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THE HOLIDAY EXCURSION.

As the opening of the holiday season draws near, the teacher is often found wondering where the holiday is to be spent, or how the narrowest of ways and means may provide the most profitable holiday; and it seems to us a pity that the poor remuneration, which so many of our teachers receive, contracts the prospect of having the very best of times in a way the most profitable to the work which continues after the holidays are over. The clergyman who has not been across the Atlantic will soon be an exception among his brethren; and when our teachers observe how well provided these gentlemen generally are with the ways and means liberally bestowed upon them by their congregations, the longing cannot be kept out of their hearts at times to have some such provision made for them, in their eagerness to see the lands of which they have learned so much and about which they have to teach. Some of our teachers, even in the Province of Quebec, have, however, been able to overcome the difficulty of the ways and means, and have visited the countries of the old world, and those who have not been able to do so may not be unwilling to learn how a teacher may spend a month or so among the old cities of the continent of Europe, with the prospect that to see it all for themselves may come in good time. In the *School Journal* of last month Miss Rosina Hayt gave some useful hints, matured

by an experience gained during a trip to Europe, and Mr. L. Seeley has supplemented it with the following, connected with his visit of two months to Germany during his vacation : Many teachers, he says, are looking longingly across the Atlantic as a place to spend their summer vacation in. The time has come when it is almost as cheap to cross the Atlantic and visit the Old Country as to stay at home ; fully as cheap if one goes to any kind of fashionable summer resort. Very cheap rates can be had by several lines of ocean steamers if one is content to take two or three days longer on the passage. The complete rest which one is compelled to take on ship-board is the very best thing for a professional man, and it fits admirably for the hard work of travel and sight-seeing on the other side. Experience has taught me to avoid round-trip tickets unless you can decide before starting by what steamer you will return, and have the whole matter definitely settled. If the companies find that you have a return ticket, and have not your room located, they will be sure to locate you in an inferior room, if not refuse you a room altogether at the time you wish to sail. This is one of their most frequent, and at the same time aggravating dodges.

But about Germany. We will suppose that one lands at Antwerp, Rotterdam, Bremen, or Hamburg. If at either of the first two places, Brussels should be seen, requiring a couple of days. From there or from Hamburg or Bremen I would go to Cologne, preparatory to seeing the best part of the Rhine. It is not worth while to touch the Rhine at a point lower than Cologne as the most interesting scenery is above that city.

Every one should be provided with a Baedeker's Guide, which is the most satisfactory guide-book published. These can be purchased in New York before starting, at least one covering the first country to be visited, so that one can make a study of it while crossing the ocean. They can be bought in every European city in English, French, or German and are most valuable books, not unworthy of a place in your library after your return. They discuss the language, history, money, public conveyances, routes, hotels, etc., in short everything that a traveler wants to know. I have always found Baedeker thoroughly reliable.

There are two ways of managing with reference to tickets ; one is to go to some agent like Thomas Cook & Sons and buy a round trip ticket covering the points desired. This saves some trouble and a little expense. I prefer to buy from station to station, as it allows of change of plan and is more independent.

After seeing Cologne, take the steamer for Coblenz, a sail of about eight hours. I do not think it profitable to make the trip longer than that at once. One can become satiated with the grandest scenery in the world so that it will seem only common-place. At Coblenz a night can be spent, the old town visited, and a trip made to Ehrenbreitstein, just across the river. The next day take the steamer to Mainz (Mayence) stopping over a boat to visit the Niederwald monument, the proudest in Germany.

From Mainz cross to Frankfurt-on-the-Main, spending two or three days. From here the route to Berlin lies through a most beautiful country, skirting the Thuringian forests passing through Eisenach, Erfurt, Weimar, and other Luther cities. A few hours should be taken at Eisenach to visit the Wartburg, and a day at Weimar, "The Athens of Germany," to visit the spots made almost sacred by Goethe, Schiller, Herder, and Wieland.

Arriving at Berlin, as some little time will be spent there, the question of hotel becomes important. I find Baedeker thoroughly reliable in his account of hotels. Select the kind you can afford to take, being careful not to take too cheap a one; that never pays. Make all arrangements explicitly before settling down and then take possession. There is plenty to see in Berlin, such as the National Art Gallery, the Thiergarten, the castles, the university, the exposition park, and many other places, for which I again refer the reader to Baedeker.

From Berlin I would go to Dresden, where a week could be profitably spent. An hour every day should be given to the all-absorbing, entranced study of Raphael's matchless Sistine Madonna. No one wants to see it once and then leave it forever; but the footsteps will lead to that room where throngs gather day by day to study this marvelous picture, while no voice above a whisper or low undertone is ever heard in that room. My experience is that two or three hours at a time are all that one can profitably spend in a picture gallery; and so on the same principle that I advised only a few hours at a time on a Rhine steamer, I advise but a few hours a day in a gallery. There is plenty to see in every town which will divert and at the same time attract.

From Dresden the trip could be extended to Nuremburg, a city of quaint architecture, having a fine old city well, and many other things interesting to Americans. From here one can go to Switzerland, or Munich, or to Paris, as inclination may suggest.

In regard to expense, an average of about three dollars a day will suffice for all living and traveling expenses, if one is economical. Of course, there ought to be a margin allowed for the purchase of pictures, curiosities, clothing, books, etc. No one can indicate to another how extensive this shall be. The taste and purse of the individual must decide that. I would advise every one after visiting a place to buy a few photographs of a uniform size; unmounted, to avoid bulk and duty, as a remembrance of the place. These should be labeled and mounted upon returning home, thus furnishing a means of entertainment to one's friends, as well as being a reminder of the pleasures of the trip in the years to come. I ought to say a word about fees, which, unfortunately, we Americans are coming to understand all too well in our own country. They are a part of the European system to which one must submit, however distasteful. There is no use of trying to reform Europe in a two months' vacation, and much annoyance will be spared by graciously submitting. Many of the servants about hotels depend upon fees for their living, getting no pay from any other source. The question is how to give fees and neither rob those who have attended to your wants nor yourself. A pretty fair rule is to divide, upon leaving, an amount equal to about one-tenth of your hotel bill among those who have served you. You are sure of an audience to "see you off," and it is well to be prepared with change.

A word to teachers who may want to *study the German school system*. My advice is, do not attempt it. It is too big an undertaking for a vacation. But if you should visit a few schools, I beg of you not to write to educational journals masterly efforts describing, praising, or criticising the German school system. Such an attempt would be ridiculous and would do harm to the cause of education, because it would not be true.

THE TRAINING OF TEACHERS.

In these days, when the Province of Quebec, through Montreal, is assuming a prominent place among the other provinces of the Dominion in educational progress, and when our citizens are beginning to investigate for themselves the internal economy of our educational system, the time is near at hand for us to enquire whether we are taking the right way to supply our schools with trained teachers. It is to be regretted that whenever this question has come up for discussion that some means or other should have been taken to set the main

question in the background, on the plea that some reputation or other was being impugned by such discussion, or the policy of some committee or other was being treated disloyally. In a current number of the *Christian Union* the following has appeared from the pen of Professor Hervey, which is well worthy perusal by the members of the Protestant Committee, in presence of the recommendation of their sub-committee on Elementary Education, "Fifty years ago," as he says, "the training of the teachers in this country was in much the same condition as it had been when the office of the teacher first became differentiated from that of parson, two hundred years before. There was nothing of the kind attempted or thought of. Teachers had only to be born; there was no thought that they must also be made. The idea that teachers must be trained has been of slow growth. And while the charge brought by Horace Mann against parents of his day, that they would "suffer their children to go to school through a whole winter without asking whether they were fed either intellectually or morally with anything better than the east wind," cannot be urged in these days in precisely the same form, it may still be urged against those parents who regard the scanty fare as sufficient for the professional training of their children's teachers. It is extremely interesting, and a trifle discouraging, to note the fact that Horace Mann and Andrew S. Draper—two men whose distinguished services for the cause of public education won for them a national reputation, both lawyers, and both holding the chief post of responsibility for public education in their respective states—not only found the same problems, but came to the same conclusion as to the shortest way to their solution.

"Without good teachers there cannot be good schools; and we have as little right to expect good teachers without adopting means to prepare them as we have to expect beautiful gardens and cultivated fields to spring up spontaneously in the wilderness," said Horace Mann in 1842. "We may continue to talk of innumerable things, but nothing can be of such supreme importance as the institution of efficient agencies for the promoting of the training of professional teachers," said Judge Draper forty-nine years later. Both statements are palpably true; each was in its time equally necessary. For to-day, of the four hundred thousand teachers in the United States, only a small proportion have received the slightest professional training; to-day, at least, one state east of Mississippi and north of Mason and Dixon's line has failed to provide, as a state, a

single agency for such training; and public opinion throughout the country, while often going so far as to demand that kindergarteners be trained, and that the youngest primary children have the best teachers, in the higher grades, still permits the callow college graduate to learn the art of teaching from the hapless classes that chance to come under his instruction in the years of his novitiate.

Within the past five years, however, the cause of the training of teachers has received an impetus. The same conditions that demanded schools of technology, increased the number and variety of the courses in the college curriculum, and introduced the elective system, have also demanded a similar broadening and reorganization of the curriculum of the common schools; they have demanded the introduction of music, gymnastics, manual training, objective and inductive methods into all grades, and of the elective principle into the high school, to the end that the common schools may be in closer touch with the conditions of modern life, and that it may no longer be true that eleven-twelfths of the pupils in the schools drop out before they have completed even the grammar school course.

In the presence of this demand the training of the teacher is not merely a thing desirable, it is a *sine qua non*; a teacher or a superintendent, untrained, will fail in dealing with such conditions just as a quack fails in treating a new disease. And so, from both sides—from individual necessity as well as from public policy—there has arisen an urgent demand for superior normal schools from the side of the teacher, for institutions to train superintendent and teachers for the public and private schools, and to equip faculties for the lower normal schools; from the side of the schools, for centres whose function it is to work out the solutions of the problems of organization and adjustment which single schools are too isolated and incomplete, and which public school systems are too unwieldy, to attempt to solve. It is evident that until this adjustment is accomplished the demand for trained teachers will exceed the supply, salaries will rise as requirements multiply, and men and women of higher abilities will seek the higher honours and rewards of the teaching profession.

VALUE OF PRACTISING SCHOOLS.

In presence, further, of the probable re-organizing of the Model Schools in connection with our Normal School, the words of Prof. Milne, indicate the function of such an attachment to

the Normal School. "A school for practice," he says, "is an essential part of an institution for the training of teachers. Teaching is both a science and an art. The science may be learned in any institution, but the art can only be acquired by practice, in the same manner in which all other arts are acquired. A man who is familiar with legal principles, may be ignorant or bungling in the practice of the law; a man who understands the science of mechanics, may be unable to make a machine. In every department of human activity, including teaching, the principles underlying the effort should be known, but the successful application of the principles can be attained only by the skill that is gained through practice. There are also many things that cannot be discovered or known without coming in contact with children. Their relations to each other in the school room and on the playground are a revelation to many, indeed to most, teachers. Consequently, in order to secure that kind of ability which is necessary for success in teaching, an opportunity must be afforded for meeting and mingling with children in their sports and in their classes, not as an observer, but as a teacher.

Again, almost all Normal Schools give to their graduates a license to teach. This license specifies that the holders of it have the scholarship, mental ability, moral character, knowledge of methods, and tact in managing, that are essential to success. A statement of that kind, given to a person before he has had an opportunity to display his own powers as a manager of children, or as an instructor of youth, is on its face a falsehood. Very few people are able to judge of the fitness of a person to engage in the work of teaching by looking at him. It requires intimate knowledge of his views of life and of his acquaintance with human nature, of his character as a man, of his skill as an instructor and of his tact as a disciplinarian, to enable the persons who certify to his ability to make a statement that is worthy of acceptance or credence. Such a statement cannot be made by any one intelligently or honestly, until he has seen the teacher at his work and studied his peculiarities of thought and of method.

It need not be thought that a school for practice is a place where young teachers are simply criticized for their faults; in fact, a school conducted in such a manner is a misrepresentation of a proper school of practice. It is rather a place where whatever is excellent in their character or their modes of management and methods of teaching, is commended, and where they are encouraged to strengthen themselves in every proper

way for doing the best work that they can do. The first act of a teacher who supervises the novices in their practice, should be an act of commendation, if it be possible. The beginner is to be encouraged both by illustration from model lessons and by gentle and wise counsel from his teachers, to supplement his deficiencies and overcome his defects. In this way only can the best possible results be secured. The student teacher is not restrained in anywise in the manifestation of proper individuality, but he is not permitted to experiment upon his pupils for the purpose of disclosing some new and original methods of presenting subjects, unless the teaching is in accordance with the known and acknowledged principles of the science of education. Neither is he restrained from doing something new, simply because it is his own. A school of practice becomes thus a place where teachers are trained for their work. When they have completed their course in such a school, they go into the public schools with some definite knowledge of how they are to proceed; they have methods of teaching, modes of administering and managing schools, they have principles on which to base their future work, and, best of all, they know their own weakness and strength as viewed by persons who have their interests at heart.

If the Normal Schools of the country have any right to existence, it must be because they are successful in preparing teachers for their work; and, right or wrong, the average man regards the ability to control or manage pupils as a chief element in success. If we are able to state that a teacher is successful, it must be from seeing him actually doing the work of teaching. The value of a teacher's work should be estimated from the use he makes of principles which he should employ, and his skill in controlling and directing pupils; consequently, no one should certify to excellence in these respects unless he has himself seen the teacher at his work. In view of these facts, it becomes evident that a school of practice which also affords an opportunity for the pupil-teacher to witness the best kinds of teaching, is an absolute necessity, if a certificate is given vouching for the proficiency and efficiency of the person holding it."

Editorial Notes and Comments.

Occasionally a complaint comes our way about the indifference of some parents to those means which alone can secure a steady progress from year to year in the education of their

children. A little while previous to the examination is a harassing time for the conscientious teacher under the easiest of circumstances, but when a week or a fortnight previous to the holding of the examination, he learns that this pupil is not likely to be present at the examination and that other pupil has been allowed to stay away from school for a very trivial reason, the irksomeness of the teacher's task becomes doubly trying. The conscientious teacher is always anxious to have his school stand well. The man who tosses his head about and exclaims "It's all one to me" is the man whose services a community is not likely to be anxious to retain. He may struggle on for a few years, laying the blame of defects upon the master who preceded him for the first examination or so, then perhaps upon the incongruity of the examination papers, until at last, for lack of a reasonable excuse, he comes down upon the pupils themselves, denouncing them as a set of the most indolent pupils he ever had to deal with, and further declaiming against parents for having such children. With such men it would be worse than useless to sympathize. But with the conscientious painstaking teacher it is different. His anxious labouring in the interests of the rising generation deserves encouragement, and the parents should see that every means that they can devise—every influence they may have for good with their children—should tend towards the strengthening of such a teacher's hands. And particularly should this be the case at examination time. The education of the child may not suffer very much perhaps, by skipping the examination for one year, when the examination is connected with some of the lower grades; but when it comes to be a tenet in any home circle that an examination is a very secondary affair, there ensues a looseness about the conduct of children who come from such a home, not only in their studies but even in connection with the other school arrangements, that hinders the teacher very much in his management of the classes to which they belong. Some educationists like to hear themselves talk at times against examinations, and some of them have even thought of organizing schools in which an examination holds no part. But the success of such schools is chimerical; and so far it would appear that the examination is something we cannot get rid of. If it be an evil it is a necessary evil, and neither indifference nor resistance is likely to find a remedy where the good sense of unprejudiced educationists has failed. Besides who ever heard that pupils who have passed a good examination have, on that account, failed to hold their own in the world afterwards, while who is there who has not

seen how the children whose parents have given a passive assent to the *laissez-faire* policy in school-life have had to suffer in their after days for their early negligence in testing themselves with others in a healthy competition. In our province the examination grades the school as well as the pupil, and on this account, the community as a whole becomes interested in the annual competition. This may have some evil effects, but no one will say that in a system such as ours it has not its benefits,—benefits so undeniable that they may surely justify every parent in supporting the ambition of the conscientious teacher to have his school take high rank among the schools of the province.

—In the neighbouring republic, as in the provinces of our own Dominion, there exists an evil which seems to be as difficult to remedy as is the finding of a substitute for the examination test. We have referred to it again and again, and until the engagements of our teachers in one place are made more permanent through the will of the people and the good sense of our school commissioners, the evil is likely to continue. In the *Wisconsin Journal of Education* the evil we refer to has been discussed under the rather censorious caption "Pedagogical Vagabondism;" but as the article contains much that is being discussed by our own teachers from time to time, few of our readers will fail to appreciate it, though, as may safely be said, it does not prevail in Quebec to the extent that it once did.

"The schoolmaster, we hear it said, is a vagabond on the face of the earth, and in few states more so than in Wisconsin. When we inquire into the reasons for this we find many, but two are especially important. We place first the universal practice of contracting only for the term or for the school year. When June arrives the contracts expire; there is no discharging necessary—all are discharged, good and bad alike; some are not re-employed, but the circumstances determining who shall be omitted are so numerous and uncertain that for teachers unrest is characteristic of the early summer months. It may be difficult to remedy this, but certainly a remedy should be found. We need new interpretations of law, or new legislation on this matter, and new and more rational practices. After a year's trial a successful teacher ought to feel a tolerable assurance of permanency in his position. The law at least should favor permanency rather than changes as at present, and an indefinite contract after the first year would have this effect. Under such circumstances, some will urge, it would be more difficult to get rid of undesirable teachers. True, but this would result

in greater care in hiring, which would be a gain. Besides, it is better to discharge a teacher than simply to let him drop. The discharge is a more serious matter, and therefore will be more seriously considered. The teacher will be more desirous to avoid it as well as the Board, and thus stronger forces will be called into play to promote co-operation and thoroughness in work. Frequently difficulties are avoided by a change of teachers which it would be better to meet squarely and settle fully. Sometimes the Board escapes taking decisive action, and sometimes the teacher slips away from a situation which he ought to face and settle. And this brings to view the second cause of changes—the restlessness of teachers. Some run away from the difficulties which they have created. It is easier to start over again, to try somewhere else, than it is to correct their own errors, and surmount the obstacles accumulating about them; let some one else try it. Sometimes this is wise, but unless clearly so the conduct must be called unprofessional and cowardly. The one who resorts to it repeatedly is a pedagogical sneak. More often by the change the teacher hopes to better himself financially or in rank. It is impossible to condemn this, but it is easy to see that mistakes are often made at this point. A slight addition of salary is often more an apparent than a real gain; and rank is seldom got and held by chasing after it. The restlessness resulting from such a spirit destroys real enjoyment of the work, and so undermines those inward forces which make the really successful teacher. The balance between selfish and social motives is upset by repeated changes of this sort, and a deterioration of character as well as of teaching power results. Thus in the spirit and character of his work the vagabond ceases to be a teacher. One may have a just and worthy pride in building up a school, in seeing its increasing power to mould character and determine tastes, in fixing it more deeply in the hearts of a community, in broadening and elevating social life through its influence. But vagabondism is fatal to such aims, and thus works mischief to the schools and the school teachers. Changes are sometimes necessary; they are wise only when necessary, and vagabondism is the prevalence of unnecessary changes.”

—The report comes from a district on the other side of the line that the bully of the school has come to grief. A gentleman who now teaches in Canada, has told us how, in attempting to discipline the unruly pupils of a school in the United States, he was once confronted with half a dozen revolvers, which, perhaps happily for himself, he succeeded in confiscating without in-

curing the displeasure of the parents who had evidently for a long period winked at the practice of their boys carrying pistols about with them. And, if latest stories are true, the practice does not seem to have declined, for not more than a month ago, we read an account of a teacher being threatened in the same way by "Young America." We are a little more civilized in Canada, no doubt, and yet there are some communities in the more remote districts of our provinces where the rowdy element is not sufficiently well eliminated from the conduct of youthful citizenship. Perhaps some of our teachers have had some experience of this, and can appreciate what a contemporary of ours says of the rough and daring readiness of the boy, who in trying the new teacher, perpetuates the struggle until it becomes unbearable. "The overgrown bully" as he says, "who goes to school for the purpose of making trouble, who seems utterly devoid of all gentlemanly instincts, and bent upon defying authority unless the person in whom it is vested is able to cope with him physically and overcome him, is unfortunately by no means uncommon in rural districts. He is an unmitigated nuisance, the business of abating which ought not to be put upon the school teacher alone. He has a false ideal of manliness, which he is giving to many others younger than he, and he glories in a kind of conduct which civilized society cannot afford to tolerate. Let us try to appreciate the situation. The board, presumably citizens of average intelligence, know very well the antecedents and reputation of such boys: yet, because his services can be had cheap, they hire a raw and inexperienced youth, but no means a match for these boys, and put him in charge of the school. Perhaps they warn him of the difficulties which he is likely to encounter, but they do nothing to prevent their occurrence. They are certainly, therefore culpable in the matter. One of two things it was clearly their duty to do, either to employ a person manifestly competent to control the unruly element, or to use the authority vested in them by society to put that element under proper subjection. It may be said that they could not deal with an issue before it arose. This, however, is like the physician who can try to cure diseases when they show themselves, but can do nothing to prevent their occurrence. The truth is that the conditions in such cases are well known, and the interests of the school as well as the interests of society demand that the outbreak should be anticipated and prevented. The bully should be made aware beforehand that he has not the teacher alone to deal with; he should be made to realize that the authority of society and the

law is upon him, and will be exercised to the full on the first symptoms of insubordination. It is a grand defect in the management of district schools considered as instrumentalities for training up citizens, that these forces are not made more apparent to the young. In cities and villages they are apparent, but in too many districts the self-important and wayward youth is left to believe that he has only the teacher to handle; glorying in his superior strength he annoys, teases, provokes the inexperienced master; he considered himself the hero of the school." In reading such an analysis of the character of the bully in school, there can be but little satisfaction in learning, as we said at the outset, that he had come to grief, for the above extract was written as a comment on the sadly fatal accident which occurred lately in a school where the young master tried conclusions with one of the rudest of his scholars.

—The letter which a Montreal teacher has sent us has an advisory flavour about it which is perhaps a little too presuming as far as the Montreal Commissioners are concerned. The gentlemen who comprise the Montreal Board, we feel assured, are capable of judging for themselves in all matters pertaining to their appointments or the organization of their schools; and yet we cannot help thinking with our correspondent that the opening of their meetings to the public would not be a step in the right direction, being neither in the interests of the schools, of the teachers, nor even of the public. There shall probably be some exception taken to the letter finding its way into our correspondence, especially as it refers to a subject which need not again be referred to unless on a recurrence of the offence. That there is a growing feeling in favour of unfettered action on the part of those who have appointments in their gift, is to be seen in the announcement of the Côte St. Antoine Commissioners, when they were lately advertising for a principal, that candidates for the position were not to canvass the members of the Board for their votes. The School Board of the city of London has a rule which prohibits all canvassing for positions directly or indirectly, and no doubt some of the defeated candidates for the Côte St. Antoine School are now curious to know how far the members of the suburban commissioners were able to abide by their compact before a decision was reached.

—Professor Wesley Mills, M.D. of McGill University, has lately been in Fredericton, delivering the Alumni Oration at the *Enccenia* of the New Brunswick University, and the papers of that city unanimously claim it to have been one of the aptest addresses ever delivered in the halls of that institution.

And so well they may, for such words as these are the words of the eloquence of truth itself :

“ Ladies and gentlemen, consider well the direction in which you spend your energies. Undertake only that which you feel worthy of your best efforts ; cultivate the habit of thoroughness. Let no man feel that there is any uncertainty as to where you are to be found when an answer is required to any question involving moral issues, and how few do not. With kindness of heart, perfect candour, and uprightness of life, moderation and caution in your conclusions whole heartedness in what you undertake, be your abilities only mediocre, you will gain the respect of your fellowmen, the approval of your own conscience and leave the world better than you found it. Notwithstanding those faults peculiar to or exaggerated in our time, I congratulate you in entering on life at a period the best and most hopeful, I believe, that the world has ever known. Think of the amazing improvement in material conditions, so that the citizen to-day lives in greater comfort than a prince once could, owing to the application of science to domestic life and to the improvement of cities. Think of the diffusion of knowledge ; the spread of refinement ; the means for public improvement and enjoyment. In our age education is within the reach of the poorest, in fact, if, as I said before, appreciation is possession, how great in this day may be the possessions of any man irrespective of the extent of his personal means. Above all, think of the intellectual freedom and personal liberty of every kind which characterizes our age. In this respect you will find that there is still much worth your striving for, alike for yourself and for your fellows ; but doubtless you will live to see what those noble men in every age beheld afar off, but did not realize. Call them what you will—inspired, enthusiasts, dreamers, idealists, geniuses, seers, prophets, their thoughts and aspirations have fertilized the human soil and have led at last to that momentous development we witness to-day. But we are yet far from the ideal of human civilization, and the great question with us is : How can I best do my part, or, as I have put it, how can I best strive after perfect development ? For that worked out in the individual brings the perfection of the race.

“ Our age is earnest and full of questionings. Men are not satisfied with what has been attained. It is not surprising that occasionally things that need only modification are torn up by the roots. Be slow yourselves to follow this example, when cherished beliefs and human feelings are concerned. The creed

that helps one may prove a hindrance to another. Allow to all that liberty you should claim for yourselves. Force your convictions on no man, for if he is not in a position to assimilate them, they can do him no good, however useful to you. Distinguish well between matters of faith and demonstration, between non-essentials and those fundamentals which lie at the root of right-doing. "By their fruits ye shall know them" is still a good doctrine, indeed one especially appropriate in this age of change and transition. If your education has been as good as I would believe, if you are as earnest as I hope you are, the great problems that engage the best minds and concern the most vital interests of mankind will seriously engage your attention. Change there must be. It is implied in the very nature of progress. "What is best?" will continue to be as it has ever been, a question with all men who have insight. Exact agreement need not be expected. We must first ask if a man be sincere, next if he be right; for in the light of the latest science, the best that I can see or know, I must still believe and I know you will agree with me, that in the language of that noble poet of sturdy, earnest, good old Scotland,

"An honest man is the noblest work of God."

The *Gleaner* in referring to Dr. Mills says, "Not only has Professor Mills done honor to our University, and credit to himself, but he has raised immensely in the estimation of our people that University of which he is so distinguished an ornament, and to which many of our citizens have sent their sons," and it may just have escaped it to say that the present Principal of McGill had not a little to do with the re-organization of the New Brunswick University on the basis on which it has so far prospered.

Current Events.

—Among those who have spoken in fitting terms of the great loss which the province has experienced in the death of Bishop Williams, may be mentioned the Rev. Canon Davidson of Frelighsburg, and the Very Rev. Dean Norman of Quebec. The sermon preached by the latter is a souvenir which ought not to be left unpublished in brochure form. The character analysis by the gifted preacher of one who endeared himself to his whole diocese, forms a eulogium to be prized by all who knew the Bishop, for who shall say that these are not the words of truth and soberness, the matured judgment of one who can write honestly of one whom he loved dearly: "I should be

sorry, in these my remarks, to overstep the strict limits of accuracy, and overspread the character of one, so justly respected, with blind and heedless eulogium. It might be possible to find in this country a clergyman of more brilliant parts, of more popular gifts, of deeper learning, but I am perfectly confident that it would not be at present possible to lay the hand on one, who possessed in such an exceptional degree, so many qualities that enabled him to discharge so efficiently duties that were so varied in their nature, and appealed to such different portions of a man's mental powers. He will be sorely missed at the sessions of the Protestant Committee of Public Instruction, of which he was chairman, and gained golden opinions by his impartiality, wisdom and kindness. His long experience gave him immense influence in the world of educators. How sadly will Bishop's College feel his absence at all its gatherings, and how at all church meetings we shall note with pain his vacant place, and here, in this house of God, it is indeed a grief to feel that we shall never again see his venerable form or hear his voice. I have always maintained, and I stoutly adhere to the assertion, that our dear late Diocesan was the very model of what a colonial Bishop should be. I am acquainted with many men of eminence in England, who if they were placed in the sphere which he filled so admirably and so acceptably, would be partial, if not complete failures. His sympathy with everything that was good and manly, his aversion to a Shibboleth, his keen appreciation of the glorious principles of civil and religious liberty, his delight in freedom of conscience and our emancipation from the shackles of tyranny of any and every kind, his masterful recognition of the duties of citizenship, which prompted him ever to act and speak wisely and discreetly living as he did for so many years in this mixed community; these characteristics of a many-sided man, yet without angles, but *terce atque rotundus*, these won for him the respect of members of all denominations, just as he accorded to them the rights of their convictions."

—The opening of the Ste. Cunegonde School, shows how far the School Commissioners of Montreal have inoculated the suburban districts of that growing city, with the enterprise of building fine school edifices. The following is a description of the new building as it appeared on the Saturday on which it was formally opened by the chairman of the Trustees, Mr. Robert Bickerdike. The site for the school could hardly have been better chosen, fronting as it does on Hallowell street on the west, and continuing from Delisle to Richelieu streets. It

encloses a total of something over forty thousand square feet, giving, it is not too much to say, one of the finest yards and set of playgrounds of any school in the Dominion. The view which is given is from the south-west corner of Richelieu and Hallowell streets. The basement story of the school is almost completely of rock-face Montreal stone—with an entrance from the front leading to a spacious gymnasium—the front is of Toronto pressed brick.

—There are six class-rooms, each 36 feet by 24 feet square, all having light on two faces. The ceilings are lofty and the corridors spacious; there is also a public room susceptible of division into two rooms. Two sub-entrances lead to wide staircases, finished in oak, of handsome appearance. The flooring is of red pine throughout. The walls are finished in ash and the rest for the most part in white pine. Light and air are abundantly provided for throughout. Of the heating on the Smeed and Dowd principle, the dry closet system, retiring rooms for teachers, office for principal and Board, each class-room with its separate closet-room, and a number of other apartments in themselves minor but all essential to a first-class educational building, we have already spoken. Nothing has been spared to render the school healthy and comfortable for the teachers and children. The total cost has been about \$37,000, namely, ground, \$12,000, and building with fittings, \$25,000.

—In the report of the late session of McGill College, feeling reference was made to the deaths of Professor MacDonnell, Dr. Rodger, and the Rev. Dr. Cook, as well as to the death of the young undergraduate, John Lochhead, who had been cut off, to the sorrow of all who knew him, in his early prime. Sir William Dawson in referring to the employment of young men as tutors, said: "This tutorial system will enable us fully to introduce what in England is known as the intercollegiate system, to the great strengthening and improvement of our Faculty of Arts. At the present moment, since the more extensive introduction of lecturers and demonstrators, our teaching staff has reached the large number of 66, besides several assistants not university graduates. A step in advance, which I regard with special satisfaction, is the gift by Mr. Peter Redpath of a library building to be provided with all the modern appliances for the safe keeping, arrangement and use of books. Our library of over 32,000 volumes is exceedingly valuable, and useful in proportion to its magnitude, and may be expected to grow more rapidly when lodged in a safe and commodious building. But our chief want has been room for readers and facilities to enable

the student to use with advantage the store of literature provided."

—The Chicago *Inter-Ocean* says: The three great departments comprising the University of Chicago are the university proper, university extension, and the university press. In relation to the last-named department, important action has just been taken by the board of directors. A contract has been entered into with the firm of D. C. Heath & Co. of Boston, New York, Chicago, and London, by which that house takes charge of the publication department.

—We knew we would come to it. The cookery school is about to develop into the housewifery school, and it is just possible that the establishment of such schools in several sections of the country will be held up as an evidence that the common school is by no means such as these schools are, by no means what they ought to be. The *Sussex News* solemnly declares that the institution of housewifery schools has at last become a pressing need. It used to be the custom, it says, to teach young women the housewifery art, which is a useful art for every woman to know; but the custom has been long in abeyance, save, perhaps, here and there in a few old-fashioned families, absurdly so-called. The mysteries of cooking are not acquired by any intuitive process, skill with the needle can scarcely be said to come by nature, and the whole complicated business of ordering a household—from drawing-room to scullery—demands a good deal of knowledge, which is not to be very cheaply bought. By all means let us have these things taught again, in the good old-fashioned way, or in a new and better way, if there be one. A knowledge of housewifery is not incompatible with an interest in politics and polite literature. Let us have housewifery schools.

—As an actual fact, it would appear that there is at least one school of the above kind in Great Britain, and to judge from description of its methods and of the work it accomplishes, it would serve as a model for others. It is conducted at Govan, Scotland, in the midst of the large shipbuilding population there, by Mrs. John Elder, a lady said to be "well-known in the north for her practical philanthropy." Admission to the school is free, the founder herself paying all expenses. The work is divided into six departments—namely, cookery demonstration classes, cookery practice classes, sewing classes, ironing classes, the preparing of girls for domestic service, and the so-called house visiting. The classes are kept quite distinct, each subject being taught separately; and care is taken that the

lessons be always given on the days and at the hours most convenient for busy working women. Naturally, perhaps, the cookery classes are the most popular, and the house-visiting branch of Mrs. Elder's enterprise provides for instruction in their own homes to women who are prevented from attending at the school. The whole undertaking seems to be of the worthiest; and we note with satisfaction that "it has proved a great success."

—There is a word of advice for those who favour compulsory education and free schools in the following: At the sessions held at the Penryn Town-hall, the presiding magistrate heard over twenty summonses issued against parents for the insufficient attendance of their children. The majority of the defendants were fined, and at the conclusions of the cases the chairman (Mr. Beauchamp) commented on the fact that notwithstanding the school fees had been abolished, the parents seemed less desirous of educating their children than formerly. There seemed to be an impression abroad that the granting of free education meant that children need not be sent to school at all, whereas the necessity for regular attendance was increased. It would become the duty of the bench, if necessary, to enforce that attendance for the purpose of securing the Government grant.

—Mr. Edwin Mead in speaking of the new University of Chicago says: "Within a year, three millions of dollars have been given for the new Chicago University, which is being organized upon so comprehensive a plan, and inviting to its work such distinguished scholars, that it must quickly become one of the greatest centres of learning in America; and the influence of this great body of scholars upon the general intellectual life of the city will be incalculable."

—The exhibition of work which young folks take delight in doing, which is to be made at the coming Teachers' Convention in Montreal, may lead to the improvement of the "evening class" idea as it has been developed in some parts of England. Speaking at an exhibition of the work done by the pupils of Manchester and Salford evening classes, Mr. W. J. Ellam, the secretary, explained that the object of the work of the committee was mainly to provide a counter attraction to the attractions of the streets by promoting recreative classes for the boys and girls living in the poorest districts of Manchester. As it was very difficult to reach the particular class of children desired, the committee had obtained the hearty co-operation of the Ragged School Union, which was in touch with the class

they wanted to reach, and by this means a most successful work had been accomplished. They had worked at sixteen centres, every one of which, with one exception, had been a ragged school, and they had carried on thirty-three classes. The attendance at these classes commenced at over 1,000 a week, and in addition to the ordinary work they had provided ten teachers. There had been provided also fourteen series of entertainments at fourteen centres, making ninety entertainments during the past season, the average attendance at which had been about 700 per week. The whole of the work had been carried on by voluntary workers, aided by voluntary subscriptions. A grant having been obtained from the Technical Instruction Committee, domestic economy classes were started for girls and women in the poorest districts of Manchester. Classes were provided for instruction in cookery, dressmaking, and laundry work, and these had been attended by over 400 persons.

—Germany will have to look to her laurels respecting her position as the foremost country in the line of popular education. France has taken a vigorous start to overtake Germany, and made such great progress in the education of her people that she is now only a little behind her great rival. Twenty-five years ago not 50 per cent. of the recruits drafted into the French army were able to read; at present 90 per cent. of them are able to read and write.

—In 1872 there were 56,000 public schools, at present there are about 67,000, an increase of 20 per cent. In 1872 there were 76,000 teachers; at present there are above 106,000, an increase of 40 per cent. In 1872 there were 3,836,000 pupils attending public schools; at present there are 4,406,000, an increase of 21 per cent. Or, 11,000 new schools were built, nearly 600,000 more pupils are being taught and 30,000 more teachers are employed at present than there were twenty years ago.

—The School Savings Bank has met with some favour among some of our schools in Quebec as it has in other countries. In England, to encourage the practical teaching of thrift, the Post Office now supplies any school manager or teacher with stamp slips bearing the name of the school and a space for the name of the scholar. Envelopes similarly endorsed are supplied for the safe keeping of the slips. A credit stock of stamps of any amount up to \$25 is supplied by the neighboring postmaster on a guarantee being given by two house-holders. On the appointed day the manager or teacher exchanges any pence

brought by the children for stamps, and affixes the stamps to the slips, which the children take home as evidence to their parents of the payment of the pence. At certain intervals, as may be arranged, a clerk from the nearest post-office attends at the school and receives all stamp slips which are filled up, opening accounts in the individual names of the children in the Post-Office Savings Bank. The opening of such an account does not stop the use of the slips, the pence being week by week converted into stamps as before. By this method the trouble attending school banks is reduced to a minimum.

—The biggest university in the world is at Cairo, Egypt—a country which is not mentioned at all in the statistics—and it has 11,000 students. They come from every part of the Mohammedan world, and they study Mussulman law, history, theology and other branches needed to confirm them in the faith of Mohammed. They sit on the floor of an enormous court and study aloud, and the western visitor who calls on them during study hours thinks that he has struck the original site of the Tower of Babel, and that the confused of tongue haven't stopped talking yet.

—It is well-known that since the Revolution there has been in France but one University, the "Université de France," the chief seat of which is in Paris, but which had branches or "Faculties" all over the country. For some time past there has been a feeling that this excessive centralization is a source of weakness to the higher studies in the provinces, and it is now a year ago that a bill was introduced into the Senate by the Minister of Education by which it is proposed to create (or rather re-create) separate Universities wherever the four faculties of Law, Medicine, Arts and Science, are grouped together with an attendance of at least five hundred students—in such towns, that is, as Lille, Nancy, Lyon, Toulouse, Bordeaux, and Montpellier, perhaps not more than half-a-dozen in all. The commission appointed to consider the bill has just presented its report to the Senate. This report, as well as the discussion which ensued on it, betrays a considerable divergence of opinion. But no vote has yet been taken, for at the eleventh hour an amendment was proposed, of so important a character that the whole question was unanimously referred back to the commission.

—The following view of the schools of England is about as fair as could be expected from a New England critic. "There are two state-supported schools in the village, the Board School and the National," says Reuben Gold Thwaites in an article on

“Village Life in Old England. The National is given over to the charge of the Church establishment, and the parson’s curate is the head master, the Board School is so-called because under the direction of the London School Board, and it is strictly unsectarian. The bulk of the people would doubtless prefer the Board School, but the National is stubbornly upheld by the squire, the farmer, and the parson. It will probably have to go in time, however, as the tide seems setting that way. The Free Education Act is now in force, and the laborer’s child can no longer be expelled for non-payment of the old fee of four or six cents per week. Perhaps it means two glasses more of beer for the laborer himself. “The English state schools are only for the working classes; no man of the middle or upper stations of life, whatever his financial condition, would think of sending his child to a common school. The scene so familiar in every American school, of rich and poor children, high and low,—and in the North, black and white,—freely commingling in democratic simplicity, can nowhere be duplicated in England, and the mere thought of it would seem scandalous, even to the lower classes themselves. The farmer and the squire, upholding the National School because parochial, look with jealousy on the Board School on account of its secular and business-like character, and honestly believe that it is over-educating the children of the laboring class.”

—It is hardly necessary for us again to call attention to the coming Convention of Teachers to be held in Montreal on the 5th of July. The notice of last month should have its effect on our teachers as they try to make up their mind about how holidays are to be spent. The Convention will be attended, it is said by over two thousand teachers, and from such a statement it may be inferred that Montreal will form this year the starting-point from which very many of our teachers will set out on their holiday seeking. The meeting will follow to a large extent the routine of all such Conventions, particularly the Convention of the National Educational Association of the United States.

—Formerly the schools of Utah were divided into separate independent districts. The executive of each district was vested in three trustees who hired the teachers, and controlled the finances. Each district paid for its own school. There was no city tax for schools. There was a county superintendent of limited powers who had little more than advisory control over both the city and country schools of the county. There was no centralization. The school-houses were inadequate for school

purposes, being small one-story buildings usually of sun-dried brick and containing one to four rooms. They were poorly supplied with apparatus and appliances for school work. They corresponded very much to the common district schools in many parts of the old Eastern states. The teaching under such conditions, unassisted to any great extent by normal schools and colleges and cut off from the influence of the older states, could not but be primitive. The pioneers of learning were the denominational schools of which there were a large number. The teachers in these schools were mostly from the East, sent here by the denominations which they represented. These denominational schools were patronized almost exclusively by the Gentile element, and were very influential in bringing about the change that has taken place here. These denominational schools are now rapidly merging into the common schools. At the time that the Mormons lost control of the city government they were rapidly awakening to the fact that their school system was poor and primitive, and were beginning to take steps for its improvement. This improvement, forced by the strong impetus given by the present system, is spreading rapidly throughout all sections of the territory, alike among Mormon and non-Mormon. All seem imbued with the idea that they are behind in educational matters and that they must come up to the standard or be left in the rear.

—At present the Schools of Utah are very much improved. With the change in the city government steps were immediately taken to bring this about. A school board was chosen, composed of two members from each precinct vested with full powers to act. The board was composed of both Mormons and Gentiles. The city districts were united and a superintendent appointed with powers to unify and make uniform the whole system. A city school tax was levied and the work of reconstruction pushed vigorously. The system is modeled after the best Eastern systems. The schools are divided into twelve grades and each grade into two classes; eight of these grades compose the ward schools and four the high school. Each grade represents one year's work; and each class six months. The work is uniform and progressive from beginning to end. The music and drawing departments are each looked after by a supervisor who instructs the teachers and supervises their work. The teachers are mostly from the East, though a fair percentage have been educated here. There is no discrimination made between Mormon and non-Mormon teachers. All work together harmoniously and on the most friendly terms. The choice of

teachers is based on their past record, and on a written examination. These examinations are thorough and searching. The wages are such as to demand the best teachers, and these are being supplied, one here and one there, from all over the country. The school-houses at present are meagre, and though great improvements have been and are being made, still they are inadequate to meet the demand that is being made on them. This is being remedied as rapidly as possible. The city has been bonded for \$600,000 to build school-houses. These are now being built. They are modeled after the best that can be found, with all the modern improvements and conveniences that go to make up a first-class modern school-house. They are all substantially built of dressed stone and brick, two stories high, and contain either eight or twelve rooms.

—The Normal School, which is under the supervision of Colonel Parker, is passing through an ordeal of criticism. There seems to be a difference of opinion over the matter, one report tending to show that the school is given over to "idealistic phantasies," and that time is wasted over profitless innovations. On the other hand, Sup't Bright reports favorably upon the school, with some reservations, the meaning of which is not altogether clear. The Board adopted resolutions supporting the administration of the school, but recommending important changes clearly suggested by the adverse reports which have been published. Taking all things into account, it seems evident that the period of exultant innovation and "magnetism" has passed, and that of more serious, systematic, and rational work is about to begin. It is quite impossible to dismiss documents like the reports of Messrs. Thornton and Walden with a wave of the hand and an affirmation of prejudice. Nevertheless it will no doubt be in order for some one of Colonel Parker's admirers to declare that Colonel Parker is the best teacher of geography the world has ever seen, and that some of the reports against the school are founded upon personal pique and not on any honest desire to extend the usefulness of the institution.

—There is something of a general disposition to commemorate this year the tercentenary of Comenius, the distinguished Moravian educational reformer. We shall endeavor to refer to the career of the great educationist in fuller terms next month, under the heading "The Father of the Natural Method in Teaching."

—The *Atlantic Monthly* for June has in it a paper of great value to teachers and to all persons who are interested in one

of the greatest problems of our day—the Negro Question. This is the article by William T. Harris, LL.D., U.S. Commissioner of Education, entitled “The Education of the Negro.” All sides of this subject are most thoughtfully and ably treated by the author, who has made his paper of still greater value by adding to it notes, opinions, and criticisms written by some of the leading men of the South, to whom it was sent before publication.

—At a meeting of the Montreal Teachers' Association, Dr. Robins lately delivered a lecture on the Rev. Dr. Ryerson, the distinguished educationist of Ontario. In tracing the early career of him who did so much for education in his native province, he referred to him as having been born in the county of Norfolk in 1803. At the age of eighteen he was turned out of his father's house because he became a Methodist. In 1825 he became a Methodist preacher and in 1846 he rose to great prominence, through his controversy with Bishop Strachan, the ultimate result of which was to defeat the “Family Compact,” and secure the recognition of the different religious bodies. Dr. Ryerson was the first editor of the *Christian Guardian*, established in 1829. After a visit to England in 1833, he published his “impressions” of that country, which attracted considerable attention. The rebellion of 1837 was described by the lecturer at some length. In 1838 Dr. Ryerson again resumed the editorship of the *Christian Guardian*. In 1841 the Upper Canada Academy was founded with Dr. Ryerson as the first principal, and in 1844 he was appointed superintendent of Education for Upper Canada, which position he held until 1876. A statue was being erected to his memory in the Normal School Grounds, Toronto.

—We know that in England country parsons and village schoolmasters are not always on the best of terms, but this antagonism, it is said, is far more pronounced on the continent. In a village in the South of France the rector had reason to complain of the unpunctuality of the children of his catechism class. But the schoolmaster turned a deaf ear. At last the priest lost patience, and proceeded to the school, where he administered a blow to the unfortunate pedagogue which sent him reeling on the floor. The latter is now seeking redress from civil authorities.

—The President of Brown University, in a fit of admiration over the methods of imparting instruction had in use in Europe, says: “Another revolution soon to greet the educational world, is to consist in the introduction of certain educational methods

and appliances which will greatly save labor and time. It must be admitted that the average youth of eighteen in France or Germany is at least two years further advanced in quantity and quality of mental stores than his fellow of equal age here who has attended school quite as many months of his life. This is an immense gain every one will see. It cannot be ascribed to extra native brightness in the European boy, or any considerable part of it to inherited aptitude for learning. The reason of it is that over there they teach better than we have learned to do, partly by introducing each several study at the right time, partly by securing a higher grade of teaching talent, especially for the lower classes, and partly by more scientific modes of opening and filling the mind, whatever the grade. We shall never catch up with Europe till we pay better salaries and higher honors to teachers, particularly in primary and introductory work, nor until we give more study to the science and art of teaching. When we are duly to awake to these things I do not know, but there are signs of some advance.

—In the normal class of the Boston Cooking School, which will graduate the latter part of this month, there are pupils from all parts of the United States, from the Atlantic to the Pacific ocean. They are bright, intelligent women, ranging from eighteen to forty-five years of age, and it is a pleasant sight to watch them at work, they are so fresh and neat looking, with their light cambric dresses, their full, belted white aprons and their white sleeves and caps. There is study as well as work in this course, which extends from March to within a few days of July, and includes instruction in all branches of cookery, lectures and examinations in chemistry, psychology and pedagogy, the physiology of digestion, and marketing. The pupils have taken lessons from nine in the morning to one in the afternoon each week day except Saturday, the food they have cooked during that time being served to them as a lunch. The afternoons are devoted to visiting the cooking classes in the public schools and other places in Boston and vicinity where cooking is taught. The pupils have also attended the demonstration lectures of the school, and each pupil has given demonstration lessons before her class, and has taught in some free class. An examination is required at the end of the term, and to those who pass it satisfactorily diplomas are awarded, and the graduate is prepared to take a situation as teacher, assistant or lecturer, according to her ability and fitness. In view of the fact that there is a steadily increasing demand from all parts of the country for teachers at good salaries, and that

applications are constantly being made to Mrs. Dearborn, the principal of this school—which is the oldest one in the country—for the names of such as are qualified to fill positions, it would seem as if many who are seeking means for self-support might avail themselves of the suggestion which it offers to those who are earnest, ambitious and industrious.

—To those who are studying the question of Compulsory Education, the following items concerning compulsory attendance in England may be of some service:

Every school board may, from time to time, with the approval of the education department, make by-laws for all or any of the following purposes:—Requiring the parents of children of such age—not less than 5 years nor more than 13 years—as may be fixed by the by-laws, to cause such children (unless there is some reasonable excuse) to attend school; imposing penalties for the breach of any by-laws. Any of the following grounds shall be a reasonable excuse, namely: (1) that the child is under efficient instruction in some other manner; (2) that the child has been prevented from attending school by sickness or any unavoidable cause; (3) that there is no public elementary school open which the child can attend within such distance—not exceeding three miles, measured according to the nearest road from the residence of such child—as the by-laws may prescribe. These by-laws were issued by the different school boards, sanctioned by Her Majesty in council, and published in the appendices to the annual reports of the education department. There still existed boroughs and parishes enough which did nothing at all in this matter.

—To amend this Elementary Act, other acts were passed in 1873, 1876, 1879, 1880, among which that of 1876 is most important as to compulsory attendance. Sections 4 and 12 of chapter 70 runs as follows: (4) It shall be the duty of the parent of every child to cause such child to receive efficient elementary instruction in reading, writing and arithmetic, and if such parent fail to perform such duty, he shall be liable to such orders and penalties as are provided by this act. (12) Where an attendance order is not complied with without any reasonable excuse, a court of summary jurisdiction, on complaint made by the local authority, may, if it think fit, order as follows: In the first case of non-compliance, if the parent of the child does not appear, or appears and fails to satisfy the court that he used all reasonable efforts to enforce compliance with the order, the court may impose a penalty not exceeding with the cost, five shillings; but if the parent satisfies the court that he

has used all reasonable efforts as aforesaid, the court may, without inflicting a penalty, order the child to be sent to a certified day industrial school. Moreover, this act provides for the appointment of a school attendance committee for every borough and parish for which a school board has not been elected. The act of 1880, which is very short, provides that the education department may make by-laws for those districts which have not made them for themselves. By it compulsion was first fully and universally established. All public elementary schools are administered by these acts as well as by codes, of which a new one is issued every year.

—At the Columbian World's Exposition the women's building and all its contents will be the work of women. It is to cost \$20,000, and "will be constructed from a woman's design and plans. The sculptural and graphic decorations of the building will be furnished by women. Individuals or associations wishing to provide artistic ornaments for the building are requested to notify the secretary of the board of lady managers in time to allow preparations for the reception of such works to be made. In the main gallery of this building will be grouped the supreme achievements of women. Exhibits will be admitted only by invitation, and that will be considered equivalent to a prize. There will be a library of books by women, an exhibition of kindergarten work, a representation of the model training school for nurses and a model hospital room, where emergency lectures will be given, and demonstrations of various phases of the work. One wing of the building will be devoted to the benevolent and charitable organizations of women, and it is purposed to represent graphically by maps, plans and relief models, the relative amounts of this kind of work being done in various countries of the world."

—In 1865 the Italian government paid only \$120,000 for public elementary education, and of the three and one-half millions of children of school age four-fifths remained without education. No wonder that over seventeen millions of people were illiterate. Now Italy pays about twenty million dollars for public education, and illiteracy is vanishing like snow in the spring. Secondary education also is making rapid progress.

—In Roumania, during the school year 1890-91, manual training for boys was made an obligatory branch of study in all the lower schools of the kingdom. Special courses of instruction are given to the teachers during vacation. In Servia manual training has been introduced into the secondary schools, and in Bulgaria the government intends to follow the example of Roumania.

Literature, Historical Notes, etc.

We catch glimpses every now and again of the discussion about male teachers *vs.* female teachers, as it is continued in some of our school journals; but the question is only part of a more extensive problem which the *Fredericton Gleaner* has lately discussed in its editorial columns after this fashion. A few weeks ago, says the editor of that newspaper, the Medical Society of London celebrated its one hundred and eighteenth anniversary, the orator of the occasion being Sir James Crichton Browne, who discussed the extent to which difference in sex should call for difference of education. It was an intensely interesting discussion, particularly at that time, for then the British House of Commons was debating the question whether women should have the right to vote. According to the press reports of the discussion, Sir James Crichton Browne inquired whether it is possible to force male and female intellects to run in the same grooves and exercise the same activities; and he looked to anatomy and physiology for the data on which to base a reply.

The reply was unhesitatingly in the negative; but, before reciting the grounds for it, we should state who the lecturer is, in order that the reader may appreciate the weight attaching to his opinions. Sir James Crichton Browne was for many years the chief of a large lunatic asylum, and he is distinguished among English men for the thoroughness with which all the resources at his command were utilized for the study of cerebral phenomena. He is known, for instance, to have carried out a long series of minute investigations into the weights and structural peculiarities of different brains; and it is in view of these researches that he now declares not only that the average weight of the female brain is less than that of the male, but also that the disproportion is much greater than differences of stature and general bodily weight would account for. He avers further that while the total blood supply of the male and of the female brain is approximately equal—allowance being made for the comparative property of female blood in corpuscles—yet that the distribution of the blood is different: the arteries, that is to say, supplying the anterior portions of the brain, the seat of the intellect, are larger in the male, while those which supply the posterior portions, the seat of the emotions and the passions, are larger in the female.

There is even reason to believe that the specific gravity of the gray matter, or active element of the cerebral substance, differs in the two sexes. Sir James obtained, it seems, typically

healthy brains from two men and a woman, who were killed by accidents. He found the white or conducting matter to be of the same specific gravity in all three cases; but the specific gravity of the gray substance differed in different parts of the male brains, and everywhere exceeded that of the corresponding portions from the female brain. Upon these various grounds of different weight of brains, different complexity of cerebral structure, different specific gravity of the gray matter, and a different distribution of blood supply, Sir James Crichton Browne arrives at the conclusion that the male and female brains are organs broadly distinguished from each other, and inferentially, adapted to different kinds of work.

It is not, of course, disputed by this physiologist that some women may have masculine brains just as some men may have feminine brains. It is not denied that some women may profit by a masculine education, and may even outstrip masculine students, as, for instance, did Miss Philippa Fawcett who was certified to have beaten the Senior Wrangler at the University of Cambridge. But Sir James insists that educational systems should be adapted not to exceptions, but to normal types. He is led by his own physiological researches to believe that the acquisition of a masculine education by young women is as a rule attended by serious drawbacks, the work actually involving grave dangers to health, both prospective and immediate. He adduces the results of his inquiries as to the physical condition of the pupils at a school whose aim was to offer girls a course of instruction substantially identical with that of a high grade school for boys. It seems that out of 187 girls belonging to the middle and upper classes, well fed and clad, and cared for, and ranging from ten to seventeen years of age, as many as 137 complained of headaches. The authority of Sir Richard Owen is quoted for the assertion that ordinary studies have no connection with headaches, and that there must be something radically wrong with the school in which they frequently occur.

It will be remembered that the late Dr. Clarke of Boston based his opposition to the woman's rights movement, whether in its political, vocational, or educational aspect, on the ground that the sex dedicated by nature to the maternal function was thereby disqualified for every species of masculine work. His arguments did not prove convincing in Massachusetts, for there, as in England, there is a large excess of female over male population. It follows that in Massachusetts, as in England, there is a considerable fraction of the adult women who are not called upon to exercise the maternal function, and who, there-

fore, cannot on that score be barred out from masculine employments. The objection raised on the other hand by Sir James Crichton Browne, should it be sustained by more extensive investigations, will prove more interesting and more decisive. If he is right, the disqualification of women for man's work is not functional; occasional, and optional, dependent upon a woman's willingness to assume the duties of maternity, but it is organic and irremediable. We are far from assuming that Sir James' conclusions should be accepted in the absence of a much wider anatomical induction. But they indicate that physiology is quite as much concerned as sociology in the woman question; and that the right of woman to vote and to compete with man in all occupations should not be taken for granted until medical science has said its last word upon the subject.

—The comet now visible in early morning hours in the constellation Pegasus, is one of the most remarkable of that class of bodies. It requires a good opera glass to make it out. It is named after Prof. Swift, of Rochester, N.Y., who discovered it. It has approached the sun but not within the earth's orbit. The peculiarity of this comet is in the several queer tails it has. It is said this comet will never return to our system, but wander off among the other systems. Prof. Swift says that if it came from the nearest star it has been eight million years on its journey.

—THE JOURNALISTS OF THE FUTURE.—There are to be no ignoramuses in the journalism of the future. A special committee of the Institute of the profession has prepared a report in which it is recommended that candidates for admission to membership must pass an examination in—

- (a) The English Language.
- (b) English Literature.
- (c) English Constitutional and Political History.
- (d) Political and Physical Geography.

They must also have a "sufficient knowledge" of

- (e) Latin.
- (f) Either French or German.

And "some acquaintance" with

- (g) Universal History.

But perhaps (remarks the *Pall Mall*) the most important recommendation of all is that every candidate shall be examined in "The Principles of the Law of Newspaper Libel."

—With the exception of the Bible, more copies of *Uncle Tom's Cabin* have probably been sold in the United States than of any other book ever published. It has been translated into

nineteen languages of the Old World, and has done more to advance the cause of freedom in all civilized countries than any other book ever written. What more natural result than that there should have arisen a demand for this book from teachers for use in their schools, where can best be learned the great lessons which are taught in it.

—In Germany, Sweden, Denmark, Italy, and the United States, many important results are being arrived at regarding the growth of children and the modifications in their treatment which are on that account demanded. It is found that the New England child develops differently from his relative in Kentucky, certain organs growing more quickly than others. Even in Milwaukee and Boston there are certain important differences in the rates of growth common to the growth of boys and girls of these cities; and in Sweden it has been ascertained that the children grow much less rapidly in winter than in summer, the inference from which is that in northern countries the school vacation ought to be longer than in southern regions, in order to make up for the lesser development during the cold season.

—The detective in plagiarism would be a trustier functionary than he is if he were less like the detective in other branches of roguery. He is rarely a luminous exemplar of virtue himself, and he seems to be urged in his public service less by hatred of dishonesty and love of justice than by the hope of proving his own cunning. Not the dread lest offenders go undetected, but dread lest his own skill in detecting them go unknown, is his urgency. Thus there is a constant over-straining of clews and evidence. With great flourish and noise people are dragged to the bar who either are not offenders at all or else are offenders too petty for notice. Besides the business long and exclusively pursued is debasing. It induces a state of morbid suspicion under which the honest author will as hardly escape question as an honest woman under the eye of a certain class of street loungers. To the plagiarist hunter it is inconceivable that any literary resemblance should not be also a literary borrowing, and that any literary borrowing should not be a literary theft.

—A remarkable surgical case was that of little Charlie Fisher, who was recently discharged from the Eastern District Hospital, Brooklyn. The little patient, while riding with his grandfather on Bedford avenue a week or two ago, received a fracture of the skull and was so seriously injured that life was despaired of. The horse, rearing up, kicked over the dashboard, his left foot striking Charlie's forehead. The three-year-old boy was taken

from the carriage immediately after the accident in an unconscious state. An ambulance was summoned and Surgeon Gifford took him to the hospital without an idea that he would ever recover consciousness—the boy's skull was so horribly mangled. But House Surgeon Orrell worked hard, taking broken fragments of skull from the wound for three or four hours. In all, fifty-six little pieces of skull were taken from the child's forehead, and there is now a round circle about the size of a fifty cent piece over the right eye where the brain is exposed. Its pulsation can plainly be seen. If the patient had been older a recovery, the doctors say, would not have been so remarkable.

—Cabanis tells us that Franklin on several occasions mentioned to him that he had been assisted by dreams in the conduct of affairs in which he was engaged. Condillac states that while writing his "Course of Studies" he was frequently obliged to leave a chapter incomplete and retire to bed, and on awaking he found it, on more than one occasion, finished in his head. The most remarkable testimony of this kind is perhaps that of Sir Thomas Brown, who declared that if it were possible, he would prefer to carry on his studies in his dreams, so much more efficient were his faculties of mind when his body was asleep. It is a well-authenticated fact that in the disastrous retreat of Sir John Moore many of the soldiers fell asleep and yet continued to march along with their comrades. Dr. Haycock, the eminent Oxford divine, would often rise from his bed at night, give out his text, and, while sound asleep, deliver an excellent sermon upon it. He was frequently watched, but no amount of tugging or pulling ever succeeded in rousing him.

A DICKENS JOKE.—Mr. Edward Bulwer Lytton Dickens, M.P. for Wilcannia, has just perpetrated a really capital joke in the New South Wales Parliament. That body contains a member named Willis, who is remarkable not only for the prodigious length of his speeches, but for the short, snappy sentences in which he delivers them. Mr. Dickens followed him in debate the other night, and the first words of the youngest son of the novelist were—"My father created the historic phrase 'Barkis is willin''," but if he were here to-night he would probably have altered it to 'Willis is Barkin'.'" This exceedingly felicitous hit brought down the House, the galleries joining in the general laughter.

—An old minister in the south side of Glasgow, who was noted for his habit of dishing up old sermons again and again, was one day advertised to preach in a suburban church at the

anniversary service there. An old woman, who in days gone by had sat under his ministry, but who had now removed from his neighborhood, determined to go in and hear him preach on this particular occasion. After the close of the service she waited on the clergyman, who greeted her cordially and asked what she thought of his discourse. "Eh, man," she replied candidly, "it's a lang time sin' I first heard ye preach that yin, sir, and I've heard ye at it a guid when o' times sin' syne." "Ay, Janet," said the minister; "how often do ye think ye've heard it, na?" "Oh, about a dizzen o' times, sir," she replied. "An' div ye mind it a'?" said the minister. "Aweel, maybe no' it a', sir." "Weel, I see I'll need to preach it to ye again, Janet," said the minister, and Janet felt she had been sold for once. The minister certainly scored.

Practical Hints and Examination Papers.

GEOGRAPHY (GRADE I. MODEL SCHOOL.

(Only one question is to be answered from each Section.)

SECTION I.

1. Give the boundaries of Canada and name the several provinces of which it is composed, and the capital of each province.
2. Name the principal rivers of North America which flow into (1) the Arctic Ocean, (2) the Atlantic, (3) the Gulf of Mexico.
3. Describe the chief mountain ranges in North America and name any important facts connected with them.

SECTION II.

4. Draw a map of Nova Scotia or New Brunswick, tracing the principal rivers and inserting the chief towns.
5. Take an imaginary journey from the head of Lake Superior to Quebec, naming the waters through which you would pass and the chief towns on your left.
6. Name any ten counties in the Province of Quebec and their chief towns.

SECTION III.

7. What is meant by latitude, longitude, meridian, peninsula, isthmus, cape, lake?
8. What is meant by exports and imports? What are the exports and imports of the Province of Quebec?
9. Name the principal minerals of the Dominion of Canada, and state where they are chiefly found. Where are the great wheat growing districts of the Dominion.

ARITHMETIC (GRADE I. MODEL SCHOOL.)

[Two questions are to be answered from each of the first two sections.]

[The question is to be written out by the pupil first, and the problem worked out underneath. The ciphering should be done neatly, and each sum separated from the other by a double line. Be careful to note the instructions in the Grammar paper, which apply to all papers.]

SECTION I.

1. What is a fraction? Name the several kinds of fractions, and give an example of each. Which fraction is greater, $\frac{2}{3}$ or $\frac{3}{4}$? Show why, without performing the operation.
2. Write in figures nine hundred and nine millions four thousand and five. Write out in words 400030021. Express in Roman notation 24 and 178.
3. Multiply 696,485 by 298, and divide 4,586,438 by 89. By how many does one million exceed one hundred and one.

SECTION II.

4. Sixty-nine head of cattle at \$25 each, and 27 horses at \$89 each were given for 29 acres of land. What was the land worth per acre?
5. Simplify the following: (1) $\frac{4}{3\frac{1}{2}}$, (2) $\frac{4\frac{1}{3}}{13}$, (3) $\frac{1\frac{1}{2}}{3\frac{1}{4}}$.
6. B. owns $\frac{1}{3}$ of a ship and sells $\frac{1}{4}$ of his share for \$3,600, what is the ship worth?

SECTION III.

7. Write down the answers of the following, and attach this part of the printed paper to your written answers to the four questions you have selected from Sections I. and II.
 - (a) Multiply 325 by 99. Ans.....
 - (b) Multiply 214 by 8, and divide by 4. Ans.....
 - (c) Simplify $\frac{2}{3}$ of $\frac{3}{4}$ of 12. Ans.....
 - (d) Divide \$156.80 by 40. Ans.....
 - (e) Reduce 422 cwt. 10 lbs. to lbs. Ans.....
 - (f) Multiply 1344 by 25. Ans.....
 - (g) Subtract \$2 $\frac{1}{4}$ from \$3.30. Ans.....
 - (h) What is the product of 3 $\frac{1}{4}$ by 2 $\frac{1}{4}$. Ans.....
 - (i) Find the quotient of 648 and 16. Ans.....
 - (j) Add \$ $\frac{1}{3}$, \$ $\frac{2}{3}$, and take from the sum \$ $\frac{1}{4}$. Ans.....

ENGLISH GRAMMAR (GRADE I., MODEL.)

[The answers must be written on paper of the regulation size (quarter-sheet foolscap, and fastened at the upper left-hand corner.) It will be more convenient for the examiners if every answer begins on a new sheet. A margin should be left on each page. Write only on one side of the paper. Write neatly.]

(Two questions to be answered from each Section.)

SECTION I.

1. Name the various kinds of nouns, and give an example of each.

What is inflection? Give ten nouns having one form for the feminine and another form for the masculine.

2. What is case? What parts of speech are inflected for case? Give three examples, each illustrating a different case.

3. Write a short sentence containing one noun, a pronoun, and at least two adjectives. Compare the adjectives, *Good*, *simple*, *conspicuous*, and *last*.

SECTION II.

4. Analyze the following sentence: Scott, the famous author, an early riser, usually worked four hours in his study before breakfast.

5. Parse all the nouns, pronouns, adjectives and verbs in the sentence above.

6. Write a short sentence containing five parts of speech.

SECTION III.

7. Correct the following sentences, and tell why you correct them: How many is there in the school? He don't know nothing. She done it yesterday. Who did that? Harry and me. There were a great number present.

8. Decline fully the third personal pronoun, *he*, *she*, *it*, singular and plural.

9. Define the terms: *Subject*, *predicate*, *extension*, *simple sentence*. Give an example of each.

ENGLISH (GRADE I., MODEL SCHOOL.)

SECTION I.

1. Where do any three of the following lines occur? Complete the stanzas. Name the authors.

(a) The forest has spells to enchant me - - - -

(b) Amidst the storm they sang - - - -

(c) A youth lay plucking at the flowers around - - -

(d) The waves were white and red the morn - - -

(e) Broad are the streams—my steed obeys - - - -

(f) Yet each is best when both unite - - -

SECTION II.

(Two questions to be answered from this Section.)

2. Write a composition on the "Dogs of St. Bernard," or on "Lake Superior." Be careful in the construction of your sentences.

3. Give the meanings of the following words taken from the prescribed portion of the Reader:—*Battlement*, *infallible*, *restoration*, *formidable*, *exertion*. Compose five sentences, each containing at least twenty words, one of which shall be one of the above taken respectively.

4. Same as Question 3, with the words:—*Unparalleled*, *palpable*, *publication*, *patriotism*, *armament*.

SECTION III.

5. Reproduce the extract which has been read twice in your hearing by the deputy-examiner. (The paragraph is to be taken from page 109, Gage's Fourth Reader, beginning, "There are many stories of the cunning of the fox.")

DRAWING FROM 3.30 TO 5.

1. While the pupils are engaged with their English paper, the teacher may copy on the blackboard the figures on pages 5 and 6 of the Dominion Freehand Course, No. 2. No figure will receive marks which is not drawn in pencil, or is not at least three inches in length, and on drawing paper.

CANADIAN HISTORY, (GRADE I. MODEL SCHOOL.)

[Two questions are to be answered from each Section.]

SECTION I.

1. Name any five of the discoverers mentioned in connection with the early history of Quebec, and give one fact connected with each name, showing that you know something of the explorations the discoverers made.

2. Name the principal Indian Tribes that engaged in the early Canadian wars, and tell what you know of the localities they inhabited.

3. What are the five most prominent events in the career of Champlain? What was his character?

SECTION II.

4. Give the incidents connected with the first capture of Quebec by the English. How long did they keep it, and why did they give it up?

5. Give an account of the explorations of Marquette, Joliet and La Salle.

6. Narrate five of the chief events connected with the rule of Frontenac as Governor of Canada.

SECTION III.

7. Give ten of the most important dates connected with the history of Canada, and the events attached to them.

8. When was the last siege of Quebec. Give an account of it.

9. Tell what you know of Lord Durham's Report.

FRENCH (GRADES I. AND II. MODEL.)

[Pupils in both Grades will answer two questions from each Section.]

SECTION I.

1. Translate :—La dame a-t-elle du goût? Oui, monsieur, la dame a beaucoup de goût. Ma sœur a apporté des livres nouveaux

L'écureuil est un joli petit animal. Il n'est pas tout à fait sauvage. Etes-vous aussi brave que votre frère? Oui, Mademoiselle, dans la fuite.

2. Translate:—The long table. The sweet voice of that beautiful woman. Give me some fresh water. Some soft wood for sale here. The balls were lively last night; but we were all hungry, sleepy and ashamed of ourselves. You are wrong, sir; these houses are not pretty; they are too high and narrow.

3. Name five objects, in French, to be found in the room where you are now sitting. Write before each name the appropriate article.

SECTION II.

4. Write out the possessive adjectives in the feminine singular.

5. What is the feminine of: Du, bon, faux, sec, pareil? and the plural of: Cheval, bal, émail, ciel, fils?

6. When do you make use of "de" meaning "some" or "any."

SECTION III.

7. Give the present and imperfect indicative of "avoir" and "être."

8. Write out the imperative and present subjunctive of "être."

9. Conjugate the verb "parler" in the present, imperfect and future indicative.

DICTIONATION, READING AND WRITING, FOR ALL GRADES.

Dictation.

GRADE I. MODEL SCHOOL.—The first three sections of the lesson on "The Tiger" beginning on page 99 of Gage's Fourth Reader, or the first paragraph of the lesson on the "Three Caitiffs" on page 65 of the Fourth Royal Reader. (This dictation on Wednesday afternoon.)

GRADE II. AND III. MODEL SCHOOL or Grade I. Academy.—The first two sections of the lesson on "The Retreat from Moscow," page 147 of Gage's Fifth Reader, or the first 21 lines of the lesson on the "Labour Movement," on page 153 of the Fifth Royal Reader.

GRADE II. ACADEMY.—The paper set by the A. A. Examiners shall be taken by this grade.

Reading.

MODEL SCHOOL GRADES.—For Grades I. and II. Model School, the deputy-examiner may select any passage within the prescribed pages in the readers, giving 100 marks in each grade as a maximum, and not different marks as last year. 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.

ACADEMY GRADES.—The printed form prepared by the A. A. Examiners may be used for Grades I. and II. Academy, with 100

marks in each case as the maximum. These marks are to be entered by the deputy-examiner in the schedule to be returned to Quebec.

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 ten lines of prose and any ten lines of poetry may be written from memory or from the Reader.

OLD TESTAMENT HISTORY (FOR MODEL SCHOOL GRADES).

[Only one question is to be answered from each Section by pupils of Grade I. Model School, but pupils of Grades II. and III. Model School, or Grade I. Academy are expected to answer two questions from each Section.]

SECTION I.

1. Give an account of Balaam and his prophecy. Where was the land of Moab?
2. Describe any two of the regular feasts or festivals of the Jewish people. What did these feasts commemorate?
3. Narrate the events that occurred during the journeyings of the Israelites after the crossing of the Red Sea until they came to Mount Sinai.

SECTION II.

4. Give a prominent event in the lives of each of the following persons mentioned in Scripture:—Elisha, Eli, Belshazzar, Korah, Eleazar, Jonathan, Laban, Esau, Ishmael, Melchizedek.
5. Where were Shechem, Nazareth, Joppa, Rameses, Bethel, Bethesda, Carmel, Hebron, Ekron, Jericho? Name some event connected with each place.
6. Describe the tabernacle; and give an account of the building of Solomon's temple.

SECTION III.

7. Draw a map of the wilderness over which the children of Israel travelled on their way to the land of Canaan, showing the river Nile, the two arms of the Red Sea, the Dead Sea and the river Jordan. Insert the names of as many places as you can remember.
8. Write out in full the Commandments against Sabbath breaking, against cruelty, against coveting. What did Christ say about swearing?
9. Name five of the kings of Judah and write all you know about any two of them.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

[One question is to be answered from each Section.]

SECTION I.

1. Draw a map of the Spanish Peninsula or of France. Trace the principal rivers and mountain chains. (The map should be neatly drawn in a clear pencil outline to fill the quarter sheet of paper.)

2. Describe a voyage from the Straits of Gibraltar to Constantinople, naming the waters through which you would pass and the more prominent headlands bordering these waters.

3. Describe the rivers which flow into the Baltic Sea, naming the chief towns upon them and giving one important fact in connection with each of these towns.

SECTION II.

4. Name and locate the five largest towns in (1) England, (2) Scotland, (3) Ireland.

5. Give the chief exports of (1) England, (2) Scotland, (3) Ireland. Give the populations of these countries.

6. Name the several islands or groups of islands which lie near England and Ireland.

SECTION III.

7. What is meant by a great circle, a meridian, a zone, the equator, the poles?

8. State what you know of the size and motions of the earth.

9. What and where are the following:—The Alps, Zealand, Copenhagen, Vesuvius, Toulon, Sardinia, Brussels, Florence, Munich?

ARITHMETIC (GRADE II. MODEL SCHOOL.)

(Two questions are to be answered from each Section.)

[The question is to be first written out by the pupil and the problem worked underneath in neatly arranged figures. Each sum should occupy a quarter-sheet by itself to avoid confusion. Be careful to note the instructions given in the Grammar paper, which apply to all papers.]

SECTION I.

1. State the distinction between a vulgar and a decimal fraction. Reduce $\frac{3}{4}$ to a decimal and .125 to a vulgar fraction.

2. From the sum of $5\frac{1}{2}$ and $3\frac{1}{3}$ take the product of 1.25 and $2\frac{1}{2}$.

3. If $1\frac{1}{3}$ yds. cost \$3.25, how many yards may be bought for \$15 $\frac{3}{4}$?

SECTION II.

4. Divide 57.62 by (1) .000356, and (2) by 384.721. (Be careful in indicating the decimal point in the answer.)

5. Write out the tables of Square measure, Dry measure and Liquid measure. For what purposes are these tables respectively used.

6. Find the G. C. M. of 2691 and 11817, and the L. C. M. of 60, 50, 144, 35, 18.

SECTION III.

7. Reduce $\frac{2}{3}$ of $\frac{1}{4}$ of $\frac{1}{2}$ of a square rod to the fraction of an acre.

8. Find how often a wheel 13 inches in circumference will turn round in running a mile.

9. A field contains 3 ac. 1 rood, and another 14 ac. 3 roods 13 perches. What is the smallest fraction expressing the size of the smaller of these two fields compared with the larger?

ENGLISH GRAMMAR (GRADE II MODEL SCHOOL.)

(The answers must be written on paper of the regulation size (quarter-sheet foolscap, fastened at the upper left-hand corner.) It will be more convenient for the examiner if every answer begins on a new sheet. A margin should be left on each page. Write only on one side of the paper. Write neatly.)

(Two questions are to be answered from each section in this paper.)

SECTION I.

1. Distinguish by definition and example the common, abstract and proper noun.

2. How would you write in the feminine plural the words: Actor, lord, brother, king, bachelor, marquis; the singular of pence, bases, feet, deer, beaux, women? Compare the adjectives small, evil, old and singular.

3. What is inflection? What parts of speech are inflected and for what purpose?

SECTION II.

4. Define a pronoun and tell how it is inflected.

5. Conjugate the verb "to love" in the six tenses of the indicative.

6. Distinguish between the comparatives: Further and farther, older and elder, latest and last. What is comparison?

SECTION III.

7. Explain the terms *subject*, *object*, *indirect object*, *enlargement*. What is the predicate in a sentence?

8. Analyze the sentence:

The gay young nobles and beautiful ladies, wrapped up in mantles of various bright colors to protect them from the cold, were talking with the prince on the white ship.

9. Correct the following sentences if wrong:

There was three of them and he divided his apples between them. He fell in the river. Between you and I, he says what ain't true. He seen me do it. Who can this be from? That ain't no lie. It was them boys there that done it. (Give reasons for your corrections.)

ENGLISH HISTORY (GRADE II. MODEL SCHOOL.)

[Two questions are to be answered from each Section.]

SECTION I.

1. Give an account of Roman rule in Britain. Who were the Druids?

2. Draw up a list of ten of the most important events that occurred in English history during the Norman Period. Attach dates to any two of these events.

3. Who were Caractacus, Hengist, Becket, Cromwell, Shakespeare, William of Orange, Mary Queen of Scots, Perkin Warbeck, The Black Prince, Roger Mortimer.

SECTION II.

4. What historical events are associated with the following places:—Runnymede, Westminster, Hastings, Northallerton, Crecy, Londonderry, Boston, Corunna, Waterloo, Canterbury.

5. Name five of the most important events in the reign of Charles I. and describe fully any one of them.

6. State what you know of the "Trial of the Seven Bishops," or of the "Long Parliament."

SECTION III.

7. Who was victor at the Battle of Bannockburn? Who was his opponent? Tell what you know of the reign of the latter.

8. What two sovereigns preceded Queen Victoria? How long has she reigned? Name two events in each of these three reigns.

9. What was the character of Queen Elizabeth? Support your statements about her by facts you have learned while studying her reign.

ENGLISH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Where do any three of the following passages occur? Complete the stanzas. Name the authors.

- (a) The thaw-wind came from the southern sea . . .
- (b) The man was glad to feel awake
- (c) The sun was reddening the clouds of inorn
- (d) I see before me the Gladiator lie
- (e) These words the poet heard in paradise
- (f) The fields may furnish forth their lowing kine.

SECTION II.

(Two questions to be answered from this Section.)

2. Write a composition on the "Loss of the White Ship" or on the "Destruction of Pompeii." (As the manner in which your sentences are constructed will be specially examined, you should be careful in having your sentences begin with a capital letter. The writing should also be done neatly.)

3. Give the meanings of the following words, and write out five sentences, each containing respectively one of them:—*Recompensed, distillation, abstinence, capillary, stimulant.* Each sentence should contain at least twenty words.

4. The same as the above question with the words: *Temperature, antiquity, development, religious, authority.*

SECTION III.

5. Write in your own words the substance of the paragraph read twice by the deputy-examiner. (The paragraph is to be taken from page 147 of Gage's Fifth Reader, the first two sections of the lesson on "The Retreat from Moscow.")

DRAWING FROM 3.30 TO 5.

1. While the pupils are engaged with their English as given above, the teacher may copy on the black-board the figures on pages 1 and 2 of the Dominion Freehand Drawing Course, No 3, which the pupils will afterwards sketch on drawing paper. No marks will be given to any figure which is not sketched in pencil or is not, at least, three inches in length.

LATIN (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Translate: *Puella bona rosam habet. Donum amici boni est pulchrum. Regina insulae columbam albam habet. Leones et elephanti sunt animalia magna. Domus urbis sunt pulchrae. Ripae fluminis altae sunt. Lepus celer est. Rex naves et nautas habet. Nox est longa. Domus urbis sunt pulchrae.*

(Two questions only from each of the following Sections are to be answered.)

SECTION II.

2. Parse the adjectives in the first five of the above sentences.
3. Give the nominative singular and genitive plural of: *Urbis, fluminis, nautas, libris, leges.*
4. Decline in the singular: *Agricola, deus, vis*; and in the plural *puer* and *genu*.

SECTION III.

5. Conjugate *sum* in the perfect indicative and in the imperfect subjunctive.

6. Translate into Latin: The master gives a book to the boy. The slave is timid. The woman has a daughter and a son. The generals have good plans. The gifts of a good friend.

7. Compare *Bonus, levis* and *pulcher* and decline the comparative of *altus* in the singular only.

ALGEBRA (GRADE II. MODEL.)

[Answer two questions from each Section.]

SECTION I.

1. What is meant by a sign or symbol? What is a *bracket*, a *vinculum*, a *product*, a *quotient*? If $a=16$, what is the value of a^2 and of \sqrt{a} ? If $x=27$, what is the value of x^3 and of $\sqrt[3]{x}$?

2. If $x=2$, $y=3$, and $z=4$, find the sum and difference of $3x - (7y + 4z)$ and $8y + 5z - 3x$.

3. If $a=7$, $b=4$, $c=9$, find the value of

$$\frac{3a-b}{2a-c} + \frac{5b+a}{b-c} + \frac{7c-a}{a+2c}$$

SECTION II.

4. Find the sum of $3a^2 - 4ab + 6b^2$, $7ab - a^2 - b^2$, $2a^2 - 3ab - 4b^2$, and $4a^2 + ab - b^2$.
5. From $3x^4 + 3ax^3 - 9a^2x^2 + a^3x - a^4$ take $2x^4 + 4ax^3 + 4a^2x + a^4$.
6. Multiply $a^2 + b^2 + c^2 - ab - ac - bc$ by $a + b + c$.

SECTION III.

7. Divide $x^3 - 3xyz + y^3 + z^3$ by $x + y + z$.
8. Find the continued product of $x + a$, $x + b$, $x + c$.
9. Divide $a^4 + a^2b^2 + b^4$ by $a^2 + ab + b^2$, and multiply the quotient by $a + b$.

PHYSIOLOGY AND HYGIENE (FOR ALL GRADES UP TO GRADE II.
ACADEMY INCLUDED.)

[Only one question is to be answered from each Section by the pupils of Grades I. and II. Model School; but two questions from each Section are to be selected by the pupils of Grades I. and II. Academy.]

SECTION I.

1. Describe the spinal cord with its pairs of nerves. What is the construction of a nerve? What is the function of a nerve?
2. What are the constituent parts of the blood? Name the most important blood-vessels in the body.
3. What is the difference between mineral food and tissue-making food? Enumerate the foods that are not classified either as mineral or tissue-making.

SECTION II.

4. What are the ten most important hygienic laws? Write them out in language which will show the examiner that you know what diseases they are intended to keep in check.
5. Describe the organ of hearing, naming its various physiological parts from the outer ear to the inner nerve that connects it with the brain.
6. What are the various sections of the brain? Describe their appearance and their functions.

SECTION III.

7. Describe the trachea, the larynx, the epiglottis, and the bronchial tubes.
8. What precautions ought to be taken to avoid "catching cold"? What are the remedies to be adopted to prevent the cold from "settling on the lungs"?
9. What are the constituents of the atmosphere? How can you find out that there is too much carbonic acid gas in a room? What is the mean temperature at which a school-room should be kept?

BOOK-KEEPING (FOR ALL GRADES.)

[Only one question is to be answered from each Section by the pupils of Grades I. and II., Model School; but two questions from each Section are to be selected by pupils of Grades I. and II. Academy.]

SECTION I.

1. Define the following commercial terms used in connection with Book-keeping:—*Indemnity, acceptance, deficit, auditor, assets, invoice, inventory, balance, draft, exchange.*

2. Draw out specimens of a *negotiable note, a negotiable joint note, a joint and several note, and an accepted draft.*

3. Explain the terms "debit" and "credit" in such a way as to convince the examiner you can make entries in the Ledger in a proper way. What is the Ledger?

SECTION II.

4. In a case of partnership how would you equitably apportion to each partner his share of the profits.

5. Henry Brown begins business January 1, 1890, with the following assets:—Mdse., \$8000; cash, \$2000. Abel Whittier owes him on account, \$160; Carl Dickens, \$280; Paul Mann, \$390; Henry Clark, \$500. He owes Charles Clifford on account, \$395; James Jones, \$140; Henry Allen, on note, \$3000. At the end of six months he finds his assets and liabilities to be as follows: His mdse. is now \$6000; his cash is \$1500; Charles Clifford owes him \$900; Carl Dickens, \$1600; Paul Mann, \$300; George Mace, \$900. He owes Wm. Whitman, on account, \$850; Henry Allen, \$2500; Charles Bennett, \$1600; William Butler, on note, \$500. How much was gained or lost during the period?

6. What is the difference between Single and Double Entry in Book-keeping? Mention the advantages to be had from using Double Entry.

SECTION III.

7. What transactions are recorded in an invoice register, a cash-book, a sales-book, a cheque-book, a journal?

8. When is a firm said to be insolvent? Draw up a balance-sheet showing the insolvency of an imaginary firm.

9. Draw up the form of ruling generally used in a cash-book. What is meant by "posting"? How often has the cash-book to be balanced? Draw up an account current, taken from the Ledger.

GEOGRAPHY (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

SECTION I.

1. Draw a map of the West India Islands, inserting the chief towns. (The map is to be drawn in pencil outlines. The names are to be neatly printed.)

2. Describe the river and mountain system of British Columbia.
3. Name the countries of South America on the Pacific coast, with two principal towns in each.

SECTION II.

1. Name the political divisions of the United States on the Atlantic coast, with two of the principal towns or cities in each.
2. Draw an outline of the course of the Rio Grande or of the Mississippi, with the principal tributaries.
3. Name the States of the American Union that border on Canada and those which border on the Great Lakes.

SECTION III.

1. Draw a circle about one inch in diameter and show upon it the position of the zones of the earth.
2. Specify the conditions upon which the climate of a country depends; or describe briefly the Trade Winds and give their causes.
3. Explain the cause of day and night, or of the seasons.

ARITHMETIC (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

[The question is to be written out by the pupil and the problem worked out underneath in neatly arranged-figures. Each sum should occupy a quarter-sheet by itself, to avoid confusion. Be careful to note the instructions given in the Grammar paper, which apply to all papers.]

SECTION I.

1. How much is $3\frac{1}{2}$ per cent. of \$933.27. Bought 365 bbls. of flour at \$5.75 per bbl. and sold them at 10 per cent. profit. How much was gained by the transaction?
2. An agent purchases for me 2 bales of cloth, each containing 240 yds. The cloth cost \$2.25 per yard, and the agent's commission was $2\frac{1}{2}$ per cent. What did the cloth cost me?
3. Insured a house valued at \$3,450 at $1\frac{1}{4}$ per cent. What did the premium of insurance amount to? During the second year the rate per cent. was reduced by $\frac{1}{8}$, what was the premium of insurance then?

SECTION II.

4. What fraction of 4 lb. 1 oz. 8 dwt. 15 gr. is 1 lb. 1 oz. 9 dwt. 15 gr? Express your answer also in decimal form.
5. (1) What is the L. C. M. of 6, 9, 24, 30? (2) What is the smallest sum of money with which I can buy sheep at \$5 each, cows at \$22 each, or horses at \$75 each?
6. Reduce 3 ac. 14 per. 4 yds. to feet and prove the correctness of your answer by reversing the process?

SECTION III.

1. What is meant by the square root of a number? Find the square root of 18947.5225.

2. What will be the cost of carpeting a floor 16 ft. by 14 ft. with carpet $2\frac{3}{4}$ ft. wide, at 90 cents per yard?
3. Find the area of a triangular field, the length of which is 126 rods and the perpendicular breadth 104 rods?

CANADIAN HISTORY (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

SECTION I.

1. Trace the history of Confederation, the causes which led to it, and the dates of the admission of the various provinces.
2. Give an account of Canadian rule under Lord Elgin. What is meant by "responsible government?"
3. State what you know of the "Family Compact" and the "Clergy Reserves."

SECTION II.

4. "After the conquest of Canada by the English there came a period of Military Rule." Give an account of this period.
5. Who were the United Empire Loyalists? What influence have they had on the advancement of Canada?
6. Enumerate five of the most important of the events of the war of 1812-14 and give the names of five prominent men connected with it.

SECTION III.

7. State what you know of Seigniorial Tenure, the Quebec Act, and the Constitutional Act.
8. What historic events are connected with the following places:—Stadacona, Tadousac, Lachine, Cataract, Utrecht, Port Royal, Fort William Henry, Beauport, Detroit, Charlottetown. Where are these places?
9. Give one fact connected with the career of each of the following men:—General Brock, Sir Guy Carleton, De Levis, Montcalm, La Salle, Richelieu, Champlain, De la Roche, Tecumseh, Laval.

ENGLISH (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

SECTION I.

1. Break the following passage up into clauses, underlining the subjects and double-underlining the predicates.
 Even now the devastation is begun
 And half the business of destruction done;
 Even now, methinks, as pondering here I stand,
 I see the rural virtues leave the land.
 Down where you anchoring vessel spreads the sail
 That idly waiting flaps with every gale,
 Downward they move a melancholy band,
 Pass from the shore and darken all the strand.
2. Write out consecutively, beginning each clause on a new line, the passage:—
 O luxury! thou curst by Heaven's decree - - -
3. Complete these lines and the succeeding lines which rhyme with them:—

- (a) A man severe he was - - - -
 (b) Vain transitory splendours - - -
 (c) 'Tis yours to judge - - -
 (d) With louder plaints the mother spoke - - - -
 (e) At every draught more large - - - -

SECTION II.

4. Give, as a carefully worded composition, an account of the early days of Oliver Goldsmith.

5. Describe the scope of the "Deserted Village," and point out the lessons it teaches.

6. Give the meaning and derivation of the following expressions taken from the poem:—*convex, ravaged landscape, famine, pensive plain, degenerate, melancholy, equinoctial, innocence, champion, influence.*

SECTION III.

7. Write out in your own words as a paraphrase, the substance of the first twenty lines of the "Deserted Village."

8. Write in your own words the substance of the paragraph read twice by the deputy-examiner. (Page 147 Gage's Fifth Reader, same paragraph as in Grade II. Model School).

9. Write a short composition on the "Loss of the White Ship" or on the "Destruction of Pompeii."

DRAWING FROM 3.30 TO 5.

While the pupils are engaged with their English as above, the teacher may draw on the blackboard the figures on pages 1 and 2 of the Dominion Drawing Course No. 4, which the pupils will afterwards sketch on drawing paper. No marks will be given for any figure which is not at least four inches in length.

LATIN (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

(Only one question to be answered from the first Section; two from each of the others.)

SECTION I.

1. Translate:—*Dum nos placidus somnus recreabat, vos vigilabatis. Si animum virtutibus ornaveris, semper beatus eris. Tarquinius Priscus Romam urbem muris cinxit. Audacter pugnavit atque amicum fortiter defendit. Pax cum Caesari non facta est. Brutus in castra Caesaris venerat. Milites urbem expugnare possunt. Qui Deo obedit, etiam hominibus obedit. Hannibal magnum exercitum in Italiam ducet. Vires vestras semper exercete, pueri!*

2. Translate:—*Verba bona discipuli a magistro laudabantur. Multos et altos muros aedificabunt viri urbis. Multa verba in memoria manserunt. Viri fortes urbem templaque defenderunt. Clamoribus militum nostrorum territi sunt hostes. Servi Graeci filios Romanorum nobilium educabant. Capita animalium multorum videbantur. Ita judicat iudex justus, ut in omni re rectam conscientiam servet. Graecia omnibus artibus floruit.*

SECTION II.

3. Parse the nouns in the first five sentences of either of the above extracts.

4. Decline *senex* and *unus*.
5. Decline *hic* in the singular, and *is* throughout

SECTION III.

6. Give the Latin numerals from one to thirty.
7. Conjugate *rego* in the imperfect, indicative and subjunctive active, and in the future indicative and present subjunctive passive.
8. Parse ten of the verbs in either of the extracts in Section I.

GEOMETRY (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

SECTION I.

1. Define the following geometrical terms:—*Surface*, *line*, *point*, *angle*, and draw three kinds of triangles.
2. Explain the terms *postulates* and *axioms*, and write out three postulates and four axioms.
3. Explain the terms *problem*, *proposition*, *theorem*. Write out the enunciations of the problems found within the first ten propositions of Euclid.

SECTION II.

4. Prove that if two straight lines cut one another the vertical or opposite angles are equal.
5. Prove that any two sides of a triangle are together greater than the third side.
6. Show that if one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.

SECTION III.

7. Bisect a given rectilinear angle, and prove the correctness of your construction.
8. Construct a triangle of which the sides shall be equal to three given straight lines, but any two whatever of these must be greater than the third.
9. Make a rectilinear angle equal to a given rectilinear angle at a given point in a given straight line.

ALGEBRA (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

SECTION I.

(Answer two questions from this Section.)

1. Subtract the sum of the quantities $a^4 + 2a^2b^2 + b^4$, $a^4 - 2a^2b^2 + b^4$, from $6a^4 + 8a^2b^2 + 6b^4$.
2. Find the continued product of $x+a$, $x+b$, $x+c$.
3. Find the quotient of $28a^2b - 7ab^2 + 14b^3$ by $7b$; and of $1 + 2x + 3x^2 + 2x^3 + x^4$ by $1 + x + x^2$.

SECTION II.

4. Resolve into elementary factors any four of the following quantities:—

$$\begin{array}{ll} (a) a^4 - 16b^4 & (d) 4x^2 + 8x + 3 \\ (b) x^2 - 7x + 12 & (e) 8a - 4a^2 - 4 \\ (c) x + 12 - x^2 & (f) 1 - 18x - 63x^2 \end{array}$$

SECTION III.

(Answer two questions from this Section.)

5. Solve the following equations:—

(a) $5x + 2 = 2x + 11$

(b) $\frac{x}{4} + \frac{x}{6} + \frac{x}{8} = 2\frac{1}{6}$

(c) $\frac{x-1}{2} + \frac{x+3}{4} = \frac{2x-7}{6} + \frac{8x-1}{12}$

6. The sum of two numbers is 20, and, if three times the smaller number be added to five times the greater, the sum is 84. What are the numbers?

7. What two numbers are those whose difference is 14, and their sum 48?

Correspondence, etc.*To the Editor of the EDUCATIONAL RECORD.*

DEAR SIR,—I saw lately, from some of our daily newspapers, that my fellow-teachers are anxious to have the meetings of the Montreal Board of School Commissioners open to the public; and I cannot refrain from wondering what advantage can arise to them should such a thing be brought about. If it be true that their interests are suffering from the undue influence which some officials are said to have with the Board, I fail to see how the opening of the meetings to the public will tend to curtail that influence, for witness the undue influence that certain gentlemen possess in our local association, and in our provincial association, and the manner in which they combine for their own advantage, and this in face of the fact that the meetings of these associations are open to the public. Besides, when we consider the number of secondary matters in connection with our schools that have of necessity to come before the Board, mere trifles in many cases, and yet of the greatest importance to us in our disciplinary cares and vexations, and when we consider how the ventilation of these minor matters would beset the management of our schools with all manner of petty criticisms on the part of our pupils, and strengthen their natural inclination to resist our authority, whenever the Board's decision happened to be in opposition to our wishes, it seems to me that it would be better for us to let things remain as they are. If there are men amongst us who desire to have things their own way, forming themselves into compacts or cliques to influence the Board in the appointments and dismissals they make, and in the salaries they diminish or increase, there is nothing for us to do but to break up such factions by appeals in the public press, as is done under similar circumstances in other walks in life. It is not so long ago since Mr. Walton exposed, in your journal and elsewhere,

the combination that seeks to make the presidents, vice-presidents, secretaries, treasurers, commissioners and representatives out of the persons whom they previously select, and I think it is likely we have heard the last of such a combination. And so it will be with the combination that is said to be emasculating the influence of the Board of School Commissioners of Montreal in performing their function as a public body. We have only to make plain the underhand movements of such men to do us an injury, and the members of the Board themselves will flee from the influence as from a plague.

MONTREAL, May 10th, 1892.

Yours truly, A TEACHER.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—It was quite a revelation to me to read the following notice issued from the Secretary's office, Edinburgh, in connection with "Higher class schools leaving certificate," and if you have not happened to see it yourself, I am sure you will be delighted to find that there is something in Quebec to be imitated by those outside of Quebec. The communication reads as follows:

Yours respectfully, A TEACHER.

I am directed to remind you that the examination for leaving certificates will begin on Monday, the 13th June, and I am to give the following further particulars with respect to it.

About a month before the examination, my Lords will issue a form on which they will ask for exact information as to the numbers to be examined in the various grades of each subject.

The following subjects will be included in the examination:—English (including questions on modern history and geography), Latin, Greek, French, German, mathematics (including arithmetic), and book-keeping with commercial arithmetic.

Certificates of three grades—lower, higher, and honours—will be given in each of these subjects, except book-keeping and commercial arithmetic, where one grade of certificate only will be given.

For information as to the arrangement of the papers and the character of the questions in Latin, Greek, modern languages and mathematics, I am to call your attention to the notes which have already been sent to you.

As on previous occasions, the examination will be general and not in prescribed books. In the English papers, where this might operate unfairly, my Lords will endeavour to meet the difficulty by giving a considerable choice of questions in history, literature and geography. Such an amount of knowledge as will enable a candidate to answer a sufficient number of the questions set in history and geography may be expected from every pupil, and candidates will be required to satisfy the examiners that they possess a competent knowledge of at least one of these subjects.

My Lords noticed last year, with regret, that a large number of candidates were presented in a grade higher than their attainments warranted, and thus the number of failures was considerably increased. They are of opinion that candidates should not be presented in a grade higher than that in which they are likely to pass, and they fear that the issue of certificates in certain cases in a lower grade than that in which candidates are presented has to some extent encouraged the practice. They will not at present withdraw this concession; but they desire to give notice that this year a certificate of a lower grade will not be issued except under more stringent conditions than in previous years, and only in those cases where the circumstances appear

fully to justify such a course. Their Lordships will be unable to issue a lower grade certificate in English, or in any language, to candidates who take papers in the honours grade and fail to qualify for a certificate in the higher or honours grade.

In Latin, Greek, French, German, and English, two pages will be required in the honours grade. In book-keeping and commercial arithmetic separate papers will be set, but a certificate will be granted to those candidates only who pass in both branches.

As you have already been informed, my Lords propose that the examination should take place simultaneously in each school, beginning on Monday, 13th June. The subjects will be taken in the following order:—

Monday, 13th June	10 a.m.	Arithmetic.
" " "	12 noon	Geometry.
" " "	3 p.m.	Algebra.
Tuesday, 14th June	10 a.m.	English.
" " "	2 p.m.	English (2nd honours paper).
Wednesday, 15th June	10 a.m.	French.
" " "	2 p.m.	French (2nd honours paper).
Thursday, 16th June	10 a.m.	Latin.
" " "	2 p.m.	Latin (2nd honours paper).
Friday, 17th June	10 a.m.	Greek or Book-keeping.
" " "	2 p.m.	Greek (2nd honours paper) or Commercial Arithmetic.
Monday, 20th June	10 a.m.	Trigonometry and Logarithms.*
" " "	12 noon	Analytical Geometry.
" " "	2 p.m.	Dynamics.
" " "	4 p.m.	Geometrical Conics.
Tuesday, 21st June	10 a.m.	German.
" " "	2 p.m.	German (2nd honours paper).

On each occasion, the papers for the lower grade, the higher grade, and the honours grade certificate, in each subject will be set simultaneously. The time allowed, except where otherwise stated, for each paper in languages and English will be two hours and a half in the lower grade, and three hours in the higher and honours grades. For the time allowed for the various subjects in mathematics you are referred to the note as to mathematical papers.

The authorities of the school must provide a suitable room or rooms for the examination, and pens, ink, scroll paper (on which no notes of any sort should appear), and blotting paper. Slates may not be used, nor pencils, except in the drawing of mathematical figures. The books in which the answers are to be written will be supplied by the Department, and will be forwarded to the head master a few days before the examination. Any candidate introducing any book or note of any kind into the examination room, or detected in copying, will be instantly dismissed, and the case reported to the Department.

My Lords will appoint an officer to represent the Department at the examination. He will distribute the papers and supervise the examination. If in any subject all the candidates cannot be accommodated in one room, information must be sent to the Department at least one month before the examination, so that a second supervising officer may be appointed. Such supervision cannot be entrusted to anyone who does not represent the Department.

The selection of candidates from any school rests entirely with the authorities of that school, and, in regard to this, they must act on their own responsibility. At the same time, in order that this examination may form a satisfactory supplement to the inspection of the separate schools, it is understood that, as a general rule, the pupils of the highest class, or of the highest class and that next to it, in each school, should be presented. It is

undesirable, if the examination is to serve as a test of the real merits of a school and the scope of its curriculum, that the candidates should be confined only to a few selected pupils. But, having indicated this view, my Lords do not desire to lay down any strict rule which might interfere with the discretion of the managers.

In the case of candidates who desire to qualify by this examination for exemption from examinations of the University of Oxford, or the University of Cambridge, it is essential that notice should previously be given to this Department, and a list of the names of such candidates must be furnished on a form for this purpose, which may be obtained on application to the Department. If, subsequently, candidates should determine not to proceed to either University, notice must be given *before* the 25th July. In the absence of such notice, the papers will be sent to the Schools' Examination Board, and the ordinary fee will fall to be paid to the Board."

To the Editor of the EDUCATIONAL RECORD:

DEAR SIR,—As you hinted in a former number, the St. Johns High School has undergone a thorough repair during the past two years. On the first floor the rooms have been cased in and ceiled with pine and papered, partitions have been removed, and a large front room fitted up for calisthenics and for a reading-room and library. The cloak-rooms, closets, and lavatories have been put in first-class order. On the second floor new seats have been placed in the Academy and Model School class-rooms, the walls having been given a fresh coat of paint and the ceilings retinted. New floors have been laid in every room, the hot-air furnace replaced by hot water, and the front outside of the building greatly improved, the bricks painted and striped, and, in fact, every improvement made that might be wished for or a first-class school-building could suggest. The St. Johns people are to be congratulated on their efforts to keep pace with the times.

A FRIEND OF THE SCHOOL.

Books Received and Reviewed.

MERRILL'S WORD AND SENTENCE BOOK, supplied by Messrs. F. E. Grafton & Sons, Montreal. This volume is issued as a Practical Speller, designed to teach the form, pronunciation, meaning and use of common words. We have always been of the opinion that spelling should be taught from the reader, where the meaning of the word can be learned in most cases from the context. Spelling books favour abstract teaching, and abstract teaching, when the pupils are between six and ten, should come under the surveillance of the Society for the Prevention of Cruelty to Animals. To say this is, however, not to condemn this book altogether, for there are many excellent features about the book which some teachers would favour, such as the selections for dictation, and words difficult of pronunciation, etc. The form in which the book is issued is attractive.

ILLUSTRATED QUEBEC, by G. Mercer Adam, and published by John McConniff, of the Windsor Hotel, Montreal. This is the last published of the series of Dominion Cities Illustrated, and is perhaps the gem of the lot. It purposes to be a guide book *de luxe*, but it is

much more than a guide book, as may be surmised from the repute of the author, who has added his name to the text. To the people of Quebec the illustrations are all familiar, but to the stranger the book will have all the charm of originality, and who of them can imagine a quaint corner in the world, so full of interest, so full of the beauty that is all the more beautiful because it is old. We prize the souvenir, as no doubt every visitor will when he carries it away with him to compare with his own recollections of the Ancient Capital with the scenes glorified by the pencil of the artist and the camera of the photographer. The book is for sale by all newsagents and booksellers.

HAMLET, by William Shakspeare,—A Study for Classes in English Literature, prepared by Carroll Lewis Maxey, and published by the Messrs. Ginn & Co., Boston. The chief recommendation of this new issue of Hamlet as a school text-book, is to be found in the series of questions inserted at the end of each act, and the observations which follow, accompanied as they are by selections of familiar passages. We know of no school edition of Hamlet we would prefer to this, while preparing young students for an examination. Its size and general "get up" is all that could be wished.

GOETHE'S MEISTERWERKE. A Selection from Goethe's Poetical and Prose Works, with copious biographical, literary, critical and explanatory notes, a vocabulary of difficult words for school and home, edited by Dr. Wilhelm Bernhardt and published by Messrs. D. C. Heath & Co., Boston. As Shakspeare and Milton are taken as the highest developments of the Renaissance, so may Goethe be taken as the representative of the earlier civilization of our own times, and no scholar can be satisfied with merely reading of the greatest of all the Germans, but touched with the enthusiasm which Thomas Carlyle has communicated to all who have examined his criticisms of German thought and German literature, he seeks direct communication with the great thinker. The present volume meets a demand, where there is a desire to know Goethe in the original, and the editor has done his work well, having not only compiled a good text-book, but what is more important, having given the student who reads German fluently an excellent idea of the versatility of the genius that produced *Wilhelm Meister*, *Herman and Dorothea*, and *Iphigenie*. We are so struck with the explanation given by Dr. Bernhardt in his preface as to how he came to prepare such a volume as this, that we quote it in full for the benefit of those of our teachers who keep to the old routine of drill in syntactic difficulties, rather than in the niceties of thought, and the charms of the highest form of composition:—"From experience gained in the schoolroom," says Dr. Bernhardt, "I became convinced that while reading with the classes the works of the great master, I should not lose myself in mere linguistic explanations, a way of treating the study of literature most pedantic and tiresome, and yet so often found in our schools. I felt it to be my duty to trace, from the very start, the purpose of the poet in his

several poems or prose pieces; to show why he applied certain means to carry out his plans; what was the intention of his productions taken as a whole and in part; how the parts are connected with the whole; how far the poet was influenced by the social conditions of his time; under what circumstances he wrote, and what limits he was compelled to observe,—in short, I wished to give expression to my firm belief that the study of poetry is profitable and enjoyable only to a student who is conscious of the reasons of its beauty." We heartily recommend the volume to all students of German literature.

REPORT ON CANADIAN ARCHIVES, by Douglas Brymner, LL.D., Archivist, and issued from the government press by S. E. Dawson, Queen's Printer. Perhaps no two gentlemen ought to be better known in Canada than the two that have just been mentioned. What Dr. S. E. Dawson has done directly as a publisher and author for Canadian literature in general, Dr. Brymner has done indirectly as a collector for Canadian history, and it pleases everyone to learn that one of our universities has lately honoured itself by conferring a degree upon one whose industry and scholarship has accomplished so much for Canada as Douglas Brymner's have. The last report of the Archives, like its predecessors, is full of interest not only to the man who studies history in order to be able to write it, but to the casual reader as well. In it the archivist tells us that the work of making transcripts continues in London and Paris, and, after indicating the value of the documents and books presented during the year, and the recognized importance of such a department in the number of requests that have been made for information and personal investigation during the year, proceeds with his report, in which we might almost say there is hardly an uninteresting phrase, if we leave out the tables of names, etc. In a future issue we may give an extract or two from this prolific compendium, as a specimen of the matured and dignified style of one who is satisfied with the humbler position of being a forerunner to our historiographers, when he might safely aspire to what some consider to be a prouder ambition, namely, of being an historian in his own right.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, 20th May, 1892.

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

Present: Sir William Dawson, C.M.G., LL.D., R. W. Heneker, Esq., D.C.L., LL.D., the Ven. Archdeacon Lindsay, M.A., George L. Masten, Esq., the Rev. W. I. Shaw, LL.D., Prof. A. W. Kneeland, M.A., E. J. Hemming, Esq., D.C.L., the Very Rev. Dean Norman, D.D., the Rev. Dr. Cornish, LL.D., the Rev. E. I. Rexford, B.A., the Rev. A. T. Love, B.A.

A letter was read from P. McArthur, Esq., regretting his inability to be present at the meeting.

The Secretary announced officially the death of the Chairman, the Lord Bishop of Quebec, and of the Rev. Dr. Cook, and the appointment of the Rev. A. T. Love to succeed the Rev. Dr. Cook.

Dr. Heneker was called to the chair temporarily,

When it was moved by the Rev. Dr. Norman, seconded by the Rev. Dr. Shaw, and carried unanimously by a standing vote :

“That the Protestant Committee of the Council of Public Instruction, on this their first meeting after the decease of their Chairman, the late Lord Bishop of Quebec, desire to give expression to their sincere regret at his death, and to their strong appreciation of his high character and varied attainments. For twelve years he filled the important office of Chairman of this Committee. He brought to bear upon its deliberations a cultivated intelligence, a wide experience in educational matters, both in England and Canada, a most unbending impartiality, combined with high-bred courtesy, unvarying patience, a dignified bearing and great though unconscious authority. He accorded to every member of the Committee, whatever his sentiments, the utmost freedom of expression. No partizanship of any kind detracted from the inflexible justice of his ruling. Every member of the Committee enjoyed true liberty in stating his views, and, notwithstanding inevitable divergence of opinion, the utmost harmony has prevailed. The universal respect entertained for the late Bishop by persons of all creeds and nationalities caused him to be an educational power in the community, and imparted the greatest weight to his words and actions. Every one who has assisted at the meetings of the Committee must recall with grateful pleasure the opportunity afforded of intercourse with a prelate of such enlightened breadth of view and such versatility of experience, who respected others while he respected himself.

“The Committee beg to approach Mrs. Williams and the Rev. Lennox Williams with true and respectful sympathy, and pray that the Divine blessing may comfort them in this their hour of trial and bereavement.”

Resolved also :

“That a copy of the above be forwarded to Mrs. Williams.”

Upon motion of Sir Wm. Dawson, it was in the same manner resolved :

“That by the lamented death of the Rev. Dr. Cook, the senior member of this Committee, and for twenty-three years a member of the Council of Public Instruction, a loss has been sustained by this Committee, and by the interests of education, that will not easily be repaired. Dr. Cook was eminently characterized by sterling integrity, along with a kind and genial bearing, by a clear and cultivated intellect, by business capacity and by devotion to the cause of education. His colleagues, in this their first meeting since his decease,

desire to express their deep sense of the loss they have sustained, and to place on record their high appreciation of his public services.

"That a copy of the foregoing be communicated to the members of Dr. Cook's family."

The minutes of the last meeting were then read and confirmed.

On motion of Sir William Dawson, which was carried unanimously, Dr. Heneker was elected permanent Chairman of the Committee.

2. The Secretary submitted the following correspondence for the consideration of the Committee :

(a.) From E. L. Curry, asking for special examination in School Law and Regulations before the 23rd of June, at which time he would be called away from the Province for a few months on business.

Resolved : "That in the special circumstances of Mr. Curry, the Board of Examiners be requested to prepare papers for the examination at the time mentioned, and that he be required to pay a special fee of ten dollars."

(b.) From John W. Charlesworth, asking for exemptions on extra-Provincial diplomas.

It was decided that Mr. Charlesworth be granted a Model School diploma on his passing an examination in School Law and Regulations, or an Academy diploma on passing an examination in School Law and Regulations and Greek.

(c.) From W. A. Kneeland, applying for assistance for school library at Point St. Charles.

Moved by the Rev. Elson I. Rexford, seconded by Prof. Kneeland, and resolved : "That the application for aid to school libraries be referred to the Superintendent of Public Instruction for a report thereon."

(d.) From H. Hubbard, resigning his position as School Inspector.

Moved by Dr. Cornish, seconded by G. L. Masten, Esq., and resolved : "That the Committee, in accepting the resignation of Mr. Hubbard, which they hereby reluctantly do, to take effect on September 1st next, bear testimony to the great value of his past services, extending over so long a period of years, and also to the conscientious zeal and efficiency with which he has uniformly performed them. Further, that it be a respectful recommendation to the Government to grant Mr. Hubbard a bonus of two months' salary, in view of his long and valuable services, both in his capacity of inspector, and member of the Board of Examiners."

The application of Mr. R. J. Hewton for the inspectorate rendered vacant by the resignation of Inspector Hubbard was received, and upon motion of Mr. Masten, seconded by Archdeacon Lindsay, it was resolved : "That this Committee recommends the appointment of R. J. Hewton, M.A., of Sherbrooke, as School Inspector of the inspectorate made vacant by the resignation of Inspector Hubbard,

at the same salary of one thousand dollars, the appointment to take effect on the 1st of September next."

(e.) From John W. McOuat and others, applying for the position of School Inspector.

Moved by Prof. Kneeland, seconded by Mr. G. L. Masten : (1) "That Mr. J. W. McOuat, B.A., of Lachute, be recommended to the Government for appointment as Inspector of Schools for the new inspectorate to be formed in accordance with the scheme for the re-distribution of Protestant inspectorates, adopted on the 24th of September, 1890, that his salary be one thousand dollars per annum, and that his appointment date from July 1st next. (2) That the inspectorate of Inspector Parker, of Leeds Village, be made a full inspectorate, in accordance with said scheme, and that his salary be one thousand dollars per annum."

(f.) From the Rev. E. I. Rexford, Secretary of the Dominion Educational Association, extending an invitation from that body to the Protestant Committee to attend their approaching Convention, and soliciting the sympathy and co-operation of the Committee in the promotion of this important movement.

Moved by the Rev. Dr. Shaw, seconded by G. L. Masten, Esq., and resolved : "That this Committee accepts the invitation of the Dominion Educational Association, and recommends the Association to the favorable support of the teachers of the Province, and further, that we respectfully recommend that the Government grant financial assistance to the Association for the holding of its proposed Convention in July, and that we request the Chairman, Dr. Heneker, to represent this Committee in the said Convention."

The Honorable the Superintendent of Public Instruction here entered, and announced that the Roman Catholic Committee, then in session, had just passed a resolution endorsing and supporting the Dominion Educational Association, and urging a good attendance.

The Protestant Committee agreed to join the deputation of the Dominion Educational Association to wait upon the Government for the purpose of obtaining a grant in aid of the Association, and in consequence the meeting adjourned till 2 p.m.

At the opening of the afternoon session, the Chairman of the Committee reported that the deputation had been joined by members of the Roman Catholic Committee, and had been graciously received by the Premier of the Province. The members of the delegation explained to the Premier the nature and the objects of the Association, and pointed out that the objects of the Association and the application for a Government grant had been approved by resolution of both Committees of the Council of Public Instruction.

The Premier agreed to recommend a grant in favor of the funds of the Association.

(g.) From the Protestant Board of School Commissioners of Montreal, respecting assistance to the model schools in connection with

the McGill Normal School, in which the Board offers to give two thousand dollars if it succeeds in obtaining an increase of taxation of half a mill on the dollar, and four thousand dollars if there is an increase of one mill.

Sir William Dawson laid before the Committee a memorandum prepared by the Committee of the Normal School with reference to the claims of the model schools for a share of the city tax in payment for the education given in them to city children, also a statement prepared by the Principal of the school, showing the cost of this education to the Normal School, and an extract of the minutes of the Normal School Committee with reference to its action in the matter.

Moved by Sir William Dawson, seconded by Dr. Cornish: "That in connection with the proposed increase of the tax for schools in the city of Montreal, this Committee would urge on the Government and Legislature, and on the Protestant Commissioners of the city of Montreal, the claims of the model schools of the McGill Normal School for aid in proportion to the number of city children taught therein (*per capita* share of the cost of maintenance and education), and that in the event of a definite sum being provided for this purpose, such sum should not be less than four thousand dollars per annum.

"That the Committee on Legislation and the Normal School Committee be requested to represent the above views, and to give any information desired.

"That this Committee requests the sub-committee on Legislation and the Committee of the Normal School to aid as far as possible the application of the School Commissioners of Montreal for an increase of the school tax."

Moved in amendment by the Reverend Dr. Shaw, seconded by the Venerable Archdeacon Lindsay, "That the proposal of the Protestant Board of School Commissioners of the City of Montreal be hereby approved by this Committee when amended by the substitution of three thousand for two thousand dollars, as the amount of aid to be given to the McGill Model Schools from the Protestant school taxes of Montreal, in case the present rate of taxation be increased."

The amendment on being put was declared lost, and the main motion was carried unanimously.

1. From the School Commissioners of Knowlton concerning the examination of June last.

Moved by the Reverend Dr. Shaw, seconded by Professor Kneeland, and resolved: "That the communication now read from the Commissioners of the Knowlton Academy assuring us that the irregularities connected with the examinations last June shall not recur, be regarded as most satisfactory, and that the grant as in preceding years be made."

2. From Mr. W. H. Baker, concerning the distribution of the Jewish tax in Montreal.

It was moved by the Very Reverend Dean Norman, seconded by

G. L. Masten, Esq., "That having heard the memorial of the Young Men's Hebrew Benevolent Society of Montreal, be it resolved that while this Committee does not feel itself free to interfere with the conflicting interests of different Jewish Synagogues, it approves of it so far as it states that the taxes of the Jews should be distributed among all properly established schools in the city, in proportion to the number of Jewish children bona fide attending and taught at the said schools." Carried.

3. It was then moved by Dr. Hemming, seconded by the Reverend E. I. Rexford, and resolved: "That the deputy-examiners for the June examination be selected as heretofore but subject to the sanction of the Very Reverend the Dean of Quebec, and the Reverend A. T. Love acting as a sub-committee of this Committee in conference with the Secretary and the Inspector of Superior Schools: and that the same sub-committee issue a circular letter to the commissioners drawing their attention to the necessity of enforcing the regulations for the said examinations. That the selection of the examiners to assist the Inspector of Superior Schools be left to the same sub-committee.

4. Dr. Hemming reported on behalf of the sub-committee on Legislation that he, Dean Norman, and the English Secretary of the Department waited upon the Honorable the Premier and the Honorable the Provincial Treasurer on the 20th April last, and were courteously received. The following are the results of the interview:—

1. The Templé question may be considered as practically decided in accordance with the view of the committee. The Government have already revoked the commission of Mr. Templé as General Inspector of drawing, and the Honorable Provincial Treasurer also expressed the opinion that the action of the Council of Arts and Manufactures in this respect could have no form or effect until such time as it might be sanctioned by the Committee of Public Instruction interested in their action.

2. The Treasurer intimated that there would be no difficulty in re-arranging the Inspectoral Districts as desired by the Committee, and that he intended to place in the estimates a sufficient sum to pay the Inspectors, including the additional Inspector, a salary of one thousand dollars, but that he could not see his way to increase the salaries of the Protestant Inspectors or any of them to twelve hundred dollars as requested by the Committee without at the same time increasing the salaries of the Roman Catholic Inspectors to the same extent, and he regretted to state that the present state of the finances would not permit him to recommend such general increase. The Treasurer also stated that he intended placing the sum of fifteen hundred dollars in the Estimates to meet the contingent expenses of the Protestant Committee.

3. There could be no objection in according the proposed change in the constitution of the Central Board of Examiners.

4. With respect to the additional special grant to elementary schools the Honorable Treasurer intimated that it would be as well for the Committee to elaborate a scheme in this respect before asking the Legislature for such special grant.

5-6. With respect to the amendments to the Normal School law, nothing could be done in the absence of any one representing that body on the Protestant Board of School Commissioners, but the Treasurer intimated that he did not think that there would be any difficulty in granting to the school commissioners the power of increasing their school assessment when the matter came before the Legislature. The whole respectfully submitted.

(Signed) E. J. HEMMING.

Quebec, 20th May, 1892.

It was agreed that the sub-committee on ways and means be re-appointed, that Dean Norman's name replace the late Chairman's on the permanent financial sub-committee, and that the sub-committee on elementary schools be considered a standing sub-committee.

The Chairman, the Very Reverend the Dean of Québec, the Reverend A. T. Love, Dr. Shaw, and the Reverend E. I. Rexford were appointed a sub-committee on the distribution of grants.

5. The text-book sub-committee reported. 1. That sections 74, 75 and 76 of the Code of Public Instruction are interpreted as not forbidding additions to the authorized list at any time during the quadrennium. 2. Schools may bring into use new additions at any time. 3. Books excluded at the quadrennial revision may be used one year only after such exclusion. 4. Any book may be struck from the authorized list at the general revision, whatever may have been the date of its authorization. 5. The sub-committee recommend that regulation 161 of the Protestant Committee be amended as follows: after the word shall in the first line insert "during the year following each quadrennial revision select, etc.," and after the word municipality, in the seventh line, insert "and one shall be sent to the English Secretary of the Council of Public Instruction."

It recommended the authorization of Robertson's Canadian History, his complete history of England and Canada, of Martin's Simple Rules in Arithmetic, and of the Ontario High School Book-keeping Book. The report was received and adopted.

Sir William Dawson reported that in the matter of agricultural education the committee had not met as it seemed that no steps could be taken for improving the agricultural education in the Normal School until pending financial questions are settled. The preparation of a revised text-book is however in progress, and it is hoped that the whole question will be ripe for consideration at the next meeting.

At the request of the Reverend E. I. Rexford the consideration of a modern course for the superior schools was held over till next meeting, and also his motion re strengthening staff of superior schools.

Resolved "That the Very Reverend Dean Norman be authorized to sign cheques in the absence of the chairman."

Moved by the Reverend Elson I. Rexford, seconded by Professor Kneeland, and resolved "That the Very Reverend Dean Norman and Rev. Mr. Love be appointed a sub-committee to confer with the Secretary concerning the purchase of prize-books for Protestant schools."

The Secretary reported that in view of the meeting of the Dominion Educational Association in July, the directors of the Institutes had concluded to hold but one Institute this summer in order to give the teachers an opportunity to attend the large meeting in Montreal. Accordingly it had been arranged that Dr. Harper and Professor Kneeland should conduct an Institute in Leeds Village in the second week in July, as the Megantic district has had but two Institutes and several teachers wish to attend the third to qualify for a first-class diploma. The report was received.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE.

Superior Education Fund.

1891	RECEIPTS.	
Dec. 21.	Balance, including the amounts due from the Contingent Fund.....	\$3484 83
		<u> </u>
1892	EXPENDITURE.	
March 4.	Transferred to the Superintendent...\$ 700 00	
	Balance.....	2784 83
		<u> </u>
		\$3484 83
		<u> </u>
	Balance down.....	\$2784 83

Contingent Fund.

RECEIPTS—*Nil.*

EXPENDITURE.

Feb. 22.	Secretary's Salary to March 31.....	\$ 62 50
March 4.	Salary of Inspector of Superior Schools	125 00
		<u> </u>
		\$187 50
		<u> </u>
May 4.	Balance on hand.....	\$2597 33
	Error in bank-book.....	50
		<u> </u>
May 20.	Present bank-balance.....	\$2597 83
		<u> </u>

R. W. H.

The Interim Report of the Inspector of Superior Schools was read and received.

There being no further business the Committee adjourned to the ninth of September next, or earlier, on the call of the Chairman.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date the 28th April, 1892, to appoint a school commissioner for the municipality of Yamachiche, county of St. Maurice.

By order in council of the 10th May.—To erect a new school municipality, for the Roman Catholics only, under the name of "St. Vincent d'Adamsville," county of Brome.

13th May.—To appoint Mr. James H. Wright a school trustee for the town of Sorel, county of Richelieu, in the room of the Rev. E. T. Capel, who has left the municipality.

21st April.—To appoint a school commissioner for the municipality of St. Laurent of Metapediac, county of Bonaventure.

20th April.—To appoint a school commissioner for the municipality of St. Philippe, county of Laprairie.

31st May.—To appoint a school commissioner for the municipality of the village of Rigaud, county of Vaudreuil.

By order in council dated the 31st of May last (1892).—To detach from the municipality of Ditton, county of Compton, ranges Nos. 9, 10 and 11, and annex them to the municipality of Emberton, in the same place, for school purposes. This annexation is to take effect only on the 1st of July next (1892).

—To erect into a school municipality, under the name of "Rivière au Doré," the township Dufferin, county of Lake St. John, with the same limits as are assigned to it as such township. Such erection to take effect only on the 1st of July next (1892).

6th June.—To appoint the Rev. O. Lavoie a member of the board of examiners for Saguenay, vice the Rev. C. L. Parent, and to appoint the Rev. Girard des Finances an active member of the board of examiners for the Magdalen Islands.

By order in council dated the 6th of June, 1892.—To detach from the school municipality of Cote St. Laurent, in the county of Jacques Cartier, the following territory, to wit: 1. Starting from the land or lot of land belonging to John McWillis, exclusively, known as number three hundred and forty-six of the cadastre of the parish of St. Laurent, going to the municipality of the village of the said parish; 2. Starting from this lot of land, No. 346, inclusively, in a straight line running to the Sault au Recollet, St. Michel, &c., and to erect it into a new

municipality, by the name of "Cote St. Laurent, No. 2." Said erection to take effect only on the 1st of July next (1892).

—To erect into a distinct school municipality, for the Roman Catholics only, under the name of "Village of N. D. de Granby," county of Shefford, the following territory, to wit: Township of Granby: The south half of lots 7, 8, 9 and 10, of the eighth range; lots 6, 7, 8, 9, 10 and 11, of the seventh range; the north half of lots 6, 7, 8, 9, 10 and 11, of the sixth range. This erection to take effect from and after the 1st of July next (1892), and then the corporation of the trustees of "Granby Village" shall cease to exist.

—To erect into a separate school municipality, for Roman Catholics only, under the name of "Parish of N. D. de Granby," county of Shefford, the following territory, to wit: 1. In the township of Granby: Lots 6 to 9, inclusively, of the 11th range; lots 1 to 9, inclusively, of the 10th range; lots 1 to 22, inclusively, of the 9th range; lots 1 to 6, inclusively, of the 8th range; the north half of lots 7 to 10, inclusively, of the 8th range; lots 11 to 22, inclusively, of the 8th range; lots 1 to 5, inclusively, of the 7th range; lots 12 to 21, inclusively, of the 7th range; lots 1 to 5, inclusively, of the 6th range; the south half of lots 6 to 11, inclusively, of the 6th range; lots 12 to 22, inclusively, of the 6th range; lots 1 to 22, inclusively, of the 5th range; lots 1 to 20, inclusively, of the 4th range; lots 1 to 12, inclusively, of the 3rd range; lots 12 to 13, inclusively, of the 2nd range; lots 12 to 14, inclusively, of the 1st range. 2. In the county of Shefford: Lots 1 to 10, inclusively, of the 6th range; lots 1 to 9, inclusively, of the 7th range; lots 1 to 4, inclusively, of the 8th range; lot 1, of the 5th range. This erection to take effect only on the 1st of July next (1892). The corporation of the trustees of Granby township shall then cease to exist.

TEACHERS' INSTITUTES.

Owing to the meeting of the Dominion Educational Association in Montreal, during the first week in July, it has been decided, upon the recommendation of the Inspectors, to hold no Institutes this year, in order to give the teachers ample opportunity to take part in the great meeting in Montreal, the first of its kind to be held in Canada. The importance of such a meeting cannot easily be over-estimated, and all those teachers who would otherwise have attended the Institutes are earnestly requested to attend it. The Secretary of the Association has received the names of all the teachers in the Province of Quebec, and will send the programme to each address. If any teacher should happen to be overlooked, she may obtain information by writing to the Rev. E. M. Taylor, 32 Belmont Street, Montreal.