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Vol. VI., No. 3. }

MARCH, 1886.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC,

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

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 3.

MARCH, 1886.

VOL. VI.

MINUTES OF PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION.

QUEBEC, 3rd February, 1886.

Which day an adjourned meeting of the Protestant Committee of the Council of Public Instruction was held and continued its sittings over two days. Present: The Lord Bishop of Quebec, in the chair, Sir William Dawson, C.M.G., LL.D., F.R.S., &c., the Rev. George D. Mathews, D.D., the Rev. Professor Cornish, LL.D., the Rev. Canon Norman, D.C.L., George L. Masten, Esq., R. W. Heneker, Esq. D.C.L., E. J. Hemming, Esq., D.C.L., the Venerable Archdeacon Lindsay, M.A., and the Hon. Gédéon Ouimet, LL.D., Superintendent of Public Instruction.

Communications submitted by the Secretary, from the Department of Public Instruction, and disposal of the same.

(1.) From Mr. T. A. Gibson, Secretary, Board of Examiners, Montreal, in regard to the case of two candidates for Teachers' diplomas.

The Committee in view of all the circumstances approves of the action of the said Board of Examiners, Montreal.

(2.) From the Hon. L. B. Church and Mr. T. Thomas, regarding the grant from the Superior Education Fund last year to the Clarendon Model School.

On enquiry at the Department it was found that the grant in question had been paid in September last.

(3.) Application for inspection, (1) as Academies from Côte St. Antoine, Stanbridge and Richmond, (2) as Model Schools from Waterville, Bolton Centre and Ulverton.

The Committee agreed to put the above named schools on the list for inspection. In the case of Richmond it was resolved that the Commissioners of Richmond and the Trustees of St. Francis College be requested to report to this Committee, before its next meeting, on the circumstances of the application from the Protestant Board of School Commissioners for the establishment of an Academy.

(4.) Application from Miss Macneil, teacher in Valleyfield Model School, in behalf of a pupil in said school, a native of Costa Rica, to be allowed to pass her examination for a Teacher's diploma when she reaches the legal age, as she is about to return to her native country.

The Committee agreed to grant her petition.

(5.) Recommendations for appointments to Boards of examiners: (1.) From the Secretary Board of Examiners, Sherbrooke, recommending that the Rev. James Hepburn, M.A., Magog, be appointed a member of said Board of Examiners, Sherbrooke, instead of the Rev. Baxton B. Smith, who has left the province. (2.) From the Secretary Board of Examiners, Pontiac, recommending that the Rev. Edward McManus be appointed a member of said Board of Examiners, Pontiac, instead of the Rev. R. Acton, who has left the county.

The Committee agreed to recommend the appointment of the above named gentlemen.

(6.) Semi-annual financial statement from McGill Normal School submitted for the information of the members of the Committee.

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

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

DR.

Nov. 25th, 1885—	
To balance in Bank of Montreal at this date as per last statement.....	\$1,937 47
“ interest on \$28,000, M.L.F., for half year ending 31st Dec., 1885.....	700 00
	<u>\$2,637 47</u>

CR.

Dec. 19th, 1885—	
By Secretary's salary for quarter ending 12th Jan., 1886	\$ 250 00
“ Secretary's incidental expenses.....	5 10
Feb. 3rd, 1886—	
By balance in Bank of Montreal at this date.....	2,382 37
	<u>\$2,637 47</u>

The Committee agreed that the Model School of Stanbridge receive a grant of \$50 for the past year.

On the motion of the Lord Bishop of Quebec, seconded by Sir Wm Dawson, it was resolved:—

“That the Hon. Gédéon Ouimet, having on Monday last completed the tenth year of his administration of the Department of Public Instruction in the Province of Quebec, the Protestant Committee of the Council of Public Instruction desire to place on record their high sense of the equity and ability with which his duties have been discharged, and to congratulate him upon the advance which, under his energetic superintendence, education has made, and is making, in the province.

And to this record the Committee desire to add their warm appreciation of the straightforwardness and the unfailing courtesy which characterize Mr. Ouimet's intercourse with all who, in the course of business, are brought in contact with him.”

On the motion of the Rev. Dr. Mathews, seconded by Dr. Cornish, it was resolved:—

“That this Committee respectfully request the Superintendent to recommend the Lieutenant-Governor-in-Council to divide the Board of Examiners at Stanstead into two divisions of Protestant and Roman Catholic in accordance with Sec. 108, Chap. xv. C.S.L.C.”

A petition from the Women's Christian Temperance Union of the Province of Quebec having been read and considered, it was resolved, on the motion of Sir William Dawson, seconded by the Venerable Archdeacon Lindsay:—

“That as preparatory to the introduction of physiology and hygiene into the schools, the subject be required, and a text-book thereon appointed, in the regulations for the examination of teachers, and that the Principal of the McGill Normal School be requested to report to the Committee as to the instruction in physiology and hygiene therein with any suggestions for additions thereto.

And that this resolution be communicated to the President of the Women's Christian Temperance Union of the Province of Quebec.”

The Sub-Committee on regulations for Boards of Examiners for Teachers' diplomas submitted the following interim report and asked leave to sit again, which was granted:—

“The Sub-Committee beg to report that, in their opinion, the time for a definite selection of text-books has not yet arrived. And in any case they are unable at present to make such selection.

This being the case, they have reconsidered the syllabus of subjects already submitted. And they desire to print the same with such amendments as they deem advisable, for private circulation among the inspec-

tors and others acquainted with the facilities at the command of candidates for diplomas, in the belief that with the aid of their suggestions they will be able to submit, at the next meeting of the Committee, a workable scheme for the examination of candidates."

(Signed)

J. W. QUEBEC.

The Sub-Committee on instructions for inspectors of Model Schools and Academies submitted the following report, which was received and adopted:—

"Instructions for inspectors of Model Schools and Academies:—

In respect of:

I.—EXAMINATION PAPERS.

1. These will be drawn up by the inspectors as arranged between themselves and printed.

2. They shall be framed strictly in accordance with the course of study of the several grades sanctioned by the Protestant Committee, that is, 14 subjects in Academies and 12 in Model Schools.

3. They shall consist of at least six questions on each subject, three of which to be answered by the pupils.

4. In each subject the sum of the marks of at least three of the questions shall amount to the greatest possible marks in that subject.

5. In history and geography one paper may suffice for the three grades, provided it contains at least six questions on the subjects in each grade.

6. In grade I. the maximum marks in each subject shall be 50, thirty per cent. of aggregate marks must be taken to pass and a minimum of 15 marks in each subject.

In grade II. the maximum in each subject shall be 75, 33½ per cent. of aggregate marks must be taken to rank in this grade, and a minimum of 25 marks in each subject, pupils taking from 20 per cent. to 33 per cent. shall rank in the first grade, those taking less than 20 per cent. of aggregate marks shall be rejected.

In grade III., the maximum marks in each subject shall be 100, 35 per cent. of aggregate marks must be taken to pass. Pupils taking from 20 per cent. to 34 per cent. of the aggregate marks shall rank in the second grade, those taking less than 20 per cent. shall be rejected.

N.B.—The maximum for Latin and for Greek shall be double that named in each grade, but the pupils in the second and third grades may substitute the special mathematical course for Latin and Greek. The foregoing shall apply to both Model Schools and Academies.

7. The marks shall be 5 and multiples of 5 as, 10, 15, &c.

8. The inspectors shall meet and arrange between themselves all the details of inspection and examination, as for example the marks to be given, when, say in arithmetic, the principle is right and the error is in the details of the work, so that their returns may be as uniform as possible.

II.—MANNER OF CONDUCTING EXAMINATIONS.

1. The proceedings shall be opened with reading of Scripture and prayer.
2. The inspector shall have entire charge of the school during the hours of inspection and examination, the teacher giving him all the assistance in his power in distributing the papers and collecting the answers.
3. The pupils shall be arranged by the teacher according to the several grades, and placed as far apart as possible.
4. Pupils not taking the entire work of any grade shall be seated by themselves and be given such of the papers as they profess to be able to take in their turn with the others.
5. When each paper is given out, the time allowed for answering it shall be announced.
6. As a rule, the time of examination shall be restricted to the usual school hours.
7. Six hours shall be given to each Model School, and twelve hours to an Academy.
8. Inspection may be held on Saturday with the consent of the inspector, the teacher and the scholars.
9. The Inspector shall request the Teacher to bring forward and examine in his presence a class in some subject as may be agreed upon between the Inspector and the Teacher.
10. All the papers of any pupil found copying, or taking or giving help in the examination, shall be cancelled.

III.—REPORTS AND RETURNS.

1. The Inspectors shall report in regard to each School :—
 - (1) The number of pupils on the Roll for the term in which the Inspection is held, and the number present on the day of Inspection.
 - (2) The number of pupils presented for examination in each grade.
 - (3) The number of pupils not classed in any grade and the subjects taken by them.
 - (4) The number of pupils that have passed in each grade and the numbers that have failed in each.
 - (5) Estimate of the general efficiency of the School.
 - (6) Points of Excellence, and defects, if any.
 - (7) Whether unauthorized text-books are used.
 - (8) The information required in form B in which the standing of the pupils in the several grades shall be given, and, separately, the standing of the ungraded in the subjects which they have taken.
2. In regard to the entries in Form B, the standing of the pupils in the several subjects, the taking of the averages and the grouping of the subjects, the methods hitherto in use shall be adhered to.
3. In taking averages to avoid fractions, any fraction under a half shall not be reckoned, *one half* and over shall be reckoned *one*.
4. A copy of the examination papers shall be given in by the Inspectors along with Reports and Returns.

5. The Inspector shall send a notice of his visit a week in advance.

6. No pupil not in attendance at the time of inspection is to be examined, unless such pupil has been in attendance at least ninety days during the current scholastic year."

The last two of the above instructions for Inspectors formed the 3rd and 4th regulations for Inspectors sanctioned by the committee on the 8th January 1884, the other provisions of this date being now cancelled.

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

"That the instructions to Inspectors be printed, and that the Hon. the Superintendent of Education be requested to send copies to Commissioners and Trustees and Teachers, of Academies and Model Schools, and that copies be furnished to the Inspectors for distribution in their visits to the Academies and Model Schools."

The Rev. Canon Norman submitted the following report:—

"The undersigned officials of Bishop's College, Lennoxville, and members of a sub-committee of this committee appointed to confer with the council of Bishop's College, relative to candidates for Academy Diplomas, &c. (see page 300 Educational Record for December 1883), beg to report that the above question was laid before a special meeting of convocation held at the College Dec. 10th 1885, and was agreed to unanimously."

(Signed) R. W. HANEKER, Chancellor.

R. W. NORMAN, Vice Chancellor.

On the motion of Dr. Mathews, seconded by Dr. Cornish, it was resolved:—

"That a copy of Form B, containing the name of each pupil, and of the marks gained in each subject shall be sent under the direction of the secretaries to each Teacher, whose school has been examined."

The following Report was submitted by the sub-committee on School Law:

"Protestant Committee of the Council of Public Instruction."

3rd Feb. 1886.

The sub-committee on School law beg to report that, since the last meeting of the Protestant Committee, they have been able to complete the work entrusted to them, and now submit for the final consideration of the Committee the annexed copy of that portion of the proposed Revised Statutes which refer to Public Instruction, with their proposed amendments thereto set forth in this margin. The time at their disposal was unfortunately too limited, taking into account the extent of the work, to enable them to comply with the instructions they received at the last meeting, that they should put those amendments in type for consideration of the Committee. They hope, however, that when the whole

question is considered, they may be able to satisfy the Committee on all points of difficulty.

In their labours they have had valuable assistance from Mr Rexford, one of the Secretaries of the Department, who explained the views of the Department on several points of practical importance, and whose suggestions, as to the re-arrangement of the several parts of the law, seem valuable as tending to simplify and make easy of comprehension the study of the law.

Respectfully submitted,
(Signed)

R. W. HENEKER,
Chairman of Committee.

The Committee now proceeded to consider the School-Law with the various amendments proposed by its sub-committee. After careful and lengthened consideration of the same, it was resolved :—

“ That the amendments suggested by the sub-committee on school-law with the modifications therein made by this committee be adopted, but that article 23 be remitted to the sub-committee with the suggestions that have been made thereon, and with instructions to act therein as circumstances may require, and if necessary to call a special meeting of this committee for the consideration of the same.

“ That a perfect copy of the same be prepared by a sub-committee to consist of the Lord Bishop of Quebec, the Rev. Dr Cook, the Rev. Dr Mathews and Dr Heneker, and placed in the hands of the Superintendent for transmission to the codification commission together with a report as to the nature of the principal suggestions for amendment so made.

“ And further, that the same sub-committee be, and is hereby empowered to watch the proceedings in Parliament in relation to Education, —to request, if necessary, the Superintendent to arrange for a conference between the sub-committee as above and the Roman Catholic committee, and generally to take such action as may secure the passage, if possible, of the amendments now proposed.”

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

“ That with reference to secs. 5, 6, 7, 8 and 9, of Chap. XVI, 32 Vic., representation be made to the Government on behalf of this committee, that these clauses have been omitted from the original draft of the codified Educational Law, and that, while the Committee does not insist on their retention in their present form, it would call attention to the fact that they refer to privileges granted to the Protestant minority at the time of Confederation.”

The Committee agreed that the Chairman of the Committee and the Rev. Dr Mathews be requested to act as a sub-committee to prepare business for the meetings of the Committee and to revise the minutes for publication.

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

“ That Dr Heneker, the Rev. Dr Cornish, Canon Norman and the mover, be a sub-committee to consider, and report on the possibility of holding the annual examinations of the Academies and Model Schools locally and simultaneously, and of separating them from the Inspection; also to arrange, if possible, for combining these examinations with the School Examinations of the Universities.”

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

“ That the thanks of this Committee be tendered to the sub-committee on School-Law, and especially to the Convener, Dr Heneker, for the great care and time they have expended in the preparation of the valuable report now adopted.”

Summary of semi-annual Financial Statement of the McGill Normal School, July to December 1885.

The McGill Normal School in account with the Superintendent of Public Instruction.

RECEIPTS.

To balance in hand.....	\$ 160.17
“ Special Savings Account.....	481.38
“ Amount of Cheques from Normal School Grant.....	7080.43
“ Amount of Normal School Fees.....	1204.22
	<hr/>
	\$8926.20

EXPENDITURE.

By N. S. Salaries.....	\$4604.45
“ N. S. Ass. T. Salaries.....	1089.60
“ Books and Stationery.....	579.95
“ Light and Fuel.....	539.65
“ Water Rates.....	95.00
“ Contingencies.....	96.92
“ Printing and Advertising.....	78.25
“ Repairs.....	406.32
“ Bursaries.....	280.00
“ Miscellaneous.....	62.99
“ Paid balance of N. S. Fees.....	322.27
“ Special Saving Bank balance.....	481.38
“ Balance M. S. Fees.....	63.65
“ “ “ “	225.77
	<hr/>
	\$8926.20

It was agreed that a report of the proceedings of the Committee for the past year, together with a Financial Statement of the receipts and disbursements for the same period be prepared, by the Secretary for transmission to the Superintendent of Public Instruction, and that the sub-committee of Revision be authorized to receive and adopt this report on behalf of this committee. It was resolved that the Inspectors be required to forward to the Secretary of the committee, previous to the 15th of May next, the report of their examinations.

On motion, the committee adjourned to meet on Wednesday the 27th May, or sooner, if necessary on the call of the chairman.

Read and confirmed.

GEORGE WEIR,
Secretary.

TEACHING COMPOSITION.

(Continued from page 40.)

IV.—THE WRITING OF A COMPOSITION.

We shall now speak of teaching a pupil to write a composition. The previous exercises have been designed for beginners, and are mainly imitative in that character; older pupils should depend more upon themselves, and be required to construct formal compositions. We shall speak of the subject under three heads: first, the Principles to guide a teacher in the instruction; second, the Method of Writing a Composition; and third, some General Suggestions on the subject.

I. PRINCIPLES OF COMPOSITION WRITING.—In teaching pupils to write a composition, the following principles should be borne prominently in mind:

1. *Composition is to be regarded as the expression of what a child actually knows.* The importance of this principle is enhanced by the fact that it has been very generally ignored by teachers. Many pupils go to work at their compositions as if they were expected to tell what they do not know. The exercise is not a spontaneous production of what they think, but a reaching out and striving after that which they have never thought. This will account, to a large extent, for the general distaste for com-

position writing, and the frequent deception in respect to their authorship. Teachers, in assigning subjects, seem to have been oblivious of this principle, often giving subjects that are entirely beyond the reach of the pupil's experience and range of thought.

2. *Pupils should begin with oral compositions.* They should be required to talk about subjects before writing about them. We should begin by having pupils *talk compositions* before they *write compositions*. Subjects can be assigned the same as for a written composition, time being given for preparation or not, as the teacher may prefer. Many of our eminent editors and literary men talk their literary productions, and have them copied by an amanuensis.

3. *Pupils should be led to see that writing a composition is writing their talk.* This is the key to composition writing with young pupils. This principle clearly understood, would be like a revelation to many a pupil; it would open up the way and remove the difficulties that so often seem to rise up mountain high before them. Many persons who talk well seem to grow dumb when they take a pen in hand; what they need to learn is to write their talk.

4. *Do not be too critical at first.* Severe criticism tends to discourage the pupil, and create a distaste for the subject. There is no exercise in which criticism wounds so deeply or discourages so soon as that of composition writing. Pupils need encouragement as well as direction. We should commend that which is worthy of praise; and, in a kindly manner, point out the mistakes and suggest where improvements can be made.

5. *Make the subject interesting.* Cultivate a love for the expression of thought. Be an inspiration to pupils by writing for them and with them. Start a little newspaper in the school, and have them contribute to its columns. Make them feel that composition writing is a delightful task; the most delightful exercise in the school. They will thus long for "composition day," instead of regarding it with dread or indifference. Remembering these principles, the teacher's way in teaching composition will be much smoother than it has been, and the results will be much more satisfactory. Indeed, the teacher who catches the spirit of these principles, and applies them properly, can make the pathway all bright and fragrant with blossoms of interest, both for himself and for his pupils. Some of the author's pleas-

antest recollections of school life are associated with his classes in composition.

II. WRITING A COMPOSITION.—In the writing of a composition, there are four things which call for special attention: 1. *The Subject*; 2. *The Matter*; 3. *The Analysis*, 4. *The Amplification*.

Each of these is modified by the kind of composition to be written. The principal kinds of composition are as follows: 1. Description; 2. Narratives; 3. Essays; 4. "Discourses; 5. Fictions; 6. Poems. The first and second of these consist mainly of a description of facts. The Essay is a presentation of thought or opinion upon some subject: in a large sense it may include Editorials, Reviews, and Treatises. Discourses are productions designed to be read or delivered: they include Lectures, Sermons, Addresses, and Orations. Discourses usually contain both thought and description.

The Subject.—The subject of a composition is one of the most important parts of the production. To select or invent a good subject often requires more thought and talent than to write the composition. The merit of a literary production often depends very largely on the selection of a happy and suggestive topic.

It is usually best for the teacher to assign the subject to the pupil. He can better adapt it to the taste and capacity of the pupil than the pupil can himself. Besides, the pupil may not only select an inappropriate subject, but will often spend more time in making the selection than in writing upon it. It also secures more variety in subjects for the teacher to select them, and thus gives a wider culture in writing. It also removes, to a great extent, the temptation to plagiarize, as the pupils cannot so readily find access to an article on a given topic. At times, however, pupils should be required to select and invent topics for themselves, as it is an excellent exercise for their ingenuity, and tends to cultivate independence and self-reliance of thought. Pupils who have always depended on the teacher for subjects, become very helpless when placed in circumstances where they must make their own selection.

In assigning the subject, the teacher should be careful to adapt it to the pupil. Do not give abstract or lofty subjects about which the pupils have no ideas or knowledge. What, for instance, does a little child know about *Contentment*, or *Immortality*, or *Government*, or *The Sublimity of Thought*, etc.? Let the subject

be one that appeals to the pupil's experience. With young pupils, subjects like *going to school, swimming, fishing, skating, coasting, etc.*, would be appropriate; older pupils should write on subjects requiring more maturity of thought and experience. In all cases, let the subject be interesting to the writer, if possible, and one upon which he may express what he believes.

Subjects should be so varied as to give practice in various styles of composition. Pupils should be required to write descriptions of objects, places, persons, natural scenery, etc.; they should be required to relate incidents of their observation or experience; to write little fictions, allegories, orations, dialogues, etc.; and, with many pupils, an exercise in writing poetry will also be of real value.

The subject must also be determined by the kind of composition to be written. If the composition is designed for a public audience, it should be of popular interest and suited to the intelligence of the audience.

The subject should possess unity, and be clear and fresh. The statement of it should be simple, not too figurative, but happy in expression, and, if possible, striking. The manner of stating a subject often gives popularity to a production. A book frequently owes a large share of its popularity to its title. The title, *That Husband of Mine*, sold many more copies than the story itself merited, and became a model for the naming of a score of other works.

MATERIAL.—When the subject is selected the first thing is to acquire the *material* for the production. There must be something to say before we attempt to say anything. We cannot draw water from a dry well. This getting the material is called *Invention*; and it is the most difficult part of the process of composing. It is not easy to show how it can be done. Some hold that it is not a thing to be taught, that "it is a part of one's native endowment," an original talent and not a power to be acquired. A few suggestions can be made, however, which are thought to be valuable.

The material of a composition consists of facts and thoughts. Facts embrace such things as have been observed by the writer or by others. The thoughts embrace opinions, sentiments, figures of rhetoric, etc. This material may be obtained from at least five different sources, Observation, Conversation, Reading,

Imagination, and Reflection. These are treated quite fully under Preparation for Composition Writing, and need not be discussed here. They are more or less prominent in supplying the material, according to the character of the subject upon which one is writing.

Observation.—If the subject is descriptive or narrative, a writer should draw first from his own observation. That which is stamped with a writer's personality, is far more interesting than what he gives at second hand. Some one happily remarks, "Do not go to Homer for a sunrise when you can see one every morning." In the second place, the writer should draw from the experience of others, which may be done by conversation or by reading. Much can be picked up in conversation that will be fresh and interesting. In the use of books, select only those things that are most attractive, and endeavor to express these facts in your own language. When the material derived from these several sources is abundant, make use of that which seems to possess the most novelty.

Try to throw the light of fancy around this material. The plain fact is not of so much interest as when it is made to glow with the touch of imagination. Let the fact awaken an image in the mind, if possible; draw from it a simile or a metaphor; endue it with the life of a personification, etc. Many writers, like Scott and Dickens, weave the most beautiful fancies into their statements of facts and cast a charm over the descriptions of the most familiar objects.

If the subject is reflective in its character, the material will consist principally of thoughts and opinions. These thoughts and opinions are attained by thinking, by reading, and by conversation. First, a writer should try to think out all he can for himself. The great question is, how shall he evolve or create thoughts by thinking? A few suggestions will be given.

Reflection.—First, we should put ourselves in a reflective mood; we should fix the mind on the subject and think about it. Newton said he made his great discoveries by thinking about them. We should surround the subject with questions. Asking questions is the door to all great discoveries in science or inventions in art. We should try to answer our own questions. This will give activity to our thoughts, and afford us something to say on the subject. Thus, if the subject were, "The Stars," we may

inquire,—What are stars? Whence do they come? Why do they shine at night? Why do they twinkle? With what have they been compared? etc. The answering of these questions will give a large amount of material for a composition on "The Stars."

Many subjects should be developed around some leading thought, and we should endeavor to find this leading thought, which gives unity to the treatment. The leading thought of a discourse is the germ from which it is developed. It is the living principle from which it grows; the parent idea which becomes the source of life to a discourse, and without which the words will be but a dead letter. When the germ-thought appears in the mind, let the understanding brood over it, and it will develop into a living organism of thought and expression. This leading thought once in the mind, will give rise to many other thoughts connected with it, and which grow out of it as the branches shoot forth from the main stem of a tree. If this general conception does not occur at first, fix the mind on the ideas that do occur, compare them and see what principal thought they suggest or lead to, and thus reach the germinal principle of the composition, going from the parts to the whole.

It is proper also to think out some figures of rhetoric, some comparisons, similes, or metaphors to be used in the amplification of the material. Many such thoughts will occur to us in writing, and they are usually most appropriate when thus suggested; but some of our best writers mark down their happy thoughts to be worked into their productions as they are needed.

Reading.—The writer may also read books written upon or touching upon the subject. Some of these ideas may be taken and used as presented, by giving credit to their author. Many of the thoughts can be worked up into new forms, so that they will be, in a certain sense, one's own property. Such an exercise will be of great value to a young writer, in teaching him how to think. In reading, however, one should digest and assimilate what he reads, so that it will appear with the stamp of his own mind upon it. It will then become his own property and can be used at his will.

Another suggestion in obtaining the material by reading, is to read authors who have written on the subject or a kindred one, and mark down the ideas which their thoughts suggest to the

mind. Many authors are very suggestive of ideas. They seem to deal in seed-thoughts which fall into the mind and produce other thoughts in abundance. As we read, an idea seems to spring in the mind by a sudden illumination, as the spark darts from the flint when struck by the steel. Thus Emerson and Carlyle can be most profitably read with a pencil in the hand, marking down the ideas which spring up in the mind as the eye passes over the printed page.

The facts of biography, history, etc., should be rallied around the leading ideas to support or prove the position taken. These facts may be culled out from the store-house of memory, or we may go to books and gather the material needed for illustration or proof. It is well for the student to have a "commonplace book," and mark down such incidents and historic statements as he thinks may be of use to him in writing.

Collect Material.—This material should be written down on paper, as it presents itself to the mind. It is well to have a blank book and jot down the thoughts as they may occur to us, without respect to any particular order. This can be done at odd times as the thoughts present themselves, so that when the time comes to write composition, there will be a fund of material to make use of.

The Analysis.—The material having been acquired, the pupil should examine it, see what is most interesting or most pertinent to the subject, bring together those parts that are similar, and make a complete outline of the method and order of treatment. This is called forming the plan, or the *Analysis*; and is an important part of the composition. As a rule, it should never be omitted; the pupil should always have some general idea, of the composition before he begins to write. In a kind of fancy writing, we may give free rein to thought and imagination, and allow them to play with the ideas that may chance to present themselves. The light and gossipy essays of Addison and Lamb could never have been written from an outline, though even in many of these there is a leading idea that gave shape to the production. It is an excellent exercise for the pupil to take different subjects and merely prepare outlines of their treatment.

In forming the analysis, the composer should have in his mind an idea of what he wants to present. If the object is description, he should see clearly the order in which the facts should be stated

to secure the interest of the narrative. If the production is reflective, he should know what he desires to prove or to impress, and arrange the points in such a way as best to secure this object.

Care should be taken that there be no abrupt breaks between the parts, but that one part flows naturally out of and into another. It will be well sometimes to try different arrangements, and see which seems best. A writer will often change the whole plan of his essay while he is writing it out, as a general changes his plan of attack on the field of battle; but this is always inconvenient and hazardous. A very great deal of good judgment may be shown in the analysis of subjects, and the success of a lecture or address is often largely due to the arrangement of its parts.

(To be continued.)

DEPARTMENT OF PUBLIC INSTRUCTION.

Report to the Hon. Gédéon Ouimet, LL.D., Superintendent of Public Instruction, from the Protestant Committee of the Council of Public Instruction of their proceedings for the year ending 30th June, 1885.

AT THE MEETING OF THE 24TH SEPTEMBER, 1884.

Intimation from the Department that the Hon. L. R. Church, and the Rev. Dr. Mathews had been appointed members of the Council of Public Instruction.

The Rev. Robert Ker recommended to be appointed a member of the Board of Examiners, Québec.

Annual appointment of Marriage License Fees, and Superior Education Grant to Universities, Academies and Model Schools.

The Committee fixed a minimum of two hundred dollars for Academies doing the full work of such Institutions, further sums being for special efficiency.

The Committee decided that in Academies and Model Schools (being also Elementary Schools) there must be two teachers to entitle to a grant from the Superior Education Fund.

A Sub-Committee was appointed to press on the Government the claim to a grant for inspection of Academies, to represent the unfairness of deducting percentages for deaf mutes, &c., and the necessity of permanent provision for contingencies.

An application from the Corporation of the McGill Normal School to have said School closed on the last day of May, to allow the professors to take part in teachers' institutes, &c., was granted.

A motion submitted by Dr. Hemming in regard to assimilation of School Law in this Province to that in Manitoba, religious instruction in Schools, and preventing the enforced taxation of Protestants for Roman Catholic Schools and vice versa, was referred to Sub-Committee on School Law.

AT THE MEETING OF THE 26TH NOVEMBER, 1884.

Intimation from the Department that The Venerable Archdeacon Lindsay, M.A., Waterloo, and George Lyman Masten, Esq., Coaticook, had been appointed members of the Council of Public Instruction.

A deputation from the Provincial Association of Protestant Teachers was heard on certain educational matters.

The Rev. Professor Cornish, LL.D., and the Rev. Canon Norman, D.C.L., were elected associate members of the Protestant Committee.

Reports were submitted by the Sub-Committees.

(1.) On School Law, detailing the questions referred to the same, the classification of the subjects covered by the various Educational Acts.

(2.) On financial matters, the expense of publishing the Educational Record, and of the inspection of Academies, &c.

(3.) On Central Board of Examiners, and Teachers' diplomas.

(4.) On claims to be presented to Government for expenses of Committee, inspection of Academies, &c.

(5.) On the powers of the Protestant Committee.

The Committee passed a resolution authorizing Mr. Rexford and Principal Robins to make arrangements for the intended Teachers' Institutes, &c.

The Committee recommended the appointment of a clerk for the Department under the English Secretary.

A Sub-Committee was appointed to confer with the Universities of the McGill College and of Bishop's College on regulations recommended by Sub-Committee on School Law, as regards the privilege of entering on the study of the professions, if necessary, to confer with the Government and the various professional bodies.

It was agreed that the inspection of Academies and Model Schools should take place in March, and that Mr. Inspector McGregor, Huntingdon, be requested to act as Dr. Weir's Substitute, in case he should not be able to do the work. The Rev. Mr. Allnatt was re-appointed an inspector of Academies and Model Schools.

AT THE MEETING OF THE 25TH FEBRUARY, 1885

A report was read by Mr. Rexford on Teachers' Institutes.

The Committee agreed to recommend a grant of one hundred dollars to a Model School at New Carlisle, Bonaventure, and an equal sum to a Model School at Gaspé Basin, Gaspé, provided Teachers with Model School diplomas from the McGill Normal School are employed, and efficient schools maintained.

An interim report of Sub-Committee on School Law was submitted and adopted, and a Sub-Committee was appointed to wait on the Government in regard to revised statutes on education.

Minutes of conféré of Universities of McGill College and of Bishop's College on entering on study of professions being read, the Superintendent was requested to secure the appointment of a Sub-Committee of the Roman Catholic Committee as to the best way of inducing professional bodies to allow graduates of Universities to enter on the study of professions without preliminary examinations.

The report on boards of examiners of teachers was received and ordered to be printed for members of Committee to be taken up at next meeting.

Regulations in regard to Academy diplomas were received and adopted.

Mr. George W. Parmelee was recommended for appointment as Head Master of the Boys' Model School of the McGill Normal School.

The Committee, on the recommendation of the deputation from the Provincial Association of Protestant Teachers, urged that an annual grant be made to provide specimens of school apparatus and school appliances for teachers' conventions and teachers' institutes in the Province.

The Chairman reported from Sub-Committee to wait on the Government in regard to the revised statutes, the Committee's financial needs, the stoppages from the Superior Education Fund for deaf mutes, &c., stoppages in aid of Pension Fund,

AT MEETING OF THE 27TH MAY, 1885.

Miss Green was recommended to be appointed instructress in drawing in the McGill Normal School.

The Rev. Francis J. B. Allnatt, B.D., and the Rev. Joseph Allard, were recommended for appointment as members of the Board of Examiners, Quebec.

W. H. Hicks, Esq., Emeritus Principal of the McGill Normal School, and H. A. Howe, Rector of the High School, Montreal, were recommended to receive Academy diplomas.

Daniel Allen, Esq., of Waterloo, was recommended for appointment as a member of the Board of Examiners for the District of Bedford.

A Protestant Board of Examiners was recommended for the County of Ottawa to meet at Aylmer. Alfred Driscoll, Esq., the Rev. Thomas E. Cunningham, B.A., John Aylmer, Esq., Theodore Arnold Heward, Esq., and John McDougall, Esq., all of Aylmer, were recommended for appointment as members of the Protestant Board of Examiners to be established at Aylmer.

A resolution was passed declaring that religious teaching in public schools is not only authorized, but incumbent, but that no authority exists for denominational teaching.

A Sub-Committee was appointed to consider proposals of the McGill Normal School Committee in regard to the admission of those holding Academy diplomas from the Normal School to the second year in the Faculty of Arts of Universities or Colleges affiliated thereto.

A report was submitted by the Sub-Committee on School Law, recommending that essential points should be laid before counsel for opinion and advice.

The report of Sub-Committee on regulations for Protestant Boards of Examiners was carefully examined as far as the end of Elementary Schools, appendix A.

A list of text-books for the use of teachers was adopted.

J. W. QUEBEC,
Chairman.

STATEMENT OF INCOME AND EXPENDITURE OF THE CONTINGENT FUND OF THE
 PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION
 FOR THE YEAR ENDING 30TH JUNE, 1885.

DR.

To interest on account of marriage license fees.....	\$1,100 00
" Share of unexpended balance of Common School grant.....	300 00
" McGill Normal School unexpended balance.....	548 21
" Unexpended balance of Superior Education Fund.....	170 00
	\$2,118 22

CR.

By Secretary's incidental expenses.....	\$ 26 02
" " salary.....	1,000 00
" Inspection of Academies, &c.....	973 81
" Balance in Bank of Montreal.....	118 38
	\$2,118 22

EDITORIAL NOTES.

The Teachers' Convention.—The special meeting of the Provincial Association of Protestant Teachers, called for the 26th and 27th instant has, for its principal object, apparently, the consideration of the Pension Act of 1880. This is a most important question not only for the teachers, but also for the general educational interests of the Province and deserves the most careful consideration.

The late John Dudley Philbrick.—This eminent educator died on the second of February last, after a most brilliant career as a teacher and as superintendent of schools. Born in New Hampshire in 1818, he graduated at Dartmouth College in 1842 and entered at once upon his chosen work of teacher. In his educational career he manifested great powers as an organizer and was at length appointed superintendent of the Public Schools of Boston, a position which he held for twenty years. On the occasion of his death the New England and National Journal of Education issued a memorial number in which it devotes nine pages to tributes to the life and work Dr. Philbrick from the leading educationists of the United States,

Education for March is a remarkably rich and readable number. It has eighty-two pages of reading matter, well divided into philosophical, practical, biographical and other articles.

Its tribute to Dr. Philbrick, by Gilman H. Tucker, is tender and truthful. Dr. Hudson's character as a writer and a man is carefully analyzed. The editorial pages display vigor of thought and good rhetoric. The leading article is entitled *The School house in American Development*, by Rev. A. E. Winship; Dr. Lowrey discusses *The Philosophical Phase of a System of Education*; Miss Minna Caroline Smith contributes a bright article upon *The Ancient-Modern Language Controversy*; d'Alfonso's article on *The Problem of Woman's Education*, translated by Victoria Chamberlin, is completed; Prof. D. W. Hoyt, of Providence, discusses *The Relation of the High School to the Community*, in an article of unusual worth, while Caroline S. Morgan contributes the story entitled *A Literary Venture*. Short poems; *Notes and Comments*; *Foreign Notes*; *The Teacher Among Books*, and *Among the Books*, complete a wide range of carefully prepared matter.

This excellent monthly magazine has already a high reputation, but the new management is improving the quality and giving greater variety. We commend it to all who are connected with or interested in educational matters. Edited and published by William A. Mowry, No. 3 Somerset Street, Boston, \$3 00 a year.

LOCAL ITEMS.

The University of Bishop's College has recently received a bequest of sixteen thousand dollars from two ladies of Quebec.

Stanstead Wesleyan College is wisely directing the generosity of its friends as will be seen from the following paragraph:—
 "A wealthy and liberal-minded gentleman of Stanstead has expressed his interest in the Stanstead Wesleyan College, and in superior education, by several very valuable donations. First, he has given a sum of money to pay tuition fees for new students at the college till the end of this academic year. Next, he has donated one thousand dollars in good interest-bearing railway stock to the same institution, for establishing scholarships available to students recommended by the various Boards of School Commissioners within the bounds of Stanstead township and accepted by the Principal and Executive Committee of the College, as far as such income will pay the same. This will be a great perpetual advantage for many deserving youth of both

sexes desiring education. What is wanted is a number of other scholarships extended in their provisions to students coming from any part of the country. And lastly, this same gentleman offers to become one of five to give one thousand dollars more to establish scholarships in the same college for the children of clergymen of any denomination. Surely there will be found four gentlemen ready to pay two hundred dollars each for so worthy an object. No class of persons in the country needs such aid more than they and none are more likely to appreciate it."

The Honorable Gédéon Ouimet, Superintendent of Public Instruction, completed the tenth year of his service as Superintendent on the first of February and the employees of the department, in honor of the occasion, presented the Superintendent with an address and a gold headed cane with a suitable inscription.

Quebec Teachers' Association held a social meeting on Friday evening the 26th February. The programme consisted of short addresses, a short paper, a model lesson, music, readings and refreshments; and a very enjoyable evening was spent. On Friday evening the 12th instant the chairman of the Protestant Board of School Commissioners of Quebec, Mr. William Hossack, entertained the teaching staff of the Protestant Board at his residence. The teachers met with a warm reception from Mr. and Mrs. Hossack and appreciated very highly the hospitality thus extended to them.

The late Félix E. Juneau, school inspector, died the 18th February last. He was Roman Catholic Inspector for the city of Quebec and for a portion of the counties of Quebec and Portneuf, a position which he had held since 1859. Inspector Hubbard, of Sherbrooke, who was appointed in the same year, is now the senior inspector in the province.

Teachers' Association in connection with McGill Normal School. The second regular meeting of the Association, was held Friday Jan. 15th in the hall of the McGill Normal School, at 8 p. m., the President, Mr. Arthy in the chair. The Secretary read a letter from the Revd. E. I. Rexford, accepting the invitation of the Association, to read a paper at its February meeting. The election of Miss Carrie Derick, as a member, closed the routine business. The programme for the evening was as follows: a piano solo, given by Miss Young, the President's address, a very able one, on "Manual Education, and Moral Culture," Miss Taylor's reading, "A Teachers' Dream." Miss Swallow read a very good paper on Mental Arithmetic, after which Miss Peebles sang "The Gates of the West." Miss Derick having presented some excellent patches, the meeting then adjourned.

The ordinary meeting of this Association was held Friday, Feb. 19th at 8 p.m. in McGill Normal School. Dr. Robins, in the chair. There was a large attendance of members and friends.

The Revd. Mr. King opened the proceedings with prayer. The Rev. F. I. Rexford read an excellent paper, entitled "Teachers' Reading Circles," in which he gave the history of the movement, and showed the great benefit to be derived from it. A piano duett was given by Miss Pullan and Miss Swazey, and Mrs. A. A. Murphy sang "The Children's Hour." The discussion on the "Pension Act" was then opened by Dr. Kelley, in the course of which, some important information was given by Mr. Rexford. Owing to the lateness of the hour, however, the association decided that the subject should be further discussed at a special meeting.

Mr. M A Murphy's recitation "Bullum versus Boatum," and Dr Bazin's song, "The Three Fishers" were well received.

Mr. Chambers moved, seconded by Mr. Rowell, "That a vote of thanks be tendered to those ladies and gentlemen who had taken part in the programme and especially to the Revd. E. I. Rexford, for his kindness in coming such a distance to deliver his able paper, and also that the paper be published in the EDUCATIONAL RECORD. Carried.

CORRESPONDENCE.

AVERAGE DAILY ATTENDANCE.

For the EDUCATIONAL RECORD:—

As there seems to be a misapprehension on the part of some teachers, in regard to the proper method of computing the *Average Daily Attendance* required in the half yearly abstracts, I would suggest the following direction:—

Find the sum of the whole number of days' attendance of all the period to be reported, and divide that sum by the number of days the school was in operation during the same period. For example, suppose the "First Half Yearly Abstract" to include 84 days of school; and that the sum of the whole number of days attendance of all the pupils is found to be 2100, it is evident that the *average* is 25.

It may not be amiss to call the attention of teachers to the fact, which some may not understand, that in filling out the "Second Half Yearly Abstract," the *whole year* is to be included,—even in cases where the first part may have been under another teacher, and in case two *Registers* have been issued, owing to accident or any irregularity, the teacher will require both *Registers* in filling out the second abstract.

Secretary-Treasurers should also understand that all schools kept for any part of the year, even if reported in full in the January return, must also be reported in the July return. Thus, for example, if a district has had five months' school, so kept as to be all given in the January report,—it must also be given with all required particulars, in the July report. In such cases, at least, where it is known that there will be no more school in that district, the teacher should be instructed to fill out both blanks, at the close of the school.

H. HUBBARD, M.A.,
School Inspector.

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

The Editor of the EDUCATIONAL RECORD :

The special meeting of this Association for the consideration of the Pension Act and other business, will be held in the Normal School, Montreal, on Friday and Saturday, the 26th and 27th of March. The first session will open at 2 p. m., and all business will be finished by noon of Saturday. Members requiring railway certificates, or desirous of obtaining private hospitality, must apply at once to the Secretary.

In order to make this discussion on the Pension Act as pointed and practical as possible, the following questions have been suggested for the previous consideration of Teachers, and should any one be unable to be present, it is desired that answers be forwarded to the Secy., before the meeting of the Convention.

FRED. W. KELLEY, *Secy.*

High School, Montreal, 8th March 1886.

The Pension Act, 43-44 Victoria, Cap. 22.

1. Is a Pension Act desirable?
2. Do you prefer that amendments be made to the present act so as to make it workable, or, that the act be abolished?
3. In regard to Sect. 2 and 3, (a) Is the age of retirement too low?
(b) Is there sufficient provision against the possibility of retirement before it is absolutely necessary?
(c) Is the pension excessive in amount, and if so would you suggest $\frac{1}{6}$ instead of $\frac{1}{4}$ for each year of service?

4. Are the advantages of old Teachers excessive? If so, would you refuse them the benefits of this act; or would you exact a larger ratio of stoppage? In the latter case, would you prefer the suggestion of the Roman Catholic Teachers that 6 per cent. instead of 2 be enacted, or, the payment of reasonable compound interest on back stoppages?

5. Do you consider the general liability of teachers should be unlimited as under the Act (Sect 12)? One proposal has been that 4 per cent. be the maximum and that the pension be lessened pro rata; another, that for every 1 per cent. of increase on stoppage above 2 per cent., 10 per cent. should be withheld from the pension; which do you prefer?

6. What certificate of ill-health ought to be accepted?

7. What provision should be made for auditing and publishing the accounts?

8. With whom should this final decision of disputed points lie?

Do you consider the present act unjust to ladies; if so, what amendments would you suggest? Would you give the same advantages to the orphan children of a deceased lady teacher as to the fatherless children of a deceased gentleman teacher? In view of the superior advantages which it is said, the Act offers to male teachers, would you permit ladies to retire from the profession at an earlier age than gentlemen, say at 50 instead of 58?

10. Ought the half pension (Sect. 8) be paid to families until the youngest child is 18 years of age; or, do you think 16 years, or 14 years would be sufficient?

11. Is it desirable that certificates should be given in order to qualify retroactively for obtaining pensions?

12. Do you desire to suggest any other points for consideration?

BOOK NOTICES.

Introduction to the Language and Verse of Homer. By Professor T. D. Seymour of Yale College, 94 pp. By mail 50 and 65 cents, in paper and cloth. This is a practical book of reference designed primarily to accompany the forthcoming Homer in the COLLEGE SERIES OF GREEK AUTHORS, but just as well adapted to any other edition. It clears away many of the student's difficulties by explaining dialectic forms, metrical peculiarities, and difficult points in Homeric style and syntax, with carefully chosen examples. Ginn & Company.

Euripides' Bacchantes. Based on the edition of Wecklein, edited by I. T. Beckwith, Ph. D., Professor of Greek in Trinity College. Introduction prices: pa., .80; clo., \$1.10. The purpose of this book is to make more accessible a play which, though one of the most brilliant pieces of the Attic drama, has been little read in our colleges, because no edition has hitherto been published in this country. The Introduction and Notes aim to help the student understand the purport of the drama as a whole. Ginn & Company.

Greek Inflection. By B. F. Harding, A. M., Teacher of Greek at St. Paul's School, Concord, N. H. This work is designed for parallel use with the grammar, but has nothing whatever to do with Syntax. Special features; Every inflected Greek word is composed of two parts, Stem and Ending. This is shown by (1) A system of inflection, illustrating this principle, minutely and carefully distinguishing Endings (Personal or Case) from Terminations. This is based on (2) Greek philology as applied to the Case-endings and to certain selected forms of the Verb. (3) This book also contains classified lists of words for the drill of the classroom. Ginn & Co.

Plato, Apology and Crito. Professor L. Dyer, B. A., Harvard University, 204 pp., 95c. Ginn & Co.

Outlines of Psychology. By Hermann Lotze. Translation edited by George T. Ladd, Prof. of Philosophy, Yale College. This is the fourth vol. in the series of "Outlines" following the Metaphysic, Philosophy of Religion, and Practical Philosophy. The Outlines of Psychology treats of Simple Sensations, the course of Representative Ideas, of Attention and Inference, of Intuitions of objects as in Space, of the Apprehension of the External World by the Senses, of Errors of the Senses, of Feelings, and of bodily motions. Its second part is "theoretical," and discusses the nature, position and changeable states of the Soul, its relations to time, and the reciprocal action of Soul and Body. It closes with a chapter on the "Kingdom of Souls." Lotze is peculiarly rich and suggestive in the discussion of Psychology. Ginn & Co.

History of Pedagogy. By Gabriel Compayré, Professor in the Normal School of Fontenay-aux-Roses. Translated by W. H. Payne, A. M., Professor of Science and Art of Teaching in the University of Michigan. D. C. Heath & Co., Boston. Of the three phases of educational study, the practical, theoretical and historical, the latter has received the least attention on this continent, among other reasons because there have hitherto been few good works published upon this branch of the subject. While numerous excellent works have been produced during the past few years upon the art of teaching and the science of education, the works upon the history of education have been few and incomplete. In this History of Pedagogy, however, the student will find all that he requires. The author follows the chronological order and studies in turn, the educators of antiquity, those of the Middle Ages, of the Renaissance and of Modern Times. He asks each in turn how he has solved for himself the various portions of the problems of education and thus shows the progress of education from humble beginnings to a complete and definite organization. This interesting and attractive volume of six hundred pages will be a favorite with those interested in the History of Educational methods.

Outlines of Mediæval and Modern History. By P. V. N. Myers, M.A., Belmont College, Ohio. Ginn & Co., Boston. This is an attractive volume of seven hundred and fifty pages, containing an excellent series of progressive historical maps. The author's aim is to give in simple outline the history of civilization since the fifth century, to throw it into a story that shall at every point hold the attention and sustain the interest of the reader. The author has adopted the topical arrangement and has produced a very interesting volume.

School Management. Amos M. Kellogg, E. L. Kellogg & Co., New York. This is the fifth edition of this compact little volume of one hundred and twenty-five pages. The author brings his large and varied experience to bear upon the perplexities that arise in the school room. It is especially intended to meet the needs of those young teachers who enter upon their work without any previous preparation and are obliged to face the difficulties of both teaching and governing without the slightest experience in either.

The Practical Teacher for 1884-85, edited by Francis W. Parker, forms a very interesting and valuable manual of teaching, containing as it does practical articles upon the Common Branches, Psychology and Pedagogy from the pen of Col. Parker. (E. L. Kellogg & Co.)

The Temperance Teachings of Science adapted to the use of Teachers and Pupils. By Prof. A. B. Palmer, University of Michigan. This is a very important addition to the literature upon the temperance question. It is well arranged, well written and forms an attractive volume, but the children will look in vain for the pictorial illustration found in similar books. D. C. Heath & Co., Boston.

Murray's Essential Lessons in English Composition, Analysis and Grammar. By J. E. Murray, 12mo, Cloth, pp. 226. Philadelphia: John F. Potter & Co. Price 75 cts. Prof. Murray's manner of teaching this important branch of learning, possesses enough novelty and originality to demand the attention of all educators. Composition, Analysis, and Grammar are taught together. This is now regarded by all successful teachers as the logical method of treating our own language. A marked feature in this book, to beginners, is that the pupil is taught to "learn to do by doing." But one difficulty is introduced at a time, and exhaustive exercises given. The system of diagram appears to be perfect; a glance is sufficient to show the construction, analogy and relation of the most complex sentence. The same house will soon publish *ADVANCED LESSONS IN ENGLISH COMPOSITION, ANALYSIS AND GRAMMAR.* By J. E. Murray. This is a companion volume to Murray's "Essential Lessons" and completes his language series in two books.

NOTICES FROM THE OFFICIAL GAZETTE.

- The Lieutenant-Governor has been pleased, by Order-in-Council, dated—
- 15th Oct., 1885, to appoint a Commission to prepare a provincial educational exhibit for the London Exhibition.
 - 15th Oct., 1885, to appoint members of Board of Examiners (Roman Catholic Section) for Montreal, Quebec, Rimouski, Charlevoix and Magdalen Islands.
 - 15th Oct., 1885, to change the limits of the municipalities of St. Ignace and Notre Dame des Anges de Stanbridge, Co. Missisquoi, (O. G., p. 1946.)
 - 21st Oct., 1885, to appoint School Commissioner for Paspebiac and trustees for New Carlisle, Co. Bonaventure, (See O. G., p. 1889.)
 - 15th Oct., 1885, to appoint School Commissioner for St. Lambert, Levis; St. Edmond, Rimouski; St. David, Yamaska (O. G., p. 1889.)
 - 15th Oct., 1885, to appoint three Roman Catholic Commissioners for City of Quebec, and two Commissioners for Sault-au-Mouton, Saguenay.
 - 16th Oct., 1885, to appoint three trustees for municipality of Beauport, Co. Quebec, (O. G., p. 1890.)
 - 15th Oct., 1885, to erect municipality of Sept Isles, Co. Saguenay, (O. G., p. 1898.)
 - 3rd Nov., 1885, to appoint a Commissioner for Sault-au-Recollect, Hochelaga; a Commissioner for Pointe-aux-Esquimaux, Saguenay; five Commissioners for Sept Isles, Saguenay; one Commissioner for

- Lawrenceville, Shefford; one Commissioner for St. Clement, Temiscouata, (O. G., p. 2026.)
- 3rd Nov., 1885, to dissolve the dissentient corporation of Laprairie, Co. Laprairie.
To erect townships of Woburn and Louise into municipality under name of Channay, (O. G., p. 2027.)
- 21st Nov., 1885, to appoint one Commissioner for St. Rosalie, Bagot; five Commissioners for Channay, Beauce; one Commissioner for Ste. Marguerite de Rexford, Terrebonne; two Commissioners for Chichester, Co. Pontiac, (O. G., p. 2157.)
- 23rd Nov., 1885, to adopt regulations for government of Education Commission (O. G., p. 2157.)
- 21st Nov., 1885, to change limits of municipalities of St. Marie Madeleine and St. Charles, Co. St. Hyacinthe, (O. G., p. 2158.)
- 21st Nov., 1885, to appoint member Protestant Board Examiners, Sherbrooke.
- 25th Nov., 1885, to appoint one Commissioner for municipality of Ste. Cecile de Masham, Co. Ottawa (O. G., p. 2162.)
- 3rd Dec., 1885, to appoint J. B. Demers, Montreal, School Inspector, instead of Z. O. H. Lamarche, deceased (O. G., p. 2201.)
- 3rd Dec., 1885, to erect the municipality of Notre Dame de la Garde, Co. Ottawa, (O. G., p. 2206.)
- 15th Dec., 1885, to appoint three trustees for Haldimand, Co. Ottawa, (O. G., p. 2260.)
- 15th Dec., 1885, to appoint five Commissioners for Notre Dame de la Garde, Co. Ottawa.
To appoint four Commissioners for municipality of Prévost, Co. Berthier, (O. G., p. 2317.)
- 22nd Dec., 1885, to appoint one trustee for St. Marie de Monnoir, Co. Rouville, (O. G., p. 2369.)
- 27th Jan., 1886, to appoint a Commission for municipality of Prévost, Co. Berthier, (O. G., p. 270.)
- 27th Jan., 1886, to change limits of St Hypolite, St. Marguerite, and St. Adèle, Co. Terrebonne, O. G., p. 271.)
- 27th Jan., 1886, to erect municipality of Lake St. Joseph, Co. Portneuf, (O. G., p. 271.)
- 27th Jan., 1886, to change limits of St. Malachie, Dorchester, (O. G., 272.)
- 6th Feb., 1886, to appoint one Commissioner for St. Damien of Buckland Co., Bellechasse, and one Commissioner for Ste. Marie de Madeleine, Co. St. Hyacinthe.
- 12th Feb. 1886, to appoint one Commissioner for Wexford, Co. Montcalm, (O. G., p. 414.)
To change limits of Belœil, Verchères, (O. G., p. 415.)