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No. 12.

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Practical Hints and Examination Papers.

SCHOOL MUSIC AT THE NATIONAL EDUCATIONAL ASSOCIATION.—So popular were the meetings of the Musical Department of the Convention at Los Angeles that the Blouchard Hall, with its seating capacity of eight hundred, was found inadequate to accommodate the audiences.

BREVITIES FROM THE PAPERS READ.

Music is one of the most important subjects of the school course.—*Col. Parker, Dr. J. C. Hall, Dr. W. J. Harris.*

“If the pupil is not quick in music, the study will prove the greater discipline.”

“Music is the poetry of mathematics.”

School music must ever reflect the attitude of the class teacher towards the subject.—*J. Tapper.*

“The effect of good songs will remain, though the children may be unconscious of it.”

Music helps to counteract the common impression that financial success is the main object of life.—*C. C. Hayden.*

—THE RELATION OF EDUCATION TO DECREASE IN CRIME.
—An ounce of prevention is worth a pound of cure. In Canada the teachers are doing much to prevent crime. Are they doing all that is possible by drawing attention to the evils of cigarette smoking, dime novels and other laxities of morals. “That the education of the people of England is a great national blessing, is proved by the testimony of the Commissioners of Prisons. The board schools are

bearing much 'moral fruit,' at least. There is 'a great and progressive decrease in the number of sentences for serious crime.' Whereas, before Mr. Forster's Education Act became law, the proportion of the population sentenced to penal servitude for serious crime used to be from 9 to $13\frac{1}{2}$ p.c., only $2\frac{1}{2}$ per 100,000 of the population were thus committed in 1898. These statistics are most encouraging. But there is work for the elementary school teacher in abundance, as long as it is true that 20 per cent of prisoners can neither read nor write. In 1870 it was nearly 34 per cent."—*The Montreal Witness*.

—GOODNESS of education is to be tested by the capacity of *using* knowledge—by the extent to which the knowledge gained has been turned into faculty, so as to be available for the purposes of life, and for the purposes of independent investigation.—*Herbert Spencer*.

—REMINDERS.—Good pictures on the school-room walls help to cultivate the artistic taste. Poor pictures are debasing.

Sir Joshua Reynolds was of the opinion that copying a work of art did not dwarf the original power of expression of a pupil, but gave him inspiration to achieve greater things of himself.

Money could not purchase a Shakespeare, a Homer, a Milton, an Edison, but the teacher sometimes gets one for nothing but the labour she expends in finding him. Do you know anything of the original powers of the children you teach?

The discipline of school is a preparation for good citizenship.

Teach the child that an act of rudeness is not atoned for by an "Excuse me, please."

The value of a school may be determined by the amount of self-activity in the right direction it exhibits.

Silent reading brings into close connection the *thought* and the *printed word*. This is more important to the child than that the *sound* of the word should be closely connected with the *printed word*. The first should precede the second.

A school without gymnastic exercises is to be preferred to a school where these are badly conducted. It is better to leave the matter to the inclination of the child at play, than to have exercises in an ill-ventilated room, or to give exer-

cises to children without due regard to their needs. It is positively dangerous in the case of children with some organic disease.

THREE OF THE OBJECTS OF TEACHING READING.

1. To secure an intelligent understanding, on the child's part, of what is read. The books placed in the hands of the child should be properly graded as to difficulty—that is, the words used should be suited to the age of the child, and the subjects dealt with should be within the child's intellectual compass. Books should be so varied in character that they command the interest of the children. But we must bear in mind that a perfect reading book would not of itself secure perfect reading. The child's knowledge of spoken language is in advance of his knowledge of printed words. These latter are merely symbols for the spoken words. The child must be taught the symbols that stand for thoughts by a more or less orderly progression through a combination of the look-and-say method, phonic analysis and the alphabetic method. No teacher confines herself to any one of these but combines all in various proportions. The telling of interesting facts bearing on the lesson, reading for the class to give a good ideal in reading, having the children criticize the reading of others in a friendly spirit—never interrupting another to do so however, giving special drill on the difficult parts of a lesson, finding on the map places mentioned and illustrating the lessons with the objects referred to, all help to an intelligent understanding of what is read. When reading about the butterfly, for instance, the teacher might have one in the school-room. To find out whether a child has an intelligent understanding of what he reads as a whole, question him on the subject or let him tell what he has read. To see whether he has grasped the details ask for the meaning of words, phrases, etc. Reading aloud gives the child command of good language. The reading lesson is oftentimes broken up by corrections of pronunciation, commands to inattentive pupils and the calling out of pupils who want to correct mistakes that all unity in the lesson is lost. The silent reading of the lesson by each pupil followed by an explanation of all new words and their insertion on the board will do away with a great deal of this.

2. To secure profitable reading to others. The voice of the child should receive careful attention. No bawling, drawling or sing-song reading should be permitted, but a pleasant, even, sympathetic voice cultivated. As the teacher so the child. The correct pronunciation of vowel and consonant sounds adds materially to the value of oral reading. "And" should have the *d* sounded and "singing" the *g*. Purity of vowel sound in such words as *cow*, *caught*, *chance* last past, etc., etc., may be obtained by imitation of the teacher, who should see to it that she herself is free from provincialisms in pronunciation. She can do this by making an effort to hear every good speaker who comes within a reasonable distance of her. A list of words likely to be mispronounced ought to be kept and constantly referred to. Children of illiterate parents should not be asked to prepare a new lesson by themselves. The proper grouping of words, that is attention to pauses, is another essential. Fluency must be obtained but not at the expense of accuracy. Expression may be obtained by turning the lesson into the conversational form, that is by teaching the child that the lesson should be read as it would be spoken. The tone of the voice and the speed of reading will be determined by the character of the piece to be read. Longer and longer sentences and even whole paragraphs should be assigned to individual children to give them self-reliance. The teacher herself should hear good reading often so that she may be a model for the children. To test the proficiency of pupils in reading aloud let the teacher listen frequently with closed book.

3. To secure a proper selection of good reading outside of the school work, have a good library of the children's classics. Be very sympathetic with the child, so that he may come to you for help in choosing his reading. Acquaint yourself with the best books that are written. See that the reading books touch as many phases of life as possible—the moral virtues, truth, justice, perseverance, etc., family relations, patriotic sentiments, heroism, love of nature, flowers, trees, water, heavenly bodies, art in many forms. See too that the language, whether prose or poetry, in which the thoughts are expressed, is beautiful, simple at first and gradually increasing in difficulty to meet the growth of thought in the child. Let each reading book be what the French would call *bon et beau*. When reading

with the children refer them to other books that tell of the same things. Sometimes read in class two authors on the same subject. Have little talks with the children on what they like to read and refer them to good works on the subject.

—No matter what his rank or position may be, the lover of books is the richest and happiest of the children of men.

—*Langford.*

—NATIONAL DIET AND BRAIN POWER.—Ancient Egypt, during her period of highest civilization, subsisted almost exclusively upon millet, dates, and other fruits and cereals. Athletic Greece rose to her greatest culture upon two meals a day, consisting principally of maize and vegetables steeped in oil. A nation's decline almost invariably begins with gormandizing. When exciting wines and a host of rich and stimulating viands become necessary, a country bids "a long farewell to all her greatness."—*R. G. Abbott, in The Metaphysical Magazine.*

—GIVE a wise man health and he will give himself every other thing.—*Colton.*

—SOMEBODY gives the following antithetical advice:—"Drink less, breathe more; eat less, chew more; ride less, walk more; clothe less, bathe more; worry less, work more; waste less, give more; write less, read more; preach less, practice more."

—INDISTINCT TEACHERS.—Those who have suffered from sitting all day long in a school-room, where the teacher spoke indistinctly, straining the ear to catch what was said, and often finding it not worth the effort when heard, will sympathize with a writer in "The Westminster," who arraigns the indistinct speakers in all walks of life. He ascribes the habit of indistinctness to laziness, to fear of offending the properties, to want of convictions, to fear of being out of harmony with the British "House of Commons style," to the fact that the indistinct people know or fear that what they are saying is not worth being said, to the fact they are not in earnest and do not care whether they are heard or not. He accounts for indistinctness in well-meaning persons to poor elocution teachers. He says, 'Some of you men who are not heard well have had your voices injured by an elocution master, who told you that

you ought to speak in ore rotundo tones. The only thing you learned was to speak with the wrong end of your tongue. Nature intended you to speak with the tip of your tongue mainly, and the tip is left loose for that purpose. You try to speak with the end that is fastened and that does not work well. A fight against nature always fails. Nature wins in the end and punishes the man who breaks her laws. * * * * Gentlemen, who mutter in the ore rotundo style, did it ever dawn on your minds that the higher tones are heard very much more easily than the deep tones, you are straining your throats to cultivate." The little child has no redress for wrongs in this direction. A man can get up and leave if he does not hear, but the child must sit still and suffer. Every child in the school-room should hear what is said without undue effort. The child will have enough obstacles to progress in his path without the teacher placing any there. Tennyson says, "I am a part of all that I have met." May the indistinct in those whom they have met not cling to the teachers!

--A SOUND discretion is not so much indicated by never making a mistake, as by never repeating it.—*Bovee*.

—AN EXERCISE FOR ACQUIRING FACILITY OF EXPRESSION.—The teacher might ask the children to combine into sentences by means of phrases and clauses, in four different ways, the following statements:—Rudyard Kipling is the author of "Wee Willie Winkie." He is of dark complexion. He is under the average height. He wears large gold-rimmed spectacles.

Of the sentences framed by the children let them determine which is the best. The words may be slightly altered in form, but the facts must remain the same.

A similar group of sentences might be made from these detached sentences. Rudyard Kipling is slovenly in dress and walk. He is an indefatigable worker. He is fond of gardening, bicycling and walking. He is a born story teller.

These exercises are useful when the child is studying phrases and clauses.

—THE NEW EDUCATION.—"Some apostles speak of a 'new education,' as if it were a structure standing wholly by itself. Whatever there is new in education—and there always is and has been much—it is but a year's growth on

a tree. Those new shoots and branches are signs of life and vigor, but they exist solely in the life of the tree, and because of the roots buried away down there deep in the past. Oh, brethren and sisters, consider the lilies and the trees, and cease talking nonsense."—*Western School Journal*.

—SOME OF THE ADVANTAGES OF TEACHERS' CONVENTIONS.—If teachers attend the conventions regularly they keep in touch with the great educational movements of the day. If they attend irregularly they have at least the advantage of getting a hint as to how much they are in arrears educationally. Attendance at conventions will correct provincialisms of language and thought, give the teacher a correct idea of his value among teachers, give opportunity for interchange of ideas on common work, enable teachers to get better acquainted with one another and therefore to appreciate one another more and so create an *esprit de corps* among them. A strong teachers' association is a mighty force in the country, and a great weapon with which to face a crisis in educational matters. So, too, conventions call forth the highest and best thought on educational matters and thus give inspiration for better work.

A FEW OF THE MANY INSPIRING THOUGHTS EXPRESSED AT THE TEACHERS' CONVENTION, HELD IN OCTOBER.

One of the greatest benefits that a school can confer upon the young is to foster in them a liking for good reading. By encouraging this the temptation to read cheap and trashy books can be greatly counteracted. The beginning of the cultivation of literary taste can be made in elementary schools by the exercise of committing to memory some of the best of English poetry.—*Mr. M. C. Hopkins, B.A.*

The kindergarten is a miniature world, in which the inner characteristics of the child are allowed to work themselves to the surface; it is a period of making the internal external. School life, on the other hand, has for its object the securing of information, of making the external internal. The change was felt to be too abrupt, and to correct this defect, due to want of continuity, there must be an intermediate or transition stage, in which some of the kindergarten methods are retained decreasingly for three or four years.—*Mr. E. W. Arlhy.*

The future men and women of Canada will be just what the teacher makes them.—*Dr. MacVicar.*

The first care of the Government should be to aid elementary education of every description.—*The Hon. H. T. Duffy.*

The duty of the Government is to establish a system of education which shall produce the best men and the best citizens.—*The Hon. G. W. Stephens.*

The grant to elementary education in this province has remained almost stationary since Confederation, notwithstanding that settlements have been spreading out and schools have multiplied, thus making the claims upon it more numerous. To remedy matters, a greater interest must be aroused among the rate-payers in the rural parts.—*Mr. W. A. Weir, M.P.P.*

I hope for a more generous appreciation of schools and school work, which implies a just conception of the value of the child as the coming citizen, who is to be the chief factor in the prosperity of the state, adding to her wealth materially, intellectually and morally, sturdily maintaining her institutions, valiantly defending her rights—honest, upright, incorruptible, large-hearted, fearless.—*Dr. Robins.*

The system of examinations is pernicious when used for purposes of promotion and comparison with the results of other schools.—*Rev. E. I. Rexford.*

With no true nation formed, with only the physical bindings of trade intercommunications to keep us together, with our fair Dominion anything but a moral personality working for humanity without and for the uplifting of the races within its borders, we can also see how equally absurd it would be to blame the Canadian Confederation as a whole, struggling as it is towards manhood, for our educational deficiencies, or even to look to the Federal executive for amelioration.

The notion of advocating a national school, where there is no nation, is absurd. And so Canada cannot have national schools for the present.

But we can at least have the connecting link in educational affairs which they have in the United States. We can have a central advisory, sub-department at Ottawa, which, without any direct administrative function, shall be the exponent of the nation that is to be, while allowing the

commonwealth of each province to manage its own affairs in the matter of education, as it may seem fit, always keeping of course to the logical aspect of affairs.—*Dr. Harper.*

Our advance in education must be not by making Canada the culture ground for German or other philosophical education sprouts, but by tabulated experience, by studying the child in his native place, supplementing our knowledge by what is best in the systems of philosophy, by weighing carefully what leaders in the modern scientific theory of teaching have to say in regard to education, but above all, in considering our particular needs as a nation.—*Miss L. B. Robins.*

The practice, on the part of the teacher, of order, punctuality, courtesy in language and mauner towards everyone, love of nature, love of country, truthfulness, justice and impartiality, and a life guided and controlled by morality and religion will produce like qualities in the pupil.—*Dr. McCabe.*

Teachers exert a very powerful influence over children through the medium of suggestion. In this way Arnold stamped his character on the pupils at Rugby, and all teachers should see that their own character and lives are so in harmony with the Divine model that no injurious suggestions are given out. The teacher should have an object and an ideal, and not only should every facility be given to draw out the good in a child, but it should be so studied that every possible obstacle could be placed in the path of wrong impulses.—*Dr. F. Tracy.*

If we are to get more money into the country we must get more capable people. Ability and capacity come through intelligence, skill and organization, and the production of these is the object of the school in its largest and widest functions.—*Prof. J. W. Robertson.*

After every quarter hour's work at the desk, about five minutes should be devoted to free extension movements in the school-room with windows open for ventilation when possible.

Once a day there should be a change of clothing, and at least half an hour's brisk exercise, hard enough to produce free perspiration, bringing into vigorous action the heart, lungs and skin. This should be followed by a tepid bath to cleanse the skin—or even a cold bath if the child stands it well.—*Dr. Tail Mackenzie.*

There should be physical exercise in all elementary schools.—*Mr. W. A. Kneeland, B.C.L.*

—ONE thorn of experience is worth a whole wilderness of warning.—*J. R. Lowell.*

—THE SCHOOL EXHIBIT.—The school exhibit of the Provincial Teachers' Association was an exceptionally good one this year. Commendation was heard on all sides, and the press surpassed itself in its expressions of praise.

GEOGRAPHY (GRADE I. MODEL SCHOOL.)

[Two questions to be answered from each section.]

SECTION I.

1. What are the divisions of the North-West Territories? Give the name of a settlement and a river connected with each.

2. What are the provinces of the Dominion of Canada? Give the names of three towns connected with each, the first one being the capital.

3. Draw a map of Newfoundland, and give the location of at least ten places on it. (Print the names neatly.)

SECTION II.

4. Where are the following places mentioned in the Canadian History you have studied: Port Royal, Sable Island, Louisbourg, Tadousac, Hochelaga, Bay Chaleur, Gaspé, Cap Rouge, River St. Charles, Fort Frontenac? Give one fact connected with each.

5. Where are the following places mentioned in connection with the Bible History you have studied:—Nazareth, Jericho, Hebron, Mount Carmel, Kedron, Ai, Nain, Bethlehem, Ur, Joppa? Give a fact connected with any five of them.

6. Where are the following places in North America: Utah, Portland, Sorel, Vancouver, Denver, St. Louis, Baltimore, Regina, Annapolis, Sydney? Give a fact in connection with each.

SECTION III.

7. Describe the natural features of Prince Edward Island, and give its resources.

8. Draw a map showing the course of the Mississippi and its greater tributaries.

9. In a paragraph of ten simple sentences describe a voyage from Cape Breton Island, along the eastern shore of North America, to the Island of Cuba.

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

[Two questions to be answered from each section.]

SECTION I.

1. Name (1) any five of the islands that lie in the Arctic regions of North America, (2) any five of the islands in the Gulf of St. Lawrence, and (3) any five of the West Indian Islands. Draw a map giving the shape of any three of the largest of these.

2. Describe the course of any three of the largest rivers in North America, or draw a map showing their courses, marking the position of any three important places on each of them.

3. Name the divisions of the United States which border on the Gulf of Mexico and their capitals.

SECTION II.

4. Where are the following places mentioned in the Canadian and British History you have been studying: Port-Royal, Sable Island, Louisbourg, Hochelaga, Bay Chaleur, Senlac, Canterbury, Carlisle, Oxford, Calais? Give one fact connected with each.

5. Where are the following places mentioned in connection with the Bible History you have studied: Nazareth, Jericho, Hebron, Mount Carmel, Kedron, Ai, Nain, Bethlehem, Ur, Joppa? Give a fact connected with any five of them.

6. Where are the following places in North America: St. John, St. Johns, St. John's, Waterloo, Aylmer, Windsor, Woodstock, Victoria, St. Andrews, Portland? When you know of two places of the above name give the location of both.

SECTION III.

7. Draw a map of South America and indicate the various divisions by name and boundary line.

8. Draw a map of any one of the Maritime Provinces of Canada, inserting the names of three bays, three capes, three rivers, and three towns.

9. Describe the natural features of Newfoundland and give an account of its resources.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each section.]

SECTION I.

1. Draw a map of France, with the Iberian Peninsula attached. Indicate the courses of the rivers and their names.

2. What are the divisions of Great Britain. Name the counties that lie on the boundary lines between these divisions.

3. Enumerate the great ranges of mountains that traverse the various countries of Europe.

SECTION II.

4. Where are the Channel Islands? Name the four largest of them and the three largest of the Balearic Islands. Where is the Archipelago?

5. Name the four first-rate powers of Europe, and describe the natural features of one of these countries, the natural products of a second, the manufacturing industries of a third, and state the population of the fourth.

6. Spain, Italy and Turkey are three of the second rate powers. Name six of the cities in the first, the principal rivers in the second, and the boundaries of the last.

SECTION III.

7. In a paragraph of ten simple sentences describe a voyage along the northern coast line of the Mediterranean from the Strait of Gibraltar to the Strait of Messina.

8. Describe the coast line of the Baltic Sea.

9. Where are Hanover, Toulon, Ætna, the Valdai Hills, the Ural Mountains, the Dneister, Brest, Wurtemberg, Mantua? Give one fact connected with each.

SCRIPTURE KNOWLEDGE (GRADES I. AND II. MODEL.)

[Two questions to be answered from each section.]

SECTION I.

1. Enumerate five events from the birth of Our Saviour until the return to Nazareth and describe any one of them.
2. Describe the Temptation in the Wilderness and give the exact words used by Christ in replying to Satan.
3. Name the disciples and narrate the incident connected with the call of any three of them.

SECTION II.

4. Enumerate any ten of Christ's miracles and write what you know of any two of them.
5. Give an account of the Gadarene demoniac, and his miraculous cure.
6. Write out an incident connected with each of the following places: Emmaus, Gethsemane, Samaria, Jericho, Bethsaida.

SECTION III.

7. In what connection were the following words used :
 - (a) Eloi, Eloi, lama sabachthani.
 - (b) Talitha cumi.
 - (c) As a hen gathereth her chickens.
 - (d) Are ye able to drink of the cup?
 - (e) Ye are like unto whited sepulchres.
8. Write out the verses on alms-giving in the sixth chapter of Matthew.
9. Repeat the Apostles' Creed or the Second Commandment.

SCRIPTURE KNOWLEDGE (GRADES I. AND II. MODEL SCHOOL.)

[Two questions to be answered from each section.]

SECTION I.

1. Give an account of the reign of Manasseh.
2. Narrate an event connected with Elijah as it occurred in the reign of Ahaziah.
3. Give a fact connected with the careers of Baasha, Elah, Zimri and Omri.

SECTION II.

4. King David had troubles in his own family toward the end of his reign. What were these troubles?

5. What was the victory of Ebenezer? Tell what you know of the School of the Prophets.

6. Enumerate any five of the events in the life of Gideon and describe any one of them.

SECTION III.

7. Draw a map indicating the stations at which the Israelites halted in their march through the desert.

8. What did the feasts of the Passover, Pentecost, and Tabernacles commemorate? Give the origin of these names.

9. Who were the first five Judges of Israel? Give an event connected with each name.

SCRIPTURE KNOWLEDGE, (GRADE I. ACADEMY OR GRADE III. MODEL SCHOOL.)

[Two questions to be answered from each section.]

SECTION I.

1. Write out any five of the moral precepts given in the Sermon on the Mount, and show of what commandments of the Mosaic Law they are developments.

2. Repeat the verses that close the Sermon on the Mount, and explain what they mean.

3. Enumerate five of the events narrated in the first four chapters of Matthew, and fully describe any one of them.

SECTION II.

4. Write a sentence containing a biographical note on Thomas, Matthias, Barnabas, Ananias, Gamaliel, Stephen, Simon Magus, Philip, Dorcas, Cornelius, Elymas and Herod.

5. Name the places in their order visited by Paul on his second missionary journey.

6. Where were the following places and in what connection are they mentioned in the Acts of the Apostles: Ephesus, Beroea, Melita, Fair Havens, Melitus, Cæsarea?

SECTION III.

7. Give an account of the Sanhedrim.
8. Write five verses of St. Peter's speech on the day of Pentecost, or St. Paul's speech on Mars Hill.
9. Write out a paragraph of ten sentences on the events of Paul's life after his arrival in Rome.

NEW TESTAMENT HISTORY. A. A.

[N. B.—Answer two questions in each group.]

I.

1. Relate all the circumstances attending the visit of the Magi to the infant Saviour: where is the account given?
2. To which Evangelist are we indebted for the account of our Lord's first miracle? Reproduce his account in your own words.
3. Tell the story of our Lord's interview with the woman of Samaria, giving particulars as to time and place.

II.

4. Name five places in Galilee, noting an important event in Our Saviour's ministry which happened at each.
5. Describe as minutely as you can the events of the first day of the week in which our Lord was crucified.
6. Write the seven sayings of our Saviour on the cross.

III.

7. Relate the circumstances leading up to and attending the death of Ananias and Sapphira.
8. Write the substance of the account given in the Acts of the conversion of Cornelius.
9. Give in outline a description of St. Paul's last voyage to Rome.

A. A. EXAMINATIONS, 1899.

PRELIMINARY GEOGRAPHY.

[N. B.—Answer two questions only from each group.]

I.

1. Draw a map of the Gulf of St. Lawrence showing Newfoundland, Anticosti I., Prince Edward I., Cape Breton I., and North Coast of Nova Scotia.

2. Draw a map of British India showing the Indus, the Brahmapootra, the Himalayas, Delhi, Bombay, Calcutta and Madras.

3. Explain:—Equator, Latitude, Isthmus, Water-Shed, Zone, Glacier, Cyclone, Spheroid, Climate, Marsupials.

II.

4. Where are:—Queen Charlotte Islands, James Bay, Salt Lake City, Cape Sable, Hayti, Acapulco, Venezuela, Valparaiso, Strait of Magellan, Falkland Islands.

5. What is the practical importance of Ocean Currents? State the direction and effect of the Gulf Stream.

6. Indicate by a map, marking the capitals of the countries included, the routes by rail and sea from London (Eng.) to Naples.

III.

7. Prove that the form of the earth is spherical.

8. Name the chief countries comprised in the Chinese Empire, indicating their position by drawing or otherwise. Locate the Gulf of Pechili.

HISTORY (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each section.]

SECTION I.

1. Give an account of the original inhabitants of Britain, their religion and manner of living.

2. Name the nations who at different times invaded Britain and attach dates to the several invasions.

3. What were the "Provisions of Oxford," and the "Baron's War?" Who was Simon de Montfort and what was the last scene in his life?

SECTION II.

4. Give the dates of the Battle of Falkirk and the Battle of Bannockburn. Who were the opponents in these engagements and what events did they lead to?

5. Who was the king that preceded Richard II. and who was the king that succeeded him? How was Richard's fall brought about by his enemies?

6. Give an account of John Wycliff's work and William Caxton's.

SECTION III.

7. Name the sovereigns of the Tudor period with dates and describe the character of any one of them.

8. What was Poyning's Act, the Court of the Star Chamber, the Field of the Cloth Gold, the Act of Supremacy, the East India Company, and the Spanish Armada?

9. Enumerate ten events in the life of Mary, Queen of Scots, numbering them.

HISTORY (GRADE I. MODEL SCHOOL.)

[Two questions to be answered from each section.]

SECTION I.

1. Name the Indian tribes that inhabited Canada during the time of Champlain, and describe the territory occupied by them. Who comprised the "Five Nations?"

2. Describe the event of Cartier's wintering in Canada.

3. Enumerate ten events in Champlain's career, numbering them.

SECTION II.

4. When was Royal Government established in Canada? Write a paragraph containing ten sentences on Intendant Talon.

5. Describe the siege of Quebec in Frontenac's time.

6. Give an account of Braddock's expedition.

SECTION III.

7. Enumerate ten events in the American war of 1812.

8. What was the cause of the North-West Rebellion and how did it end?

9. Give an account of the "Pacific Scandal?"

HISTORY (GRADE I. ACADEMY.)

[Two questions to be answered from each section.]

SECTION I.

1. Give an account of the Ashburton Treaty with its date.

2. What were the main events of the Patriot War which closed the Rebellion of 1837.

3. Name the sections of Canada that received the United Empire Loyalists. Give an account of the early condition of any of the settlements made by them.

SECTION II.

4. What was the conspiracy of Pontiac?
5. Give the dates of the Quebec Act, the Constitutional Act, the Act of Union, the Municipal Act, and the British North American Act, and give the terms of any one of them.
6. The Confederation of Canada had at first only four provinces in it; now it has seven. Explain how the addition came to be made, giving dates.

SECTION III.

7. Name the sovereigns of the Stuart Period with dates, and give the most prominent event connected with each reign.
8. What was the Petition of Right, the Thirty Years' War, Ship Money, the Grand Remonstrance, the Rump Parliament, the Cabal, the Test Act, the Exclusion Bill, the Habeas Corpus Act, and the Bill of Rights? (This question must be one of the two to be answered.)
9. Enumerate ten of the most important events of the reign of William and Mary, numbering them and giving dates.

BOTANY (GRADE II. ACADEMY).

[Two questions to be answered from each section.]

SECTION I.

1. What apparatus is necessary for the thorough examination of plant structure? Explain the process of drying and mounting specimens.
2. Write out the history of any seed from its being planted until the seed leaves appear above ground. How many different kinds of seeds have you watched in their earliest stages of growth? Enumerate five of them, and give the botanical name of the plant which produced them.
3. Describe a plant cell and its contents. How are new cells formed, and how many tissue systems are there?

SECTION II.

4. What are the various kinds of stems? How do you distinguish between a tree and a shrub?
5. What is meant by the schedule for leaf description? Describe the leaf of any plant according to it.
6. Describe one of our common club-mosses. What are Algae, Fungi, and Lichens?

SECTION III.

7. Explain the following terms used in botany:—*Abruptly pinnate, biennial, convolute, decumbent, gamopetalous, indigenous, runcinate, spore.*

8. Name the classes, sub-classes, and divisions of the phanerogams, and define each.

9. Enumerate any ten plants you have collected and dried, and name the family to which each belongs.

PHYSICAL GEOGRAPHY.

1. To what two motions is the earth subject? Explain two phenomenas due to them.

2. Show clearly what causes the trade winds. What effect has the American continent upon them?

3. Draw a map of North America indicating roughly the relative height of the different parts above the sea level. Mark thereon the method of drainage of the St. Lawrence and Mississippi basins.

4. Describe the Gulf Stream and the Kuro Suiro. Give their courses and mention their effects.

5 Explain:—(a) the formation of clouds; (b) the cause of a rain storm (c) the cause of a tornado.

6. Give the causes of earthquakes and volcanoes and name some other causes contributing to the change of the physical surface of the earth.

7. Explain clearly the following:—Intermittent springs; glaciers; the formation of a coral island.

8. How were coal beds formed? Where are some of the most noted found?

ENGLISH (GRADE II ACADEMY.)

[Two questions to be answered from each sect on.]

SECTION I.

1. Write out in your own words five simple sentences or statements of fact connected with the life of General James Wolfe, and then weave them together into one sentence, complex or compound.

2. Compose a simple sentence on Sir Guy Carleton, a complex sentence on Lord Elgin, and a compound sentence on Lord Dufferin. Each sentence must contain at least twenty-five words.

3. What is a paragraph? Write out a paragraph on the Siege of Quebec by David Kirke, and indicate the sentences in it that are complex and those that are compound. (There need not be more than six sentences in the paragraph.)

SECTION II.

4. What are the four great divisions of English grammar? Give the derivations of these terms. Give three English words that are derived from *duco*, I lead; *altus*, high; *claudio*, I shut; *ludo*, I play; *traho*, I draw.

5. What rule in syntax would guide you when you have in a sentence you are making two subjects of different persons and only one predicate? Can a singular verb ever have two subjects connected by *and*? Illustrate your answers by examples.

6. Write out any three stanzas of eight lines each, written by three different authors. Compose a paragraph on any one of these authors, the paragraph containing at least one simple sentence, one complex sentence and one compound sentence of twenty words each.

SECTION III.

7. Complete the couplets of which the following are respectively the first lines.

- (a) No thought of peace no thought of rest.....
- (b) At length they came where stern and steep.....
- (c) He faltered thanks to Heaven for life.....
- (d) Some feelings are to mortals given.....
- (e) Hail to the chief who in triumph advances.....

8. Give a description of the death of Roderick Dhu in your own words, making any quotation from the poem to illustrate as an historical character.

SECTION III (ALTERNATIVE).

7. Complete the stanzas of which the following are respectively the first lines:

- (a) Thence thro' the garden I was drawn.....
- (b) And moving thro' a mirror clear
- (c) Why we are weighed upon with heaviness.....

8. Give in your own words the story of "The Brook," as it may be told in paragraph form.

9. Tell what you know of Ulysses, or of Sir Richard Grenville as historical characters.

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

[Two questions to be answered from each section.]

SECTION I.

1. Write out in your own words four simple sentences or statements of fact connected with the life of General James Wolfe; and then weave them together into one sentence, complex or compound.
2. Compose a simple sentence on Sir Guy Carleton, a complex sentence on Lord Elgin, and a compound sentence on Lord Dufferin. Each sentence must contain at least twenty words.
3. What is a paragraph? Write a paragraph consisting of no more than ten sentences on the author of *Ivanhoe* or of the *Deserted Village*.

SECTION II.

4. Write out the six rules of syntax that are violated in these sentences: John and James has been ordered abroad. Between you and I, I have been ordered abroad too. In its opinion, the committee are divided. He bade me to leave. The boy who you saw has left. The number of soldiers present were large.
5. Give any ten words of different roots whose derivation you know. Write a polysyllable opposite, that is derived from the same root.
6. Write out any three stanzas of eight lines each composed by three different authors. Give the titles of any ten poems you have ever learned, and name their authors. (Place title and authors' names in parallel columns).

SECTION III.

7. Complete the couplets of which the following are respectively the first lines:
 - (a) Thus to relieve the wretched was his pride.....
 - (b) Near yonder thorn that lifts its head on high.....
 - (c) Even now the devastation is begun.....
 - (d) At church with meek and unaffected grace.....
8. Give in your own words a description of the country parson as he is represented in the "Deserted Village."
9. Tell what you know of "Sweet Auburn" as an actual place in Ireland.

SECTION III (ALTERNATIVE).

7. Name ten of the characters represented in *Ivanhoe*, and describe in one sentence one prominent characteristic of each.

8. Under what circumstances does the poem beginning "When Israel of the Lord beloved," occur in the story of *Ivanhoe*. Complete the stanza beginning thus: "Our harps we left by Babel's streams."

9. "And swine is good Saxon" said the jester. "But how call you the sow when she is slayed?" Give Wamba's argument as he shows the use made of Saxon and Norman-French words as applied to the same thing.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, November 24th, 1899.

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

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; George L. Masten, Esq., the Reverend Principal Shaw, LL.D., D.D., D.C.L.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Principal W. Peterson, LL.D.; W. S. Maclaren, Esq.; Gavin J. Walker, Esq.; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D.; John Whyte, Esq.; James Dunbar, Esq., Q.C., D.C.L.; E. W. Arthy, Esq.

Regrets for absence were submitted from Justice Lynch and Messrs. Finley and Ames.

After prayer the minute of the last meeting were read and confirmed.

Mr. E. W. Arthy was introduced as associate member to represent the Protestant Teachers' Association.

The Secretary reported that since last meeting the Reverend Isaac Newton Kerr, B.A., of Shigawake, had been appointed School Inspector for Bonaventure and Gaspé Counties in place of the Reverend W. Gore Lyster, B.A., resigned, and that he had entered upon his duties.

Dr. Heneker read a copy of a letter which he has sent as Chancellor of Bishop's University to the Government in

relation to the distribution of the Marriage License Fees, and the Secretary read a letter on the same subject from Mr. Vaughan, Secretary, of McGill.

After discussion it was moved by Dr. Shaw, and seconded by Dr. Dunbar, "That on reconsideration of the circumstances which would result to the Universities by the immediate application of the resolution passed at last meeting concerning the allocation of the Marriage License Fees, the Committee agree to request the Government to postpone action for another year, and to continue the grants as before, viz., to McGill University \$4,150, and to the University of Bishop's College \$2,250."—Carried on division.

Messrs. McLaren, Whyte and Walker dissenting, Principal Peterson and Dr. Heneker not voting.

Dr. Harper's reply to the reference of last meeting concerning the June examinations was read, when it was resolved that all the correspondence with Dr. Harper's reply be submitted to a sub-committee, consisting of Dr. Robins, convener, Mr. Rexford and Mr. Arthy for report.

Professor Kneeland, as representative of the Central Board of Examiners upon the examining board for superior schools, read a report.

Moved by Professor Kneeland, seconded by Mr. Arthy, "That the report on the June examinations be received, that the same be remitted to a sub-committee on June examinations, consisting of the mover and seconder and the Reverend Mr. Rexford, with instructions to report upon the same at the February meeting of the Protestant Committee."—Carried.

A report from the Honorable the Superintendent of Public Instruction was read in reference to the enquiry, which he was asked to make or have made in regard to the conduct of the last June examinations in Waterloo Academy. The report recited the following facts and conclusions:—

That under article 44 of the Education Act 1899, he delegated his powers to the Honorable Justice W. W. Lynch, D.C.L., who, after having duly summoned witnesses, heard them under oath at Waterloo, on the 27th and 28th days of October, 1899, all interested parties being represented.

That the Honorable Justice Lynch, after a thorough investigation of the matter in all its bearings, transmitted to him a copy of all the depositions taken and a report of his own conclusions in regard thereto.

That, having taken all the evidence, all documents referred to him by the Protestant Committee and the report of Justice Lynch into consideration, he declared that he found (1) that some one obtained access to the envelopes containing the June examination papers, opened at least some of them and closed them again, but who was the culprit, or what was his purpose, it is impossible to determine ;

2nd. That the evidence justified Reverend T. B. Jenkins in his refusal to sign, at the close of the examinations, the declaration required of him as deputy examiner ;

3rd. That the evidence further shows that the Principal of the academy, Mr. James Mabon, had no connection with or knowledge of the tampering with the envelopes ;

4th. He declared further that evidence accessible to him in the form of reports of the standing of the various pupils of Waterloo Academy, and of the reports of the examiners as to the condition and nature of the answers submitted by the pupils of said academy, show that the questions could not have been communicated to the pupils in advance of the examinations, and that the standing of Waterloo Academy was not affected by the fact that some one unknown obtained access to the envelopes.

He further recommended that the regulations concerning these superior school examinations be carefully examined by the Committee with a view to their amendment, if need be, or their better enforcement.

Moved by Dr. Shaw, seconded by the Lord Bishop of Quebec, and

Resolved,—That whereas a thorough investigation into the irregularities alleged to have been connected with the last June examinations has been conducted by the Honorable Justice Lynch, D.C.L., under commission from the Honorable the Superintendent of Public Instruction, and whereas the report of the Honorable the Superintendent of Public Instruction, as submitted to this Committee, shows no such irregularities as would merit the forfeiture of the Government grant, we hereby recommend that the grant be made to the Waterloo Academy, which was agreed upon at last meeting, viz., \$356.

It was resolved that since it appears from the Superintendent's report that Justice Lynch has conducted the investigation, presumably with some inconvenience to himself, the thanks of this Committee be conveyed to him by the Secretary, and to the Superintendent of Public Instruc-

tion, as well for his prompt attention to the matter and for his full report.

The resignation of Mr. O. Rexford, B. Sc., as headmaster of the Boys' Model School, in connection with McGill Normal School, was read, and on motion of Dr. Peterson and Dr. Robins it was resolved that the resignation be accepted with regret.

It was resolved that Mr. Howard Honeyman, M. A., be asked to continue Mr. Rexford's work till the close of the current school year.

Applications for diplomas were received and diplomas were granted as follows :—C. W. Ford, first class Academy diploma; Miss Winona Pitcher, B.A., first class Academy, after examination in school law and regulations; Miss Eva Spratt, Model School, after examination in school law and regulations and in Latin; Miss M. J. Russell, B.A., and Miss K. G. McLean, Model School diplomas, after examination in school law and regulations.

A sub-committee, consisting of the Lord Bishop of Quebec, the Reverend A. T. Love, convener, and Mr. Whyte, was appointed to supervise the preparation of the scheme for the distribution of the poor municipality grant.

The Secretary read a report upon his visits to various parts of the Province in the interest of education, and was instructed to include said report in the minutes.

The Secretary reported for the information of the Committee that he had during the month of November renewed the work of visiting different parts of the Province of Quebec in order to hold conferences with School Commissioners and general meetings for the public with the view to stimulating the interest in education.

He had visited Barnston, Stanstead, Compton and Sawyer-ville, in the latter place meeting the Commissioners of Eaton, Clifton and Newport. Inspector Thompson, an efficient officer, has undertaken the work of holding teachers' meetings, as required by your new regulations, this year for the first time, and in consequence the Secretary took part in these meetings as well as in the others. He found in Stanstead, Barnston, Compton, Eaton, Newport and Clifton that there are splendid opportunities for securing more economical and efficient conduct of the schools by following what is known as the Concord system of centralization and conveyance. In Stanstead, where there are thirty schools, the Commissioners were unanimous in de-

claring that fifteen would be quite enough to accommodate all the pupils. In Barnston a similar condition obtains, and in Compton also, but to a less extent. In the latter township five schools have been closed within the last three years, and another having but three pupils in attendance this year will not again be opened. The Commissioners in all cases have undertaken to consider the question with a serious intention to reduce the number of schools, to provide for the conveyance of pupils and to lengthen the school term, which now is but eight months in duration. It is to be hoped that the proposed experiment will be successfully carried out in these townships where the need for it is great and the opportunities are specially good.

Similar visits have been arranged for with Inspector Hewton for the first week of December, and promised to Inspectors Parker, McQuat and McGregor for later dates not yet fixed. As the Province is so large, the Secretary found it difficult to visit the principal localities, even once, without serious neglect of his office work, but he felt that the greatest opportunity for really effective work on his part lay in this direction.

A report concerning the business arrangements of the Record was read by the Secretary and placed on file.

The sub-committee on Normal School finances reported progress and was continued with the addition of Mr. Whyte and Mr. Rexford.

The interim report of the Inspector of superior schools was read and placed on file.

Resolved,—"That, having regard to his long connection as a member of this Committee, and otherwise with the school education of the Province, this Committee cannot separate without placing on record an expression of the respect with which they will ever cherish the memory of the late Sir J. Wm. Dawson, C.M.G., LL.D., F.R.S. A leader in scientific thought, a devoted teacher, a warm supporter of every good work, religious and educational and charitable, he has left behind him a life record which will form a permanent part of his country's history."

After the rough minutes had been read, the meeting adjourned till the last Friday and Saturday of February, the second meeting to be devoted to elementary education, and both to be held in Montreal.

GEO. W. PARMELEE,
Secretary.

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