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Articles : Original and Selected.

BAD ARTICULATION.

BY JOHN LEATH.

It shows itself in various ways, some of which I will illustrate, thus : *wus* for *was*, *fur* for *for*, *git* for *get*, *runnin'* for *running*, *'n* or *un* for *and* (not once in a hundred times is *and* fully pronounced); *las' steps* for *last steps*, *mus' go* for *must go*, *winda* for *window*, *thish year* for *this year*, *azh usual* for *as usual*, *las' chear* for *last year*, *unaty* for *unity*, *opporchunty* for *opportunity*, *juty* for *duty*, *Henery* for *Henry*, *Febuary* for *February*, *figger* for *figure*, *visable* for *visible*, *spur't* for *spirit*, *bar'n* for *baron*, *pote* and *pome* for *poet* and *poem*.

Now, what is the cause of this bad articulation, which is almost universal and is one of the worst defects in reading?

It is, in the first instance, a *national*, not merely a *provincial*, defect; and this increases the difficulty of the situation. Every uncultured Briton has the defect, and some cultured ones, too. The natural tendency in speaking is to draw back the tongue with its tip pointing in an upward direction, whilst there is a strong disinclination to push the lips out and use them in articulation. Another noticeable tendency in our speech, which contributes to bad articulation, is the increase of accent at the expense of the unaccented syllables. This I need not illustrate. The unaccented syllables are but indistinctly heard, or, as it has been facetiously put, they are swallowed. Having regard also

to a common tendency to close the mouth partially, with consequent improper labialization or the muffling of certain vowel sounds, the Germans, indeed, say of the English that they speak, not with their mouth like other people, but with their nose and throat. The accompanying lip-contraction is also one of the main causes of the dull, low-pitched intonation so characteristic of the speech and reading of our schools.

Many of the vowel sounds in ordinary use amongst us are also incorrect; for instance, we often hear *noos* for *news*; *constitootion* for *constitution*; and no difference is made between *fool* and *full*. The Italian sound of *a*, which is frequent in good English speech, is seldom heard in our schools. The common substitute for it is one of the most disgusting sounds I know of—a sort of cross between *eh* and *ah*, with a nasal accompaniment. We have also acquired the habit of letting many of our vowel sounds end in “vanishes.” (Observe the common pronunciation of *pay* and *no*.) This habit, of course, makes many of our vowel sounds impure.

As you are aware, most of the tendencies I have mentioned have existed for hundreds of years, and have had an important influence upon the present forms of our vocabulary. All languages suffer from them, to some extent, in the natural state, if I may use the term. It is, indeed, simply an application of the Principle of Ease, and the only limitation is intelligibility. Unless we follow the model of the best speakers, we pronounce our words in the way we find the easiest. The effects of these tendencies are, however, worse in English than in French and German, for instance, owing to the very composite character of our language, the marked absence of regularity in pronunciation, and the unusual discrepancy between our spelling and our sounds.

Most pupils enter the public schools with these bad habits already formed, or in process of formation. It is the duty of the school—of the public school, in particular—to correct them when the organs of speech are plastic and the pupils are at what is distinctively the habit-forming age. Now and then, we find a pupil who can articulate well, and who uses proper English sounds. He, however, is invariably the product of a cultured home and cultured surroundings. He has learned to use his vocal organs well,

just as he has learned to speak good English, by imitating good models. The teacher's task will be an easier one when the general culture of the community improves; but the school-master will always need to be abroad. Even in matters of articulation, we shall never reach our ideal, so far, at least, as most of mankind are concerned. If oral reading had no other claim to an important place in our school programme, it has this one, that, if properly taught, it will, in time, go far to cure many of the defects of our provincial speech.

Some excellent teachers with whom I have discussed this subject are inclined to attribute bad articulation to the very common habit of fast reading. It so happens, however, that the defect exists even when the pupil reads slowly. Fast reading, of course, intensifies it, and the first step in the remedial process is to secure the proper rate of reading. In senior classes, indeed, in which the habit of fast reading has become indurated, the slowness of the rate of reading might well be exaggerated at first.

I have not the direct knowledge that would enable me to say at what stage in the education of the public school pupil the subject of articulation is most neglected—if, indeed, there is any stage in particular. From appearances I should say that, considering its importance and the difficulties which beset it, the subject receives proper attention in few localities of the province; for few entrance classes give evidence that they have had their attention specially directed to their articulation.

While the first stages in learning to read are the most important, the pupil's vocal organs *should* be carefully trained at every stage. Owing to his surroundings and our linguistic tendencies, the danger of a relapse in the case of a convalescent is so great that the best teachers I have seen give unremitting attention to articulation. Distinct utterance of the proper sounds is regarded as the first essential in every reading lesson; and each lesson is often—generally, indeed—introduced with special exercises in vocal gymnastics, having, in some of the details, at least, a direct bearing on the reading lesson to follow.

I desire to emphasize the importance of this subject; for I regard bad articulation, associated, as it always is, with ignorance of the true sounds of our language, as the prime defect of the reading in all our schools.

COLLEGE DISCIPLINE.

By REV. THOMAS ADAMS, M.A., D.C.L., PRINCIPAL OF THE UNIVERSITY OF BISHOP'S COLLEGE, LENNOXVILLE, QUE.

(Continued.)

That discipline may be possible in a college there must be rules; there must be penalties for the breach of those rules. But the discipline that is only mechanical will not be valuable. There must be more than this in the bond. There must be the spirit of co-operation, for the letter by itself is insufficient.

One great problem before the authorities of colleges in this modern time is as to how far it is advisable to entrust any power of self-government to the students as a body. Two things will help in the matter, first, that the students should remember that their condition is essentially immature, for if they knew everything they would not come to learn, and second, the authorities should remember that they have been students once. On the one side modesty is required, on the other sympathy.

In residential colleges many details of house discipline might be left to the students themselves to administer, especially when the traditions of the college are good. Traditions vary very much in different colleges, and often evil traditions are followed instead of good, to the detriment of all. The principles which ought to guide those in authority or under authority are really simple and ought to be paramount.

(1) Desire for the well-being and good repute of the institution.

(2) Loyalty.

(3) Justice.

(4) Enlightened generosity.

(5) Self-respect.

(6) Mutual respect.

No doubt all would agree with these as principles. Where disagreement would come in would be in the application of these principles.

In legislation in such matters it is difficult to presuppose enthusiasm on either side; hence the literal keeping of rules does not necessarily augur the highest tone of all in a college, though the breach of rules does show a lowness of

tone. Literalism of obedience is good, but enthusiastic service for the common good is better. Let us not then despise even what appears to be the minuteness of rules, while as authorities we should so throw ourselves into our work as to lead our students rather than to drive them. I have often been reminded of the sacred saying that the law is not made for the righteous man but for the lawless and disobedient. However small a college may be it is very difficult to find one without what is generally called the "fast set," and even when this set is not present as opposing good morals, we have another set who, if unrestrained, would subvert the chief end of a college. I mean those students who think that a college exists for the purpose of providing material for athletic contests of various kinds.

The difficulty of according a measure of self-government to students is the anxiety that is felt as to how the power would be used when there are possibly discordant and even turbulent elements. I think as a general rule we can trust the public opinion of the majority of the students to be on the right side, but we are not sure that the majority will assert itself, or like other majorities, that it will not be hood-winked, and misled by a few talkers or designing men. In the experience of some colleges which have tried self-government for the pupils, through responsible officers chosen from amongst them, it has been found that the responsibility of that one who is chief of the executive was no bed of roses, but has been in many ways just as thankless as that of the average college dean. This shows how seriously and conscientiously the work of discipline has been carried on by the officials elected by the students themselves.

What strikes one sometimes in England is that there is somewhat too wide a contrast between the trust often exercised in the highest boys of a school in its Sixth Form by the head master on the one hand, and the comparative suspicion with which the university undergraduate is regarded by the university system of discipline. No doubt many of the university and college authorities are free from this feeling, but the system seems full of suspicion. Reverend masters of arts are sent out night after night after dark, accompanied by sleuth-hounds, in the shape of ex-professional runners, to hunt for offenders. Tennyson

speaks of one who "breath'd the Proctors' dogs." This is somewhat antiquated as a piece of college discipline but it is not yet extinct. No body of students devoid of an appreciation of the good name of their college, or devoid of personal self-respect, could carry on self-government in matters of conduct and morals. We must have a healthy public opinion, and a high regard for one's fellow-students is also necessary. I feel sure that the discipline of the college administered conscientiously by the students would put down such cowardly and senseless practices, as the various degrees and forms of hazing; would render impossible such orgies as have sometimes brought discredit on venerable halls of learning, and would promote manliness and check vice.

The oneness of the body corporate, the feeling of mutual and permanent responsibility would be encouraged and developed. It would soon be felt that idleness was just as much out of place in a student as in a professor, in a college as in a factory, or as cowardice in an army. An idle student would be just as much frowned down by the body of the students, as an idle clerk whose neglect brings extra work upon his comrades. I believe if some of the elements of self-government were given to students and certain officials from amongst themselves, elected by themselves and endorsed by the Faculty were appointed, that such appointments would increase the sense of responsibility of the students. In a small residential college this can be done through the senior student acting in conjunction with other senior students. If any graduates are in residence, they will receive certain modified authority over undergraduates. Men of the third year where no graduates are found, having a certain authority in certain matters over those in lower years. Thus the seniors are constituted into a rude senate, and the authorities can in general rely on their cordial co-operation. There would thus be a graded authority of seniority in which all will in time have a share. Certain individuals will no doubt be officials, but the principle of grading has good results as a rule.

For large colleges with their members scattered over large cities, it is difficult, if not impossible, to carry out any such system; but in such a university as Glasgow, it has been found possible to establish a board of students who are elected with a view of making it easy for the students

to formulate their wishes, and the existence of such a board has proved helpful, and has prevented friction.

We do not for a moment suggest that the students should govern the college; but in the department of morals and conduct the students are not so immature as they confessedly are in learning. Hence, the sphere of governing themselves as regards morals and conduct, may well call out the students' best side and noblest powers. We do not want to ask their advice as to appointments, as it is said a Whig government once did in the matter of the appointment of Dr. Hampden to a regius professorship, when some one representing that government wrote to young Arthur Stanley, then scholar of Baloil, to ask him his opinion of Dr. Hampden and that of his compeers. I would not then delegate to the students any part of the government of the college as such, but I would welcome corporate action on the part of the students, which would develop the sense of moral and collective responsibility, whereby vice, idleness, disorder and meanness, would be discouraged, undermined and abolished by the voices and wills of the student-body. The collective conscience of the student-body is potentially very strong, and when it is roused it will make short work of blemishes in its own body corporate. The more the authorities believe in this corporate conscience and appeal to it and trust in it, the more hopefully and vividly will it be developed, and the more potent for good will it become. There must, of course, be a limit to this freedom, and in case of manifest malfeasance or toleration of evil, the authorities must interfere and provision must be made for this. Such provision for the recall of privileges, will be a strong motive on the part of the students for wholesome administration of self-governing rights accorded. Perhaps it would be well, besides the officials amongst the students, to have a joint board of professors and students on which possibly alumni might be represented which should be a kind of conciliatory board to which difficulties should be referred. On this board I would suggest that the nominations should not be confined to one body. Thus, why should not professors nominate some students as well as professors for such a board? and students might nominate some professors as well as some students. Some alumni might be selected by both professors and students jointly or separately. The feeling of ultimate union might thus be promoted.

Many influences tend to divide men. Let it be our aim and study to strive to unite them in families, in societies which include colleges, in civic communities, in provinces, in confederations, in giant empires, in the peace and goodwill of a regenerated world! Let us harmonize our loyalty and our freedom; is not order but the best mould for liberty, the best condition for the life of liberty? The gospel for mankind is not one of self-assertion either in collegiate or in civic communities; it is one of true self-respect and mutual aid. We need one another. We are members one of another. The authorities of a college will be found working for the students, not necessarily always reminding them that they are students, but showing true leadership. This work for the students will not only include the illumination of the mind but also the correction of mistakes and the occasional pruning of exuberances.

The students will be found working with the authorities, not against them, by following the lead given them in learning, in self-restraint, in self-sacrifice, in devotion and in industry. Under the influence of religion as the power that binds for and to good, the sense of duty, the sense of unity, they will co-operate towards a great and noble end.

Individual sense of duty will multiply into corporate conscience.

From my own personal conviction, I would not legislate on a pessimistic theory of the minimum of good on either side. I would assume that the good of the whole is aimed at by all. I would not allow my optimism to delude me into credulity: or my love of humanity to make me a slave to the opinion of numbers. I do not, in this paper, propose to formulate a system, or to decide the details of a scheme.

I believe that colleges, like all other human institutions, can only be successfully carried on in the spirit of true religion; under a sense of responsibility not only to the traditions of an institution, to the needs of a community, but also to the Divine Presence, which illuminates and ennobles human concerns.

The spirit of unselfishness, the spirit that recognizes the duty of the individual in the presence of its Divine Creator, in the presence of the Glorified Head of our race, full of natural powers and of supernatural grace, should pervade the minds and consciences of those in and those under authority. Religion is not a doctrine to debate upon, so much as a principle to permeate life.

The true discipline is that of the heart and of the will. The same Power which makes men and women good, will enable members of colleges to work for and promote the common good. Power must be blended with sympathy and well-wishing. Peace and good-will shall fuse the discordant human elements so that there shall be a great and resistless current of good work, of healthy recreation, of noble enthusiasm. There shall be the discipline of a triumphant host.

As in the corporate production of some great work of musical art, all the instruments and the voices must be in tune and time, and there must be accordant co-operation between the leader, the organist, the instruments and the voices. The combined result is that of many efforts and of much prolonged discipline; so it will be in the great work of education, and especially in the work of those institutions which are the crown of the educational edifice. And as it is amongst other summits, that the springs of the streams that water the land are found, so it is amongst them. Let the materials which form the crown of the arch be well ordered and well cemented every way. Let the waters which flow forth from the springs amongst these summits be pure and fertilizing.

Editorial Notes and Comments.

THIS is what the *Educational Review* has to say about the "vocation of the teacher." The most potential factor in the teacher is the social environment in which he is born. In a large measure, we are all the essence of this environment. The child has a capacity for something higher than absorbing and assimilation, and it is to develop this that the teacher is necessary. No business in which men can engage equals it in delicacy and significance to society. A teacher is a fellow-worker with the Creator. The responsibility of a teacher is enormous, as the work is done when the child's mind is in its most plastic state. If this is the end of education, we must have a select class to perform the functions. Nothing is more fatal to a teacher than mental stagnation. A teacher should possess an encyclopedic interest in everything, and an insatiable thirst for knowledge. He who has ceased to have this thirst has ceased to be a good teacher. The crown and glory of all

the qualifications of teachers is to love the children. No one has ever succeeded, no one ever will succeed, and no one can succeed as a teacher who is not loved by the children. The teacher who loves and is loved gains an insight into the children's ways. Children have a self-centred life of their own; they have their own ways of thinking and feeling. Neglect to study children is one of the sins of the profession. The idea of selecting books and then making children study them—books that the children do not like or will not become interested in—will soon fade away. Progressive teachers are using books that are the children's ideal, and this, to coin another new word, is what I call *pedocentric*. The time is not far off when the children will be treated as independent individuals, and the work will begin with a study of the children and a deep insight into their natures and dispositions. The business of the teacher is not entirely to instruct, but to love. A sound character and a loving heart are the substance out of which good teachers are made. Great stress should be laid upon the scholarship and professional qualifications for the work that the teachers presume to undertake. It is just as difficult to-day, with all the public instruction, as it was 2,300 years ago, to get a competent teacher. The profession of teacher should be lifted to a position among the learned professions. We are not yet a profession. A drawback is in the shifting ranks in the teachers' line; men enter the ranks temporarily, and then three-fourths of the teachers are women, and of course they marry—this partly explains the shifting.

—THE editor of the same journal says in another issue: The indifference of teachers to the instruction given them at the normal school, often surprises me. Some of them regard it as all very well in theory, but as for practice, well—"It is too much trouble to carry into effect," or "My own way is the best," and after all, "my own way" is usually the least troublesome way. So after all it is a question of laziness. Why is training beneficial? Because it is the product of the best experience, and therefore produces the best results in the shortest time. The importance of well balanced and workable time-tables is no doubt insisted upon at the normal school. Why is it then, that so many teachers totally disregard this as soon as they begin work? It is true they may have a piece of paper on the wall

which purports to be a time-table, but for all practical purposes it may as well not be there. In the same way the student teachers no doubt have impressed upon them the fact that the alphabetical and memoriter systems are dead. Yet many of them are found carrying out both to a greater or less degree. Sounds of letters and word building neglected, and Canadian history and natural science, or notes upon them, committed to memory, word for word.

—IN this connection, hear the other side,—how professional training is regarded by the employers of the teacher. The *Educational News*, one of the brightest of teachers' weeklies, says: "One of the discouraging features of the teacher's calling is that so little credit is given to professional training. A teacher enters the normal school, fits himself for his work, gets his professional diploma, and goes out into the world, feeling that he is prepared for his special task. How does the public meet him? In some sections very cordially, in others very coldly. His diploma has great value in some sections, in others a young man with a college diploma, but without a day's experience in teaching, and without any knowledge of the fundamental principles of teaching, will crowd him out, simply because the professional training which he has received is neither appreciated nor properly valued by the community. Even college professors themselves now and then encourage the notion that the young and inexperienced college graduate ought to be put in the best position to teach, holding that any one can teach who knows his subject. Probably they are right if the teaching of the average college professor is to be taken as the model teaching. But the truth is that some very poor teaching is sometimes done by college professors, and it is only the aptness and age of the pupil which saves their reputation. That they are usually learned men cannot be denied, but not all learned men are apt and efficient teachers. If a pedagogical department could be attached to every college there would be good reason why every college bred man should be a good teacher, or at least know how to teach. At least there should be a professorship of pedagogy, and a professional course with this professor would give the graduate a claim to begin his work understandingly. As it is now the diploma is no criterion whatever of his fitness to teach, and he has no more claim to professional standing on the basis of that diploma than he

would have to practice law or preach. He may teach it is true, just as he might preach, but the essential element of success in his calling is lacking for the simple reason that he has never made the work a subject of study." Perhaps the best way would be for the law to compel school boards and other public employers of teachers to recognize the superior value of professional training. This is to some extent the case in this province and will be more so when first-class diplomas are granted to those only who have taken a course in the normal school.

—THE *Atlantic Monthly* has been making quite a disturbance in the educational world of the United States—a disturbance which certainly ought to be productive of good. The discussion of the "Case of the Public School," begun in the March number, has been continued in the succeeding issues. The article in the July number, comprising the "Confessions of Public School Teachers," is exceedingly interesting and suggestive. The six "pedagogical autobiographies" have attracted so much attention that we reproduce the subjoined article entitled the "Slaughter of the Innocents," which appeared in the *Wisconsin Journal of Education*. "These stories, by prominent and successful teachers of their own experiences, which are more eloquent condemnations of politics in school management than any number of skilful dissertations upon the subject. Our purpose in referring to them at present is to suggest that the extreme evils of the present system are to be found not in the tales of those occupying prominent positions, but in 'the short and simple annals of the poor.' We relate, as closely as we can remember it, a story which came to our knowledge incidentally during the present year, for this public use of which we alone are responsible. A few years ago a young woman graduated from one of our high schools with ambition for higher culture and a wider outlook. As she excelled in scholarship in her class and showed maturity of judgment and force of character she succeeded in securing a position to teach in one of the primary schools of her own town. She hoped to lay up in a few years the means for going to a normal school or a college where she could better prepare herself for teaching. Her wages were fixed at thirty dollars a month for nine months in the year. She worked hard and against great difficulties. Instead of thirty or thirty-five pupils she had usually as many as fifty and

sometimes as many as seventy. The room was always overcrowded, and when fullest every available place was occupied, the pupils sitting as thick as flies on the teacher's platform, on the window sills, wherever they could find a lodging place. Two grades were supposed to be seated in the room, but circumstances multiplied these. Pupils poured in when school opened in the fall, many of whom withdrew as the cold months of winter came on. In the spring they came back again, and with them many others who had never been to school before. The two grades became four, six, an indefinite number, as the young teacher earnestly sought to do something to help each child of the throngs which overcrowded her room. This room was an old saloon which had been rented by the school board, was lighted only at the two ends and so closely packed with seats that the children could barely make their way down the narrow aisles. This rendered impossible all marching or calisthenic exercises, an evil the more serious because the yard belonging to the building—their only play-ground—was but little larger than the school-room. She struggled on, doing the best she could, and hoping that after she had acquired sufficient experience in teaching her salary would be raised. At the end of three years it was raised to thirty-five dollars a month with the distinct understanding that this was the maximum that could be expected. Three hundred and fifteen dollars a year out of which to pay for board and clothing, social expenses, books and papers, attend institutes, and lay up enough to attend some higher institution of learning! What wonder at the end of five years the plan has come to look impossible of realization!

“Such a narrative, told by the victim without a word of complaint or any apparent sense of wrong to her, stirs one's blood. When she says, ‘I feel so bad for the poor children, for I cannot do for them what I ought to,’ denunciations of the ignorance and apathy of the school board rise to one's lips. And yet they are respectable citizens. They are kindly, well meaning men, absorbed in their own business, desirous to serve the community by an economical administration of the trust confided to their hands, and convinced that ‘we have an excellent system of public schools in which we feel a just pride!’ The case is told not as exceptional but as illustrative of what is far too common in our schools. Think of that unsuitable, overcrowd-

ed school-room, of the foul air in it, of the restlessness and discomfort of the babes and the hopeless, distracting toil of the young woman, for which she receives such a bare pittance. That it is all wrong—inexcusably wrong—need not be said. How can such a case exist? What is the remedy?—these are the questions pressing for solution. Manifestly it is a case of the slaughter of the innocents. These poor beings—babes and teacher—cannot defend themselves. In the babel of a world of strife their voices are not heard—they are dumb victims of machinery driven on thoughtlessly. That the teacher should appear before the board and make clear the situation is practically impossible. She only vaguely feels the evil—does not comprehend it so as to be an effective pleader; and the idea of doing such a thing would throw her into a panic. ‘Theirs but to do and die,’ so complete is the subordination of teachers in these positions. To develop intelligence in such matters, to furnish with ideas which will enable teachers to comprehend fully such situations and recognize the remedies for them—that is the end of professional training. To this needs to be added a measure of self-assertion, confidence and *savoir faire*, that they may be able judiciously and effectively to use their knowledge. But the board itself would be astounded at such a move. It might pronounce the case one of insubordination; in a better mood it would say, ‘That teacher is capable of higher work,’ and put her in the grammar or the high school. Thus the slaughter of the innocents must go on until a superintendent or principal, with educational qualifications and the courage of his convictions, comes to their relief. Our greatest need is of courageous educational experts at the head of our schools.” This is indeed a tale of woe, which should never have had to be told.

—Is there an educational process proposed by man which has not been attacked? We feel inclined to say, no. The latest in the field is the man who does not believe in “blind obedience.” It must indeed be confessed that there is some truth in what he says. If all teachers were as “sensible,” or as reasonable, as they ought to be, we would say, “By all means, let the child be subject to the authority of the teacher even ‘blindly,’ until he develops the power of self-conduct: sufficient for him to know that his teacher or superior knows better than he himself does in all matters

which pertain to their mutual relationship." But taking into account the idiosyncrasies of mankind, the "quips and cranks" of human nature, it would perhaps be well to let the child practise a little reasoning with his obedience. However, this is what the *Educational Exchange* says on the subject:

To educate a child to yield blind obedience to authority, is always *unmoral*, if not often *immoral*. Obedience is necessary as a part of government; it is valuable as a habit; but if the child is taught simply to give unquestioned obedience to the dictation of a superior power—an obedience that does not involve the activity of his own soul as intellect, emotion, and will—such teaching falls far short of the ideal. The element of personal responsibility in the child can never be developed if this individuality is continually crushed by tyrannical force. I may oppose my will to the will of the child, and I may discover that his will has strength and a power of resistance equal to mine. If it be simply a question of will against will, his chances for victory are as good as mine, unless I degrade myself by resorting to my superior animal strength. But by appealing to his intellectual power and arousing his sensibilities—by summoning to my aid the power of intellect and feeling—my will is reinforced and easily conquers. Too long have we had as our ideal of school-room obedience that "inspired idiot" whose pathetic story and tragic end are immortalized in our school readers—

"The boy stood on the burning deck,
Whence all but him had fled."

Such slavery to authority is both beautiful and pitiable. Any ordinary boy instinctively regards the hero of such a tragedy as wanting in common sense. It is the work of the school to develop self-respecting, self-directing men and women, who in society and government, in church and in state, will think and act for themselves, and are not blind followers of others. Blind obedience will make a good soldier, but rarely a good citizen.

It is true, however, that blind, unquestioning obedience is better than disobedience, but it should be the aim of the teacher to bring the idea of obedience to a higher plane—to lift it out of the realm of pain and pleasure, of fear and reward. Let us educate our children so that as men and

women they may be self-directing, acting under the control of an enlightened will and conscience, striving after the right and true, and rising superior to difficulty and failure. The theory of "implicit" obedience, on the other hand, gives us what Kate Douglas Wiggin aptly calls a " ' *goody goose*, ' who does the right for the picture card that is set before him—a ' *trained dog* ' sort of child, who will not leap through the hoop unless he sees the whip or the lump of sugar." The average teacher, unfortunately, has no conception of the far-reaching influence of school-room discipline. We should look beyond the work of today; what is the tendency of this method or that, where and how will it ultimately end? We are to develop men and women, not machines nor soldiers.

—ST. FRANCIS COLLEGE, Richmond, will be re-opened for work, under the most favourable auspices, on September 1st. The college will do the work prescribed for the first and second years of the Arts Course of McGill University; the school, that laid down by the Protestant Committee for academies. Principal Dresser has under him a good staff of teachers and anticipates a most successful session. The college has issued a neat little calendar, which may be obtained for the asking.

Current Events.

THE summer school in connection with St. Francis College was deservedly successful. The five weeks' session was devoted to the study and practice of conversational French. At the close of the last class it was moved by Mr. G. A. Jordan, of Compton Model School, seconded by Miss Bella Cairnie, and unanimously resolved, that " we desire to express our high appreciation of the services rendered us by Prof. de Bellefontaine, and our complete satisfaction with the progress made under his earnest and skilful instruction during the past session. We furthermore desire to offer our sincere thanks to the authorities of St. Francis College, for the highly valuable facilities they have placed within our reach by establishing this summer school. We hope that in future sessions a larger number will avail themselves of the estimable advantages here afforded."

—AMONG the changes this year in our superior schools is the severing by Professor Honeyman of his connection

with St. Francis College. He will take charge of the academy at Aylmer in September. Mr. W. J. Messenger, recently a lecturer in McGill College, Montreal, is to succeed Mr. Honeyman in St. Francis. Other changes to be noticed are the appointment to a position in Westmount Academy of Professor T. Z. Lefebvre, B.C.L., formerly associated with the Montreal Collegiate Institute, and of Mr. Ralph E. Howe, B.A., lately head-teacher of Sutton Academy, to the principalship of St. John's High School. We hope to be able to give a list of most of the changes in connection with our superior schools in the next issue of the RECORD.

—MUCH sympathy has been expressed for Mr. W. A. Kneeland, B.C.L., Principal of Riverside School, Montreal, in his recent heavy bereavement, by his many friends in the teaching profession of this province. The EDUCATIONAL RECORD would join with all in extending to Mr. Kneeland the sincerest of sympathy.

—AN old labourer in the educational field in this province passed away at Victoria, British Columbia, a short time ago, in the person of Mr James McGregor, LL.D.

Speaking of Dr. McGregor's death, one of the local papers says:—"The cause of education lost an energetic and faithful friend and Canada a ripe and cultured scholar in the death at his home in this city yesterday of Mr. James McGregor, LL.D., for eight years past a resident of this city and the first custodian of Victoria's free library, with the establishment of which he had much to do. The deceased was a native of Dundee, Scotland, where he was born in 1828. He was but 13 years old when he came to America, and after spending a short time in the United States made Canada his home. It was in Montreal that the most energetic and useful period of his busy life was spent, he being for upwards of 30 years identified with the staff of professors of McGill Normal School, and occupying in that long period some of the most important chairs. While in Montreal he also established and conducted for a time with gratifying success the Braeside Academy—a school for boys that during its existence enjoyed an enviable distinction for turning out good scholars and useful citizens. His lectures on mathematics and classics were at the same time most helpful and erudite, while his work for the teachers of Quebec province won for him their lasting respect and regard.

On the establishment of Victoria's free library he was placed in charge of that institution, his great love for and his thorough knowledge of books admirably fitting him for the position to which during his incumbency he devoted all of his time and a considerable portion of his salary also."

—As a first step towards the extension and reorganization of the Faculty of Arts in McGill College, the board of governors has made two new appointments to the department of classics. Professor Frank Carter, M.A., who is to be associated with Dr. Eaton, and Mr. S. B. Slack, M.A., who will be lecturer in classics, are both graduates of Baliol College, Oxford. Both took the highest honours in classics while students. On leaving the university, Professor Carter taught at King's school, Ely, and later became master of St. Paul's school, while Mr. Slack, after pursuing a post-graduate course at the universities of Strasburg and Munich, engaged in teaching, first at the Sheffield Grammar School and more recently at the Royal Military College at Oxford.

—IN 1889 a movement was set on foot to have prepared a text-book on Canadian history, to be written from a Dominion stand-point. Manuscripts from fifteen competitors were handed in last July, each competitor writing under a *nom de plume*. The committee appointed to decide on their merits met in Quebec the same month. After selecting what they considered the best four, they continued the work at home. The result was recently announced as follows: First prize, consisting of a royalty of ten per cent. on the retail price of all books sold—(estimated at from \$25,000 to \$50,000, if the book be adopted by the different boards of education throughout the Dominion), won by Mr. W. H. P. Clement, B.A., LL.B., barrister, Toronto. Prizes of \$200 each were awarded to Miss Emily P. Weaver, Toronto; Dr. E. T. Eede, Leamington, Ont.; and Principal J. B. Calkin, Truro, N. S.

—THE new Montreal Diocesan College is rapidly approaching completion, and will be ready for the reception of students about the middle of September. The formal opening of the building, which is the gift of Mr. A. F. Gault, will take place on October 21st. An elaborate programme has been prepared for the occasion.

—THE civil authorities in the college towns of the United States are beginning to assert themselves. A dispatch from

Harvard announces the arrest and fine of several students who were part of a disorderly procession that escorted a victorious college base-ball team to their quarters in a manner both disgraceful and unlawful. Two of the students were fined \$50 each, and one \$15, and the good news is added that President Eliot threatens to do away entirely with athletics and cancel all base-ball dates if disorderly demonstrations do not cease.

—THE report of the United States Commissioner of Education for the year 1892-93 shows that the whole number of pupils enrolled in schools and colleges, public and private, in the United States was 15,083,639, or 22.5 per cent. of the entire population. This was an increase over the preceding year of 370,567. The enrolment of pupils in the public schools for the year numbered 12,510,719, an increase of 1.62 per cent. over the preceding year, while the average attendance increased 3.45 per cent. There were employed in the year 122,056 male and 260,954 female teachers. The number of school-houses was 236,427, valued with their contents and appurtenances, at \$398,435,039. The school revenue for that year was \$165,000,000; the total expenditures \$163,000,000. There were 154,989 persons attending educational institutions above the high school grade; 510,420 pupils were enrolled in high schools and schools of similar grade.

—THE Education Bill introduced into the British Parliament by Sir John Gorst has been withdrawn by its supporters. The bill provided for the following changes in the existing educational system :

1. The creation of a new local educational authority by appointment of the local councils. Secondary and elementary education both to be included in its province.

2. Transfer to the same of the routine work of the education department, *i. e.*, distribution of public grants for education, inspection of schools, etc., leaving the department to act as a court of appeal.

3. Measures for preventing increase of school boards and absorbing those that exist.

4. An extra parliamentary grant to be given alike to private (voluntary) schools and the poorer board schools at the rate of 4s. *per capita* of attendance.

5. The abolition of the existing limit to the Government grant to 17s. 6d. *per capita* of attendance.

6. Exemption of school property from rating (local property tax).

7. Introduction of sectarian instruction into public elementary schools.

—IN October next the University of Durham, England, will not only open the degree of B.A., to women, but will also throw open some eight scholarships and exhibitions, varying in value from £20 to £70 a year, besides various university prizes. Women have already taken the degree of B. Sc. and Mus. Bac. at Durham, and many are already in residence and reading for the degrees of Bachelor of Medicine and Bachelor of Letters.

—GEORGE MUNRO, the New York publisher, of Seaside Library fame, who died recently, was the greatest benefactor Dalhousie College, Halifax, had. Mr. Munro gave to that institution over \$310,000. Dalhousie had twenty-three instructors and over 300 students last session; has 13,000 volumes in libraries; and has an endowment of about \$350,000, with property valued at \$105,000. The nucleus of the endowment is the Castine Fund, the balance of the fund resulting from the collection of customs by the British army during the time they held Castine in Maine in 1812. At Lord Dalhousie's suggestion, £10,000 of this fund was devoted to the "founding of a college or an academy on the same plan and principle as that in Edinburgh." The education of each student costs Dalhousie about \$100 per annum. The student, in return, pays about \$35 in fees. The average expenses for a student per session are about \$250.

—ONE of the most prominent of English educationists has been highly honoured by his Queen. Dr. Joshua G. Fitch, of London, is now Sir Joshua. The new knight is well known as a writer on educational matters.

—AN effort is being made to furnish free baths for the school children in the basements of the school-houses in Boston. It is admitted that, for some reason (probably the unsanitary condition of school buildings), the death rate among school children in Boston is greater than in London, Berlin, New York, Brooklyn, Philadelphia, Washington, or Baltimore. Public school swimming baths have proved a great success in London. Those in operation last year were attended by 13,000 pupils.

—At Calcutta University 2,743 students are matriculated, more than five times as many as in 1865. There are ninety-nine Indian colleges affiliated with the university, which receive no public money in any shape.

Literature, Historical Notes, &c.

LEGENDS OF THE MILKY WAY.

By MARY PROCTOR.

“That broad and ample road,
Whose dust is gold and pavement stars
As stars to us appear.”

The Milky Way has sometimes been called the pathway of the gods, who were supposed to tread upon golden sands, each grain of sand being a star. In fact the greater number of the most brilliant constellations of the northern hemisphere, lie either in the Milky Way or along its borders. “Cassiopeia sits athwart the galaxy whose silvery current winds in and out among the stars of her ‘chair;’ Perseus is aglow with its sheen as it wraps him about like a mantle of stars; Taurus has the tips of his horns dipped in the great stream; it flows between the shuving feet of Gemini and around the head and shoulders of Orion as between starry banks; the peerless Sirius hangs like a gem pendent from the celestial girdle. In the southern hemisphere we should find the beautiful constellation of the ship Argo, containing Canopus, sailing along the Milky Way, blown by the breath of old romance on an endless voyage; the Southern Cross glitters in the very center of the galaxy, and the bright stars of the Centaur might be likened to the heads of golden nails pinning this wondrous scarf, woven of the beams of millions of tiny stars against the dome of the sky. Passing back into the northern hemisphere we find Scorpio, Sagittarius, Aquila, the Dolphin, Cygnus, and resplendent Lyra, all strung along the course of the Milky Way.” (Astronomy with an Opera Glass, pp. 116-117, Garrett P. Serviss.)

Many and quaint are the legends of all nations with regard to the Milky Way. The Algonquins believed that there are villages in the sun, inhabited by those who have departed from this earth. The Milky Way is the road that leads to this village, and as the spirits travel along

this "Path of Souls" to the land beyond the grave, their camp fires may be seen blazing as brighter stars. Longfellow introduced this myth into the poem "Hiawatha," in describing the journey of Chibiabos to the land of the Hereafter. Whilst hunting deer he crossed the 'Big Sea Water and was dragged beneath the treacherous ice by the Evil Spirits. By magic he is summoned thence, and hearing the music and singing, he

" Came, obedient to the summons,
To the doorway of the wigwam,
But to enter they forbade him ;
Through a chink a coal they gave him,
Through the door a burning fire-brand ;
Ruler in the Land of Spirits,
Ruler o'er the dead they made him,
Telling him a fire to kindle
For all those who died thereafter —
Camp-fires for their night encampments,
On their solitary journey
To the kingdom of Ponemah,
To the land of the Hereafter."

The Karens stretch threads across the brooks in the Burmese forests, for the ghosts to pass along, and they believe that a dream "is a real journey of the sleeper's soul," for which these threads are doubtless provided.

The Japanese call the Milky Way the Silver River of Heaven, and they believe that on the seventh day of the seventh month (7th of July), the Shepherd-boy star and the Spinning-maiden star cross the Milky Way to meet each other. They are the stars known to us as Capricornus and Alpha Lyra. These stars are the boy with an ox and the girl with a shuttle, about whom the story runs as follows : On the banks of the Silver River of Heaven there lived a beautiful maiden who was a daughter of the Sun. Her name was Shokujo. Night and morning she was ever weaving, blending the roseate hues of morning with the silvery tints of evening, and for this reason she was known as the Spinning-maiden. The sun king chose a husband for her named Kingin, a shepherd boy who guarded his flocks on the banks of the celestial stream. Sad to relate the Spinning-maiden now ceased to work, and utterly forsook her loom and needle. The roseate hues of morning were left to take care of themselves, whilst the silvery tints of evening hung like a ragged fringe on the dark mantle of night. The sun king believing that Kingin was to blame

banished him to the other side of the Silver River, telling him that hereafter only once a year on the seventh day of the seventh month, could he see Shokujo. He called together myriads of doves which made a bridge across the river of stars, and supported on their wings the Shepherd boy crossed over to the other side. No sooner had he set foot on the opposite shore than the doves flew away, filling the heavens with their billing and cooing. The weeping wife and loving husband stood for awhile gazing at each other wistfully from afar, and then they separated, one to search for another flock of sheep to lead and the other to ply her shuttle during the long hours of the day with diligent toil. Thus passed the days away, and the sun king again rejoiced in his daughter's industry. But when night came and all the lamps of heaven were lighted, the lovers would stand beside the banks of the starry river and gaze longingly at each other, eagerly awaiting the seventh night of the seventh month.

As the time draws near the Japanese are filled with miserable forebodings. What if it should rain, for the River of Heaven is filled to the brim, and one extra drop of rain causes a flood which would sweep away the bridge of doves. But if the night is clear, then the Japanese believe that the doves make a pathway across the river for Shokujo, so that she may cross over and meet the Shepherd boy. This she does every year save on the sad occasions when it rains. That is why the Japanese hope for clear weather on this night, when the "meeting of the star lovers" is celebrated alike by young and old.

According to a Swedish legend there once lived on earth two mortals who loved each other, but who were doomed to be apart, even after death.

"She was Salami the Fair,
Bold Zulamith was he."

' They were doomed on different stars, far, far apart to dwell,
And each thought of the other, still in longing and in tears,
And while they sat and listened to the music of the spheres ;
Those countless miracles of God—stupendous planets rolled
Between poor Salami the Fair and Zulamith the Bold.
But Zulamith with sturdy heart one evening had begun
To build a bridge of light to span the place from star to sun—
And Salami in loving faith, from her lone home afar,
She, too, began to build a bridge of light from sun to star.
They toiled and built a thousand years in love's all-powerful might,
And so the Milky Way was made, a starry bridge of light,

Which now smiles down upon the earth from heaven's placid face
 And firmly binds together still the shores of boundless space.
 And Salami and Zulamith, when their long toil was done,
 Straight rushed into each other's arms and melted into one.
 So they became the brightest star in heaven's arch that dwelt,
 Great Sirius the mighty sun beneath Orion's belt."

—*The School Journal.*

—NICARAGUA.—The following description, taken from one of our exchanges, of a country about which we have often heard and perhaps know very little, will be found useful in connection with the work of the geography class. It may also prove suitable as an exercise in reproduction for the pupils in English

The total population of the republic of Nicaragua is put by the best authorities at 310,000, or about one-sixth as large as that of New York city. Of the inhabitants of the country, one-tenth belong to uncivilized aboriginal tribes, while the main body are classified as "Indians," zambos, mulattoes, negroes, mixed races, and Europeans, the latter being but few in number.

The area of the republic is only about 49,500 English square miles. There are few towns, and all of them, with two exceptions, are small and rude. The population of Managua, the capital, is 18,000, and that of Leon, formerly the capital, 25,000. The town of Corinto is the principle port on the Pacific, and the ladino element (a mixture of white and Indians) predominates there. The most important industry of the inhabitants of Nicaragua is the raising of cattle, the hides of which are exported, and among the other exports are coffee, bananas, sugar, indigo, coconuts, cacao, Brazil wood and cedar. The head of cattle number over 400,000. The greater part of the imports are from England, and the greater part of the exports are to the United States. There are over 100 mines worked by American companies, in nearly all of which gold is found mixed with silver, and in a few silver mixed with copper. A good deal of American capital has been sunk in them. Nicaragua is especially rich in valuable woods, the mahogany, rosewood, granadillo, and ronron, also medicinal trees, besides other commercial trees, including the *castilloa elastica*, from which india-rubber is made; the gutta-percha tree, and several trees which produce gums. Wild animals, monkeys, alligators, lizards, and snakes abound, besides tropical birds to the number of 150 species. Mosquitoes swarm in all damp places, and there are fierce wasps.

The foraging ants move in large armies. The seas, rivers, and lagoons are alive with every variety of tropical fish.

There are numerous volcanic peaks, a few of which are still active, but most of them have long been extinct. The last great eruption was that of 1835, when Coseguina scattered its hot ashes over a circle 1,500 miles in diameter. Near some of the extinct craters are vast beds of lava and scorix and numerous vents called *infernillos*, which emit smoke and sulphurous vapours. On the Pacific coast the soil is very rich, and the climate is essentially that of the central zone; but the amount of cultivated land is small in proportion to the arable area of the country. Maize, the principle food of the natives, is very prolific, and fine fruits and vegetables grow in abundance.

The form of government is constitutional and republican. There is a Congress of two branches, the senate and the house of representatives, the members of both of which number only thirty-nine, who are elected under the Nicaraguan system of universal suffrage. The president now in power, Gen. Santos Zelaya, was elected in the Nicaraguan way, and holds office for four years. He has a council of four ministers, who have charge of that number of departments of the government.

The active army of Nicaragua consists of 2,000 men, with a reserve of 10,000, besides a nominal militia force of 5,000. The active troops are poorly equipped and appareled, and the reserves are unfit for any service in the field as against a European force. There are about 100 miles of railway open in the country, which were built at a heavy cost. The finances of the government are always in bad condition, on account of the disturbances that often prevail.

—THERE are five non-Aryan races which have obtained a footing in Europe and have held it down to the present day: The Basks of Northern Spain, the Finns of Northern Russia, the Bulgarians, the Turks, and the Hungarians. The latter are wealthier, and stronger, and greater to-day than all the rest. They reached the country which they now inhabit in the year 889 A. D., but their national existence is by them dated from the formation of a consolidated power out of their several scattered tribes. This occurred with the chiefs of the House of Arpad, the first of whom began his career about 896. It is, therefore, a thousand years since national existence began for the Hungarians, and they celebrate their millennial this summer.

ABSTRACT OF THE MINUTES OF THE THIRTY-FIRST ANNUAL CONVENTION OF THE PROTESTANT TEACHERS' ASSOCIATION OF THE PROVINCE OF QUEBEC.

This abstract of the minutes of the Teachers' Convention, held in Sherbrooke last October, is put on record here with a view to giving those attending the next annual meeting of the Association an idea of the business transacted and the matters under discussion. We think this will be of service to our readers, the majority of whom are members of the Teachers' Association.

FIRST SESSION, OCTOBER 10TH, 1895.—The 31st Convention was held in the "Art Hall," Sherbrooke, October 10th, 11th and 12th, 1895.

The President, Inspector Hewton, took the chair at 11 a.m.

Prayer was offered by the Rev. E. I. Rexford, after which Mr. S. P. Rowell, Corresponding Secretary, presented the report of the Executive Committee, which was adopted.

Three meetings had been held during the year. Two resolutions respecting school exhibits had been passed. The first required Academies to send work from four grades and Model Schools from three, in order to be recognized competitors for prizes; the second recommended that certificates be granted to successful schools not eligible for prizes on account of having now a first prize.

At the request of the Executive Committee, the Protestant Committee of the C. P. I. had granted an extension of the Easter holidays to teachers attending the Dominion Educational Association meeting at Toronto.

The Rev. Mr. Rexford, in behalf of Miss Louise Derick, read the report of the Curator of the Library. The report showed that 53 volumes had been borrowed by 24 readers during the year.

Mr. C. A. Humphrey, Treasurer, then presented his report, which showed a balance to the credit of the Association, at date, of \$758.51.

On motion of Mr. Truell, seconded by Mr. H. L. Gilman, a vote of thanks was tendered the Treasurer.

Mr. Humphrey presented the report of the Committee on Periodicals, which was duly received and adopted. Forty-three papers had been supplied to members during the year

at a cost of \$41.13, of which the members paid \$20.25 and the Association \$20.88.

Mr. Rowell, Corresponding Secretary, then read letters of regret at inability to attend from Sir William Dawson, the Very Reverend Dean Norman, E. W. Arthy, Esq., and Inspector McGregor.

Mr. N. T. Truell, presented his report as Delegate to the Protestant Committee. The discussion of this report was postponed until the afternoon session.

SECOND SESSION, OCTOBER 10TH.—At the afternoon session the elections of the President, the Delegate to the Protestant Committee, and two Pension Commissioners and Curator of the Library were held and resulted as follows: President, Inspector R. J. Hewton, reelected; Delegate to Protestant Committee, Mr. N. T. Truell, re-elected; Pension Commissioners, Messrs. E. W. Arthy and H. H. Curtis; and Curator of Library, Miss Louise Derick.

Mr. G. W. Parmelee then presented the report of the Pension Commissioners and moved its adoption, including the approval of the memorandum on the bill of Mr. Bernatchez. This was carried unanimously.

The report showed a deficit in the administration of the fund for the past year, ending June 30th, of \$5,565.57. This left, as a balance of the surplus in the hands of the Provincial Treasurer available for the payment of pensions, the sum of \$12,437.22.

There had been paid in pensions during the year \$35,689.23. The total capital of the fund to June 30th, 1895, was \$180,589.89.

The bill of Mr. Bernatchez, in opposition to which the memorandum of the Pension Commissioners was submitted in December last, had for its object an amendment of the law to enable the Administrative Commission of the Pension Fund to accept arrears of stoppages. The Pension Commissioners held that the teachers, as owners of the Fund, and the Council of Public Instruction, as an unsalaried advisory body doing so much for the interests of education, ought to have an opportunity of expressing an opinion on the matter; that the Roman Catholic teachers of the Province have protested against the principle of the bill; that the Representatives of the Protestant teachers on the Pension Commission object; that the proposed measure would be disastrous to the Pension Fund. After represen-

tations similar to the foregoing had been made by the Honorable the Superintendent and the English Secretary of the Department, the bill was withdrawn.

The discussion of the report of the Delegate to the Protestant Committee being taken up, Mr. H. A. Honeyman moved that the A. A. Board of Examiners and the Protestant Committee be requested to place the subject of Physical Geography on the A. A. course instead of the Optional Geography as now offered.

This was seconded by Mr. J. Mabon, and was carried.

The report of the Delegate to the Protestant Committee was then adopted.

In behalf of Mr. C. C. Kenrick, the President read the paper of that gentleman on Agriculture in Schools, after which Mr. Sydney A. Fisher, of Knowlton, gave an address on the same subject. Dr. Harper also spoke on the same subject.

THIRD SESSION, OCTOBER 10TH.—The Convention opened this session with the President in the chair. Dr. Heneker, chairman of the Protestant Committee of the Council of Public Instruction, presented an address embodying a resolution of the Protestant Committee to the Honorable Gédéon Ouimet.

The Honorable Mr. Ouimet suitably replied in French.

The President then presented to the Honorable Mr. Ouimet an address from the Provincial Association of Protestant Teachers. The address contained expressions of hearty appreciation of the arduous services rendered the cause of education by that gentleman, and wished him a long and tranquil enjoyment of his well-earned retirement.

To this the Honorable Mr. Ouimet feelingly replied in both French and English.

Mr. R. J. Hewton then delivered the Presidential Address. He vividly portrayed the development of the country keeping pace with educational advancement and called attention to some difficulties in the path of the educationist.

Dr. Heneker gave an address, especially calling attention to the subject of national education. This was followed by an address from the Rev. Dr. Adams, Principal of the University of Bishop's College.

During the evening songs were given by Messrs. Bisset and Brown.

FOURTH SESSION, OCTOBER 11TH.—The fourth session opened with the President in the chair.

After prayer by the Rev. E. I. Rexford, the minutes of the second and third sessions were read and confirmed. The first order of business was the election of three Vice-Presidents, two Secretaries and the Treasurer, which resulted as follows: Vice-Presidents, Dr. J. M. Harper, Rev. Mr. Rexford and Mr. Parmelee; Corresponding Secretary, S. P. Rowell, Esq.; Recording Secretary, Mr. J. A. Dresser. (The Rev. E. M. Taylor had declined nomination.) Treasurer, C. A. Humphrey, Esq.

The President appointed Messrs. Dixon, Hipp and Sangster a Committee on Resolutions.

Mr. A. Cross, Advocate, of Lachine, read an exceedingly able and edifying paper on "English in the Schools."

Mr. N. T. Truell presented the report of the Committee on Conversational English.

The Committee had had one meeting and desired to be continued. It recommended that the Convention hear Dr. Harper, who had been added to the original Committee, on what is being done in this matter by the schools of the Province. The report was adopted.

FIFTH SESSION, OCTOBER 11TH.—The Convention reopened with the President in the chair. The minutes of the preceding session were read and confirmed. Thirty-five new names were ordered to be added to the list of members.

After further discussion of the report on Conversational English, Inspector Stenson, of the Roman Catholic district of Wolfe county, was asked to address the Convention, which he did in a very acceptable manner.

Mr. Jas. Mabon moved, seconded by Mr. J. A. Dresser, that the Department of Public Instruction and the A. A. Board of Examiners be asked to place Arithmetic amongst the optional subjects of the A. A. examination. After some consideration the question was reserved for discussion on Saturday morning.

Miss A. de C. O'Grady then presented a paper on "Transition Work from the Kindergarten to the Primary Grades," and by request gave a most interesting description of the "Eclectic" method of teaching reading. After a full discussion, it was moved by the Rev. E. I. Rexford, seconded by Dr. Harper, and carried, "That in the opinion of this

Convention the "Eclectic" method of teaching reading as illustrated to-day is the best method yet known to us, and should be adopted for primary grades.

SIXTH SESSION, OCTOBER 11TH.—This meeting opened at eight o'clock with the President in the chair.

An address was presented by H. D. Lawrence, Esq., LL.M., chairman of the Protestant School Board of Sherbrooke, to the Honorable the Superintendent of Public Instruction.

An address was also presented to the Honorable Mr. Boucher de la Bruère by the chairman of the Roman Catholic School Board of the city of Sherbrooke.

To these addresses the Honorable Mr. Boucher de la Bruère replied in French, expressing pleasure that his first official meeting with the school boards of the city of Sherbrooke should have been a joint meeting.

President Hewton then presented an address to the Honorable Mr. de la Bruère on behalf of the Protestant Teachers' Association, wishing him a large degree of success in administering the affairs of his important office of Superintendent of Public Instruction.

The Honorable gentleman replied at some length and in English, emphasizing the importance of the work of the teacher and of moral instruction in school.

Mr. Hewton then called Mr. Lawrence to the chair, when that gentleman read an address of welcome to the Convention.

The Rev. Dr. Williams next addressed the meeting briefly and pleasantly.

Dr. Peterson, Principal of McGill University, then addressed the Convention. He sympathized with the aims of the association and evinced a large amount of inquiry into its history.

The remainder of the evening was occupied by a most enjoyable conversazione, hospitably provided for by the citizens of Sherbrooke.

SEVENTH SESSION, OCTOBER 12TH.—The session opened with the President in the chair.

The motion of Mr. Mabon, *re* Arithmetic in Grade III Academy, was introduced and after discussion was carried.

During this discussion Mr. H. Hubbard entered and was asked to address the Convention. He gave some very interesting reminiscences of his efforts to form a teachers' association as early as 1856.

The minutes of the fifth and sixth sessions were read; exception being taken to the scrutineers' report on the election of the Executive Committee. A second report was ordered, giving the exact result of the ballot without regard to the eligibility of the candidate. The minutes then passed.

The following were elected members of the Executive Committee: Dr. S. P. Robins, Mr. H. J. Silver, Miss E. Binmore, Mr. J. A. Nicholson, Miss M. A. Vanvliet, Mr. S. H. Parsons, Mr. A. MacArthur, Mr. G. L. Masten, Rev. Inspector Taylor, Inspector Parker, Mr. F. W. Vaughan, Mr. H. A. Honeyman, Mr. C. D. Dyke, Mr. J. H. Keller, Miss J. Mitchell.

In connection with the election of the Executive Committee, the President ruled that those persons who have formerly been members of the association, but have neglected to register or pay the dues of the current year, are still members, provided they have not signified their resignation in writing. They must, however, pay the membership fee of the current year before acting on the Executive Committee.

Moved by Dr. Harper, seconded by Mr. Truell, and carried, that the constitution as revised to be printed and a copy, along with a resumé of the proceedings of this Convention, be sent to each Protestant teacher of the Province.

In the absence of Dr. Robins, Dr. Harper presented the report of the sub-committee on professional training, which, after discussion and slight alteration, was adopted. The report advised that, unless McGill Normal School could by some means meet the largely increasing demand for professional training, the Protestant Committee of the Council of Public Instruction should be asked to make provision for the appointment of masters of pedagogic training at some of the large centres of the Province.

Mr. Parmelee then reported on behalf of the judges of the exhibits of school work, the following awards:—

Academies, first prize, Girls' School, Sherbrooke; second prize not recommended.

Model Schools, first prize, Boys' Model School in connection with McGill Norman School; second prize, Ormstown.

Elementary Schools, first, Howick; second, Berthelet st. School, Montreal; third, Anne st. School, Montreal.

Special mention for work not in competition was given to the High School, Montreal; the Senior School, Montreal, and the Girls' Model School in connection with McGill Normal School. The report was adopted.

The report of the Committee on Resolutions was then presented and adopted.

The thanks of the Convention were tendered to C. C. Kenrick, Esq., A. Cross, Esq., and Miss A. de C. O'Grady, for valuable and instructive papers; to the Honorable G. Ouimet, Honorable Mr. Boucher de la Bruère, Dr. Peterson, Dr. Heneker, Rev. Dr. Adams, Rev. Dr. T. G. Williams, H. D. Lawrence, Esq., and Sydney Fisher, Esq., for addresses; to the school commissioners of Sherbrooke; to the Rev. J. Macleod, and Miss J. F. Cairnie, who acted with Mr. Parmelee as judges of school exhibits; to the retiring officers; to the Press of Montreal and Sherbrooke, and to the Railway Companies.

The Rev. E. I. Rexford then spoke briefly but in very laudatory terms of the success of the Convention, after which the President formally brought the session to a close.

Practical Hints and Examination Papers.

DISCIPLINE.—A writer in the *Popular Educator* has the following to say in regard to discipline in the school: There are comparatively few principles which are really valuable guides for us in discipline. The reason is, I suppose, that child nature is as yet little understood. We shall herald the coming of Paidology with true interest. There are, however, two rules which have helped me and which I try always to keep in mind.

First Rule.—Never antagonize children. If the teacher is a tyrant always contriving ways and means of abridging the freedom of her pupils, they will assuredly retaliate by being dishonest, tricky eye-servants as any other human beings in bondage. "Don't do that," and "stop that," are expressions that are very hateful to children, and if they obey these commands it is only that they fear the consequences. Is this the ideal of obedience we wish to set before our children? Let it be influence and not tyranny that governs your school. Influence is gained by sympathy, and your influence will always be in proportion to your intellectual sympathy.

Second Rule.—If you must punish let it be retributive punishment. This is nature's way, and it is the only punishment in which the child sees absolute justice. We are called upon now for related work, why not related

punishment also? Require the untidy child to clean his desk and the floor around if it has been soiled by his carelessness; the idle child to make up the time lost in idleness; the one who breaks his pen carelessly to furnish a new one or to be marked zero in his lesson for having no pen with which to write. The child who quarrels or calls names may lose his play-time until he has decided to be polite on the play-ground. The dishonest child should be made to feel that he has lost your confidence and cannot be trusted until he proves himself trustworthy. Watch him closely, though, and meet him half way.

—LOVE of nature should be inculcated in the schools. It is not. We talk much of science, and flatter ourselves that it is claiming its rightful place in the schools, but it is not. The teaching of science has steadily decreased in ten years, in twenty years, even in twenty-five years. This is all the worse, because city life has deprived children of the knowledge of nature. All the investigations that have been made have proven conclusively that city children are lamentably ignorant regarding nature. Nor is this the worst of it. What science we do have has taken a miserable, mercenary, or commercial tone. We choose the sciences that mean the most financially, and we teach these in the way that will make them mean most commercially. Astronomy is the grandest of all the sciences. It reaches outward and upward with a majesty that no other science does, but it has no appreciable commercial value, and so the universities—even Harvard—have dropped it from their courses. Geology has largely gone from the universities to the special institution at Washington, because there is more probability of making the knowledge acquired “pay.” The phase of geology that is most emphasized is mining, because it pays best. The phases of chemistry that the universities—some of the highest—teach most enthusiastically are those that the students—sometimes the professors—can make the most profitable. This makes the love of nature through the sciences an impossibility. There is less and less time given to science, less and less love of nature through science, and less and less real teaching of science.—*Stanley Hall.*

—THE USE OF GOT.—A writer some months ago in a Western school journal said, “So much has been said and

written on the word *got* that many a pupil thinks it is a word to be shunned. Much of the teaching concerning this word is intemperate teaching, therefore untrue," with all of which I agree. There is no doubt that *got* is a much abused word, and that it is often incorrectly used, especially in the sense of *have*. How often we hear it used in this way! How much money have you got? I have got only a dollar. I haven't got any change. Have you got a match about you? are familiar examples of a common but erroneous use of the word *got* in the sense of have or possess, and it is right that this use of the word should be criticised and condemned.

The true use of *got* is that in which the word signifies to get or acquire. It is, therefore, correct to say I have gotten or I have got my lesson. A pupil is told to get a book or a pencil; he may reply correctly I got it, or I have gotten it. In a similar manner he may say I got a chair for the teacher, I got my lesson, or even, I have got a chair for the teacher, and be strictly correct in his use of language, because in each case the word has the sense of secured or acquired.

I am not one of those who believe that because an incorrect form is used by a writer who is usually correct that it should therefore be sanctioned, and I therefore cannot indorse the expression credited to Emerson, "And presently because they have got the taste," etc. It is not good English even though it be Emersonian. When Thackeray says, "What have men of letters got in our time," he uses the word correctly, for here it signifies acquired.

Of course there are many uses of *got* which do not fall under either of the cases so far discussed. Thus Dickens says, "The guard shot three dead, and then got shot dead by the other four." The meaning here is *was*. In the sentence, "He got appointed," we have the same meaning, if it is indeed not an abridgment of "He got himself appointed," as we would say, "He got himself a new suit of clothes."

This idiomatic use of *got* may not be incorrect, and indeed I have no serious objections to the use of *got* in the sense of obligation; as, "We have got to go;" "We have got to swim or we shall drown," though I prefer the form, "We must swim or we shall drown."

The use of *got* to which all grammarians will, however,

agree to objection is that in which it is made to denote possession, as in the sentences before quoted. In teaching our pupils the correct use of this word like all others, let us see that they understand the reason for the doctrine they believe.—*Educational News.*

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL).

SECTION I.

1. Analyze the following simple sentences:—*One* of these noble dogs *was decorated* with a medal in commemoration of *his having saved* the lives of twenty-two persons. The next *day* a large number of persons, in addition to those immediately *interested, assembled* to hear the Cadi's decisions.

2. Parse the words printed in italics in the above sentences.

3. "If we wish to think correctly we must drill ourselves in the art of sentence-making." How many kinds of sentences do we use while speaking or writing? Write out a long, simple sentence on Champlain. What is meant by "broken English?"

SECTION II.

4. "Birds fly." Parse the word "fly" in full and define every grammatical term you use, such as mood, tense, etc.

5. Name and define the various kinds of nouns and verbs.

6. What is an adverb? Compose three sentences in one of which there is an adverb modifying a verb; in another an adverb modifying an adjective; and in the third an adverb modifying another adverb.

SECTION III.

7. Correct or justify the following sentences:

(a) I don't know as I am going to Montreal after all; the weather ain't inviting.

(b) The number of members present were satisfactory: there was two or three absent though.

(c) The lofty city he layeth it low. Moses, he was born in Egypt. He is working hard for to pass.

8. What are the feminine forms for lion, actor, governor, executor, priest, marquis, widower, drake, hart, stag?

9. Write out any five rules of syntax and give examples showing how these rules may be broken.

DICTATION, READING AND WRITING (FOR ALL GRADES).

Dictation.

GRADE I. MODEL SCHOOL.—The first twenty lines on page 43, of the Fourth Reader. This dictation is to be given on Monday afternoon, from 2 to 2.30.

GRADES II. AND III. MODEL SCHOOL, OR GRADE I. ACADEMY.—The first twenty lines on page 53, of the Fifth Reader. This dictation is to be given on Monday morning, from 10.30 to 12.

GRADE II. ACADEMY.—The paper set by the A. A. Examiners shall be taken by this grade. In giving the dictation, the deputy-examiner should first read over the whole passage continuously to the pupils, and then read out the sentences, phrase by phrase without repetition. No word or portion of a word is to be read out by itself.

Reading.

FOR ALL GRADES.—For all Grades the deputy-examiner may select any passage within the prescribed pages in the readers, giving 100 marks in each grade as a maximum. The reading may be heard at any time during the examination convenient to the deputy-examiner, if the time mentioned in the time-table is not sufficient. The main points to be taken notice of in making the awards for reading are naturalness of utterance, clear enunciation, and proper emphasis. The pupil who takes less than 75 marks in this subject as well as in dictation will be considered as having failed in the subject.

Writing.

The paper set by the A. A. Examiners is to be taken only by the pupils of Grade II. Academy: for the pupils of all other Grades any fifteen lines of prose and any fifteen lines of poetry may be written from memory or from the Reader. The general character of the writing of the pupil in all the papers will also be taken into account.

FRENCH (GRADE I. MODEL SCHOOL).

SECTION I.

2. TRANSLATE INTO ENGLISH:—Un des livres est sur la table, un autre est sous la table. Le petit garçon a un grand chien blanc. Etes-vous allé à l'école hier? Combien de pommes avez-vous données à votre cousin? George, est-il dans la première classe? L'encre, n'est-elle pas noire? Où avez-vous été ce matin? L'homme est plus grand que la fille.

2. TRANSLATE INTO FRENCH:—I have three pens and some paper. How old are you, Charles? How many fingers, hands and eyes has John? Who has my boy's pencil? Did you go to Quebec this year? The books are on the chair and on the table. What are the days of the week? Give me some tea and bread.

3. Answer in full, by means of French sentences, all the questions in either of the above extracts.

SECTION II.

4. What is the French for :—Man, woman, foot, tree, water, butter, house, hat? What is the English for:—Roi, soulier, gant, soir, lait, canif, jardin, viande, sœur.

5. Give six nouns in French, and place before each the proper definite article (*le, la*, etc.) and a qualifying adjective. Be careful to have the proper genders.

6. Write a short composition (about five sentences of six words each, at least) in French.

SECTION III.

7. Give in full, with English, the present tense of *avoir* and the past tense of *être*.

8. Give eight French adjectives which have a different form for the feminine, and give the feminine of each.

9. Give eight verbs in French with their English equivalents.

ARITHMETIC (GRADE I. MODEL SCHOOL).

SECTION I.

1. What is the difference between the sum of \$445.67 and \$9,672.72 and 3 times \$339.68?

2. What was the total amount paid for 672 barrels of apples at \$3.35 a barrel, 65 barrels of flour at \$5.43 a barrel, and 372 sacks of oats at \$3.75 per sack?

3. Multiply 3,864,972 by 365; divide 965,842 by 19; and then find the difference between the product and the quotient.

SECTION II.

4. What is a prime number? Give the meanings and derivations of the terms *arithmetic*, *numeration*, *reduction*, *fraction*, *complex*.

5. Simplify $\frac{3}{4}$ of $\frac{1}{10} + 6\frac{1}{2}$ of $\frac{5}{8}$.

6. What will it cost to cover the floors of three rooms with carpet, there being $19\frac{1}{4}$ yds. required for the one, $16\frac{1}{2}$ yds. for the second, and $15\frac{3}{4}$ yds. for the third, supposing the carpet to be purchased is 75 cents a yard?

SECTION III.

7. A man's farm has 375 acres in it and his rental is \$1,500, what has he to pay for each acre. What would his rental be, had he to pay ten cents more an acre?

8. Simplify $\frac{6\frac{1}{2} \text{ of } 3\frac{1}{4}}{2\frac{3}{4} \text{ of } 3\frac{1}{4}} + 9\frac{1}{10}$

9. A man owns $\frac{1}{3}$ of a farm. When the farm is sold for \$679,500 he buys with his share of the money $\frac{2}{3}$ of another farm. What was the value of this second farm?

MENTAL ARITHMETIC (GRADE I. MODEL SCHOOL).

- | | |
|---|----------|
| 1. What is the sum of 3,148 + 2,336 + 5,229? | Ans..... |
| 2. Multiply 2424 by 25 and divide by 3. | Ans..... |
| 3. Divide 10 gross by 5. | Ans..... |
| 4. Multiply 348,652 by 13. | Ans..... |
| 5. How much is $\frac{1}{2}$ of $\frac{1}{3}$ of 1,200? | Ans..... |
| 6. Subtract from a gross of apples five dozen. | Ans..... |
| 7. How many ounces are there in 6 cwt.? | Ans..... |
| 8. How many yards are there in 20 miles? | Ans..... |
| 9. Divide 24 feet by 8 inches. | Ans..... |
| 10. Multiply 3,864,523 by 31. | Ans..... |

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil,.....

Grade,.....

CANADIAN HISTORY GRADES I. AND III.
MODEL SCHOOL).

SECTION I.

1. Name the Indian tribes who inhabited Canada when Champlain came to the country. What regions did they inhabit respectively?

2. How many times has Quebec been attacked or besieged? Give an account of the earliest siege.

3. Name five of the explorers of North America and write out in your own words the story of any one of them.

SECTION II.

4. Name the French Governors of Canada, with dates.
5. Write out an historical statement connected with the following names: Joliet, Richelieu, LaSalle, LaCelle, Lundy's Lane, Three Rivers, Lachine, Quebec, St. Eustache, Bigot.
6. Describe the battle of the Plains of Abraham in a carefully composed paragraph.

SECTION III.

7. Write all you know about the Fenian Raid, or the Red River Rebellion.
8. What were the prominent events of the American War of Independence.
9. Give the natal day of the Dominion, and any ten of the other prominent dates connected with Canadian history. Be sure to name the events as well as the dates.

ENGLISH (GRADE I. MODEL SCHOOL).

SECTION I.

1. Quote the lines of Sir Walter Scott, entitled "Love of Country," or the poem of James Hogg, entitled "The Skylark."
2. Who wrote "A Small Catechism"? Write out the first two stanzas.
3. Who wrote "The Meeting of the Waters"? Write out the first two stanzas.

SECTION II.

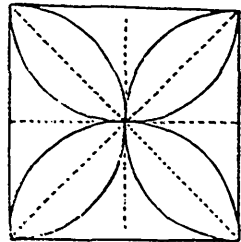
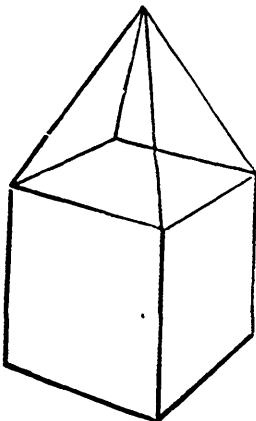
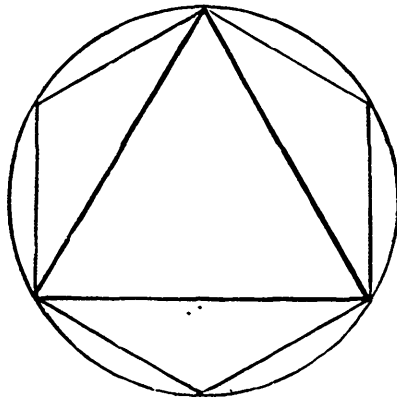
4. Write an essay on the tiger, or elephant. (Be careful how you frame your sentences).
5. Spell the following words correctly: marriage, candidate, deliberate, stipulating, immense, interrupted, trisyllable, patience, encouraged, and give their meanings in a sentence for each.
6. What story have you read taken from "Tom Brown's School-days"? Tell the story in your own words and in properly constructed sentences.

SECTION III.

7. Give the derivation of the words: *geography*, *composition*, *dictation*, *grammar*, *analysis*, *physiology*, and explain in a sentence what each of them means.
8. Write out any ten polysyllables taken from your Readers, names with capital letters excluded.
9. Reproduce in your own words the paragraph read to you twice by the deputy-examiner. (Gage's Reader IV, page 79, 15 lines.)

DRAWING (GRADE I. MODEL SCHOOL).

1. Draw a semicircle on each side of a square which measures at least three inches on each side.
2. Show by a drawing the difference between a square prism and a triangular prism. (Be careful that the figures are symmetrical and of a sufficient size.)
3. Draw from memory the picture of a tree, a cow or a cart.
4. Enlarge the figures given below to double their size, and be sure and complete them with a carefully drawn finishing line. (The paper used must be drawing paper, cut to the same size as the half-sheet foolscap. No ruler is to be used in 3 and 4.)



BOOK-KEEPING (FOR ALL GRADES).

SECTION I.

1. Give the definitions of the following terms in book-keeping: Bills Receivable, Assets, Liabilities, Dividend, Commission, Mortgage, Merchandise, Invoice, Account, Consignment.

2. Explain fully the terms Credit and Debit, and show how they are used in connection with the Merchandise account.

3. What is an auditor and how are the vouchers presented to him usually kept? What information is set forth on the back of each voucher?

SECTION II.

4. Draw out in your neatest style the business form of a Promissory Note and also of a Joint Note.

5. Draw out an individual account in the Ledger with the debit and credit side properly balanced. There must be at least ten items on one of the sides of the account.

6. Draw out the form of an ordinary Receipt. Draw out a properly worded Letter of Advice.

SECTION III.

7. A's interest in a firm is \$3,000, B's is \$9,000 and C's is \$700; the net profit at the end of the year is 25 per cent.; what does each partner receive as his equitable share?

8. What is meant by "taking stock"? What items are included in the Profit and Loss Account?

9. Name the various books used in Book-keeping and describe any three of them.

PHYSIOLOGY (FOR ALL GRADES).

SECTION I.

1. Name the most prominent blood-vessels in the body, and describe the circulation of the blood.

2. Describe the process of the purifying of the blood in the lungs. What are the constituent parts of the blood?

3. What effect has nourishing food on the blood? What effect has a narcotic? How would you distinguish a nerve tube from a blood-vessel in a piece of meat?

SECTION II.

4. Describe the various stages of digestion and describe at length any one of the organs of digestion?

5. Name the organs of special sense, and give a minute description of the inner ear.

6. "The horny material forming the nails on the fingers and the toes is a development of the epidermis." Describe (1) the epidermis and (2) the nails as an outgrowth from the skin.

SECTION III.

7. Tell what you know of sun-stroke and its treatment.

8. What are antiseptics and disinfectants? What is a contagious disease? What is an infectious disease?

9. What are the benefits to be derived from physical exercise? Describe six drills that will exercise the most important muscles of the body.

GEOGRAPHY (GRADES I. MODEL SCHOOL AND I. ACADEMY).

SECTION I.

1. Name eight large rivers in North America, and a town situated on each of them.

2. Name eight mountain peaks and eight lakes of North America, and give their situation.

3. Give a description of any country in North America, telling about its climate, physical features, exports and other important facts connected with it.

SECTION II.

4. Draw a map of the St. Lawrence River and great Lakes, with fifteen names of tributaries, cities or islands neatly inserted.

5. Give a short description of the path of the Canadian Pacific Railway, naming the provinces through which it passes. Where is its western terminus?

6. What and where (give situation as exactly as possible) are the following places:—Bras d'Or, Fundy, Saguenay, Orleans, Nipissing, Hooker, Esquimalt, Magdalen?

SECTION III.

7. Name eight cities in South America, stating in what countries they are situated and giving a fact connected with each. Name four large rivers of South America.

8. Give a description of Venezuela or Brazil.

9. Give eight important names in connection with the Argentine Republic, and write short notes on each.

SACRED HISTORY (MODEL SCHOOL, GRADE I).

SECTION I.

1. "Ephphatha:" in what connection did our Saviour use this word? Narrate the whole circumstances.
2. Write out in full ten of the commandments given by Christ in his Sermon on the Mount.
3. Enumerate the prominent events in the life of Jesus before he began his public ministry.

SECTION II.

7. Write out the verse which refers to "two masters," as well as the two verses about "the lilies."
8. Write out the words of the second commandment.
9. Give the words of Christ's commandment about the giving of alms.

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL).

SECTION I.

1. Analyze the simple sentence :—
This darling hero of his country was obliged to return from sea, on account of the bad state of his health, and to leave behind him his brother officers, then, like himself, beginning their career.
2. Parse in full the words printed in italics, and give the syntax rules in connection with each.
3. Give the definition and derivation of all the grammatical terms used in parsing a finite verb in full.

SECTION II.

4. What is a collective noun? What is a distributive adjective? What is an intransitive verb? Give examples with the definitions.
5. What regular practice have you had in sentence drill or in the making of sentences? Write out the longest sentence you can make on the word *analysis*; and then give the analysis of the sentence.
6. Give the first stanza in the poem of "The Battle of Morgarten" or of "The Highland Reaper," and analyze the first clause or sentence in each.

SECTION III.

7. What parts of speech are to be found in the sentence :
"On a sudden the sparks caught hold of a bush in the midst

of which lay an adder?" Give the derivation and definition of the parts of speech that are not to be found in it.

8. Write out in tabular form a table showing the declension of the personal pronouns.

9. Re-write the following composition and make the necessary corrections, filling in the words left out:

The two——events of the live of the Black Prince, these which made him——in war, was the ——great battles of Cressy and Poitiers, I will not now go——the orgin of the war, of which these two great——formed the turning points. It is enough for us to remember that the——was undertakin by Edward 3rd.

ALGEBRA (GRADE II. MODEL SCHOOL).

SECTION I.

1. If $x = 2$, $y = 3$, $z = 4$, find the sum and difference of $7(y-x)$ and $4(z-y)$.

2. If $x = 1$, $y = 3$, $z = 0$, find the value of:—

$$3x - \{ 2y + (6z - \overline{5x - y}) \}$$

3. Simplify $4x - [6x - \{ 5y + (3z - \overline{7x - y}) \}] + 2y$.

SECTION II.

4. Define *bracket*, *quantity*, *coefficient*, *power*, *factor*, and give examples.

5. Add together— $x-y-z$, $x-y-z$, $z-x-y$ and $x+y+z$.

6. Take $a^3 - 5a^2b + 7ab^2 - 2b^3$ from the sum of $2a^3 - 9a^2b + 11ab^2 - 3b^3$ and $b^3 - 4ab^2 + 4a^2b - a^3$.

SECTION III.

7. Multiply $3a + 2b$ by $4a - 3b$ and $6x + 7y$ by $3x - 5y$.

8. Divide $a^4 + a^2b^2 + b^4$ by $a^2 + ab + b^2$.

9. Multiply $a + 5b$ by $3a - 2b$ and divide the product by $a + 5b$.

N. B.—The whole work must be shown.

FRENCH (GRADE II. MODEL SCHOOL).

SECTION I.

1. Translate into English:—Avez-vous envoyé le livre de votre frère à mon ami? J'ai perdu la clef de la porte. Le soldat a-t-il une épée d'acier ou de cuivre? Vos cousins ont-ils apporté du papier et de l'encre à l'école aujourd'hui? A quelle heure vous êtes-vous levé ce matin, Jean? Qui a écrit cette lettre à mon père? Combien de plumes ma petite fille

a-t-elle achetées de vous, monsieur? Marie a reçu une robe blanche cette semaine. Donnez-moi du thé ou du café, s'il vous plaît, ma chère.

2. Translate into French:—The boy has a book in his pocket. Do you know this boy's name? The cat is my dog's friend. How are you, Charles? Do you speak French in your school? How many boys are there in the first class? Is your sister older than your brother? No, my sister is twelve years old. Have you written to your mother this week, Mary?

SECTION II.

3. Answer in full, by means of French sentences, all the questions in either of the above extracts.

4. Give the feminine forms of *bon, mauvais, blanc, joli, heureux, long, jeune, français*. What is the general rule for the formation of the feminine of adjectives in French?

5. Give three rules for the formation of the plural of nouns and adjectives in French. Illustrate them by means of examples and exceptions.

SECTION III.

6. Translate into French:—Thou hast not. They have not. Have you? We had not. Will he not have? We will speak. They will not love. I gave or was giving.

7. Give the present subjunctive and past definite of *avoir*, and the imperfect indicative and present conditional of *être*.

8. Give the present indicative of *donner* and imperfect of *aimer*. Give the same tenses, in the interrogative form, of *parler*.

ARITHMETIC (GRADE II. MODEL SCHOOL).

SECTION I.

1. Take the sum of \$3,869.47 + \$2,098.67 + \$3,896.06 from the sum of \$5,104 $\frac{3}{4}$ + \$9,039 $\frac{1}{10}$ + \$16 $\frac{3}{8}$ + \$6,825 $\frac{1}{4}$ + \$3 $\frac{2}{3}$.

2. A man buys a house for \$6,785, and having paid off a two thousand dollar mortgage on it, afterwards sells it at a profit of one-third the amount he paid in cash when he bought the house; what did he sell the house for?

3. Simplify $\frac{3\frac{1}{2} \text{ of } 6\frac{1}{2}}{2\frac{1}{7} + 16\frac{1}{3}}$

SECTION II.

4. Multiply \$334.67 by 57, take from the product \$679.67, and divide the result by \$9.19.

5. What is the difference between a linear yard and a square yard? Give in full the two tables.

6. Multiply 6 ac. 3 rds. 4 p. 6 yds. 3 ft. 60 in. by 9,

SECTION III.

7. Divide 5 miles, 4 fur. 6 p. 3 yds. 2 ft. by 9.
8. A owes B \$30.28 and pays it in $32\frac{1}{2}$ yards of dress goods at $82\frac{1}{2}$ cents per yard, and the remainder in calico at $5\frac{1}{2}$ cents per yard. How many yards of calico should B receive ?
9. Multiply the difference between 5 cents and 18 dollars by .0012.
- N. B.—All the work must be shown.

MENTAL ARITHMETIC (GRADE II. MODEL SCHOOL).

- | | |
|---|----------|
| 1. What is the sum of 9,386 + 1,485 + 1,982 + 3,394 ? | Ans..... |
| 2. Write down the difference between two million two thousand, and nineteen hundred. | Ans..... |
| 3. Multiply 949,968 by 21. | Ans..... |
| 4. Divide 48,000 by $\frac{1}{2}$ of 125. | Ans..... |
| 5. When there were four dollars in a pound, what was the sum of \$995.76 and £6. 15s. ? | Ans..... |
| 6. Divide 6,464 oz. by 1 lb. avoird. | Ans..... |
| 7. Add $8\frac{1}{2} + 9\frac{1}{2} + 7\frac{3}{4} + 5\frac{1}{8}$. | Ans..... |
| 8. Multiply 48,000 by $\frac{1}{2}$ of 125. | Ans..... |
| 9. Divide 12,000 by $\frac{2}{3}$ of 300. | Ans..... |
| 10. How much is $\frac{1}{2}$ of $\frac{2}{3}$ of 21,687 ? | Ans..... |

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil,

Grade,

ENGLISH HISTORY (GRADE II MODEL SCHOOL).

SECTION I.

1. Give an account of the British chief, Caractacus. What was a "Roman Triumph" ?
2. Write out the story of "King Arthur and the Round Table."
3. Who were: Eadburga, Ethelbert, Paulinus, Hengist and Boadicea ?

SECTION II.

4. Narrate one of the "Five Pictures from the Life of Dunstan."
5. Give in your own words the anecdote of "King Canute and the Waves."
6. Describe the battle of Stamford Bridge.

SECTION III.

7. Enumerate any ten of the prominent events during the Norman Period.

8. What event does the balad of Chevy Chase describe? Tell what you know of it.

9. What do you know of: Ship-money, the Crimean War, the Battle of Trafalgar, the Black Hole of Calcutta, 'Change Alley?

ENGLISH (GRADE II. MODEL SCHOOL).

SECTION I.

1. Give the substance of the lesson "A Bear Hunt" in your own words. (Be careful with your sentences.)

2. Give a description of the "Coliseum of Rome."

3. Who wrote the poem of "The Humble Bee"? Give the last stanza of it, beginning "Wiser far than human seer."

4. What is a sonnet? Quote any sonnet you have committed to memory.

SECTION II.

5. Write a letter as if to a friend, descriptive of a possible visit to the battlefield of Waterloo or to Westminster Abbey. (Be careful in the construction of every sentence.)

6. Give the meanings and derivations of any five of the technical terms used in the study of arithmetic. Give derivations of any five trisyllables, and write five sentences of at least twenty words, each sentence containing respectively one of these words, and each sentence showing that you know the meaning of each trisyllable by being able to use it properly.

7. Construct a sentence out of the following elements, arranged in proper synthetical order:—

(a) Jacques Cartier spent his first winter in Canada in 1535. (b) Jacques Cartier was commissioned by the King of France to explore the great gulf, near Newfoundland. (c) Jacques Cartier set sail from St. Malo. (d) Jacques Cartier set sail in three ships. (e) Jacques Cartier made several explorations along the coast-line of the great gulf. (f) Jacques Cartier wintered at the mouth of the Ste. Croix. (g) The Ste. Croix is now called the St. Charles. (h) The Ste. Croix is a tributary of the St. Lawrence.

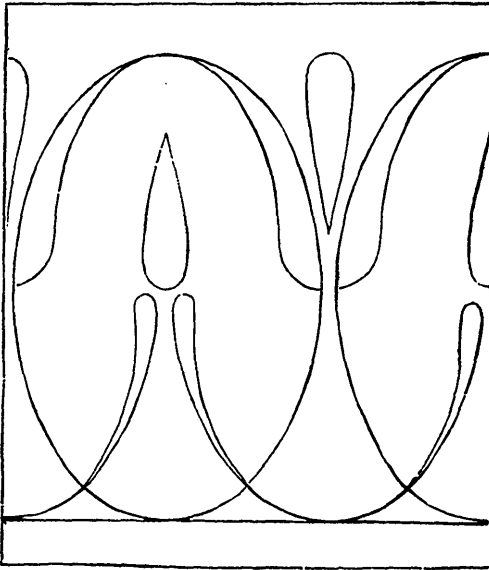
SECTION III.

8. Write out an application for a situation, containing at least six sentences, properly dated and signed.

9. Reproduce in your own words the substance of a paragraph read twice in your hearing by the Examiner. (Page 77, Gage's Reader V.)

DRAWING (GRADE II. MODEL SCHOOL).

1. Draw a cone having for its base an ellipse at least three inches in the length of its sides.
2. Draw a circle within and without a square the same dimensions as above.
3. Represent on paper a table placed upon a teacher's platform. (The figure to be at least five inches in length.)
4. Enlarge the figure below double its size and complete it and the second ellipse with the usual finishing line. (The paper used to be drawing paper cut to the size of quarter-sheet foolscap.)



LATIN (GRADE II. MODEL SCHOOL).

SECTION I.

1. Translate into English:—*Regina columbam albam habet. Rosa puellæ est alba. Magister argentum et aurum puero dat. Britannia regem reginamque habet. Dominus bonum servum laudat. Donum amici agricolæ est gratium. Juno erat dea Romanorum. Agricola hortum magnum habet. Oppida Græciæ firma erant. Non altæ erant pulchra templa Minervæ.*

SECTION II.

2. Give the genitive singular and nominative plural of all the words in italics in the foregoing extract.

3. Decline in full *mare* and *res*, and, in the plural only, *pater*, giving cases and meanings.

4. Give an adjective of the first and second declension and one of the third declension. Decline them in full.

SECTION III.

5. Give in full, with their names, two indicative tenses and one subjunctive tense of the verb *sum*.

6. Give five adjectives whose comparative and superlative degrees are formed irregularly. Compare them, as well as five whose comparison is regular.

7. Translate into Latin:—The great eagles have wide wings. The good queen has a little daughter. The master is a good friend of good boys. The queen of Britain was good. The slave's diligence will be pleasing to the king.

GEOGRAPHY (GRADE II. MODEL SCHOOL).

SECTION I.

1. Name the principal peninsulas of Europe and describe their position as they appear on the map.

2. Name the countries of Europe with their capitals.

3. Give a short description of any European country, telling all you know about its inhabitants, physical features, government, and giving any important facts you may think of. (Be careful in the formation of your sentences.)

SECTION II.

4. Name nine large towns in England and give an important fact connected with each. What is the chief industry of each?

5. Name nine large rivers in the British Isles. Tell where they are and name a large town on each.

6. Draw a map of Ireland with its principal rivers. (The map should be drawn in clear pencil outline to fill the larger portion of the quarter sheet of foolscap with a border round it.)

SECTION III.

7. What and where are: Warsaw, Hamburg, Majorca, Messina, Finisterre, Jersey, Ætna, Wener?

8. Explain the terms: longitude, meridian, tropics, zone, isthmus, oasis, peninsula, volcano.

9. Name four of the largest (1) rivers, (2) mountain ranges, (3) cities, (4) islands of Europe, and tell where they are.

SACRED HISTORY (GRADE II. MODEL SCHOOL).

SECTION I.

1. What do you know of Cain's posterity and Seth's descendants?

2. Give an account of Job's trials, and the treatment he received at the hands of his friends.

3. Write out in a column the names of the twelve tribes of Israel, and give, in a sentence, some information, geographical or historical, in connection with each.

SECTION II.

4. Give an account of Absalom's Plot and the battle which was fought between him and his father.

5. Describe any one of Elijah's miracles.

6. Tell what you know of Manasseh, Huldah and Belshazzar.

SECTION III.

7. Tell the story of Micah and the Danites.

8. Who were Othniel, Elmo, Jabin, Deborah, Barak, Sisera? Give notes in connection with each name.

9. Narrate how what has been called "Saul's First Sin" was connected with the siege of Michmash.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

Those who would understand what is meant in the United States by "Free Silver" should read the article on "the cry for freesilver" in the August number of the *Canadian Magazine*, by its editor, Mr. John A. Cooper, LL.B. There are several excellent short stories in our national magazine, illustrated by a special staff of artists. There are also several flower poems and many floral illustrations, the leading Canadian flowers being thus treated. The *Canadian* is to be congratulated on the high tone of the August num-

ber ; its contents are a pleasing change from the "ice-bergs, Indians and snow-drifts" which seem so prone to thrust themselves into prominence in Canadian literature. Canada's summer beauty is here set forth in a manner as novel as it is delightful. Among the contributors are Charles G. D. Roberts, W. E. Hunt, Ian Maclaren, Jean Blewett, Frank L. Pollock and Thomas Swift. As a Canadian souvenir nothing could be better than the August *Canadian Magazine*.

The *Atlantic Monthly* for August has an exceedingly interesting article on the late Mrs. Harriet Beecher Stowe, by her friend, Mrs. James T. Field, whose close intimacy with the author of "Uncle Tom's Cabin" has enabled her to give us some delightful reminiscences of the every-day life of Mrs. Stowe. Besides this paper, which of itself makes the number of special interest, are many able discussions on as many live subjects. Among the articles to be noticed are : "Present Condition of Literary Productions," by Paul Shorey ; "The Future of American Colleges and Universities," by Prof. D. C. Gilman ; "About Faces in Japanese Art," a most readable article, by Lafcadio Hearn ; and a fourth series of "Letters of D. G. Rossetti," by George Birkbeck Hill. Thomas Bailey Aldrich has a poem in this number of the *Atlantic*. The book reviews, including that of Mr. Gilbert Parker's "Seats of the Mighty," are, as usual, well worth reading.

The *Hesperian*, a western quarterly magazine, published at St. Louis, Mo., sustains its now established reputation as a bright and readable review, in the August-October number. "What of the Future" is a cleverly written article. The highly critical department, "The Literary Wayside," is ably conducted. (Published by A. B. De Menil ; price, 50 cents a year.)

The *Monist*, a philosophic quarterly edited by Dr. Paul Carus and published by the Open Court Publishing Co., Chicago, presents an interesting table of contents in the July number. Professor Woods Hutchinson's article on "The Holiness of Instinct," is a most able discussion of intrinsic good and evil, as found in the soul of man. Dr. Carus also has a paper on the "Problem of Good and Evil" ; while other important articles are : "Philosophical Terminology," by Prof. Rudolf Eucken ; "The Idea of Causality,"

by Prof. F. Jodl; and a translation of Dr. Paul Topinard's "Introduction of Man as a Member of Society."

Education, published monthly by Messrs. Kasson & Palmer, Boston, is a teachers' magazine of the highest class. Its contents include monthly discussions of topics that are of the greatest moment to those engaged in educational work. Bound volumes of *Education* are worthy of a place in the teacher's library.

We take this, the first opportunity which presents itself, of noticing *Current History* for the first quarter of 1896. We have had occasion so frequently to extol the excellencies of this periodical, that we can but repeat ourselves and recommend that *Current History* be subscribed to for all our school libraries. The events which are taking place in our own times, all the world over, are set forth and discussed in an impartial and historical manner, so that the four numbers combined are a succinct and reliable history of the world for the year. Among the matters treated of in the number before us are: "The Discovery of X Rays"; the "Venezuelan Controversy"; the "Cuban Revolt"; the "Crisis in the Transvaal"; and the "Armenian Question". Canadian affairs receive more than passing notice. *Current History* is published by Messrs. Garretson Cox & Company, Buffalo, at \$1.50 per annum.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, May 20th, 1896.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; the Venerable Archdeacon Lindsay, M.A., D.C.L.; the Reverend Principal Shaw, D.D., LL.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, B.A.; Principal W. Peterson, M.A., LL.D.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; Peter McArthur, Esq.; N. T. Truell, Esq., and Principal S. P. Robins, LL.D.

The minutes of the last meeting were read and confirmed.

G. L. Masten, Esq., apologized by letter for his unavoidable absence.

First-class academy diplomas were recommended for Miss L. J. Binmore and Miss Caroline Dawson, who had fulfilled the conditions laid down in regulation 56.

After examination of the documents submitted by Miss Victoria McGill and Miss Mary H. Smith, it was agreed to grant them elementary diplomas upon examination in school law and regulations in each case, and in Canadian history and in geography as well in the latter case. Regulation 40.

The case of Mr. W. J. Messenger, M.A., who applied for permission to teach in a provincial academy upon his present model school diploma and other certificates which he submitted, was referred to the Superintendent for favorable consideration.

Dr. Heneker, Mr. Truell, Principal Shaw, Reverend E. I. Rexford and Reverend A. T. Love were appointed a sub-committee to prepare for the distribution of the grants in September. The sub-committee was requested to report at the September meeting on the relation of the city high schools to the Protestant Committee.

The list of deputy-examiners for the June examination in superior schools was submitted and approved, as was that for the Central Board.

Moved by Dr. S. P. Robins, seconded by Dr. Cameron, "That the Protestant Committee appoint and does hereby appoint a sub-committee consisting of the chairman, the Very Reverend the Dean of Quebec, the Reverend Mr. Love, the Reverend Dr. Shaw, Principal Peterson, Mr. Masten and the delegate of the Association of Protestant Teachers of the Province of Quebec, to whom is committed the question of an increase of instruction in Greek in the academies, to whom is referred the communication of the University Board of Examiners, and who are requested to report at an early date to the Protestant Committee of the Council of Public Instruction." The motion carried, it being agreed that Dr. Robins should be a member, and the Reverend Dr. Shaw convener, of the sub-committee.

Moved by Mr. Truell, seconded by Dr. Robins, "That the study of physiology and hygiene be discontinued on the course of study after grade 2 model school; provided, however, that the subject may be taught in any superior school at the discretion of the Board of School Commissioners." It

was agreed to refer this motion to the sub-committee just appointed, for report.

Dr. Heneker reported progress for the sub-committee on legislation, and asked leave to continue its work, which was granted.

The report of the sub-committee on professional training was presented by Dr. Robins, and after reception was discussed clause by clause. During the discussion certain suggestions in regard to this matter were read from the committee on professional training appointed by the Teachers' Association.

Moved by Reverend Dr. Shaw, seconded by Dr. Cameron, "That the report of sub-committee on professional training be remitted, with a view to further conference of sub-committee with committees representing the Normal School and the Protestant Teachers' Association."—Carried.

Report of sub-committee on the salary and expenses of the Inspector of superior schools recommended that an increase of three hundred dollars be made to his salary, with an increase of one hundred dollars for travelling expenses, it being understood that he devote the whole of his time to the work of inspection.

Moved by Reverend Dr. Shaw, seconded by the Venerable Archdeacon Lindsay, "That the report be adopted, and that in view of enlarged work the increase of Dr. Harper's salary be three hundred dollars per annum, and that the allowance for travelling expenses be increased to four hundred dollars per annum, making in all fifteen hundred dollars yearly salary and four hundred dollars for expenses, the latter item to cover office rent as well as travelling expenses, it being understood that his whole time shall hereafter be given to the inspection of superior schools and to the service of this Committee."—Carried.

Professor Kneeland reported, on behalf of the sub-committee on text-books, (1) "That the new plates for the Quebec Primers 1 and 2 have been made and are on the way (2) That the Primers and Books 2 and 3 will be completed and ready for the trade on September 1st. (3) That the spelling of Books 2 and 3 will be made to conform to that of the Primers. (4) That the Fourth Book will be greatly modified, in order to make it more useful to our teachers. At least eleven of the old selections will be replaced by others better adapted for the purpose intended. (5) That two preliminary copy-books will be prepared by the Educational

Book Company to precede No. 2 of the present series, that Nos. 2 and 3 will be re-graded, that all Nos. up to 6, will have double head lines where there are no tracings, and that guide lines and other helps will be gradually dropped until in the last few pages all lines will be dispensed with. (6) That the prices of the revised Readers will be as follows:—Primers 1 and 2, ten cents; Second Reader, thirty cents; Third Reader, forty cents; Fourth Reader, fifty cents, Fifth and Sixth Readers as at present.

As previously reported by sub-committee, the Quebec edition of the Introductory Geography is marred by the presence of a number of errors and inconsistencies which the publishers, in answer to our representations, have promised to remove from the next edition. In the meantime the sub-committee ask authority to demand that sheets containing such corrections shall be pasted into all copies of the present edition.

Again the price is not that agreed upon; the publishers throw the responsibility for this, upon their Canadian representatives; the Protestant Committee should, in our opinion, make such representations as will secure the fulfilment of the pledges made by Nelson Sons in this respect."

Moved by Professor Kneeland, seconded by Dr. Shaw, "That the report of the sub-committee on text-books be received and adopted, and that the sub-committee be authorized to demand that the publishers of Calkins' Introductory Geography insert sheets of such corrections of errors in the same as shall be satisfactory to the Committee, and that such errors be corrected, and the text be made consistent in a second edition."—Carried.

The Secretary reported that arrangements had been made for three institutes, to be held in Richmond, Inverness and Aylmer, beginning on the 30th of June.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION, MAY 20TH, 1896.

1896.

Receipts.

Feb. 28—Cash on hand as per Bank book.....	\$3,495 85
Mar. 9—City Treasurer of Montreal, 55-56 V., c.	
61, s. 2.....	1,000 00
	<hr/>
	<u>\$4,495 85</u>

Expenditure.

Mar. 3—Inspector of Superior Schools on salary..\$	125 00
Secretary.....	62 50
“ 6—John Dougall & Son, printing Superior School examination papers for June, 1895..	132 25
“ 16—S. P. Robins, Principal, 55-56 V., etc., per contra.....	1,000 00
May 17—Cash on hand as per Bank book.....	3,176 10
	\$4,495 85

Examined and found correct.

(Initials) R. W. H.

The report of Inspector of Superior Schools was read by the Inspector.

There being no further business the rough minutes were read and the meeting adjourned till the 27th of August, it being agreed to meet in McGill Normal School, Montreal, on that date to discuss the proposed changes in the school law.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council of the 30th June last (1896), to detach from the school municipality of Saint Grégoire le Thaumaturge, county of Hochelaga, the following territory, namely :

(a) By a line starting at the corner of Duluth avenue (formerly Brebœuf street or Saint Jean Baptiste street) and Amherst street, and thence along the boundary line between Saint James and Saint Mary's wards on the one side, and Saint Jean Baptiste ward on the other (old city limits) to Papineau road, thence up the middle of Papineau road to Mount Royal avenue, thence along the middle of Mount Royal to Amherst street, thence down the middle of Amherst street to the point of starting.

(b) By a line starting at the corner of Iberville street and the proposed prolongation of Sherbrooke street, thence in the middle of Iberville street to the line of the Canadian

Pacific Railway, thence along the line of the Canadian Pacific Railway to the point of its crossing the proposed prolongation of Sherbrooke street, thence along the middle of the said proposed prolongation of Sherbrooke street to the point of starting, and annex it to the city of Montreal, for Protestants only.

(c) To detach that territory comprised by a line starting from the corner of Amherst street to the eastern limits of the city, and from the north side of Mount Royal avenue to the Canadian Pacific Railway track, following the line of the Canadian Pacific Railway track, thence to the point of departure, and annex it to the school municipality of Côte Saint Louis, Hochelaga, for Protestants only.

(d) From intersection of the Canadian Pacific Railway and Papineau road down Papineau road to city limits, thence along the city limits to Iberville street, thence along Iberville street to the Canadian Pacific Railway tract, and along Canadian Pacific Railway tract to point of departure, and annex it to the school municipality of Côte Visitation, Hochelaga, for Protestants only.

To detach from the school municipality of Sainte Angélique, in the county of Ottawa, all the territory mentioned in the proclamation of the Lieutenant-Governor of the Province of Quebec, dated the 23rd of October, 1894, and annex it to the school municipality of Montebello, in the same county.

To detach from the school municipality of Saint Pierre aux Liens, in the county of Jacques Cartier, the lot of land described on the official cadastre of the parish of Saints. Anges de Lachine, as number nine hundred and fifteen., and annex it to the school municipality of the parish of Lachine, in the same county.

To detach from the school municipality of the parish of Sainte Rose, county of Laval, the lots bearing the following numbers of the cadastre of the parish of Sainte Rose, to wit : from 327 to 335 included ; from 340 to 344 included, and from 347 to 391 included, and to erect them into a school municipality under the name of municipality of " La Côte des Lacasse."

To erect into a school municipality the " township Loranger," in the county of Ottawa, with the same limits which are assigned to it as such township.

To detach from the school municipality of "La Madeleine," in the county of Gaspé, the following territory, to wit: "Starting from the east of Grande Rivière, towards the west, to the boundary line of the school municipality of "Gros Morne," forming on the shore of the river Saint Lawrence a front of about seven miles by nine miles in depth, and to erect it into a distinct school municipality under the name of "Manche d'Épée."

To detach from the school municipality of Saint George de Malbaie, county of Gaspé, lots Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14, of the first range east of the township Malbaie, in the parish of Saint George de Malbaie, and erect them into a separate school municipality, under the name of "Grande Anse."

To erect into a school municipality the parish of "Notre Dame du Saint Rosaire," in the county of Arthabaska, with the same limits as are assigned to it by the proclamation of the Lieutenant-Governor of the Province of Quebec, dated the 14th day of the month of March, 1894.

To detach lots 24, 25, 26, 27, 28, the north half of lot 23, and the south half of lot 21, all in the sixteenth range of the township of Hull, and lots 23, 24 and 25, of the fifteenth range of said township, from the school municipality of Chelsea.

The south part of lots 3 and 4 (75 acres), the south half of lot 5 and all of lots 6 and 7, of the first range of the township of Wakefield, from the school municipality of Wakefield (Lapêche).

Lot 2, in the twelfth range, and lot 12, in the third range of the township of Eardley, from the school municipality of Chelsea, and to erect them into a separate school municipality to be known as the "Gatineau Valley" municipality.

To erect into a school municipality the new parish of Sainte Christine, in the county of Portneuf, with the same limits as are assigned to it by the proclamation of the Lieutenant-Governor, dated the 10th day of April last, 1896.

To divide the school municipality of Eaton, Compton county, into two separate school municipalities, by detaching the town of Cookshire, with the limits given in the statutes of Quebec, sec. 2, chap. 57 of 55-56 Victoria, and erecting it into a distinct school municipality.

This division and erection to take effect on the 1st of July, 1896, and to apply to Protestants only.

To erect into a school municipality, for Roman Catholics only, the parish of "Saint Bernardin de Waterloo," in the county of Shefford, with the same limits as are assigned to it by the proclamation of the 26th of March, 1867, except the part comprised within the limits of the town of Waterloo.

To detach the village of Ormstown from the school municipality of Saint Malachie d'Ormstown, county of Château-guay, and to erect it into a separate school municipality, to be known as "The Village of Ormstown," with the same limits as were given to it as a village municipality under proclamation of December 18th, 1889.

To detach from the school municipality of Bois de l'Ail, in the county of Portneuf, numbers 124, 125 and 126, of the official cadastre of the parish of Saint Basile, and the part of numbers 10, 12 and 15, of the said cadastre, which is north of the Saint Jacques road, and to annex them to the school municipality of Saint Basile, in the same county.

To detach from the school municipality of Amqui, county of Rimouski, lots Nos. 23 to 44, both inclusive, of the first range of the township of Lepage; lots Nos. 7 to 18, both inclusive, of range A of the township of Amqui; and lots Nos. 7 to 23, both inclusive, of range B of said township of Amqui, and to annex them to the school municipality of Causapsal, in the same county.

His Honor the Lieutenant-Governor has been pleased, by an order in council dated the 23rd of July last, to erect the following territory into a school municipality under the name of "Saint Benjamin du Lac à Busque," to wit:

1. The twenty-nine first lots of ranges XI, XII, XIII and XIV, of the township of Cranbourne, county of Dorchester;
2. The thirty-seven first lots of ranges I and II, of the township of Watford, same county;
3. The thirty first lots of range III, of said township of Watford, same county;
4. The fifth and sixth concessions of the parishes of Saint François and Saint George d'Aubert Gallion, county of Beauce.

To detach the township of "Guigues," county of Pontiac, from the school municipality of Témiscamingue, same

county, and to erect it into a distinct school municipality, under the name of the "township Guigues," with the limits assigned to it by the proclamation of 12th July, 1881.

The above erections to take effect only on the first of July next, 1897.

26th February.—To detach from the school municipality of the parish of Longueuil, county of Chambly, the following lots of the official cadastre of the parish of Saint Antoine de Longueuil, in the said county, to wit: Nos. 155, 156, 157, 158, 159 and 160, and to erect them into a distinct school municipality, for Roman Catholics only, by the name of "Saint Jean Baptiste de Montréal Sud," county of Chambly.

The present notice to replace the one published in the *Official Gazette* of the 29th of February last (1896), page 1381.

23rd July.—To re-appoint the Reverend D. H. MacVicar, D.D., LL.D., a member of the Protestant Board of School Commissioners of the city of Montreal, his term of office having expired on the 1st of June last.

To re-appoint George Lampson, B.A., a member of the Protestant Board of School Commissioners of the city of Quebec, his term of office having expired on the 1st of July last.