, 1885.

The Quincy Methods.....	Lilia E. Patridge.
Educational Theories.....	Oscar Browning.
Primary Object Lessons.....	N. A. Calkins.
Pedagogy.....	Professor Hewett.
Graded Instruction in English.....	Orville T. Bright.
How to Parse.....	Rev. E. A. Abbott.
The Verbalist, }	Alfred Ayres.
The Orthoepist, }	
First Lessons in Intellectual Arithmetic.....	Warren Colburn, A.M.

## CORRESPONDENCE.

To the Editor of EDUCATIONAL RECORD :

Having been recently reminded by Dr. Robins that no one had furnished for the RECORD a solution of his "Tower" problem, given out, last year, at the Richmond Institute, I submit the following: (The numbers may not be those given, but that is not essential.)

Given, an equilateral triangle, BCD, each of whose sides is 100 with towers at the three angles, whose heights are, respectively, 80, 50 and 70. Required to find, if possible, a point within the triangle equidistant from the tops of the three towers, and also, the length of the line or ladder reaching from that point to each top.

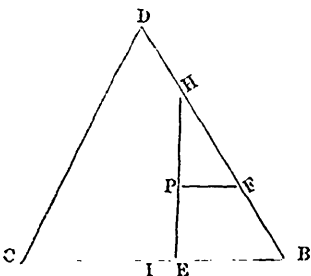
We will first find a point in two of the sides, say BC and BD, equidistant from the tops of the two adjacent towers, which is readily done by the following equations;  $x$  denoting in each case, the distance of the point from B:—

$$\text{In side BC, } x^2 + 80^2 = (100 - x)^2 + 50^2; \quad x = 30.5 \text{ (1)}$$

$$\text{In side BD, } x^2 + 80^2 = (100 - x)^2 + 70^2; \quad x = 42.5 \text{ (2)}$$

Let E denote the point found in BC, and F, that found in BD. At E, erect a perpendicular, and produce it till it meets the side BD in H; and let I, denote the middle point of the base BC.

Now, as  $BD = 2 BI$ , it follows, from similar triangles, that  $BH = 2 BE$ ; and as  $BE$ , (equation [1]) = 30.5,  $BH = 61$ . But  $BF$ , (equation [2]) = 42.5; therefore, as  $BH$  is greater than  $BF$ , a perpendicular raised at F will meet  $EH$  in some point as P, within the triangle; and that point will be equidistant from the tops of the three towers. For (denoting the tops of the towers by B', C' and D',) as P lies in the perpendicular  $EH$ , we may suppose the right angled triangles B'EP, and C'EP, having the side B'E = C'E, and the side EP common; therefore the third side



$B'P = C'P$ . In the same manner it may be shown that  $B'P$  and  $D'P$  are equal.

We have next to determine  $FP$ . As the right angled triangles  $BEH$  and  $PFH$  have the angle  $H$  common, they are similar; and therefore,  $PH = 2FP$ , and  $FP : FH :: 1 : \sqrt{3}$ ; hence  $FP = \frac{FH}{\sqrt{3}}$ . But  $FH = BH - BF$ ; that is,  $61 - 42.5 = 18.5$ ; therefore  $FP = \frac{18.5}{\sqrt{3}} = \sqrt{\frac{342.25}{3}} = 10.08 +$ ; the distance  $FP$ .

Lastly to find the length of ladder, or  $B'P$ . It is evident that  $(B'P)^2 = (FP)^2 + (BF)^2 + 80^2$ ; that is, to  $114.08 + 1806.25 + 6400 = 8320.33$ ; and extracting square root,  $B'P = 91.2 +$

With reference to the problem as a general one, it may be remarked that in case  $BF = 2BE$ ,  $P$  will fall upon  $F$ , and  $B'P$  will be identical with  $B'F$ ; and if  $BF$  is greater than  $2BE$ ,  $P$  will fall without the triangle. Still, the same solution would determine  $FP$  and  $B'P$ .

Yours truly,

H. HUBBARD.

**ERRATA.**—The following names were omitted from the list of those attending the Lennoxville Institute;—Mrs A. J. Cook, Miss Janet Hepburn, Miss Cora Sherman. The following names were incorrectly given;—Mary E. Steere, Victoria E. Elliott, Elizabeth Hepburn, Lucy Ord, Marion Cameron, Margaret Pender, Ida Hearne,

How short sighted is the policy adopted by many school boards of obtaining the cheapest and most inexperienced teachers for the primary grades. It may, in one sense of the word, be economy, but it is a poor kind, for it entails upon it bad results, and involves the child in a sort of educational ruin. In many cases, callow high school graduates are selected for this important work; their only qualification is that they are inexpensive. These young people, with no knowledge of human nature, are given bright, eager young minds to unfold. The process is a delicate one and should require care, study and anxiety on the teacher's part, yet it often is looked upon by these teachers as a perfunctory duty and disagreeable to the utmost. There is harm done and unless great care is taken, the pupil will experience the unfortunate results during all of his after training. If there is to be economy, let it come in higher grades, but have the best, the most experienced, even if the highest priced teachers, for our primary pupils.

## ENQUIRIES.

Q. Have School Commissioners the right to adopt regulations for the guidance of their teachers which conflict with the provisions of the School Law or with the regulations of the Department?

A. No. And teachers are not bound by such regulations.

Q. Can ratepayers secure the removal of an unfaithful secretary-treasurer?

A. The rate-payers can petition the School Commissioners for his removal. They may also petition the Superintendent for an investigation. The Superintendent has no power to remove a secretary-treasurer, but he may, after investigation, refuse all further communication with him.

Q. Is corporal punishment allowed in the schools of the Province?

A. There is no provision in the School Law concerning corporal punishment of pupils by teachers. Teachers have the same powers in this respect as parents, and may administer corporal punishment unless forbidden to do so by regulation of the Board under which they are teaching.

Q.—In view of the prevalence of small-pox, will it be desirable to hold the Teachers' Convention in Montreal this year?

A.—At a recent meeting of the Executive Committee of the Provincial Association of Protestant Teachers it was decided not to hold the Convention in Montreal this year in consequence of the prevalence of small-pox.

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With the coming school year hundreds of young and inexperienced teachers, just turned out from college and normal schools, will take their places in the teachers' ranks. A certain percentage of these are sure to be accounted failures for many reasons, chiefly because the teacher, like the poet, is born and not made. It is of importance for these beginners to know from the first that other things being equal, permanence of position is one of the most essential requisities of success. Avoid being an educational tramp. You may receive offers more tempting, but until your reputation as a teacher is established, until you become sure of your own work, it is best not to make frequent changes. Another thing that these young people may learn, and well, that is, be progressive. Do not be afraid of new ideas—new methods. They may not all be adopted, but each one contains some good that perhaps can be utilized.

## BOOK NOTICES.

*Wealworth & Hill's Practical Arithmetic*, Ginn & Co., is intended for High, Normal Schools and Academies. It gives early and special attention to Decimal Fractions, and while introducing the common measures it gives special prominence to the metric system. It is, on the whole, a very excellent text-book on the subject of arithmetic.

*A Primer. Classics for Children.* Ginn & Company, Boston.—This is the first number in the series of Classics for Children, which is to be followed by a First Reader and a Second Reader, introducing children to the eleven numbers of the series already issued. The teaching of reading to young children is presented in a somewhat original manner. A definite set of words obtained from analysis of children's stories is used. The Phonic, Word and Sentence method, are combined, and many ingenious and practical devices are used in the methods followed. It is an artistic little work, abounding in well-chosen illustrations, and it forms a fitting introduction to this admirable series of Classics for Children.

*The Musician. Redly Prentice, in Six Grades.* Theodore Presser, Philadelphia.—The work is intended as a help towards the better understanding and enjoyment of beautiful music. It treats of the formal construction of pianoforte pieces from the simplest song form to the complex sonata. It contains lists of pieces and musical works, and forms a very excellent introduction to the subject of music for the intelligent student.

*Happy Moments.* S. W. Straub, Chicago.—Contains a large collection of well-arranged songs for use of Public Schools.

*Errors in the use of English.*—We have received from Dawson Bros., Montreal, a revision of Dr. Hodgson's excellent manual, by J. Douglas Christie, B.A., Collegiate Institute, St. Catherines, Ontario. The subject-matter has been re-arranged, and by thorough sub-division has been made more serviceable for the class room. The book contains a well-arranged series of exercises upon the more common errors in English.

*Cæsar with Vocabulary.* Allen and Greenough. Revised by Judson, High School, Troy, N.Y. Ginn & Company, Boston.—This is one of the best editions of Cæsar published. The map of Gaul has been revised according to the latest investigations, and a large number of illustrations, diagrams, and battle-plans, introduced from most reliable sources. Special care has been taken to unfold the Roman military art as exemplified in the campaigns of Cæsar, thus enabling the student to read this military history understandingly, by giving him a definite idea of the Roman army and its methods.

*Cicero de Officiis*, with an introductory essay and commentary. By Austin Stickney, M.A., Trinity College, Hartford. This work, received from Dawson Bros., Montreal, forms one of Harper's Classical Series. It contains an admirable introduction, full notes with index, and a well-arranged summary prefixed to each book. The mechanical work is excellent.

*The New Illustrated Geography and Atlas*, by W. C. Campbell. C. Blackett Robinson, Toronto. This work will prove a valuable addition to the list of Canadian text-books. The typographical arrangement and execution is excellent. By a judicious arrangement of different-sized types the letter-press is rendered attractive and easily understood. The work abounds in illustrations of a useful and artistic character, and it contains thirty-six full-page colored maps. These maps, which were prepared by

J. Bartholomew, Esq., F.R.G.S., are very excellent. They are physical, political, and commercial. The letter-press does not enter into details concerning the maps, but a series of questions accompanies each one which can be answered only by reference to the maps. The letter-press brings the information down to date, which is an important feature in reference to our growing Dominion. Its many excellencies must make it a favorite with the teachers of the Dominion.

*The Holy Bible; Revised Version.* Harper Bros., New York.—This edition, which was issued in parts, has been bound together, and forms a very convenient volume for the study. The pages are printed in double columns, separated by wide margins; the paper is good, the type is large and heavy and easy upon the eyes. Considering the expense of the larger editions issued the comparative small cost of the present one must render it a favorite and popular edition of the revised version. Dawson Bros., Montreal.

*School Hygiene.* Ginn & Company, Boston.—The special attention that is being given to school sanitation is shown by the number and excellence of the works which are being published upon the subject. Ginn & Company, who take the lead in publication of school text-books, have issued, in an attractive form, six lectures delivered by eminent medical men upon sanitary arrangements for school buildings, under the auspices of the Massachusetts Emergency and Hygiene Association, to teachers in the public schools. The subjects treated are School Hygiene, Heating and Ventilation, the Use and Care of the Eyes, Epidemics and Disinfection, Drainage, The Relation of our Public Schools to the Disorders of the Nervous System.

*The Child's Health Primer.* A. S. Barnes & Co. New York and Chicago.—At least fourteen of the neighboring States have prescribed instruction in physiology and hygiene with special reference to the effects of narcotics upon the human system, and numerous text-books have been prepared for the use of teachers and pupils who must comply with recent laws. The little work before us is intended for the primary grades, and is exceedingly attractive in type and illustrations. Avoiding all technical terms, the author has developed such facts of physiology as are necessary to the treatment of the effects of alcohol, tobacco, opium and other truths of hygiene. The work is well adapted to the little ones to whom it is dedicated.

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#### DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant-Governor has been pleased, by an order in council dated the 8th August instant (1885), to detach from the municipality of "Saint Médard de Warwick," in the County of Arthabaska, lots Nos. 13, 14, 15, 16, 17 and 18, of the 6th range of "Warwick," and to annex them to the municipality of "Saint Albert de Warwick," for school purposes.

And by order in council of same date to appoint Messrs. John Cook Thompson, William Leo, Alexander Pope, trustees for the municipality of the Banlieue of Quebec Co., Quebec.

By order in council dated 15th August, 1885, to appoint Dr. Thomas Christie, the Rev. John Mackie, Messrs. F. C. Ireland, Joseph Palliser, and Peter Cruise, school commissioners for the municipality of the town of Lachute, Co. Argenteuil.



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