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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

Nos. 8 & 9.

AUGUST & SEPTEMBER, 1889.

VOL. IX.

Articles: Original and Selected.

—
THE OLD SCHOOLMASTER.

AN AUTOBIOGRAPHY.

Events but crystallize the fame of men,—
The greater men whose unit force enweaves
The threadlets spun from life's co-ordinate ken,
To make the truth-web crafty history reaves.

Some people have been heard to say, at least so I have been told, that I am by far too much of a talker; and it is just as likely as not that there is some sort of a half truth in the statement, for I know well enough that I am never very diffident in expressing an opinion when I feel convinced that my experiences have been such as to enable me to form a *sound* opinion. But surely the privileges of old age are not so many that my neighbours should seriously think of urging this characteristic of mine as something derogatory to my standing as a patriotic and law-abiding citizen. To my certain knowledge, not a few of my detractors do more talking in a day than I do in a week, and, what is more, the most of their talking is not very much to the purpose. Yet nobody ever thinks of blaming them for over much talking. Indeed, as most of us have no doubt noticed, the more there is of sound sense and steady virtue in a man, the more inclined are our surface-thinkers to magnify some harmless eccentricity of his into the seeming proportions of a vice. Therefore, and with all

modesty on my part let it be said, if ever any of my friends hear it alleged to my detriment that I am over-fond of expressing myself, they may readily know how to take the animadversion, by setting it aside as mere surface-thinking. They may take it as probably coming from some one who has, on some occasion or other, failed to combat my conclusions, and who, like the lawyer of proverbial fame, having nothing to advance in favor of a prejudice, has taken refuge in abuse.

Very many years ago—more than it is necessary for me to state at present—I came in course of my reading to see the full meaning of Bacon's famous adage—"Reading maketh a full man, talking a ready man, and writing a correct man." Indeed, it is hardly necessary for me to say that these words have had a great influence on my life—so much so that I have sometimes been accused of following Bacon's advice over closely in my reading as well as in my inclination to talk, as has already been mentioned. What my readers, or at least some of them, may say of me, when I have fulfilled my promise of writing my experiences, will probably show how far I have outrun the limits of the adage in every respect. I can hardly hope to escape adverse criticism. I have no doubt I shall escape my enemies, for at the present moment I cannot really think of one who has survived me. But my friends will not only be ready to criticise me, but to carry to me in time the tidings of their mutual conferrings over my work, so that, probably even while I am in the midst of my literary labours, I may be told that so-and-so, in speaking of *THE OLD SCHOOLMASTER*, has sought to develop Bacon's wise saw into something like this: "Reading hath made him a dull man, talking a mere pedant, and writing a very foolish old fellow indeed."

Be this as it may, I am not to be deterred from my purpose. I have not entered upon this enterprise of authorship altogether of my own free will. A certain editor, who for the time being shall be nameless, was the first to lead me to think of putting my pen to paper in this way. I have likewise taken council with two or three of my staunchest friends, and they have made no effort to dissuade me from appearing in print; and it is now needless to say that, strengthened further by my own inclination, I have confidence enough to dismiss at the threshold of my enterprise all forebodings of evil-mindedness on the part of any of my readers—God bless them!

The man, and especially the schoolmaster, who does his duty with the expectation of receiving praise for his work is more than likely to be disappointed. The man, if he be a millionaire or on the way of being one, may purchase it. Or if he be a dispenser of patronage or charity, he may entice it. But the poor schoolmaster is all but sure to be disappointed. Therefore, my experience as a schoolmaster—not to say that I have never had my moments of professional triumph—fills me with no empty ambitions as an author. In writing my experiences, I am merely doing what I consider to be my duty. I have known what it is to teach young folks for the mere pleasure of teaching, enhanced, as, of course, it could not but be, by the little bit of bread and butter it brought me. The true reward, however, was of my own making, and when it was not felt, there was nobody to blame but myself. And so, if the praise I receive for my present venture be neither more nor less than the reward which I have received as an instructor of youth, there will be in reality nobody to blame, as I am determined that in this instance no blame shall be laid at my own door. “Do your duty and shame the idle,” however the last word may be otherwise spelled by the re-arranging of the letters round an ellipsis, has always been a watchword of mine: and with it still as my motto, my friends may expect to find in me as an author what they have found in me as a schoolmaster, what they have found in me as a man,—a determination to digest what I read, to think before I speak, and to utter nothing but the truth when I commit my thoughts to writing.

No, gentle reader, my social position in life was not a high one when I first saw the light of day. My father was not a wealthy man. Far from it, he was a very poor man, as poor perhaps as it is possible for an industrious man ever to be. There is a philosophy which says that everything is for the best, and perhaps my father's poverty was really for the good of himself and his family; though I am afraid I have often been less thankful for the blessing of adversity, as it has been called, than I ought to have been. You will bear with an old man, when I say that even now I have some hesitation in lifting the veil from the past, from the earliest of my days. The so-called pride of ancestry is to be found in all of us—that pride which prompts us in our endeavours to trace our origin back to the beginnings and up-

bringings of wealth. And if there be hesitancy on my part—poor old foolish fellow that I am—to speak of the poverty which haunted the little log house in the forest, in which I was born, what gall and wormwood, you may well say, must it have been to me when I was being forced during the first twenty years of my life to count the social forces against which it was mine to contend, as I fought my way from the common school to the academy, and from the academy to a school of my own, with competitors whose parents were, to a greater or less extent, able to provide for them. The struggle of these early days has now lost nearly all of its bitterness to me, nay, has become sweet in some of my poetic moments. Still, even at this late day, I cannot but wish sometimes, when the dollar-and-cent spirit of some of my neighbours crowds about me, and social distinctions are being whispered in my ear, that my early home had been other than a shanty in the wilderness. Such a feeling, which, as you no doubt will say, is anything but creditable to me, soon wears away, however of itself, without any drain upon a philosophy higher than that which provoked it, and is readily supplanted by some verse or other of my own composing, sweetened with the fragrance of forest life and bygone days. Indeed when I contemplate how many of these early competitors of mine at school and college have fallen away from the faith that lies at the bottom of all true manhood, have descended even to a lower estate than the one in which I was born—the estate of worldly-mindedness and mere money-grubbing,—I am not unfrequently forced upon my knees to thank God—pharisaical as it may seem to some—that from the nature of my upbringing it was rendered impossible for me to become as some of these “other men are.”

Yes, gentle reader, my mother was the best of women, as most mothers are. I am an old man now, and in many respects very egotistical, but all the pride in my own achievements vanishes when I think what that most sainted of women did for me and the rest of us at home. There were seven of us in all, born and brought up in the forest clearing, and the heroism of her life is a poem in itself to those of us who survive her. Seldom did her cheerfulness of spirit desert her, as she strove to make ends meet. All her wordly expectations centred in her children; and if it be permitted to those who have “passed on before” to witness the

fruits of their labour on earth, the reward of my dear mother has gone to her ere this, in the success which has come to her children in life. For they have all done well, even in the ordinary sense of the term: and, in speaking for the others as for myself, I may say that not one of us has ever been so far ungrateful as to forget the part she played in making our early misfortunes but stepping-stones to higher things. The seed of good in our hearts was sown by her teaching, as our mental activities were first set in motion by her marvellous tact in forcing us to think for ourselves. Indeed, it was really from her example that I first discovered what good teaching ought to be. I have seen much of the so-called training systems in my time, and I have often striven to stand *in loco parentis* towards my pupils while drilling them in the ordinary routine of the school-room; but all the model reforms or school experiments I have ever attempted always seemed to fall short in their effects of what my mother could accomplish in the training school around our own fireside in the forest cabin of my early days. Let us talk as we like about this system and that system for making men and women useful members of society, let us build palaces for school-houses and fill them with all the many modern appliances for making the process of learning a pleasant and interesting pathway, the men and women we turn out of our school will be but unknown quantities, an uncertainty, unless our efforts continue to be seconded by the patient oversight of the thousand-and-one mothers whose walk and conversation adorn the home training, and make it what it ought to be, a guidance towards the higher experience of true citizenship. Yes, I know very well that there are many public advantages for the proper training of youth nowadays which did not exist in my earlier years, and which, to a large extent, seek to relieve the mothers of the land of their responsibilities as parents. There are kindergartens, and infant farms, and boarding houses for the youngest of young ladies and gentlemen whose parents are kept busy with their dinner parties and social gatherings. But, after all, what are these but semblances of Plato's grand state menagerie of children in training, which, as a theory, has been laughed at for a couple of centuries or more, simply because in it there was to be no place for motherly kindness and the sweetness of the home relationship. And in

face of all the hue and cry over the seeming success of some of these state menageries of ours, common-sense still laughs at them, though generally now with its hand over its mouth, and still maintains that the home training, under the supervision of a kind and judicious mother is the first step towards a successful school training. That training I had in the kindergarten round my mother's knee, and, you may call it prejudice if you like, the effects of that training within me have led me to frown upon every direct or indirect attempt to divorce the home influences when they are good, from the influences of school life. I know I am digressing; but then you have been told that I am an old man, and an old teacher besides, and consequently you must train yourself to bear with my weaknesses and your own infirmity of impatience. I have told you that I am accustomed to speak my mind freely when my experiences have been such as to enable me to form a correct opinion; and if any mind eccentricity or any strange co-relation of thought in my thinking-box leads me into what you or your impatience may call a digression, you must just turn over the leaf, my dear madam, and begin a new page. Indeed, as I must always have my say out, no matter what it is, it is just as well that we should come to some such agreement from the first.

Perhaps it would be well, while the reader and I are thus being introduced, that I should bring my narrative into closer quarters with these early memories of mine, though what good purpose is to be served by so doing is more than I can make out. Yet I know there is always a craving for details about our antecedents on the part of those who are being introduced to us, and as I have asked my readers to bear with me and my peculiarities, I must endeavour to enlist their forbearance by example as well as by precept—by doing as I would be done by. Therefore, it falls upon me to tell them *what I was* as well as *who I am*.

"But you have not told us who you are," I think I hear the editor saying, "and unless you make this plain in your first communication, I shall in all probability be flooded with letters asking for your name and address."

"And what will your answer be, Mr. Editor, if you please, should such a tidal wave of communications descend upon your sanctum?"

"I shall have to answer that I do not know."

"And won't that be the truth, my dear fellow?"

"The truth or not the truth, it will at least be a confession of ignorance," methinks I hear him reply.

Very well, Mr. Editor, I know how sore it goes against the grain of any of your tribe to be convicted of ignorance on any point of enquiry, and I must not put *you* in a false position, whatever other blunders I may make. No sir, I must keep faith with you at any rate. So here goes for an answer to the first, or rather to the last query,—*Who am I?*

All those of us who are or have been teachers, or are preparing to be such, have had perhaps enough and to spare dinned in our ears about the natural method of imparting instruction. Nature's plan of training is *the* plan, at least so reiterate our educationists of to-day as of fifty years ago, notwithstanding the scepticism that thinks at times to detect a screw loose in nature's method of doing things. And old though I be, even *I* have passed through the mill of the reformers and have been converted. In a word, I am a schoolmaster of the modern school,—that is, if I were still teaching, I would be a teacher of the modern type, I would be a man of the natural method; and, just as the tailor has never been able to disguise the schoolmaster that is in me, after so many years of labor in the school-room, so the natural method, of which I have been a convert ever since my mother showed me what it meant by her example as the first teacher of her children, comes to my assistance in entering upon any new field of experiment. And in writing these, my experiences in life, I must neither shame the schoolmaster in me, nor that method of interesting others which has been of such service to me throughout life. Indeed, if this natural method of imparting instruction to others be what so many of us believe it to be, if it really be the only true method of exciting an interest in any subject, then it behooves me to follow it in arranging these reminiscences of mine; for if I fail to interest my readers, I shall certainly fall far short of success as an author. But what is the natural method as applied to writing books?

"That depends," I think I hear some one say.

"Depends on what, my dear madam?"

"Depends on the kind of book you are going to write."

Quite correct, my dear. But surely you know by this time what sort of a book I am going to write, and you might have answered at once whether you really think that to enter into a full explanation as to *who I am* before setting forth in explicit details *what I was*, is to follow the natural method. Let us turn, if you please, to the professional text book to decide the point.

“When the teacher is called upon to present to the pupil,” says our favourite author on *paideutics*, “any subject, in connection with which the details are numerous, there must be chosen some centre of attractiveness from which these details may be made to radiate, as it were, around a common nucleus. The ingenuity of the teacher is here exercised to its fullest extent in making a selection of the nucleus of the information that will excite the interest of the pupil the most, and every care ought to be taken that a thorough knowledge of the nucleus is acquired, before any attempt be made to extend the pupil’s investigations along the lines of information, which are eventually, through the skill of the teacher, to radiate from this nucleus as the knowledge centre of the whole subject.”

There can be no mistake made over such language as the above, and the man who uttered these words is an educationist of the highest standing, something which I never claimed to be, even in my most egotistical moments. I am merely a schoolmaster, and yet I can bear witness from my experience that the above statement is as sound as the Moral Law itself, and is worthy of the most careful consideration by every teacher in the land. But in case the abstract character of the language may take the edge off the advice to some of my younger readers, let us turn to another of our favourite authors who speaks in this wise :

“In introducing young folks to the study of some historical narrative, say a biography for example,—for nearly all history is made up of biography—the most prominent person mentioned in the narrative should be brought prominently before the class by means of a portrait or by word-picturing. And, as the last picture taken of a man is generally the one posterity prefers, so the final achievements and the position to which he has been able to rise should be taken notice of by the teacher before the details of his earlier years are presented. The man, or the hero, at the end of his career, or just as he has attained his highest success, is much

more attractive to the mind's eye than when he sets out on the pathway—humble enough perhaps—which led eventually to that success. And the way of the world is the way of children, is the way of the reader. The natural method has for its object the finding of the royal road to knowledge, the easiest pathway to that information, which is the groundwork of all understanding. And hence the most attractive picture of the most prominent personage is the one which should be presented to the pupil when entering upon the study of an historical subject.”

So the die is set. The fiat has already gone forth. I must announce *who I am* before I tell *what I was*, though I do hope that none of my readers will think that I choose to speak of myself first, because I shall be seen to be, before I am done with this narrative, the most important personage in the book. If there is to be blame of any kind, lay it not upon my egotism, if you please, which has already sins enough to answer for, but lay it upon the necessities which are forced upon me by the natural method, as I follow it in giving an account of myself to those who enjoy the end of a book before reading the beginning of it.

Editorial Notes and Comments.

Our schools—Elementary, Model, and Academy—are again at work after the holidays, and the industrious teacher is again, no doubt, bringing to bear upon his or her work the experience gained at our Teachers' Institutes or Summer School. The reports which have reached us in regard to the latter—the first school of the kind held in the province—lead us to look upon the fair measure of success which has attended it as an earnest of further good to be accomplished by its successors in years to come. The four Institutes held, as usual, in the various sections of the province have again realized the success of former years. The work this July covered the ground of the past year, the lecturers alternating their fields of labour every two years. The interest which continues to centre round these gatherings is to be seen in the number of teachers who attend them, nearly a third of the teachers having been present at some one of them this year. Dr. Robins and Professor Parmalee were the lecturers at Lennox-

ville and Huntingdon, while the Secretary of the Department took charge of affairs at Shawville and Granby. The attendance at Lennoxville was not as large as that of last year, but the work done was, as we have been told, very satisfactory both to lecturers and students. The sessions at Huntingdon were also of the most interesting character. The following item, taken from the *Gleaner*, refers to the work there:—

“The ‘Teachers’ Institute opened on Tuesday forenoon and ends to-morrow. The attendance is large, sixty-two, and the sessions so interesting and instructive that none can fail to benefit by them. Dr. Robins, principal of the Normal school, Montreal, and Professor Parmelee take alternate hours, and the difficulty with them appears to be to crowd all they wish to tell in the specified time. Last evening a public meeting was held in the Jubilee hall, which was well filled, A. Somerville in the chair. Addresses were delivered by the Rev. Messrs. Armstrong, Gomery, Muir, Rowat, and Dr. Watson, Dr. Cameron, M.P.P., Professor Parmelee and Dr. Robins. The Methodist choir, the Misses McGregor, Miss Mitchell, and W. D. Shanks diversified the proceedings with music. The speeches all bore on teachers and their work.”

Both at Shawville and at Granby there were public meetings of the kind referred to in the above extract. At the latter place a very noticeable feature was the pertinency of the queries found every day in the “The Question Box”; and the general improvement in this direction induced the editorial authorities of the *Record* to urge upon the teachers present to keep up the *question box idea* in the correspondence department of that paper by means of postal cards. We have encouraged this idea from time to time; but, even with Inspector McGregor’s assistance, we have not been so successful as we could have wished. As our introductory article shows, we have been able to make arrangements with *The Old Schoolmaster*, as he calls himself, to lead off with experiences, and possibly others will follow his example; but we would like to see, not only the old teachers, but every teacher in the province, young and old, take their share in the enterprise of rendering the periodical interesting and useful.

—There was some expectation that the National Educational Association of the United States would hold its next meeting in

Toronto, but we notice that at the Nashville meeting, held in July last, it was decided to hold the next convention at St. Paul, Minn. Though the saving clause is in the resolution "provided suitable arrangements can be made," Toronto is not to be visited by the "five thousand" for two years at least; and in view of this delay, and also in view of the fact that great gatherings, and concentrated organization among teachers, seem to be the order of the day in England and America, would it not be well for the teachers of Canada to have a national convention of their own, which could meet alternately once a year or less often, in one of our large cities. Our politicians are for ever telling us that if Canada is to become a nation there must be a drawing together of the social forces, just as there has been a drawing together of the commercial and political forces. Each province for itself in the matter of schools is a principle strictly laid down by the Confederation Act; but while the schools are in the hands of the several provincial governments, education is in the hands of the teachers. The meeting which was held a year ago in St. John, New Brunswick, was one that had to some extent in view the concentration of educational interests in the Maritime Provinces; but, however successful it was from a St. John standpoint, it has not led to any organized concentration on the part of the teachers of that part of the country; nor do we think that a preliminary convention of this kind, including all the teachers of Canada who cared to attend it, would lead to anything very practical. There would no doubt be the "over much talking" that there was at St. John, and the extending of acquaintanceships; but this is hardly what is required to lead to organization. It would be better if every provincial association, at present in existence in Canada, were to discuss the matter through their Executive Councils, and when the question has been fully ventilated, to send delegates to a preliminary convention—not numerically large—which could meet in some one of our cities to discuss details and prepare a constitution. We direct the attention of our educational contemporaries to the subject: in our opinion it is well worth discussing.

Current Events.

—The number of changes that have taken place on the teaching staff of the province is quite considerable this year. We are glad to be able to report that the most of our Boards of School Commissioners have acted on our advice in making their appointments early. We know of few vacancies at the present writing, thanks to the Teacher's Bureau in our province, which costs nothing either the Boards or the teachers. For the coming year, the editors of the *Record* shall again be glad to hear from any teacher who is out of employment, or from any Board desiring to secure the services of a teacher.

—The new school at Bedford has been opened under favourable auspices. The changes at Sherbrooke, St. Johns, and Stanstead we have already referred to. Miss Mackie, an experienced teacher, who was for some time engaged on the staff of the Girls' High School of Quebec, has been appointed to the Model School Department of the Waterloo Academy. Mr. A. L. Gilman has accepted the Principalship of Knowlton Academy in room of Mr. Honeyman. Mr. John A. Dresser, formerly of Shawville Academy, has accepted the position of head-master of Aylmer Model School; he succeeds Mr. John Mackintosh who retires on his pension. Mrs. De la Motte has taken charge of the Clarendon School. Mr. Price Green has been appointed to Hatley Model School. Mr. Campbell, of Hemmingford, has gone to Sutton to take charge of the graded school there. The Leeds Model School has been placed in the hands of Mr. Oliver McCutcheon. Mr. Bennie, of Bryson, has received the appointment to Portage du Fort. In addition to these there have been other changes which will be noticed next month.

—The new school buildings already finished, or in process of being erected, are those at Bedford, Granby, Hatley, Inverness, Danville and Shawville. The Academy building at Waterloo has been put into an improved state of repair, and the tidying-up process has been going on in many of the schools during the holiday season. There are still a few of less enterprising Boards in the province who continue to overlook the advantage of giving the rising generation the benefits of the best school building they are able to provide. At its best, or at its worst, it is but

a "penny wise and pound foolish" policy. It may further be said that such a policy is in no way confined to the poorer sections.

—From the *Collegian*, which contains a detailed account of the closing exercises of the College at Stanstead, we make the following extract concerning the representative from McGill University:—"The presence of the Rev. Dr. Murray, of McGill University, added very much to the interest of our closing exercises. Prof. Murray gave an address at the Convocation explaining the relation of the College to McGill under the proposed affiliation, and showing the advantages that would accrue. Every one was delighted with the address, and appreciated even more the spirit the learned professor manifested."

—An organized effort was initiated at the recent session of the Montreal Conference, held in the city of Sherbrooke, to liquidate the debt upon Stanstead Wesleyan College. The debt now reaches the sum of about \$18,000, and it is proposed to raise during the present Conference year at least \$10,000. Subscriptions were called for in the Conference and in a short time the sum of \$3,340 was subscribed. This is a good commencement and augurs well for the movement so happily initiated.

—The great Teacher's Convention at Nashville is able to leave behind it an excellent record. A grand barbecue at Richland Park in West Nashville, given by Dr. William Morrow, one of Nashville's richest and most enterprising citizens, and attended by more than five thousand visitors, furnished the occasion for the speeches of welcome and the responses. Governor Taylor made the opening address and was followed by the Mayor of Nashville, the State Superintendent of Public Instruction, and the chairman of the local committee. Responses were made by President A. P. Marble and others on behalf of the National Educational Association. The day was thoroughly enjoyed. Many friendships were begun that strengthened with the progress of the meeting, and an easy social intercourse established that contributed not a little to the subsequent pleasure of the occasion. The regular session of the Association began Tuesday evening with the address of President Marble, and a discussion of the Manual Training question. The General Association held its meetings regularly in the forenoon and the evening. The

Departments met in the afternoon. There was a larger proportion than usual of leading men. The papers were, many of them, quite long, so that less time than usual was left for oral discussion. The papers generally were carefully prepared and scholarly, and the volume of proceedings will be a very valuable one. The subjects which elicited the most interest were the Kindergarten, Industrial Education, and the question of Denominational Schools. All the discussions were frank, yet in good temper. The trend of the discussions indicated that the place of the Kindergarten and of Industrial Education is becoming better understood, and that the day is not probably far distant when their value as educational factors will be better appreciated and they will in some form have a place in every complete scheme of public education. The meeting was regarded as a decided success. With the exception of a few growlers, everybody was pleased. The arrangements for the meetings were very satisfactory; the hospitality and kindness of the people all that could be desired, and at the close of the meeting, Friday evening, July 19th, the Association passed a series of resolutions expressive of its high appreciation of the success of the meeting and the efforts made for the entertainment, and of the great pleasure derived from the visit to Nashville.

—The victors are again pressing towards the spoils even in educational matters across the line. An exchange informs us that Dr. William Harris has received the appointment to the position of Commissioner of Education, in place of the Hon. N. H. R. Dawson. From Mr. Dawson's reports we have learned something of the up-hill work he has had to encounter in his office. But a fair amount of useful work he has accomplished notwithstanding all the difficulties in his way, and he leaves a record behind him which from all accounts his successor is capable of supplementing. Dr. Harris is said to have had large experience in educational work, being a writer of some reputation. We refer to some of the publications issued by the Bureau from which Mr. Dawson has just retired in our review department.

—The University of Denver, in Colorado, is one of the new colleges which has made remarkable advances. Although only chartered in 1880, it already has university courses in several

branches and has just received \$100,000 from a Mrs. Warren to found a school of theology.

—An article signed "Helena" in a late issue of the *Queen* has attracted some attention. It is a contribution by Princess Christian on "The Technical Education of Women." Her Royal Highness rightly counsels those of her own sex who are forced by circumstances to earn their daily bread, that it is a mistake "to think there is no field open to them but competing with men on their own ground, with the disastrous effect of adding to the overcrowded market, and thereby necessarily lowering the rate of remuneration." Further, the Princess holds strongly that women lose by attempting rivalry with men. There are other and better courses. As for studies—"Hygiene has become a modern science, necessary for every woman to study in order that her house may be a healthy habitation. Gastronomy, in its widest sense, is a science. The choice and preparation of food suitable to climate and seasons, ages and constitutions, should be carefully studied and known." Women must keep pace with the times. "Progress," says the Princess, "is inevitable, and, therefore, desirable. Let women be duly qualified, and let them choose discreetly their paths of usefulness." Princess Christian concludes by giving an account of the Technical College for Women (of which she is president) established by Miss Forsyth, daughter of Sir Douglas Forsyth. The special value of the article is that it shows what is being done to carry out the motto which the Princess endorses, and which is applicable not to the female sex only: "Be not simply good, but good for something."

—At some of the Institutes, Mrs. Wardrop, of Beebe Plain, brought to the notice of the teachers a new form of a Manikin for the study of Physiology, with the intention of providing such as want them at a very reasonable rate. She has also, of her own device, prepared a set of discs for the teaching of numbers and colour, which will be exceedingly serviceable to our elementary teachers. Of the Manikin it may be said, that though small, it is very complete, and would be an excellent piece of apparatus for teaching purposes in the home as in the school.

—We have referred elsewhere to the summer school which was held this year at Dunham. The branches taught included

French, Drawing, Botany and Elocution. The accommodation provided in the College we are told, added very much to the enjoyment of those of our teachers who joined the classes. The organizers are to be congratulated on the success of the movement, though some one of the students might have been good enough to send us a full report of the proceedings.

—The members of the Central Board of Examiners or what remained of them on this side of the Atlantic during July have had their first experience of the new condition of things, and perhaps the remnant will have a report to make of their experience at the next convention of teachers. It is all but certain that Dr. Kelley will be anywhere but on the negative side this year.

—The Minister of Education in Victoria has brought forward a Bill to set apart certain areasⁱ of land as an Educational Endowment; and also a Bill for the amendment of the educational law in certain particulars. Among its provisions is one reducing the limit of school age from fifteen to thirteen years; another to increase the number of compulsory attendances from thirty school days to forty days per quarter; and a third to establish a system of examinations at half-yearly intervals at which children educated at other than State schools will be able to obtain certificates. A Bill to amend the Public Service Act has also been introduced into Parliament, one of the chief provisions of which is that sixteen and thirty years shall be the limits of age which shall apply to candidates for employment in the public service—teachers being included among the number.

—Prof. Foster, of the University Clinic at Breslau, has recently drawn the attention of parents and teachers to what he believes to be often the cause of short-sightedness in the young, viz., that they are allowed to wear collars which are too tight for them. In three hundred cases that had come under his notice, the patients were suffering from a chronic complaint brought on by a disturbance in the regular and normal flow of blood, caused by the wearing of collars that were not large enough.

Literature, Historical Notes, &c.

JESSIE CLAY—THE NATURAL METHOD.

[In our issue for the month of February, a short sketch illustrative of the natural method of imparting instruction, was inserted under the above title. Through some mishap or want of space, the story, though all in type, was given in an incomplete state. The remainder is given below, though it may cause the reader a moment's pause to remember the connection. The blind girl, seated with Mr. Allan, the teacher, on the brow of the hill overlooking the valley of Kartdale, has received her lesson on the topography of the surrounding country, and the sketch closes in this way by describing the short examination which follows.]

It is needless to say that Mr. Allan's pupil followed him with the greatest of interest, until at last in her excitement she urged him to tell her in the same way of the surrounding country. She was not learning the names of the places for the first time: these she already knew as familiarly as household words. It was the interest which attaches itself to the artist's work that excited her; she was painting her first picture.

"I am glad you like the lesson" laughingly exclaimed the schoolmaster, "but we must hasten slowly. We must have our examination now; and you will probably be glad to learn that you are to examine me."

"What! the pupil examine the master?" she exclaimed.

"Yes, the pupil, the master."

"But why should I examine you?—you know where all the buildings are."

"Then I shall pass a good examination."

The blind girl was being amused, but she was puzzled all the same.

"It would be rather a waste of time to examine any one on a subject he didn't know" said the schoolmaster.

"But is it not just as much a waste of time to examine one who knows how to answer all your questions?"

"I think not. The truth is, Jessie, I want you to examine me only to perfect your own knowledge, and thus prepare yourself to pass a creditable examination on your own account. You will first examine me on the positions of some of the buildings we have named, and those with which you are familiar, and then I will examine you on what you have learned of the whole picture of the town of Kartdale as it lies before us."

"Well then, if I am to conduct a make-believe examination," she said, entering in her quiet way into the fun of the thing, "will you please inform me where Newcombe's Factory is?"

"Ah!" was his reply, "that is too easy; that is one of our central points or pivots, the one to the right."

"Well then, where is the Parish Church?"

"I am afraid my examiner is prejudiced in my favour. The question is again too easy to answer; the Parish Church is our fundamental nucleus to the left," and Mr. Allan patted the hand of his pupil as if playfully chiding her.

"But the examination is not done yet," and she laughed her sweet little laugh again.

"Where is the Artizan's Hall?"

"To the north-east of our third nucleus, two or three degrees within, and twenty rods nearer this way."

"And the Saracene Hotel?"

"Twenty degrees or so without from our first nucleus, and at the same distance from our point of vision."

"And the school-house?"

"A rod or two to the right."

"And Blink Bonnie?"

"As far again to the left."

The fair examiner now paused for a moment, and her sweet modest smile again concentrated around the winsome curves of her lips. Then, putting her finger to her brow, as if thinking for some question with which she might puzzle her companion, she asked, as the tinkle of the silver bell came into her voice again.

"Where is Jennie's Castle?"

"Jennie's Castle!" exclaimed the schoolmaster with surprise. "Did you say Jennie's or Jessie's Castle?" and there was a seriousness in his eyes that had been absent from them all day.

"I did not know that Jessie had a castle" she answered not knowing that his question had in it anything serious. "Blink Bonnie is castle enough for her."

"Then Jennie's Castle must be some new place in Kartdale" said Mr. Allan, as he at once dismissed the seriousness from his face.

"It is no new place to me, however"; and the tinkle of the sleigh-bell became more pronounced than ever. "The examin-

ation becomes a little difficult, after all—even to the teacher who surely ought to know everything the pupil knows.”

“Everything, you should say, perhaps, but Jennie’s Castle; can you tell me where it is yourself Jessie?”

“Why of course I can. An examiner may ask a question which he knows will be answered correctly, but he should never ask a question he cannot answer himself.”

“That’s sound philosophy, and good sense besides”; said Mr. Allan, “but where is Jennie’s Castle?”

“It is about sixty-seven and a half degrees from our second nucleus, and at the same distance from us as the Saracene Hotel.”

“Why that is the Saracene Hotel itself.”

“Of course it is,” said she and the sweet solemn silver bell began to misbehave very mischievously. “But I had to prompt you.”

“And is the Saracene Hotel called Jennie’s Castle?” asked the schoolmaster, delighted to have been able to set the silver bell agoing so cheerily.

“Not now.”

“When, then?”

“Fifty years ago.”

“But I did not promise to answer questions in history.”

“Especially in unwritten history,” she exclaimed.

And the bell was at it again.

“Who told you about Jennie’s Castle?”

“Jennie herself.”

“And who is Jennie?”

“Mrs Macpherson.”

“That lives in Miner’s Lane?”

“Yes,” said the girl. “Before she was married, her name was Janet Semple, and with the money her father gave her as a dower when she married James Macpherson, who now lies in the graveyard yonder, the Saracene Hotel was built, and was called by the folk of these times Jennie’s Castle,” and the sleigh-bell would truly have lost all its solemnity, in presence of the schoolmaster’s discomfiture, but for the light that was wanting to make its silver reflect the sweetness of the soul’s happiness that was within to set it a ringing so modestly.

“I think,” said Mr. Allan “after he and his companion had

laughed together for a moment or so, with the sunshine of their friendship for each other outrivalling the sunshine that shone overhead, "there is very little need for me to examine my pupil in turn. She certainly deserves to retain her position at the head of her class, while I will content myself by turning to the landscape beyond the limits of the town, to plan it out according to our principles of geographical design and picture-making."

THE TRUTH.

Sweet snow-white dove of light,
 Aye hovering o'er life's battlefield,
 Nor ever stained by murky flight
 Where differing din hath faith beguiled :
 'Tis liberty that dares to scan
 Thy scope beyond the clouds,
 Which prejudice and passion fan
 To weave in shrouds.

A glimpse of thine approach
 Bids love and hope in consort soar ;
 And duty climbs thy course to watch,
 To see what life hath yet in store,—
 To foster in us higher aim,
 When honour's keenly edged,
 When zeal is couraged by the fame
 Of justice pledged.

And science, circling round
 The giddy pinnacles of thought,
 Oft seeks thy resting-place on ground
 Where finitude's with danger fraught :
 For poisoning ken begets a pride
 Intolerant of faith ;
 And pique and pride thy beauty hide
 With warring breath.

'Tis heaven's æther-wave
 Beholds the acme of thy flight :
 This life is but thy shadow's grave
 Whose silver fringe illumines our night :
 In wonderment we thread life's maze,
 And feel our faith the force,
 That steals the ripple of thy rays,
 To light our course.

J. M. H.

Practical Hints and Examination Papers.

The primary principle of education is the determination of the pupil to self-activity; and that teacher who fully recognizes the active agency of the pupil's mind in acquiring knowledge and experience, and in applying them to the affairs of every-day life, will be the most useful to her pupils. In the training of youthful minds we regard *formation* as of more importance than *information*, the *manner* in which work is done as of greater consequence than the *matter* used in the work. All true education is *growth*, and what we grow *to be* concerns us more than what we live *to know*. Plato has profoundly defined man, "the hunter of truth;" for in this chase, as in others, the *pursuit* is all in all, the *success* comparatively nothing. We exist only as we energize: *pleasure* is the reflex of unimpeded energy; energy is the mean by which our faculties are developed; and a higher energy the end which their development proposes. In *action* is thus contained the existence, happiness, improvement, and perfection of our being; and knowledge is only previous, as it may afford a stimulus to the exercise of our powers and the condition of more complete activity.—*Sir William Hamilton.*

—Nothing is more of a trial to the self control and patience of a teacher than an angry or unreasonable parent. Few indeed are the teachers that have not had more or less unpleasant experiences with such. Those are the times that test the quality of a man. If he loses his temper, he has lost his case with the parent. Nothing that he can do will alter the unfavorable impression such an exhibition makes. If he wishes to keep the upper hand he must have his temper in tight rein. There is no question but he has ample cause to be exasperated at the attitude that parents often assume, but that is no reason why he should give way to his feelings. Parents, it may always be safely assumed, are prejudiced in favor of their own children, and usually have only the child's version of whatever the difficulty may be. It is the teacher's business to convince the parent that he is perfectly impartial, and that his motives are unbiased and animated by a regard for the child's welfare. A teacher in a rage cannot do this, whereas if he is cool, dignified and firm, he can soon convince the parent—unless he is a wholly unreasonable person—that he is in the right.

—If there could be some means of educating parents up to a certain standard of co-operation with the teacher, it would not be a bad idea for either school or home. Teachers suffer much injustice from parents for the simple reason, that they regard any correction of their offspring, or any information concerning them that is not of a complimentary or satisfactory nature, as evidence of the teacher's partiality or inefficiency. It is a hopeless task to right this impression often times, and it is useless to expect a change. Argument is wasted effort. Personal interviews be-

tween parent and teachers are the only means of removing the false impressions. No teacher ever corrects a child for the pleasure of so doing. When correction is applied, there is good reason for it, and the parent ought to co-operate with the teacher. Sometimes he does, but oftener than not he ignores the fault in the child and criticises the teacher.

DEVICE IN LONG DIVISION.

To teach mechanical feature in Long Division, a good plan is to place following outline of steps on board as an aid to the beginner. Use single digits as divisors until steps are mastered.

- (1) Divide.
 - (2) Multiply.
 - (3) LOOK (to determine whether right or wrong, and give reason).
 - (4) Subtract.
 - (5) LOOK " " " "
 - (6) Bring down. ;
- (Repeat.)

COMPOUND PROPORTION.

One of the most successful methods of presenting Compound Proportion in order that the average pupil may thoroughly comprehend the process as usually given, is by means of a series of simple proportions.

If 12 men build a wall 60 ft. long, 4 ft. thick, 20 ft. high, in 24 days of 12 hours each, how *many men* will it take to build a wall 100 ft. long, 3 ft. thick, 12 ft. high, working 18 days of 8 hours each?

Observe the law that *only one new element* is taken in at a time, and, after first proportion, *one old element* is dropped each time.

1st Question :

(Length.) If 12 men build a wall 60 ft. long (4 ft. thick, 20 ft. high, in 24 days of 12 hours), how *many men* will it take to build a wall 100 ft. long (new) (4 ft. thick, 20 ft. high, 24 days, 12 hours)? The only change is in matter of length.

2nd Question :

(Thickness.) If \times men build wall (100 ft. long), 4 ft. thick, (20 high, 24 days, 12 hours), how *many men* to build it (100 ft. long), 3 ft. thick, (20 high, 24 days, 12 hours). The only change from last question is in element of thickness. And so far remaining questions.

		MEN.			
l.	60 :	100 :: 12	:	\times	Now cancelling factors on inside against factors on outside, we see all \times 's strike out except the last, and that 4th term of each proportion becomes the 3rd term of succeeding.
th.	4 :	3 :: \times	:	\times'	
ht.	20 :	12 :: \times''	:	\times''	
da.	18 :	24 :: \times'''	:	\times'''	
hr.	8 :	12 :: \times''''	:	\times''''	

Note also that in this example it is always a question of *how many men*, and that the questions begin, If 12 men, if \times men, if \times' men, and so on.

Hence, in practice the \times 's can be omitted, except the last, which is the final answer. When pupil fully understands the separate question, the matter in parentheses may be omitted, and allow the question to hinge on the relation of the *two* terms of element under consideration.

—We shall never learn to feel and respect our real calling and destiny, unless we have taught ourselves to consider everything, as moonshine compared with the education of the heart.—*Sir Walter Scott.*

—After learning a new word in class, slips of paper, each with a script lesson of simple words on it, may be given to the pupils. They are told to take them to their seats, and look for the new word, and put a mark on their slates every time the given word is found. After this, they look for other words previously learned, which the teacher will designate. A number of slips of paper, each having one word on them may be given to each child. He will assort the papers, putting together on a pile all slips having the same words. The same may be done with papers or numbers, and with colored glass, ribbons and paper.—*Ex.*

—What are the best books for dinner reading? asks the *Pall Mall Gazette*. The question is suggested by the story of Lord Beaconsfield which Dr. Kidd tells in the new number of the *Nineteenth Century*. Dr. Kidd was visiting his patient at Hughenden, when Lord Beaconsfield—“One evening took out a rare old copy of Virgil, and opened up his treasures till I began to share his enthusiasm, ‘Dining here often alone,’ he said to me, ‘I have an understanding with my cook that there is to be ten minutes’ interval between one course and the next. That ten minutes I invariably devote to reading one of the great authors of antiquity; and I can say that for many years I have listened to many of the greatest wits and orators of the age, but I have derived more pleasure from Homer, Virgil, and Horace than from all the living celebrities I have met in my life.’” It would be interesting to know how many other distinguished men follow Lord Beaconsfield’s recipe, and what authors they thus invite to their dinner-table. It is said, indeed, that reading at meals is a bad thing, as interfering with digestion. But is this really so? At any rate, it prevents you bolting your food. Indeed, for all we know, it may have been the company of Homer, Virgil, and Dante that taught Mr. Gladstone his great secret of thirty-six (or was it forty?) bites as the sovereign rule of health?

—The human voice is an important element in the teacher’s personality. Everyone admits the potency of the charm that attaches to a well modulated organ, and pupils are not less susceptible than adults. Harsh, strident tones do much to promote mischief. The teacher whose voice is firm but low, whose tones are conversational, will command attention much more easily than the one who elevates his voice and utters his commands in a loud key. There are some tones which rasp the nerves more than the filing of a saw, and which of themselves make pupils irritable and restless.

—You are well aware that it is not only by bodily exercises, by educational institutions, or by lessons in music that our youth are trained, but much more effectually by public examples.—*Æschines*.

—The mind is but a barren soil—a soil which is soon exhausted, and will produce no crop, or only one, unless it be continually fertilized and enriched with foreign matter.—*Sir Joshua Reynolds*.

—What is known of our Canadian nobility may be learned from the following, which is said to have taken place in a school in Britain while it was being examined by an injudicious inspector:—The boys, who had been nearly annihilated by their previous cross-questioning, had not recovered their spirits when he came back to them and questioned them about the taking of Canada by the British. Though well up in this history they were so nervous and alarmed lest they might possibly give a wrong answer that they, much to the discomfiture of their teacher, held back when they could well have spoken out. It was no joke to bring down *instantly* upon their defenceless heads the sarcastic and wrathful denunciations of this Man of Fate. At last they were floored by the question, "What Marquis led the French forces at the taking of Quebec?" In their histories Montcalm had not once been mentioned by his title, so the boys sat trying to think of some Marquis. "The Marquis of Mont—? Mont—? come now, Mont—?" Suddenly a show of hands went up. "You!" said the Inspector, pointing to one whose parental consanguinity had well nigh eliminated intellect. "The Marquis of Montreal!" "Ha—ha - ha!" laughed the Inspector; this is rich; a very good title, upon my word. Her Majesty might take the hint."

—But to excel in the higher attainments of knowledge, to be distinguished in those greater pursuits which have commanded the attention and exhausted the abilities of the wise in every former age, is, perhaps, of all the distinctions of human understanding, the most honorable and grateful.—*Archibald Alison*.

—Education, in the widest sense of the word, is the great regenerator of human society. To it we must owe the intellectual habits we form, the power which the reason and conscience have over the will, and the strength we possess to regulate the desires and to subdue the passions.—*J. D. Morell*.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

ELEMENTARY DIPLOMA.

English Grammar—100 Marks.

Examiner F. W. KELLEY, PH. D.

1. Write the plural of alley, lily, ditch, niche, genius, genus, oasis, spoonful, Mr. Smith, attorney-at-law; the feminine form of nephew, earl, duke, marquis, czar, hero, hart, executor, lad, Francis. (20)

2. Give the comparative of these adjectives: many, holy, little, dry, bad, far, funny, fit, perpendicular. (10)

3. Give in tabular form the past tense, the past participle and the present participle of these verbs: fly, flee, overflow, lie (down), lay, sit, omit, shoe, hide, pay. (10)

4. Show by sentences two different ways in which the words "there," "it," "but," "as," and "by" are employed.

5. Write *sentences in four words* containing (a) a noun, adjective, verb, adverb; (b) subject, predicate, direct object, indirect object; (c) nominative of address, predicate, object, adverbial adjunct or modifier; (d) a nominative absolute; (e) a noun in the possessive case and a predicative or complementary adjective. (10)

6. Correct if necessary the following sentences:—

I am of to the thousand ilands next wensday.

Wasnt you at Mrs. Smiths at five o'clock on good friday.

Them that studys grammer talks no better than me.

It was him that through the stone threw the winder for I seen him when he done it.

He is not as tall as his nephews friend, though hes the oldest of the two. (15)

7. The bird *that* soars on highest wing

Builds on the ground her lowly nest;

And *she* that does most *swetly* sing,

Sings in the shade, *where* all things rest.

Parse the words in italics. (20.)

Divide the passage into propositions, and state their relation to each other. (General analysis.) (5)

English Literature and Composition—100 Marks.

1. Write an invitation to an evening gathering: and (b) a reply to it. (10)

2. Write an application for a school, stating qualifications, and salary expected. (20)

3. Combine into complex and compound sentences so as to form a continuous narrative these simple sentences:

A monkey and a cat lived in the same house. Their master was roasting some chestnuts. The chestnuts were on a hot stove. The monkey wanted them. He did not wish to burn his paws. He seized the cat. He used her paws to draw off the chestnuts. (15)

4. Write down ten important facts in the life of Goldsmith. (20)

5. Write any five consecutive lines of the "Deserted Village." (10)

6. Reproduce in your own words Goldsmith's description of the village preacher. (20)

7. Give in outline the plan of the "Deserted Village." (15)

Geography—100 Marks.

1. In a voyage from Chicago to Montreal, through what waters would a vessel pass? (10)

2. Give *three* ways in which mountains have been formed.

Name (*a*) the highest mountain peak, (*b*) a European volcano, (*c*) the mountains in New Hampshire, (*d*) a range in Italy. State three important changes you would notice in ascending a high mountain. (10)

3. Of four provinces of the Dominion, give in tabular form the population, capital with population, three chief exports, and three chief imports. (20)

4. In a journey from Halifax to Vancouver, over what *three* mountain ranges and *three* very large rivers, through what provinces, territories, and *three* large cities, and along what three lines of railway, would you pass? (20)

5. Of each of the following rivers state, in tabular form, where it rises, flows, empties, and the main towns on its banks:—St. John, Hudson, Nile, Danube, Ganges. (20)

6. Draw a map of Quebec, between Ottawa and the Saguenay, and place in their proper position, numbered, *two* lakes, *two* mountain ranges, a mountain peak, *three* rivers flowing into the St. Lawrence from the southern watershed and *two* from the northern, *two* battlefields, a summer resort, the largest city, the oldest city, a town noted for the manufacture of *cottons*, one for *woollens*, one for *lumber*, one for *carthenware*. (2) (Put explanation on the margin, as—10, Manchester, cottons.)

ELEMENTARY AND MODEL SCHOOL DIPLOMAS.

Physiology and Hygiene—100 Marks.

Examiner T. AINSLIE YOUNG, M.A.

1. Define Anatomy, Physiology, Hygiene, Narcotics.

2. Name the principal bones of the Head and Face.

3. Describe the Heart, Brain, and Lungs. What work is done by them?

4. From an educational standpoint, what are the laws of health? Why should the body have an erect position and a continual supply of fresh air?

5. What effect has alcohol upon the heart, brain, and lungs? Explain why it is so difficult for a drunkard to reform?

Art of Teaching—100 Marks.

1. What principles should guide one in classifying the pupils of a school?

2. How should you proceed with the classification on the first day you have charge of a school?

3. What ought proper school government to develop in the pupil? What are the elements of governing power?
4. Write a brief account of what are considered judicious punishments, giving some idea as to how they should be used.
5. Describe briefly the five General Class Methods.

ELEMENTARY DIPLOMA.

Algebra—100 Marks.

1. Express algebraically, (a) That six more than two-thirds of x equal x diminished by three, (b). That the sum of the cubes of x , y , and z is to be diminished by thrice the product of x , y , and z .
2. (a) Multiply $x^2 + xy + y^2$ by $x^2 - xy + y^2$
(b) Divide $x^8 + x^6y^2 + x^4y^4 + x^2y^6 + y^8$ by $x^4 - x^3y + x^2y^2 - xy^3 + y^4$.
3. Resolve into elementary factors :

$x^2 + 7x - 60$	$x^2 - (m - n)^2$
$x^2 - 15x + 36$	$x^2 - b^2$
4. Find the G. C. M. of $12x^2 + 7xy + y^2$ and $28x^2 + 3xy + y^2$.
5. Find the L. C. M. of $x^2 + 8x + 15$ and $x^2 + 9x + 20$.
6. Find two numbers of which the sum is 70, such that the first divided by the second gives two as a quotient and one as a remainder.

Geometry—100 Marks.

1. Define:—"Plane Angle," "Circle," "Parallel Straight Lines."
2. If two angles of a triangle be equal to one another, the sides also which subtend, or are opposite to the equal angles, shall be equal to one another.
3. In the portion of geometry prepared for this examination, what propositions require the circle? Draw the figures of these propositions.
4. Any two sides of a triangle are together greater than the third side.
5. In how many respects must two triangles agree before it is possible for them to agree entirely? What propositions answer this question?

Arithmetic 100 Marks.

1. What is the meaning of the expression 11110? How is it that each of the first four figures, in that expression, beginning from the left hand, has a different value? What would be the effect of placing a decimal point (1) to the right of all the figures in the expression; (2) to the left of all of them; (3) between the second and third figures from the left hand?
2. Simplify $\frac{3\frac{2}{3}}{\frac{1}{4}} \times (3\frac{1}{2} \times 5\frac{1}{4}) - 17\frac{3}{4}$
3. Bought a number of cattle for \$2000; had I bought 20 head more at a cost of \$10 per head less, my entire outlay would have been \$2800. How many cattle were purchased?
4. Reduce $\frac{7}{125}$ to a decimal.

5. Coals are 20 per cent. cheaper this year than last, if the price were to rise \$1 a ton, they would still be fifty cents a ton cheaper than last year; find last year's price.

6. What principal will bring \$200 interest in 146 days at 5 per cent.?

7. If 18 men in 12 days build a wall 40 feet long, 3 feet thick, and 16 feet high, how many men must be employed to build a wall 360 feet long, 8 feet thick, and 10 feet high in 60 days?

French—100 Marks.

Examiner MADAME CORNU.

1. (a) Quand l'article est-il éliminé? Exemples. (b) Quels sont les articles partitifs? dans quels cas sont-ils remplacés par *de*. Placez-les devant les mots suivants: countries, water, good meat, money, trouble, oil, wisdom, pebbles, corals, fans, ardour.

2. Comment exprime-t-on les trois degrés du comparatif et les deux degrés du superlatif? 5 exemples. Quel est le comparatif de *bon mauvais, bien, mal*.

3. Que savez-vous sur l'emploi: 1° des adjectifs numéraux cardinaux? Exemples; 2° des adjectifs *mon, ton, son*? Exemples; 3° sur les pronoms *qui, que, on, personne*? Exemples.

4. Écrivez la deuxième personne des temps du mode Indicatif négativement, des verbes *aimer, apercevoir, obéir, neiger, se lever, aller*.

5. Traduisez en français:—

We often travel in summer.

How many books do you want?

Were you speaking of them?

To-day is the 24th of July.

6. Traduisez en anglais:—

Deux hommes étaient voisins; chacun d'eux avait une femme et plusieurs petits enfants, et n'avait que son travail pour les faire vivre; l'un des deux hommes s'inquiétait, en lui-même, disant: Si je meurs, que deviendront ma femme et mes enfants?

Scripture History—100 Marks.

Examiner REV. GEORGE CORNISH, LL.D.

1. Explain the term *Pentateuch*. Write down the names of the books comprised in the Pentateuch in their proper order.

2. With what great events were Noah, Joseph, Moses, and Joshua severally prominently connected?

3. Write a short account, with dates, of the establishment of the Jewish Monarchy and of its disruption; also of the captivity and of the return from the captivity.

4. Give the etymology of the word *Apostle*, and name the Apostles.

5. Narrate briefly any two of our Lord's *Parables*; and give an account of two of his prominent *Miracles*. How do you define the words *Parable* and *Miracle*?

Canadian History—100 Marks.

1. Name the four periods into which the history of Canada may be divided, and give a short account of the inhabitants of the country during the first period.

2. Four European peoples were connected with the discovery of Canada; name these peoples, and mention, with dates, the leading discoverers among them.

3. (a) Sketch the principal events of the *French Period*, dwelling upon the settlement of the country, and the changes in the government. (b) The labours and sufferings of the Jesuit Missionaries.

4. Give the date of the treaty of Utrecht. What war did it terminate; and what accession of territory did England gain by it?

5. Sketch the progress and termination of the "*Seven Years' War*."

History of England—100 Marks.

1. Where was the Home of the so-called "English"? Name the three tribes of them that entered and conquered the country of the Britons, and sketch their customs and religion.

2. What were the general results of the Norman Conquest? Were they advantageous or detrimental to the conquered country?

3. What were the real causes of the struggle between Henry II. and Becket?

4. Name the Sovereigns of the Lancastrian and Yorkist Periods, and characterize the policy of their government.

Books Received and Reviewed.

NOTE TO PUBLISHERS.—It is more convenient that books, etc. for review should be sent direct to the editor of the *Educational Record*, addressed, Dr. J. M. Harper, Box 305, Quebec, P.Q.

Among the notices we have received from publishers, we notice the following books about to be issued, of which we will speak more in detail when they come to hand. A. S. Barnes & Co., of New York and Chicago, in their last notes refer to Mr. Fay's *Three Germans*, a work issued in three octavo volumes; of Professor B. Jepson's new series of *Music Readers*; of Webb's new *Word Method*, in connection with the teaching of reading; of Dr. George Pentecost's *Bible Studies*; of the Rev. Mr. Lyman's *Commentary on the Romans*, and of the *People's Praise Book*, edited by the Rev. Messrs. Sanders and Lormier. H. J. Ruetenik, of 1480 Pearl street, Cleveland, Ohio, sends us a notice of his *German Grammar*, which promises excellent things. The Messrs. D. C. Heath and Company have in the process of publication *Rice's Science Teaching in the Schools*; *Topics in Geography*, by W. F. Nichols; *Modern Facts and Ancient Fancies in*

Geography, a hand-book for teachers; *Selections from Wordsworth*, by A. J. George, A.M.; and *The State*, or Elements of Historical and Practical Politics. Among the publications being prepared by Messrs. Ginn & Company, of Boston, are *The Irregular Verbs of Attic Prose*, by Addison Hogue, of the University of Mississippi; *The Common School Song Reader*, by W. S. Tilden; *Myer's General History*; *Graduation*, a first Latin Reader, by Mr. Collas; and *Fractions*, by Helen F. Page. The Messrs. Kellogg and Company, of New York and Chicago, again urge the increased circulation of *Treasure Trove* as an excellent paper for the young; and James H. Canfield, Esq., has sent us an abstract of the Report of the Committee Secondary Education in the United States. From the Messrs. A. S. Barnes & Co. we have received Putnam's Psychology, which will be reviewed in our next issue, and the advertisement of Dr. Worman's last book.

THE EXPLORATIONS OF JONATHAN OLDBUCK, by Mr. J. M. Lemoine, issued from the press of the Messrs. Demers and Frere, Quebec, is the latest of that gentleman's many contributions to Canadian literature. Excellent reviews of the work have appeared in the *Quebec Chronicle*, *The Dominion Illustrated* and other American papers, and we are satisfied that the book will have a very good sale. Out of Mr. LeMoine's storehouse of new and old, many more books of the kind could be written, and no better kind of a book than this could well be prepared for the tourist who wants to learn of everything in an interesting way. The prominent feature of the work is the description given of many of the parishes in the Province of Quebec, such as Beauport, Sainte Anne, Portneuf, Deschambault, Beauce and many others. And what we said of Mr. LeMoine in our last issue can truly be brought to mind by the reader, when he peruses this additional necklace he has woven of "rustic scenery, small marine pieces, miniatures of Canadian portraiture, and the legendary lore of Quebec." The more books of this kind the author writes, the deeper will be the obligation under which he places the historians that are to come after him.

HOMER'S ILLIAD, the First Three Books, with Introduction, Commentary, and Vocabulary, for the use of Schools, by Thomas D. Seymour, Professor of Greek in Yale College, and published by the Messrs. Ginn and Company, Boston, U. S. It is difficult to conceive of a better school edition of Homer than this one. The text is very fine indeed as a piece of typography. The Introduction discusses Epic Poetry, from the Homeric standpoint, the story of the Iliad, the Homeric Dialect, after the manner of true scholarship; while the notes and vocabulary are all that either student or teacher could possibly desire. The book is very neatly and strongly bound for a text book.

A GUIDE TO THE STUDY OF NINETEENTH CENTURY AUTHORS, by Louise Manning Hodgkins, of Wellesley College, and published by the Messrs. D. C. Heath and Co., Boston. This is something new in form for a class book, consisting of leaflets with blank pages for notes between. The text

consists of notes on the various authors. First there are mentioned a half a dozen or so of the chief books to be studied for the biography of the author. Then follow the significant facts in the life of the author. Afterwards a group of contemporary writers. Then selections from the writings are mentioned, with a complete list of the poems, essays or other writings; and the list is finished by a reference to the chief criticism on the author's genius and character. The work was originally prepared for Miss Hodgkin's own pupils, and has naturally assumed the present form, which will be a sort of revelation to the systematic teacher.

MEMORY TRAINING, a Complete and Practical System for Developing and Confirming the Memory, adapted to all kinds of subjects, by William L. Evans, M.A., and published by the Messrs. A. S. Barnes & Co., New York. The man who pays five or ten dollars to have his memory improved grows somewhat indignant when he is told by those who have wisely kept the money in their pockets that this or that system of improving the memory is nothing new, unless it be a new source of revenue to him who has taken to advertising some secret process of bringing about the improvement. Our advice to those who think of placing themselves under treatment at the hands of the advertising memory doctors is, "save your money and purchase this book; for if you do so you will learn how to improve your memories for yourselves, if you feel so inclined." The teacher will find many practical hints from this neat little volume, but at the same time, he must not run away with the idea that an easy method of remembering things is education, and put the book to a wrong use.

PRACTICAL LATIN COMPOSITION, by William C. Collas, A.M., Head Master Roxbury Latin School, and published by the Messrs. Ginn and Company, Boston, U.S., and London, England. What a pity it is that such a book as this has not been in use long before this! By means of it the pupil can be led to write a little Latin, and to write it well, that is to write it as did the Roman authors. Teachers are beginning to recognize the fact that reading, translation, dictation and re-translation form the rungs of the ladder which leads to a thorough knowledge of any language outside of the mother tongue; and this text book is constructed on such a principle. The exercises are all founded upon the narratives of the Latin historians, Cornelius Nepos, Livy and Cæsar. This is as it ought to be, and we heartily join with Mr. Collas in his fling at the ordinary manuals of Latin composition. "Of all juiceless books, utterly void of human interest, I know none that match manuals of Latin composition, unless it be manuals of Greek composition. The hill of science must needs be a hard climb, but it may be made a pleasant one," and we have great hopes that such a book as his will prove it.

LA BELLE-NIVERNAISE, the story of a River-Barge and its crew, by Alphonse Daudet, edited with Introduction and Notes by James Boiello, B.A., of Dulwich College, and published by the Messrs. D. C. Heath &

Co., Boston. This charming Idyll will show how far Professor Blackie is correct when he says, "throw a boy into a language and let him swim for himself." If he does not learn to swim for himself when thrown into such a sweet little French tale as this is, he will hardly do it with any other story book in that language. In our opinion, sustained by the excellent notes, he will soon begin to take pride in bustling with the idiomatic wavelets that run through the whole narrative. Let some of our teachers try the experiment privately first.

THE TWO GREAT RETREATS OF HISTORY, with Introduction and Notes, by D. H. M., and published by Messrs. Ginn and Company, Boston. This volume contains Grote's history of the Retreat of the Ten Thousand Greeks from Babylonia, and an abridgment of Count Ségur's history of the Retreat of Napoleon from Moscow. The two works stand in striking contrast to each other; one as the story of a great success; the other, of unexampled failure. Both are ably written,—Ségur's having been translated into nearly every European language,—and both convey important historical lessons to all who desire to know not only what man can do, but also what man can endure. Each narrative has an introduction, and is supplemented with a map and all needed foot-notes. The book is one of the excellent series of Classics for Children, which so many parents have experimented with successfully.

A READER IN BOTANY, Part I. From Seed to Leaf; selected and adapted from well known authors, by Jane H. Newell and published by the Messrs. Ginn and Company. The purpose of this book is to supply a course of reading calculated to awaken the interest of the pupil in the study of the life and habits of plants. Is it not possible, however, that we may overdo this kind of thing in multiplying our readers? Geography Readers, History Readers, Botany Readers are becoming so plentiful that one hardly knows when the regular reading-book is to be used. Our teachers would do well, nevertheless, to send for a copy of this work for the school library; it is a neat little volume, well arranged, and full of illustrations.

Official Department.

The Teachers' Institutes were held during the second and third weeks of July last, as usual, at four centres in the province, viz.: Lennoxville, Shawville, Granby, and Huntingdon. The interest as compared with former years was well sustained, and the work done was very satisfactory. Dr. Robins reports concerning the two institutes at Lennoxville and Huntingdon as follows:—

"I have the honour to report the attendance of teachers at the Normal Institutes that have been recently held at Bishop's College, Lennoxville,

from the 9th instant to the 12th inclusive, and at Huntingdon, from the 16th to the 19th. I may be permitted to say that the teachers were most kindly received at both places. At Lennoxville, the authorities of the College made every provision for the comfort of the teachers who lodged there, and for the convenience of the Institute; at Huntingdon, through the diligence of Mr. Inspector McGregor, and the hospitality of the people, the teachers in attendance were billeted free in comfortable homes. The interest and attention shown by the members of the Institutes were most commendable, and, I trust, will be productive of good. In the tables that follow, the first column gives the diploma held by each person enrolled, where E, M, A stand respectively for elementary, model, and academy diploma, B for board of School Examiners, 1, 2, 3, for first, second, and third grade, N for McGill Normal School; the second column gives the number of Institutes attended, including the present. Then follow in order the number of years of teaching, the name, the post-office address, and the number of sessions attended by each person. It will be seen that at Lennoxville, 68 teachers completed their attendance of six sessions; 11 more enrolled themselves, although they did not attend constantly, thus making the total enrolment 79. At Huntingdon, 64 teachers were enrolled, of whom 46 attended six sessions or upwards."

At Shawville, the first institute for that section was held. A very large proportion of the teachers of the district were in attendance. Of the fifty-five who enrolled themselves, fifty put in the required number of attendances. At Granby, ninety-three teachers enrolled their names, and eighty-five put in the required number of attendances. The residents of Granby and Shawville carried out with great credit to themselves, the necessary arrangements for the Institutes, and much of the success of these gatherings is due to the voluntary efforts thus put forth.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

List of Candidates who obtained diplomas at the annual examination held the first week in July, 1889, under the regulations of the Protestant Committee.

I.—TABULATED STATEMENT OF THE RESULTS OF THE EXAMINATIONS.

Candidates Examined.			No. failures	Number Granted Supplemental Examinations.				Successful Candidates.					Academy Second	Total Number of Diplomas Granted.
Men	Women	Total		E.	M.	A.	Total	Elementary			Model			
			1					2	3	1	2			
28	186	214	40	35	13	4	52	5	94	15	2	12	1	129

II.—LIST OF SUCCESSFUL CANDIDATES.

Second-Class Academy Diploma.

William D. Armitage.

First-Class Model School Diploma.

- | | |
|--------------------|---------------------|
| 1. M. Emma Keough. | 2. Thomas Townsend. |
|--------------------|---------------------|

Second-Class Model School Diploma.

- | | |
|----------------------------|--------------------------------|
| 1. David Smith Moffatt. | 2. William Lionel Hodgins. |
| 3. Alex. Cruickshank. | 4. Annie Elizabeth Sutherland. |
| 5. Catherine M. M. Howard. | 6. Mabel Harriet Walbridge. |
| 7. Isabella Brodie. | 8. Lucy A. Oliver. |
| 9. Elizabeth J. Ball. | 10. Stanley A. Banfill. |
| 11. Anna Maria Donnelly. | 12. Frederic H. Graham. |

First-Class Elementary Diploma.

- | | |
|------------------------|------------------------------|
| 1. Julia A. Harvey. | 2. Mina J. Findlay. |
| 3. Annie McMaster. | 4. Mrs. Florence E. Shufelt. |
| 5. Effie E. Wilkinson. | |

Second-Class Elementary Diploma.

- | | |
|---------------------------|--------------------------|
| 1. Henry J. Atty. | 2. Mary E. Egg. |
| 3. Elizabeth M. Hanna. | 4. Margaret A. Shepherd. |
| 5. Annie A. Blake. | 6. Elizabeth M. Thomson. |
| 7. Maud F. Flannery. | 8. Jessie C. Noyes. |
| 9. Anna M. Goddard. | 10. Rebecca Coulter. |
| 11. Cora A. Munkittrick. | 12. Walter Gillanders. |
| 13. Ernest W. Hodgins. | 14. Hannah L. Bradley. |
| 15. Elizabeth A. Stowell. | 16. Lizzie M. Bell. |
| 17. Emma J. Morrill. | 18. Mary E. Shearer. |
| 19. Grace F. Rennie. | 20. Annie M. Rennie. |
| 21. Harriet L. Whitney. | 22. Bertha A. Lothrop. |
| 23. W. N. Hawk. | 24. Emily Langedoc. |
| 25. Mary R. McCormick. | 26. Mary E. J. Smith. |
| 27. Annie McOuat. | 28. Sarah H. Balfour. |
| 29. Phœbe L. McBride. | 30. Adeline Knauf. |
| 31. Ada Woodrow. | 32. Carrie N. McDonald. |
| 33. Janet McLean. | 34. Jenifred Solomon. |
| 35. Flora N. Hurd. | 36. John Armstrong. |
| 37. William Wilson. | 38. Ellen S. Wilson. |
| 39. Mary A. Wilson. | 40. Jessie S. Davis. |
| 41. Mary E. Jewell. | 42. Wm. J. Paterson. |
| 43. Nellie E. Collins. | 44. Mary L. Myles. |
| 45. Fannie M. Hawk. | 46. Margaret A. Strong. |
| 47. Caroline J. Dixon. | 48. Bertha Hurlbert. |
| 49. Mary L. Elliott. | 50. Margaret S. Suddard. |

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|------------------------------|----------------------------|
| 51. Mary E. Armstrong. | 52. Edna E. Cruller. |
| 53. Minnie H. McFee. | 54. Effie A. Stone. |
| 55. Charles K. Ives. | 56. Eliza A. Porteous. |
| 57. Mary Frances F. Moore. | 58. Maggie Dean. |
| 59. Elgin J. Heath | 60. Margaret E. Carrigan. |
| 61. Eva C. Miller. | 62. Mabel E. Davis. |
| 63. Mabel K. Scott. | 64. Edith Bedard. |
| 65. Catherine Spencer. | 66. Mary Dempsey. |
| 67. Lilly J. Cross. | 68. Mary E. Manning. |
| 69. Mary Blackburn. | 70. Mary E. Beerwort. |
| 71. Elizabeth M. Ross. | 72. Maria Dow. |
| 73. Hattie M. Hamilton. | 74. Matilda Dennis. |
| 75. Janet M. McGie. | 76. George Henry Gagnon. |
| 77. Christina M. McClelland. | 75. Jennie Bowser. |
| 79. Olympe M. Tanner. | 80. Dora J. Welch |
| 81. William T. Macaulay. | 82. Emma Blanche McDowell. |
| 83. Rena Mitchell. | 84. Florence Davis. |
| 85. Maggie F. McLean. | 86. Grace Moir. |
| 87. Edith Higginson. | 88. Lila J. Smiley. |
| 89. Agnes M. Johnston. | 90. Annie E. Morrison. |
| 91. Florence Hurdman. | 92. Lucy Johnston. |
| 93. D. M. Ferguson. | 94. Margaret Clark. |

Third-Class Elementary Diploma.

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|------------------------------|------------------------|
| 1. Amanda M. Wilkin. | 2. Eliza A. Ramsay. |
| 3. Amedeo E. Stewart. | 4. Ida C. Noble. |
| 5. Emma M. McAttee. | 6. Ida R. Skillen. |
| 7. Edith A. Wilkinson. | 8. Maria J. Latimer. |
| 9. Emily C. Farrell. | 10. Helena G. Hawley. |
| 11. Sarah Elizabeth Sweeney. | 12. Mary A. McDonald. |
| 13. Nellie G. Fraser. | 14. Elvia M. Woodward. |
| 15. Emily Hutton. | |

TEACHERS' INSTITUTES.

Of the teachers who attended the Institutes of the summer of 1888, the following submitted answers to Institute questions and received certificates of attendance:—

AYLMER INSTITUTE.

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|----------------------|-------------------|
| Edey, Lucy W. | Morrison, Maggie. |
| Hodgins, Letitia. | Stevenson, Kate. |
| Kidney, Lizzie S. | Wilkie, E. A. |
| Macdonald Carrie. | Young, Janet E. |
| Macfarlane, Agnes R. | |

COWANSVILLE INSTITUTE.

Black, Manie.	Payne, Ellen A.
Corcoran, Sarah E.	Pickle, Nina M.
Cutter, Grace S.	Reynolds, Jennie F.
Ferguson, Emily J.	Rix, Ella.
Foss, Ella.	Sample, Alma J.
Fuller, George D.	Smith, Martha A.
Humphrey, Alice M.	Teel, Ruth M.
Laraway Cynthia E.	Vandry, M. Olive.
Libby, Hester L.	Vosburgh, Julia.
Libby, Lucy A.	Washer, Martha.
Marsh, Eloise.	Watson, Marion M.
Marsh, Maude A.	Westover, Mary L.
Miller, Lila J.	Wilkinson, Effie E.
Mooney, Cora D.	Winchester, A. A.

LENNOXVILLE INSTITUTE.

Allan, Maggie D.	Kerr Minnie.
Balfour Henrietta.	Keough, M. Emma.
Ball, Elizabeth.	Lothrop, Bertha.
Ball, Isabella.	Lothrop, Annie L.
Bowen, Beatrice.	Locke, Lillian L.
Bottome, C.	Marlin, Rebecca.
Bryan, Carrie B.	Munkittrick, Cora.
Bennett, Helena.	McIntosh, Maggie.
Bradley, Nettie.	Planche, Eva M.
Bailey, M. E.	Stevens, Louisa S.
Elliott, Mary L.	Simpson, Sarah F.
Freeland, Emily.	Stacey, Idelia.
Fuller, Maud J.	Sutton, Mary.
Hepburn, Annie Maria.	Varney, Martha R.
Kerr, Annie M.	Wentworth, Gertrude.
Kerr, Matilda J.	Wilson, Barbara.
	Young, Mrs. C. S.

LACHUTE INSTITUTE

Biggar, Maggie M.	Gilbert, Janet.
Cresswell, Sarah.	Loynachan, Janet.
Cain, Katie C.	Lindsay, Jennie.
Doig, Jessie.	Martin Catherine.
	Scott, Annie.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant Governor has been pleased by an Order in Council of the 28th June, to detach certain lots from the school municipality of St. Joseph de Levis, Co. Levis, and to erect the same into a school municipality under the name of the "school municipality of the East portion of the village of Lauzon."

To detach certain lots from the school municipality of St. Dorothée, No. 2, Co. Laval, and to annex them to the school municipality of Haut de St. Martin, same county, for school purposes.

Montreal Polytechnic School.—The superintendent of Public Instruction, in virtue of the powers conferred upon him by article 2228, R. S. P. Q., has, on the 27th June, 1889, granted a civil engineer's diploma, to Messieurs Sifroy Joseph Fortin and Urgel Pierre Boucher, with the note "great distinction."

His Honor the Lieutenant Governor has been pleased, by an Order in Council, dated 28th June last (1889), to detach from the municipality of Saint Raymond, in the county of Portneuf, all the territory which now forms district number one of the said municipality, and to erect the same into a separate municipality under the name of "Village Saint-Raymond."

4th July.—To re-appoint the Rev. A. J. Upham, a member of the Protestant Board of School Commissioners for the City of Montreal.

To detach certain properties and lots from the Village of St. Charles, Co. St. Hyacinthe, and to erect them into a municipality under the name of the "school municipality of the Village of St. Charles, same county."

11th July.—To detach certain lots from the municipality of St. Mathias, Co. Rouville, and to annex them to the municipality of the parish of St. Marie de Monnoir, same county, for school purposes.

To re-appoint two members of the Roman Catholic Board of School Commissioners for the City of Quebec.

His Honor the Lieutenant Governor has been pleased by an Order in Council of the 11th of April, 1889, to appoint a School Commissioner for the municipality of St. Louis de Lothimere, Co. Lothiniere, also one for the municipality of St. Alphonse de Thetford, Co. Megantic.

To erect the parish of "St. Zacharie," Co. Beauce, into a school municipality with the same limits which are assigned to it as parish.

29th April.—To appoint five School Commissioners for the new municipality of St. Zacharie, in the county of Beauce.

26th April.—To appoint a School Commissioner for the municipality of the parish of St. Thomas de Pierreville, Co. Yamaska.

26th April.—To appoint a School Commissioner for the municipality of the parish of St. Thomas de Pierreville, Co. Yamaska.

25th April.—To appoint five School Commissioners for the parish of Cote St. Paul, Co. Hochelaga.

30th April.—To appoint four members to the Roman Catholic section of the Board of Examiners for Gaspé.

9th May.—To appoint a School Commissioner for each of the following municipalities, viz.:—St. Christophe, Co. Arthabaska, St. Michel Village, Co. Bellechasse, Drummondville, Co. Drummond, and Amund, Co. Ottawa.

17th May.—To detach lots Nos. 1, 2, 3, of the sixth range, lot No. 1 and the 80 acres of the north part of the lot No. 2, the north half of the lots Nos. 3 and 4 of the 7th range of the township of Newport, Co. Compton, from the school municipality of Newport, and to annex them to the municipality of Eaton, in the same county for school purposes.

This alteration to come into force on the 1st July, 1889.

22nd May.—To appoint a School Commissioner for the municipality of Pointe aux Esquimaux, Co. Saguenay.

To erect the municipality of the Village of Eastman, Co. Brome, into a municipality for school purposes, under the name of the school municipality of the Village of Eastman, with the same limits as for municipal purposes.

4th June.—To appoint a member to the Roman Catholic Board of Examiners, Montreal.

25th May.—To appoint two members to the Roman Catholic Board of Examiners of Bonaventure.

To appoint two School Commissioners for the municipality of Grand Pabos, Co. Gaspé.

4th June.—To appoint the Rev. E. M. Taylor, M.A., Inspector of the Protestant schools of the counties of Brome and Missisquoi, in the place of Mr. J. A. McLoughlin, deceased, O. G. 1261.

To appoint two School Commissioners for the municipality of Sacré Cœur de Marie, Co. Mégantic, five for the municipality of Témiscamingue, Co. Pontiac, and two for the municipality of St. Arrien, Co. Wolfe.

To appoint Mr. W. J. Campbell School Commissioner for the municipality of Metis, Co. Rimouski, to replace Mr. D. McEwing who has left the municipality.