Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- ☐ Coloured covers/ Couverture de couleur
- ☐ Covers damaged/ Couverture endommagée
- ☐ Covers restored and/or laminated/ Couverture restaurée et/ou pelliculée
- ☐ Cover title missing/ Le titre de couverture manque
- ☐ Coloured maps/ Cartes géographiques en couleur
- ☐ Coloured ink (i.e. other than blue or black)/ Encre de couleur (i.e. autre que bleue ou noire)
- ☐ Coloured plates and/or illustrations/ Planches et/ou illustrations en couleur
- ☑ Bound with other material/ Relié avec d'autres documents
- ☑ Tight binding may cause shadows or distortion along interior margin/ La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- ☐ Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/ Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

- ☐ Coloured pages/ Pages de couleur
- ☐ Pages damaged/ Pages endommagées
- ☐ Pages restored and/or laminated/ Pages restaurées et/ou pelliculées
- ☑ Pages discoloured, stained or foxed/ Pages décolorées, tachetées ou piquées
- ☐ Pages detached/ Pages détachées
- ☑ Showthrough/ Transparence
- ☑ Quality of print varies/ Qualité inégale de l'impression
- ☑ Continuous pagination/ Pagination continue
- ☐ Includes index(es)/ Comprend un (des) index

  Title on header taken from:/ Le titre de l'en-tête provient:

- ☐ Title page of issue/ Page de titre de la livraison
- ☐ Caption of issue/ Titre de départ de la livraison
- ☐ Masthead/ Générique (périodiques) de la livraison

- ☐ Additional comments:/ Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
						✓					

Vol. IV, No. 2. FEBRUARY, 1884. { $1.00 per annum. 10 cts. per No.

THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC,

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

CONTENTS:

MONTREAL:
GAZETTE PRINTING COMPANY.
1884.

Communications and Exchanges to be addressed to "Educational Record," Quebec, P. Q.
Business Communications to the Publishers, Montreal

THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC.

No. 2. FEBRUARY, 1884. VOL. IV.

PROCEEDINGS OF THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

QUEBEC, 8th January, 1884.

Which day an adjourned meeting of the Protestant Committee of Council of Public Instruction was held :—Present, the Lord Bishop of Quebec in the chair. R. W. Heneker, Esq., D.C.L., E. J. Hemming, Esq., D. C. L., Dr. Matthews, and the Hon. the Superintendent of Public Instruction.

The minutes of the former meeting were read and confirmed.

The sub-committee to which was referred the petition from the Trustees of the Dissentient School of the Municipality of Windsor and Simpson, reported progress and asked leave to sit again.

It was reported from the Department of Public Instruction that the appointments recommended at last meeting of the Committee to the Boards of Examiners, Stanstead and Gaspé were under the consideration of His Honour the Lieutenant-Governor in Council, but had not yet been made.

His Lordship, the Chairman, reported that he had carefully examined all the papers referring to the literary qualifications, experience, standing and success as a teacher of Mr. Sylvanus Phillips, Principal of the Huntingdon Academy, and that the same were highly satisfactory. The Committee agreed accordingly that Mr. Phillips should rank as an Academy Teacher in the Province of Quebec.

The sub-committee on School Law and Preliminary Examinations for entering on Professional Studies reported progress, and asked leave to sit again.

The Sub committee to confer with the Government on the establishment of a Central Board of Examiners, reported progress and asked leave to sit again.

The Hon. the Superintendent reported that in regard to the change in the School Law, sought by Mr. Inspector Ruel, he knew no special reason for such change, beyond what was contained in the resolution itself.

The consideration of the proposed change of law in regard to Dissentient Schools was in the meantime deferred.

The Committee then considered the Resolutions of the Provincial Association of Protestant Teachers passed at a meeting of the same held at Lachute in October, 1883.

The first Resolution had respect to the time of Inspection of the Model Schools and Academies, and after some discussion the committee agreed that for the present year, at least, the Inspection be held as last year during the months of May and June.

The Committee further agreed that, (1) the time of Examination should be confined to school hours and limited to six hours a day. (2) The examination of a Model School should not exceed 6 hours, nor that of an Academy 12 hours. (3) The Inspector should send a notice of his visit about a week in advance. (4) No pupil not in attendance at the time of inspection is to be examined unless such pupil had been in attendance at least ninety days during the current scholastic year. (5) No examinations are to be held on Saturdays or other legal holidays.

As regards the six Resolutions of the Provincial Association of Protestant Teachers in reference to the recent regulations passed by the Protestant Committee, determining for the *future* the qualifications and consequent classification of Teachers holding Academy Diplomas, the Committee regrets the said regulations have been misapprehended by the Teachers, as they were in no ways meant to affect those holding Academy Diplomas previously to the passing of said Regulations; nor in the opinion of the Committee, does the wording of the Regulations in question warrant all the conclusions arrived at in the Convention of Teachers.

The Secretary was instructed to ascertain from the Attorney-General of the Province his opinion as to the legal holidays, Provincial or Dominion, to be observed in Protestant or Mixed Schools in the Province of Quebec.

A Sub-committee consisting of the Lord Bishop of Quebec, Dr. Matthews and Dr. Cook, was appointed to consider the whole question of Academy Diplomas, and to report to next meeting. The Secretary was instructed to correspond with the Secretaries of the two Universi-

ties requesting that the course of study for the Senior A. A. for Ladies, and for the Intermediate in the University for Gentlemen, be so unified as to meet the objections urged by teachers of the inequality at present existing in such courses for female and male aspirants respecting the second class Academy diplomas.

A memorandum from the Secretary requesting the appointment of a Sub-committee to draft forms of procedure for the conduct of the Committee was read. A sub-committee, consisting of Dr. Heneker and Dr. Matthews was appointed to inquire into, and report upon the powers and prerogatives of the Protestant Committee of the Council of Public Instruction, and to the same Sub-committee was referred the memorandum on the mode of procedure, the Secretary to give assistance in the matter in question.

It was resolved that the unexpended balance of the Superior Education Fund belonging to this Committee, and the balance of the half year's interest with arrears of Marriage License Fees, after making up for investment said arrears to $28,000.00, be put to the credit of the Committee in the Bank of Montreal.

The following accounts were submitted and ordered to be paid, viz., the travelling expenses of Inspectors of Model Schools and Academies, $95.40. and $66.05, the Secretary's contingent expenses, $10.66. The salaries of the Inspectors and that of the Secretary were also ordered to be paid.

Messrs. Allnatt & Weir were re-appointed Inspectors of Model Schools and Academies on the same terms as formerly.

It was agreed that all other Model Schools and Academies, except such as had received grants last year from the Superior Education Fund, would be inspected *only* if application were made for such inspection.

The Committee agreed that the "Royal Readers" recently published by Messrs. Campbell & Co., Toronto, be added to the list of authorized Text Books, and that intimation be given that after the 1st of July, 1885, only the Readers published by Messrs. Gage & Co., Toronto, and the Royal Readers published by Messrs. Campbell & Co., Toronto, will be authorized for use in the Protestant Public Schools of the Province of Quebec.

The Secretary of the Department submitted to the meeting suggestions, (1) for the examination of candidates for teachers' diplomas. (2) for the examination of Model Schools and Academies.

There being no further business the Committee adjourned to meet on Wednesday, the 5th March, or sooner, if necessary, on the call of the chairman.

GEORGE WEIR, *Secretary.*

SUMMARY OF ANNUAL REPORTS OF PROTESTANT SUPERIOR SCHOOLS, 1882-83.

High Schools.	Revenue.	Expenditure.	Grant.	Salary.	Value of Property.	Diploma	Arithmetic.	Algebra.	Geometry.	Trigonometry. No.	Grammar.	Composition.	English History.	Canadian History.	Sacred History.	Geography.	Drawing.	French.	Latin.	Greek.	Roman Catholic.	Protestant	Under 16	Over 16	Total.
	$	$	$	$	$																				
Lennoxville	12301	13109	.....	1500	39052	Degree...	60	27	30	4	29	60	60	29	60	60	11	49	47	13	....	60	53	7	60
Montreal	7456	18698	1173	2200	68250	Degree ..	365	125	125	45	328	323	138	65	365	365	217	364	257	148	2	363	328	37	365
For girls, Montreal	5507	8578	.....	800	.....	Academy	189	30	30	5	180	152	24	36	110	189	96	186	76	....	3	186	171	18	189
Quebec	4400	4400	1272	1400	10000	Degree...	102	80	80	12	102	102	80	80	102	182	80	102	92	16	20	82	89	13	102
For girls, Quebec	.....	.....	.....	600	.....	Model....	120	36	....	....	117	100	100	100	117	117	40	117	..	....	1	119	112	8	120
Totals	29664	44785	2490	6500	108302		836	298	265	66	756	742	402	304	754	833	444	818	472	177	26	810	753	83	836

ACADEMIES.	Revenue.	Expenditure.	Grant.	Salary.	Value of Property.	Diploma of Teacher.	Board of Examiners.	Arithmetic.	Algebra.	Geometry.	Trigonometry.	Grammar.	Composition.	English History.	Canadian History.	Sacred History.	Geography.	Drawing.	French.	Latin.	Greek.	Roman Catholic.	Protestant.	Under 16.	Over 16.	Total.
	$	$	$	$	$																					
Knowlton	850	850	275	650	2500	A.	B. Ex.	95	33	13	9	91	65	69	88	88	92	65	35	20	5	4	91	43	52	95
Dunham L. C.	7800	7800	100	.....	10000	M.	McG.	60	16	8	0	60	40	40	49	60	60	12	60	22	0	0	78	48	30	78
Granby	825	825	275	600	1600	A.	B. Ex.	71	6	3	0	70	70	66	66	50	70	40	3	4	0	8	63	32	39	71
Coaticook	2200	2200	450	1300	4000	A.	B. Ex.	242	16	8	0	68	68	17	90	65	144	65	38	9	0	0	242	213	29	242
St. Johns	1850	1850	150	800	5000	A.	McG.	41	10	3	0	41	41	19	40	41	41	41	41	11	0	2	39	36	5	41
Hatley	600	600	100	400	800	....	B. A.	45	14	2	0	43	45	20	25	15	25	5	7	4	1		45	20	25	45
Stanstead	9002	10000	550	1000	50000	A.	B. Ex. & B. A.	226	34	20	0	148	103	32	46	10	85	0	54	16	5	31	201	118	114	232
Berthier	2500	2500	200	650	4000	A.	McG.	39	7	2	1	25	15	10	3	15	24	11	25	9	2	5	34	35	4	39
Sherbrooke { Boys	2300	2300	375	750	9000	.....	.....	42	20	16	0	38	42	42	0	42	42	0	38	13	3	0	42	36	6	42
Sherbrooke { Girls	.....	.....	.....	500	.....	A.	B. Ex.	40	3	25	0	40	40	40	40	40	40	42	42	10	0	0	40	19	21	40
Huntingdon	1318	1275	450	890	3400	A.	McG. & B. A.	58	28	12	2	52	58	52	52	48	52	0	25	10	5	6	52	17	41	58
Three Rivers	1437	1600	200	800	6000	....	M. A.	86	18	18	0	86	....	4	44	48	....	48	50	17	0	12	75	72	15	87
Shawville	747	634	225	450	1600	A.	B. Ex.	46	10	5	0	40	18	17	40	27	45	31	8	8	0	0	46	40	6	46
Inverness	404	711	225	550	140	A.	McG.	58	13	10	0	58	58	36	51	51	56	58	17	3	0	0	58	23	35	58
Bedford	600	645	200	275	1500	A.	B. Ex. & B. A.	50	25	6	6	53	47	18	40	12	48	48	25	8	4	6	61	12	55	67
Clarenceville	550	550	150	400	2700	A.	McG.	69	15	8	0	53	67	36	38	53	55	28	20	10	0	11	67	56	22	78
Eaton	575	600	225	400	1500	A.	McG.	73	40	28	2	73	73	43	65	42	68	73	26	6	0	3	70	27	46	73
Lachute	2019	2019	550	850	2200	A.	McG. & B. A.	169	32	25	3	129	120	70	70	70	120	28	65	20	4	6	167	148	25	173
Waterloo	1250	1250	225	800	5000	A.	B. Ex.	63	10	5	1	59	66	59	62	12	63	28	20	8	2	9	54	29	34	63
Compton L. C	6000	6000	375	.....	18000	....	.....	48	9	16	0	48	48	42	30	48	42	41	40	6	0	0	48	16	32	48
Dunham	520	520	.....	400	.....	M.	McG.	30	5	3	0	18	30	3	12	14	29	18	7	7	3	5	36	36	5	41
Totals	43347	44729	5300	12575	128940			1651	393	236	18	1284	1108	735	945	854	1192	685	643	221	31	108	1609	1076	641	1717

Model Schools.	Revenue.	Expenditure.	Grant.	Salary.	Value of Property.	Diploma of Teacher.	Board of Examiners.	Arithmetic.	Algebra.	Geometry.	Grammar.	Composition.	English History.	Canadian History.	Sacred History.	Geography.	Drawing.	French.	Latin.	Roman Catholic.	Protestant.	Under 16.	Over 16.	Total.
	$	$	$	$	$																			
Scotstown	285	279	50	250	400	M.	McG.	20	2	2	9	14	2	8	9	10	3	7	0	0	27	26	1	27
Ormstown	250	350	50	300	2000	M.	"	25	5	5	22	25	8	8	25	22	25	10	0	0	25	19	6	25
La Pache	351	339	50	250	250	M.	B. Ex.	44	5	3	12	24	5	5	16	26	0	0	0	3	50	51	2	53
Warden	.....	.....	50	149	.....	M.	McG.	24	4	1	18	18	7	2	3	19	23	3	0	0	24	21	3	24
Rawdon	210	220	50	180	250	M.	"	27	3	2	10	7	5	8	13	13	13	5	0	0	29	27	2	29
Sweetsburg	500	500	75	300	2500	.....	.....	40	3	2	30	40	30	30	40	40	30	6	4	4	36	28	12	40
Marbleton	320	350	50	270	1400	M.	B. Ex.	46	0	4	25	29	12	12	12	39	20	11	0	5	55	48	12	60
Aylmer	700	700	50	.....	.....	A.	McG.	42	10	7	42	42	15	42	0	42	8	8	5	2	40	30	13	42
Stanbridge	275	305	50	275	2000	M.	"	45	10	1	43	43	12	15	21	41	20	10	5	11	36	30	17	47
Lacolle	950	950	75	500	1500	A.	McG. and B.A.	111	17	2	65	52	15	50	16	65	0	24	8	14	97	97	14	111
Leeds	250	250	75	200	600	M.	McG.	40	9	2	34	26	14	18	0	34	0	10	4	9	50	50	9	59
Sutton	450	450	50	450	.....	.....	.....	66	4	4	66	66	37	55	55	66	55	26	0	7	59	47	19	66
Clarendon	381	381	75	280	400	M.	McG.	68	8	3	28	48	16	17	48	24	63	6	0	1	62	53	10	63
Hull	1500	1000	50	550	3500	M.	B. Ex.	21	6	6	30	21	21	21	0	21	21	8	0	5	16	18	3	21
Thurso	570	452	50	350	1700	...	Ontario.	38	12	12	32	38	30	0	30	31	32	25	0	0	38	25	13	38
Cowansville	400	400	75	350	800	M.	McG.	58	3	0	27	43	54	54	0	54	0	0	0	5	65	61	9	70
St. Lambert	490	540	50	240	2500	E.	"	30	8	6	20	29	13	13	0	29	29	16	0	1	55	52	4	56
Bristol	412	440	75	387½	450	E.	"	22	4	7	22	22	0	22	22	22	22	16	2	4	18	13	9	22
Grenville	520	482	50	350	2000	....	M. A.	55	0	0	53	26	0	20	0	53	4	5	0	4	51	50	5	55
Gould	200	235	50	220	750	M.	McG.	31	3	1	21	28	12	20	27	27	10	5	0	2	29	31	0	31
St. Henry	1300	1200	.....	230	5000	M.	"	47	0	1	26	0	0	10	0	20	20	0	0	0	62	62	0	62
Durham	1335	1438	.....	350	1500	M.	"	47	5	2	28	28	10	28	0	36	11	5	0	9	38	34	13	47
St. Sylvester	215	215	50	200	450	M.	"	33	8	7	2	20	7	20	20	33	7	11	0	5	45	47	3	50
Sorel	650	600	.....	480	5000	A.	B. Ex. & B.A.	36	6	6	34	24	12	24	20	36	30	17	0	6	37	38	5	43
Frelighsburg	500	550	.....	500	1600	A.	.....	54	2	1	48	48	2	10	0	50	0	10	2	....	0	....	....	56
Lachine	1080	837	....	550	2000	A.	McG.	55	0	0	20	20	12	12	20	30	55	12	0	2	53	50	5	55
Valleyfield	983	750	75	500	6000	M.	"	35	5	5	35	35	5	35	35	35	23	35	0	5	30	35	0	35
Richmond	950	952	.....	350	2342	M.	"	49	6	4	49	49	30	27	0	49	16	7	0	4	41	13	36	49
Danville	.....	.....	.....	500	1900	....	Ontario.	45	0	0	45	15	15	15	15	45	45	0	0	2	43	49	5	45
Robinson	.....	.....	.....	250	.....	M.	B. Ex.	24	4	1	11	10	9	14	5	14	0	0	0	1	27	19	9	28
Magog	800	800	.....	520	2000	A.	B. Ex. & B.A.	70	23	21	51	40	11	22	13	55	9	30	8	2	68	57	13	70
Totals	16827	15965	1275	10281½	50792			1343	175	118	970	921	421	637	464	1081	594	328	38	113	1306	1172	251	1479

A TRUE ORDER OF STUDIES IN PRIMARY INSTRUCTION, AND THE PROPER TIME FOR EACH.

By Mrs. John H. Baird, *Burlington, Vermont.*

(*Continued from p.* 329.)

OBJECT-LESSONS.

Object-lessons are another means of leading children to observe closely and to communicate the results of their observation. The plan of these lessons is similar to that followed in the animal lessons. The object is considered as a whole, then in regard to its parts and their position and use. Next the qualities of the object are considered; then the uses, and the qualities on which those uses depend. Finally, the object is considered in regard to growth, cultivation, or manufacture. It is to be remembered that the object of these lessons is not to cram ideas into the minds of children, but to develop those ideas in the mind. In this work the following matter is sufficient for a lesson to be given during the first year of school:

A Hat.—Parts: A hat has a crown, brim, binding, lining, and band.

Or, some lessons on simple qualities may be given, as,—

An Apple.—This apple is red. This apple is round. This apple is sour.

The second-year ideas of important qualities should be developed, and the term for those qualities given. Several objects should be used in developing the idea before the term is given: as in a lesson in which the idea of the word "brittle" is to be developed, experiment should be made with crayon, glass, slate-pencil, etc., before the term is given. The children should state, of each object, that "it will break easily." The term "brittle" should then be given and applied. The matter of the lesson should be written upon the board, and the class should be drilled upon the spelling of the words; the lesson should then be reproduced from memory. A list of objects which possess a certain quality may constitute the matter for a spelling-lesson.

During the third year the faculties of the mind are still further exercised in the lessons. Matter similar to the following should

be obtained from the children in any one lesson. (In this year all reproduction should be from memory.)

Milk.
- I. Qualities.
  - (1) Milk is a natural animal substance.
  - (2) It is white, opaque, liquid, wholesome, nutritious, and palatable.
- II. Uses.
  - Milk is used for food because it is wholesome, nutritious, and palatable. It is used in cooking because it is liquid, sweet (or sour), and wholesome. Milk is manufactured into butter and cheese.

The process of making butter and cheese may also be considered.

Lessons on the comparison of the qualities of different objects are an excellent drill in this work. The children should be led to select and name the qualities which two objects possess in common, and also the qualities which are not common to both. For this purpose subjects similar to the following should be selected: Vinegar and Water; Salt and Sugar; Coal and Iron, etc. Lessons on foreign substances, their growth and cultivation, or manufacture, are pleasant and instructive. Lessons on the growth and cultivation of tea, coffee, cotton, sugar, camphor, etc., are well adapted to pupils of this grade. The children should first be led to tell all they know about the subject, and then some new information should be given them. Similar lessons on the manufacture of common articles, such as glass, starch, woolens, cottons, etc., are equally beneficial and instructive.

Enough has already been said to indicate the plan of work and the method that is to be followed in these miscellaneous lessons. Each year has its regular amount of work in each of these subjects just as exactly as it has in reading or arithmetic. The method for the remaining subjects is similar to that pursued in the subjects already considered. In any of this work there is no violation of Nature's laws, for nothing is given that a child can not readily comprehend, and no subject is taken up which Nature has not already begun.

Color.—The color lessons which are given in the first year should include the names of colors, and the proper application of those names to the colors in different objects, such as blocks, cards, ribbons, flowers, fruits, and any object either within or outside of the school-room. Ideas of harmony of color should be

developed by leading the children to place colors side by side that look well together. In connection with these lessons in color, work in drawing may be introduced, and the children taught to draw leaves, and even flowers, from nature, using colored crayon for the work. This work is both pleasant and useful.

The second year the work in color should be confined to the consideration of standard colors, tints, shades, and hues of color.

The third year the primary colors should be named, and children should be told why they are called primary colors. Secondary and tertiary colors should be formed from the primary ones by actual experiment. The teacher should *direct* the work of mixing the colors, but the children should do the work. Harmony of color should be defined, and exercises in arranging colors with a view to harmony should be given. In this way these lessons are a cultivation of perceptions, reason, and taste.

Form.—The child began the study of geometry as soon as it knew what a straight line was. The lessons in *form* are at first confined almost entirely to objects; considering surfaces, faces, edges, and corners as a preparation for the study of lines, angles, and figures. Ideas of straight and curved lines should be developed, and the different directions of the straight line should be taught. This knowledge should then be applied in drawing.

The second year the work in form should include definitions of the different kinds of angles and of plane figures,—such as triangle, square, oblong, romb, rhomboid, parallelogram, trapezoid, trapezium, pentagon, hexagon, heptagon, octagon, polygon, circle, etc. This work should be applied to drawing, and ideas of halves, quarters, and thirds of lines may be developed.

The third year, work in form should be confined to a simple but perfect description of the more common solids, such as cube, prism, cylinder, cone, pyramid, sphere, and hemi-sphere.

Size.—All lessons in size should be given during the first and second years. These lessons should include the proper use of such terms as express *size.*—as large, small, narrow, wide, etc.

The second year this work should include the more common and simple denominate tables relating to size,—as linear measure, dry measure, etc. Ideas of halves, quarters, etc.

Weight.—The plan of the lessons on weight is similar to that

of lessons on size. The work of the first year includes the use of words expressing weight,—as light, heavy, lighter, heavier, etc.

The second year the terms pound, half-pound, and quarter of a pound, should be given and applied, and the table of avoirdupoise weight should be taught.

PLANTS.

During the first and second years *plants* are taken in connection only with object and color lessons, but in the third year this subject should be introduced for regular lessons. Specimens are necessary for these lessons. In this subject all the faculties of the mind are exercised, and also the moral nature. The child is taught to observe nature in the vegetable world and really begins the subject of Botany.

In the object-lessons which precede the lessons on plants, the children have been led to observe the natural divisions of substances, animal, vegetable or mineral, so that they can say at once that a plant belongs to the vegetable world. The parts of a plant should next be named as *stem* and *root*. Several lessons should then be given on roots, stating the uses of the root and naming and describing the different kinds of roots. When the work on roots has been completed, similar lessons should be given on stems; these should be followed by lessons on leaves, flowers and fruit. All descriptions in regard to plants should be simple but correct. No technical terms should be given. Some lessons may be given on different kinds of wood, vegetable juices, gums, etc. In all of these lessons a true teacher will find ample room for moral lessons which are not cold, dry and stereotyped, but such as are the natural outgrowth of the lesson, and will interest and improve those who listen to them.

PLACE.

Last of all, in this course of miscellaneous lessons, we consider the subject of Place, which is the beginning of work in geography. This, like all other subjects in a primary school, should be taught objectively. As was stated before, a child began the study of geography when he said "here" and "there." The first of these lessons which are given in school should be lessons in which words which indicate place and position must be used;

for example,—here, there, under, over, above, below, right-hand-side, etc. Children should then be led to discover and state the *relative position of objects*, after which cardinal and semi-cardinal points should be taught in order to have them consider *places* in the same point of view.

The second year the natural features in the vicinity should be considered, and the geography of the city or town should be taught, using a map when it becomes necessary to do so.

The third year a few conversational lessons should be given on the earth as a whole; these lessons should be followed by the preliminary definitions which are necessary to the intelligent study of geography. In these lessons the consideration of the land-surface of the earth is the natural beginning; high and low lands should be defined and classified; then the inland waters. This part of the work can, and should, be taught objectively.

The fourth year maps and globes must be used; books should be introduced and used judiciously. But children at this age should not be assigned a lesson to learn in which every point has not been previously developed.

The work of the fourth year should include definitions of globe, map, equator, horizon, poles, etc. Also, the different coast-lands and waters, definitions and location of the continents and oceans, and definitions of climate, vegetation and occupation. For children of this country the geography of the United Ssates should occupy the remainder of the year. Particular study on this country is preferable to the general study of the continents; for when a child has been in school four years, it is time he knew something of his own country.

The Right of Teachers to exact home work—A curious dispute has arisen in England about the right of teachers to exact home lessons from the pupils and the case has been referred to counsel. The *Schoolmaster* which gives the opinion obtained in full, comments as follows: It will be seen that, according to the view of the law taken by the gentleman to whom the matter was referred, a teacher who punishes a child for neglecting to prepare home-lessons by command of his father would be liable to a civil action, or might be summoned and fined for an assult. Of course, this is but an opinion, and might not be sustained by a court of law. School managers have of course the alternative to refuse admission to pupils who refuse to do home work, but the *Schoolmaster*, notwithstanding the dictum of the Education Department questions whether, as the law at present stands, a child can be legally refused admission to a public elementary school on such grounds.

THE CLASSICAL QUESTION

IN THE PROVINCE OF QUEBEC.

BY R. W. BOODLE.

(*Continued from p. 24.*)

I now come to a last point. I have assumed as a fact, hardly worth proving,* that a knowledge of Latin and Greek are practically useless to men engaged in business and agriculture, and I have shown by the tacit confession of the authorities of McGill University, both Latin and Greek in one case, and Greek in the others, to be unnecessary for students who desire to work for the professions. And let me add, that if unnecessary, the prolonged study devoted to them is also pernicious, because it fills up the valuable time that might be better devoted to the Modern Languages and Science, studies the importance of which no one denies. Accordingly, I am now face to face with the Arts degree. I shall naturally be asked what I have to say about this mark of the higher culture and stamp of the gentleman. Even if country scholars, it may be urged, have no need of the Classics in business, or in any special profession they may wish to adopt, it is quite possible that they may desire to prepare for the Arts course, or even without aspiring to the dignity of B.A., at least they should wish to have the education of a gentleman; and no gentleman can afford to say that he went to a school at which Latin and Greek were not taught. I do not wish to press the rejoinder that we have no gentlemen in Canada, *gentlemen* being classed with vagrants by our American cousins as "persons without visible means of support"; but I will ask, if any of you have considered the full import of Lord Chesterfield's reason for making his son study the Classics. Chesterfield, let me remind you, was a greater authority upon education than upon morals. Few men have devoted more thought to the subject than he did. Yet Chesterfield could only give the following reason for requiring his son to study the

*Herbert Spencer writes: "We are guilty of something like a platitude when we say that throughout his after-career a boy, in nine cases out of ten, applies his Latin and Greek to no practical purposes. The remark is trite that in his shop, or his office, in managing his estate or his family, in playing his part as director of a bank or a railway, he is very little aided by this knowledge he took so many years to acquire—so little, that generally the greater part of it drops out of his memory. If we inquire what is the real motive for giving boys a classical education, we find it to be simply conformity to public opinion."—*Education.*

Classics: "Classical knowledge," said he, "that is Greek and Latin, is absolutely necessary for everybody; *because everybody has agreed to think and call it so.*" But times have changed, and the agreement is not now by any means as general. "Not to have studied Latin," says Mr. Adams, "irrespective of any present ability to read it, is accounted a thing to be ashamed of; to be unable to speak French is merely an inconvenience. I submit that it is high time that this superstition should come to an end."

And this superstition *will* only come to an end when other studies besides the Classics are recognised as alike qualifying the student for the degree of Bachelor of Arts. But this concession to common sense, has to come from the Universities; and we know what universities as a class are. They rarely make concessions, and when made they are made grudgingly. When the Arts course ceases to draw students, by-ways are constructed; but few universities have the courage to acknowledge the fact that the identification of Superior education with the Classics and the Classics only is an anachronism and an absurdity. The intense conservatism of these bodies long ago drew from Dugald Stewart the sarcastic utterance that "the academical establishments of some parts of Europe are not without their use to the historian of the human mind. Immovably moored to the same station by the strength of their cables and the weight of their anchors, they enable him to measure the rapidity of the current by which the rest of the world is borne along."

Perhaps, it is not strange, that growing up in the midst of a primitive population, to whom the movements of thought and the changes of public opinion since the days of the ancient regime of the Bourbons are unknown or despised, and depending for their support upon an English-speaking population the enlightenment of whose ideas upon education is by no means on a par with their business capacity, the Universities of McGill and Lennoxville should remain comparatively unaffected by the educational theories of the age. Bishop's College is proud of its sectarianism, and it is not long since an attempt was made to turn McGill University into an outpost of Presbyterianism. But in the present discussion it is well to bear in mind that among the subjects for matriculation in the Universities of Toronto and Queen's College, Kingston, of London and Edinburgh, Greek is

merely an alternative; while the Universities of Melbourne and New Zealand have dispensed with the Classics altogether as a necessary element. The example of the new Victoria University at Manchester, with its two equal degrees of Bachelor of Science and Bachelor of Arts, the student for the latter of which in honors has the choice of one out of four subjects of study (the Classics, English, history and philosophy), while for the ordinary course only one ancient language is necessary, reminds me that the position taken up by most modern educational reformers with regard to the classics is simply a reversion to the old stand, taken by George Combe over fifty years ago, when he led the party of reform in their attack upon the monopoly of the Classics in education. "I do not denounce," he said, "the ancient languages and classical literature on their own account, or desire to see them cast into utter oblivion. I admit them to be refined studies, and think there are individuals who, having a natural turn for them, learn them easily and enjoy them much. They ought, therefore, to be cultivated by all such persons. My objection is solely to the practice of rendering them the main substance of the education bestowed on young men who have no taste or talent for them, and whose pursuits in life will not render them a valuable acquisition."

Let the dead bury their dead—let those whose position in life is secure, and who have leisure for the study; who have little interest in modern problems and prefer the life of students, pursue these studies. For such as these, schools in abundance will be provided by private enterprise, and universities that are worthy of the name will offer them facilities for their study by the side of subjects of greater importance to the age we live in. But it is short-sighted, it is unjust, it will prove fatal, to test the work of Superior Education generally by its progress in these studies. The true educator must work for the future, and the lesson of the past shews us that as years go on they will bring into further disuse the study of the Classics. "That the value of a knowledge of the Classics on the ground of information exclusively contained in Greek and Latin authors, should decrease steadily, was a necessary result of the independent research of the last three hundred years. The rate of decrease has been accelerated during the last century by the abundance of good translations from the Classics. In this progressive decrease a point must be reached

when the cost of acquiring the languages would be set against the residuum of valuable information still locked up in them, and when the balance would turn against their acquisition."* That time has come now. The value of Greek and Latin as an acquisition has decreased, is decreasing and will decrease. How short-sighted then to make these the staple of even Superior Education Carlyle saw this when, in 1867, he bequeathed his property at Craigenputtock to found bursaries in the University of Edinburgh for proficiency in classical learning, but with the express provision that in case of a change of opinion in regard to the importance of these studies, the endowment might be diverted to a different purpose.

In my review of this important question, I have purposely avoided many points that you will probably hear urged in support of the study of the Classics, such as that the classical languages train the mind as nothing else does†, or that a knowledge of them is the best preparation for studying the mother tongue and the Romance languages and Philology and so on. Whatever truth there may be in these propositions—and I feel sure there is much less than is generally asserted by those who use these arguments to prop a falling cause—is more than counterbalanced by the practical considerations that tell against the study, viz. the cost of time at which even the smattering that passes current in Canada for classical erudition is acquired, the uselessness of the study for practical affairs, and its want of interest for the modern mind.

I have just spoken of a classical education in Canada as a mere "smattering," and I repeat it again, as it is worth while remembering in considering this subject. We can hardly pretend to be better off in this respect than our neighbours to the south, and Mr. Adams speaks in no respectful terms of the classical training as given at its best there, viz., in the conservative Harvard. What Mr. Adams pointed out was simply a fact which a very amusing circumstance has forced upon my knowledge. Some time ago

*Bain's "Education as a Science."

†Upon this point Mr. Charles Francis Adams is well within the facts, when he says, in regard to Greek: "You cannot haul manure up and down and across a field, cutting the ground into deep ruts with the wheels of your cart, while the soil just gets a smell of what is in the cart, and then expect to get a crop. Yet even this is more than we did, and are doing, with Greek."

I drew attention* to a ridiculous poem upon Longfellow written in bad Latin and worse verse, full of false quantities, solecisms, and every sort of blunder, which was printed in the New England *Journal of Education* upon the recommendation of a classical professor in the University of Missouri. I thought at the time that this was the end of the matter, but what was my amazement on opening the September number of *Latine*, a journal printed in Latin, and published at New York by Appleton & Co., when I found this identical piece of rubbish reprinted there again, with all its imperfections on its head. I looked through the pages of *Latine* and I was no longer astonished; for I was confronted by a translation from Shakspeare's Julius Cæsar (act III., scene 2), in which Brutus is made to speak 'dog Latin,' while Antony's "Friends, Romans, countryman!" appears in prose! And *Latine* is edited by Prof. Edgar S. Shunway, of the State Normal School, Potsdam, N.Y.! I think such a fact as this requires no comment.

You will allow me to add a few words of personal experience. I may say that for over twenty years I have been engaged upon the study of Latin and Greek, first as a learner, afterwards as a teacher, and always as a patient student. Ten years ago I was as much convinced of the superiority and vast importance of a classical education as its most zealous advocates, but the movement of the age and practical experience as a teacher told on me as they have told on many others. I have seen little boys puzzling their heads over Latin and Greek and French simultaneously, and I have seen it with sorrow. I have noticed their distaste for the study and the increased animation that comes into their work when from the hated Classics they pass to an English or Historical lesson. Many times I have wished it was my lot not to have to teach what was only taught with infinite trouble and when acquired would be useless. Not only so, but when I desire to probe a boy's mind, to make him think and reason, I always find that I can do it better with an English lesson of some kind than with one in Latin. Side by side with this I put my own personal experience. I will not say that in my literary work I have not found what knowledge of the Classics I possess extremely valuable, or that I get no personal pleasure out of this knowledge;

*RECORD, Aug. 1882, Vol. II., p. 315.

but I have paid dearly for it by my ignorance of subjects such as German and Science without a knowledge of which one is at a constant disadvantage. Knowing all this from personal experience, and feeling strongly about it, I am glad to have this opportunity of publicly expressing my opinion upon the subject, and of giving my sincere and emphatic protest against the attempt that is now being made to force an unpractical and unpopular study upon schools in which it is out of place, and where the only effect will be to dissipate the energy that might be better spent upon other branches.

ECONOMY OF TIME IN SCHOOLS.

This can be accomplished, by the following methods: (1.) By eliminating from the course of study, not any one perhaps, but parts of subjects unimportant in themselves, and unsuited to the age, capacity and wants of the respective classes. (2.) By a more liberal supply of materials necessary to secure the most effective work. (3.) By a more judicious use of time. I do not propose to speak in detail of the first and second methods, but only of the third. In my visits from school to school, nothing is more noticeable than the difference in real value between the work done *in a given time* in one school, and that done in another. One teacher has methods by which he holds every member of his class to the work before him; while another with different methods commands the attention of only a few at a time. One teacher understands the importance of effort concentrated upon a given point, gaining which other points are easily secured; another gives to each topic an equal amount of time and thought. Let me be more specific. In one school I heard a class read forty-five minutes, each scholar reading in turn. The school was orderly and quiet; but it seemed to me that the benefit derived from the exercise was chiefly that gained by each scholar from reading his own paragraph. In another school I heard a class read thirty minutes. This class was arranged in two divisions, and a part of the reading was in concert. The teacher called for the reading as follows: "John—Mary—first division—second division—Susan—class—James," and so on, calling, perhaps the same scholar several times. Each scholar and division promptly read when called on. I will add that the concert-reading was confined to one or two

sentences at a time, the principul object in its use being to secure attention. Can there be any question which of these exercises is the more profitable? In my judgment, *more* was accomplished in the thirty minutes than in the forty-five.

In teaching spelling, time is often wasted, both in study and in recitation, upon words seldom, if ever misspelled. A child would probably spend as much time in the study of the word *exploration* as in that of *preparation;* and yet three hundred scholars belonging to different schools, writing these words without study, failed on them in the ratio of one to thirty-two. On the words *refreshment* and *especially*, the failures were as one to forty-six. Teachers should know by repeated tests what word requires careful study, and should by some method indicate these to their scholars in arranging lessons. Spelling-books should be arranged with this in view. The spelling of difficult words can be more securely fixed by writing them every day for a week than by writing them the same number of times at intervals extending through months. Let me not be understood, however, to favor the spelling of difficult words unless they are in common use.

The same principle is true with reference to fixing the pronunciation of certain words. Many words are mispronounced all the way through the different grades of schools. To correct these errors when they occur does but little good; they are not the result of ignorance, but of habit. A list of such words should be prepared by the teachers, that special drill may be given upon them.

Classes are often detained too long at a time upon a given subject. Work in arithmetic is often confined to practice under one rule for days and perhaps for weeks. A better way would be to be constantly advancing to new work, and at the same time keeping in view the old. A lesson of ten examples all in division is not so profitable as one which contains two examples under each of the preceding rules and four in division.

Punctuation and the use of capitals may be taught incidentally better than by set-lessons. A class may be reading the following passage, to which I happen to open: "This increased the suspicion of the French, and when France and England arrayed themselves against each other in the Old World, in the war of Austrian Succession, their American colonies at once followed their example.

The struggle was here known as 'King George's War.'" After reading this, let the scholars close their books, and express their opinions as to the capitals and punctuation-marks to be used; then re-open them and compare their own views with the passages as printed. Such an exercise will take but a few minutes, and will tend to make scholars more observing as they look at the printed page.

A supply of short stories for Primary Schools and "Cards of Information" for Grammar Schools, both to be used for *silent reading*, would be another means by which a waste of time might be prevented. It often happens that individual scholars finish their work before others of their class. These stories and cards could be used to occupy such unemployed time.—*Selected.*

SOMETHING FOR COUNTRY TEACHERS.

BY E. M. N.

In the majority of our cities and larger towns, the school-rooms are clean and cheerful, with pictures on the walls, growing plants in the windows, etc. But there are still a large number of country school-houses whose walls are dirty, defaced by rude drawings or paper wads, and whose general air of neglect is certainly not very inviting to the children. It is for the benefit of those who teach in such school-rooms that these suggestions are offered.

As soon as you have engaged your school, visit the school premises and carefully note the necessities and possibilities. Then find out exactly how much the trustees will do for you and how much will depend upon yourself. If you are acquainted in the neighborhood your task will be much easier. If the school-house is in a village your plans will be much more easily carried out. But let us suppose the most unfavorable conditions. We will suppose that you are a woman, that the school-house stands in the country, and that you are not acquainted with the people in the district.

If it is at all possible, go to your boarding place a week before school opens. Set before yourself two objects, viz: a clean, neat room and a good black-board. Get a peck of lime and white-wash the walls and ceiling. Wash the desks and windows and scrub the floor. From the store in the nearest village get a common wooden packing box—a rather long and narrow one is best. Get the store-

keeper to send it to the school-house in some passing wagon. Knock off the lid and from these boards make two shelves, which may rest upon strips nailed inside. Across the open front put a curtain of bright calico. Set this in one corner of the room so that one side and the back will stand against the walls. Ten cents worth of brown paint will paint the top and the other side, or, if you can not get paint, cover with calico to match the curtain. One shelf will hold the copy-books, the other, your own books, and the bottom will hold dust-pan, dust-cloth, and whatever unsightly things you wish to put away.

If the teacher's desk is simply a table, have a cover for it. This cover may be of calico, like the curtain on the box. In summer keep a vase of flowers on your table. In winter, one or two five-cent easels holding pretty cards will make things brighter. Encourage the children to lend their cards, and you will have enough for frequent changes. If you cannot afford to get pictures for your walls at first, console yourself with the thought that they are at least white and clean.

The black-board will be the most costly thing, but it is so essential that you must have it. One dollar and seventy-five cents will buy slating enough to give ninety square feet two coats. I never made a black-board, but I suppose that even one coat would very greatly improve a poor board. Try it and see.

Now your room is ready for school. As you have had a week for this work, you are not exhausted by it, and the place in which you are to work is not unpleasing, even though it be not highly ornamented. If you cannot afford to pay for these things yourself, you can work a little more and get back your money. As soon as you have become acquainted with your pupils give an evening entertainment, consisting of music, recitations, etc. Select your pieces with great care, avoid silly things and pieces which would excite vanity in the children. Remember that the tiniest child will be most pleasing to the audience. Crowns, banners, costumes, and such things are also much liked by an audience, and by the children as well. But there is an extreme in this as in everything else. Do all the work of drilling and rehearsing yourself. You can do this at noon time and after school. Be sure to make the children feel that they must not sing their songs nor recite their pieces to any one but you, as you do not want your entertainment spoiled by having every one familiar with the whole programme. Two weeks is enough time for the pre-

paration; if you work diligently. Announce the entertainment and charge a small admission fee. You can surely take in ten dollars. This will meet all the expense you have incurred in fitting up your school-room, with some surplus for pictures.

Of course you can get things for your school-room which are much more expensive than anything I have named. Pretty lambrequins for the windows, pictures, brackets, vases, and books, all these I would have if I could. But I have tried to show that a school-room may be made clean and neat with a very little expense, and that the school may bear the expense itself if the teacher will give some time and effort. If you succeed beyond your hopes you may get enough money to buy an unabridged dictionary for the school.

RULES FOR TEACHING.

Translated from Diesterweg.

I. WITH REGARD TO THE PUPIL.

Teach naturally. 2. Regulate your teaching by the natural grades in the development of the growing individual.

3. Begin teaching at the standpoint of the pupils; guide them from there onward, steadily and thoroughly, without interruption.

4. Do not teach what is in itself nothing to the pupil when he has learnt it, nor what will be nothing to him at some future time.

4. Teach intuitively.

5. Proceed from the near to the remote, from the simple to the complex, from the easy to the difficult, from the known to the unknown.

6. Follow in teaching the elementary method (inductive from particular to general), not in the family scientific method (deductive from general to particular).

8. Follow, above all, the psychological aim, or the psycological and the practical at the same time. Rouse the pupil through the same topic presented from as many points as possible. Combine, especially, knowledge with ability, and exercise the knowledge until it is shaped by the underlying train of thought.

9. Teach nothing but what the pupils can comprehend.

10. Take care that the pupil retains all that he learns.

11. Do not simply train and polish; education and discipline are

not for this, but to lay the general foundation on which to build the character of the individual, the citizen, nation.

12. Accustom the pupil to work, make it for him not only a pleasure, but a second nature.

13. Recognize the individuality of your pupil.

II. WITH REGARD TO SUBJECT TAUGHT.

1. A portion of the matter of each subject taught from the standpoint of the pupils, and, as indicated above, according to the laws of his development.

2. Dwell especially on the elements.

3. In the establishing of a derived principle, refer frequently to the fundamental ideas, and deduce the former from the latter.

4. Divide each step into definite steps and little wholes.

5. Point out at each step some part of the following, in order that the curiosity of the pupil may be excited without being satisfied; proceed so that no essential interruption shall arise.

6. Divide and arrange the subject-matter so that, where it is practicable in each succeeding step of the new, the foregoing may appear.

7. Connect those subjects which are especially related.

8. Go from the thing to the sign, and not the reverse.

9. Be guided in your selection of a method by the nature of the subject.

10. Arrange the subject taught, not according to a special scheme, but consider constantly all sides of it

III. WITH REGARD TO OUTSIDE CIRCUMSTANCES OF TIME, PLACE, ORDER, ETC.

1. Follow up subjects with your pupils, successively, rather than together.

2. Take into consideration the probable future position in the life of your pupil.

3. Teach with reference to general culture.

IV. WITH REGARD TO THE TEACHER.

1. Strive to make your teaching attractive and interesting.

2. Teach with energy.

3. Make the subject to be learned palatable to the pupils; and

require, above all, a good utterance, sharp accent, clear statement, and thoughtful arrangement.

4. Do not stand still.

5. Rejoice in development of progress: first, for yourself; second, for your pupils.—*N. E. Journal of Ed.*

SOME POINTS FOR YOUNG TEACHERS.

QUESTIONING THE CLASS.

1. *Be brief;* lest you become loose and prolix, and so consume unnecessary time.

3. *Be concise.*—Omiting all unnecessary phrases, such as "Well," "Now then," "Let me see if you can answer this," "Now you may tell me," etc.

3. *Be clear;* that is, state your question so that your thought is promptly discernible, but let the significance depend quite as much upon the relation to other questions as upon the language used.

4. *Be not too clear*, and so practically answer your own question.

5. Never ask a question which can be answered by yes or no.

6. As a general thing, your question should require more than one sentence as an answer. Pupils gain no *power* in answering in monosyllables.

7. *Be prompt* in the utterance of your questions. Drawling, hesitating, slow enunciation breeds the same faults in your pupils.

8. *Be rapid* in questioning. Let no unnecessary time intervene between the answering of one question and the asking of the next.

9. *Never repeat the answers.* This is the commonest fault of teachers, and the most easily acquired. It is a waste of time, and indicates a lack of nerve.

10. *Call on different individuals*, oftentimes for the same answer, not committing yourself as to the accuracy of any of the answers until several have answered.

11. *Give a hard question* which has been answered by one pupil to some poorer pupil in the class, that you may assure yourself and he himself that the point is understood. This is called *individual review repetition*, and is the secret to genuine thoroughness.

12. *Never repeat the question.* If a pupil don't hear he ought to. Punish him by giving the privilege of answering to some one who did hear.

13. *Repeating the questions and answers* in a routine manner are the two besetting sins of teachers. Let the pupils do the repeating. *National Normal.*

CONDENSED DIRECTIONS FOR TEACHING ARITHMETIC.

BY JOHN SWEET.

1. Train beginners from five to six years of age on combination of numbers, not exceeding ten, in addition, subtraction, multiplication and division. Begin with counters such as small blocks of wood, shells, corn, beans or pebbles, and use them for two or three months, until the pupils can make the combinations without the aid of objects. (Grube method.)

2. After from three to six months extend the combinations to 20.

3. Teach figures and the forms of written arithmetic, in connection with the mental work.

4. Children under ten years of age should be limited to operations in addition, subtraction, multiplication and division, in order to secure accuracy and readiness. Problems and analysis come properly when the reasoning faculties are more developed.

5. If a text book is used by the pupils, omit all puzzling and complicated problems, and all questions involving large numbers

After the first year, teach decimals in connection with whole numbers, at least to the extent of adding and subtracting, and of multiplying and dividing them by whole numbers. Limit: first steps, *tenths;* second, *hundredths;* third, *thousandths.*

7. In the second and third years teach common fractions, limited mainly to *halves*, *thirds*, *fourths*, etc., to *twelfths*. Illustrate simple operations in the four rules by means of apples, crayons, or lines upon the blackboard.

8. Use the blackboard yourself for the purpose of making explanations or models of methods.

9. Drill your pupils at the board, sending up one half the class while the other half is engaged in slate-work. Give both divisions the same exercises, and insist on good figures and neat work.

10. Give frequent drills in addition— the operation in which more mistakes are made than any other.

11. Fix every new operation, or principle, by long-continued and frequently repeated drill.

12. Do not take more than one hour a day for arithmetic.

13. Accuracy is far more important than rapidity.

EDITORIAL NOTES.

THE CLASSICAL QUESTION.—We give in the present number the remainder of Mr. Boodle's ably written paper on the Classics in the Province of Quebec. The well known Classical attainments of the writer give special interest to his statement in reference to the general question. The strictures upon the intentions of the Protestant Committee in reference to the position of the Classics in our Academies seem to be rather wide of the mark if we are to take the course of study recently authorized as a fair expression of the views of the Committee. In this connection we desire to draw attention to a pamphlet containing the Inaugural Address of Dr. Hofmann, delivered in 1880 on assuming the Rectorship of the University of Berlin. This address, which has excited a great deal of interest in Germany, and has attracted attention on this continent has been recently translated and published by Ginn, Heath & Co., Boston. The pamphlet probably contains the most complete and important collection of evidence ever presented on this question.

The address deals chiefly with the question of dividing the great philosophical Faculty of the German Universities and of putting in its place one Faculty of Letters and one of Mathematics and Physical and Natural Sciences. It owes, however, its general interest mainly to the discussion of another question, that of admitting students to the Universities from the Realschule, or Science School, where they get little Latin and no Greek, as well as from the Gymnasium, or regular Classical School.

The Minister of Public Instruction of Germany addressed a note to the various Universities in Prussia. in 1869, asking their opinion upon the question. Notwithstanding the unfavorable nature of the replies received, a decree was issued in the following year directing that young men who had received their training in the Realschule should be admitted to the Universities. After an experiment of ten years we have a unanimous opinion of the Philosophical Faculty of Berlin, the foremost University of Germany, re-affirming the emphatic condemnation of the change which was expressed by the Faculty when proposed. It is a remarkable fact that the Professors of Natural Sciences and Modern Languages are very emphatic in their preference for students prepared in the Gymnasium. Dr. Hofmann, himself a Professor of Chemistry, sums up the results of the investigation as follows: "that the Realschule of the first rank, however

generous acknowledgment may be due to what it has actually accomplished, is nevertheless incapapable of furnishing a preparation for academic studies equal to that offered by the Gymnasium; that the Realschule lacks a central point,—about which all other branches may group themselves, while the Gymnasium possesses such a point in the classical languages; that all efforts to find a substitute for the classical languages, whether in the Mathematics, in the Modern Languages, or in the Natural Sciences, have been hitherto unsuccessful; that after long and vain search we must always come back finally to the result of centuries of experience that the surest instrument that can be used in training the mind of youth is given us in the study of the languages, the literature and the works of art of classical antiquity.

According to the unanimous judgement of experienced teachers in the departments of Mathematics and the Natural Sciences, graduates of the Realschule are, almost without exception, overtaken in the later semesters by students from the Gymnasia however much they may excel them in the same branches in the first semester. Such evidence needs no comment." This pamphlet forms a very valuable addition to the literature on this subject, and should be read by all teachers interested in this question.

Manuscripts of New France.—A very valuable collection of manuscripts referring to the early history of this country has just been published under the direction of the Legislature of this Province. It contains letters, memoirs, and other historical documents from the close of the fifteenth century down to the end of the French Regime, the sources from which Parkman and others have derived the materials for their fascinating historical works. By causing these manuscripts to be published the Legislature has not only preserved valuable historical remains from loss and decay but has also placed within the reach of the ordinary students of history privileges and opportunities which have hitherto been confined to those who were able to visit the old libraries of Quebec and Boston, and to examine the original documents to be found therein. Now the student of Canadian history may examine the letters and other documents of Jacques Cartier, Champlain, and their successors, if not in his own study at least in the public library, and have before him the materials which Parkman has used to so great advantage. The first volume of this work, the only one issued so far, is well printed and contains 625 pages and a copious table of contents.

THE ANNUAL REPORT OF EDUCATION for the year 1882-83 from British Columbia gives a very clear and concise statement of the educational affairs of that province. The Government contributes about $61,000 towards the education of the 3,000 children in attendance at the public schools. There are sixty-two teachers employed in the province at an average salary of $60.86 per month. The teachers are paid for twelve months in the year and are allowed July and two weeks at Christmas for holidays. The highest monthly salary paid to any teacher in the province is $110 and the lowest $45. The appendix to the report contains a very excellent series of rules and regulations for the guidance of teachers, pupils, and trustees of schools. The examination of candidates for teachers' certificates is very exacting. It extends over five days for the elementary diploma and ten days for the higher grades of diploma. C. C. McKenzie, Esq., M.A., Cantab, is the Superintendent of Education.

EDUCATIONAL NOTES.

The intense competition arising from the competitive school examinations prescribed by the Education Department in Ontario has proved too strong for the moral sense of some of the candidates. A public investigation has revealed the fact that for several years past candidates in Simcoe county have been able to abstract the question papers from the office of the inspector and distribute them before the day of the examination.

School Readers.—The reader question which has been the burning educational question of the Elementary Schools of Ontario for some time has assumed a new phase under the new minister of Education, who is taking steps to secure one series of Readers for the whole province.

Dr. Alpheus Todd, the chief Librarian of Parliament died on the morning of January 22nd, at his home in Ottawa. For twenty-seven years he had held the position of Librarian, his extensive information upon all subjects making his presence invaluable to those who made use of the Library. His writings upon Parliamentary Government are recognized as standard works in England as well as in this county.

The name of S. E. Dawson, of Montreal, has been mentioned in connection with the vacant position. We know of no one so well qualified for the position as Mr. Dawson.

The Hon. Judge Day.—The sudden death of the Hon. Charles Dewey Day, ex-judge of the local Court of Queen's Bench, has caused the deepest regret throughout the province. As president of the Royal Institution for the advancement of learning as chancellor of McGill University and as member of the Council of Public Instruction, he was very closely identified with

the educational work of the province. The loss of his wise counsels will be deeply felt by the different educational boards with which he was connected.

The Bible in Ontario.—The Minister of Education has informed the legislative committee of the Ontario Teachers' Association that it his intention to take immediate action to introduce Bible reading into the schools. It is proposed to select passages from the Sciptures, one for each day in the year, and a circular containing these will be sent to each teacher in the Province.

INQUIRIES.

Q.—Why is the Superintendent's Report never issued until six or eight months after the close of the year to which it refers ?

A.—First, because the Report cannot be issued until the accounts of the year are closed and the grants cannot be paid until the secretary-treasurers send in their semi-annual reports. A large number of these reports come in three or four months after the close of the year.

Second, the Report cannot be published except by order of the Legislature; and as it is usually six or eight months after the close of the scholastic year before the legislature meets there is of necessity a corresponding delay in the publication of the Report.

Q.—Now that we have adopted the Continuous School year in our municipality how am I to make up my semi-annual report ?

A.—Call in your school journals, pay your teachers up to the first of January as required by law and close up your accounts as though the schools closed the first of January; you will then have all the materials necessary for your semi-annual reports.

Q.—Which is the better series of Readers, Gage's or the Royal Readers ?

A.—In the quality of paper, binding and illustrations. the Royal Readers stand first. In the subject matter in the notes and exercises upon the lessons and in the grading of the lessons and the books of the series, Gage's seems to have the advantage.

NOTE.—It is important for teachers and parents to distinguish between the Royal Readers published by the Canada Publishing Company and those published by James Campbell & Son, Toronto. Those published by the Canada Publishing Company are not authorized.

Q.—Is it necessary to send duplicate reports to the Department of Public Instructions ?

A.—The only documents which require to be made out in duplicate for the Department are accounts and receipts. Secretary-treasurers sometimes make out two copies of the semi-annual report. This is of course unnecessary. On the other hand, a secretary-treasurer sometimes signs and returns to the Department only one of the two receipts which are always sent with each cheque. Both receipts should be signed and returned.

Q.—Has the fund for poor municipalities been distributed ?

A.—The division has been made but the grants have not been paid.

LOCAL ITEMS.

McGill Normal School.—Dr. McGregor reports as follows: About the middle of November last, I nominated myself a committee of one to see to the improvement of our N. S. Library. I wrote first to the Education Department at Quebec, and received promptly a few books.

I thought many of our old students would be willing to help. I therefore wrote to a large number of them,—generally asking for a book or a dollar—and awaited the result. One dollar came the precursor of a long line. Twos then came, and fives, and tens from our lady teachers, and to-day, I have received from one gentlemen, an old student, twenty-five dollars; another has fifty dollars ready for me. The procession of books was headed by a beautiful set of 15 vols. from a college graduate.

These were followed, through nearly all the numbers, by four-in-hands, unicorns, tandems and single volumes.

I asked for help from a good many outside those directly connected with the Normal School. One publisher, in Toronto, to whom I applied, sent to my amazement (and delight of course), 60 volumes.

This, satisfactory as it is, is only an interim report for I have still to hear from a good many who will respond to this indirect application.

I have therefore reported progress, and granted myself leave to sit again.

But, this report, notice,—whatever you like to call it, would be very incomplete were I to omit reference to the kind words, and expressions of good will to the school that have accompanied these gifts. These have been so numerous and so hearty that we have been much encouraged and cheered by them, and we consider this by no means the least good that has resulted.

Clarendon, Pontiac Co.—A township remote from any literary centre, deserves credit for the interest taken in education by its inhabitants. Besides Shawville Academy it has in operation from ten to eleven months a year, a model school, and twelve elementary schools. The commissioners are ready to receive, and willing to adopt measures proposed for the improvement of our educational system. They also exert themselves to secure teachers of merit and experience, several of whom are trained teachers holding the higher grades of diplomas from McGill Normal School.

As fast as the primitive school-houses require to be re-built, substantial and suitable buildings are erected in their places, furnished with the modern desks, maps and other conveniences necessary to a well appointed school-house.

Inspector McGregor says:—"The Commissioners of each municipality that I have visited adopted a list of text-books from the authorised list to be introduced gradually into their schools: the Course of Study they have also adopted but in many cases have neglected to instruct their secretaries to forward the adopted list and their application for copies of the course of study to the Department of Public Instruction..... Many of the municipalities have been gradually changing the old books for the adopted list during the past six months and will commence the new year with the adopted list

exclusively. All our examinations since the beginning of the scholastic year have been conducted according to the course of study and the standing of each school indicated accordingly in the Bulletins of Inspections.

Bonaventure.—The Shoolbred Schools are, or have been very recently without teachers, both the Misses McNeil having left, one for the Normal School, Montreal, the other to take charge of Port Daniel, No. 1.

The populous municipality of New Richmond has turned over a new leaf, and has no fewer than five schools in operation this winter. This improved condition of scholastic affairs is due to the persistent efforts of the excellent chairman, the Revd. P. Lindsay, and of the pains-taking secretary-trasurer, Mr. John McCormick.

The new school house, No. 1, in the village of New Richmond, is a creditable building, and the school room is the best in the county.

The attendance at Cox, No. 2, Paspebiac. is very small at present, as the dread of Diphtheria, deters parents from sending out their children.

.....

Inspector to teacher.—"Have you made out a time table, Miss Y?" "Yes, sir." "Pray where is it? I dont see it." "Well, I made one out, sir, *but I keep it at home.*

Inspector, who begins to feel a little tired from standing but cannot see a chair, to teacher;—"Have you not a chair to sit upon, Miss B?"

Miss B.—No, sir; I was not sure you were coming to-day, or *I would have borrowed one.*

The need of a simple and easy English grammar for beginners is much felt in the elementary schools in the Gaspé district, and it is to be hoped that a suitable book will soon be authorized.

A simple text book of hygiene might be introduced with great advantage into tho elementary schools in the district of Gaspé.

W. G. S.

The Governor General during the pressing engagements of Carnival week found time to show his interest in the Educational work of the Province. His reply to the address presented to him on the occasion of his visit to McGill University was quite above the average of such replies and manifested a remarkably intimate and accurate acquaintance with the history and constitution of the University.

The informal visit paid to the High School, Montreal, gave great satisfaction and His Excellency was evidently pleased with the enthusiastic reception which he received.

Holidays.—The school commissioners of Montreal closed their schools each afternoon during Carnival week to the great delight of the girls and boys.

Examinations.—The suburban schools of Montreal, which have recently been placed under the control of Inspector McGregor, are to be brought together for a competitive examination this spring. Each school is to send up one pupil for every ten in attendance and the examination is to be based upon the authorized course of study.

Inspector McLoughlin says: I send you a few items concerning the schools of some of the municipalities that I have lately visited.

The Academies and Model Schools of this district are all in operation, and most of them are in charge of able and experienced teachers. They have, in most cases, had an examination before the Christmas holidays. The next step in the line of progress for these schools, will be the adoption of a uniform "course of study."

Very few changes of teachers have taken place since the commencement of the winter term of school.

Mr. W. W. McGregor has taken the place of Mr. Chas. Jackson, as teacher of Mathematics in the Waterloo Academy. Mr. Jackson has gone to Florida on account of his health.

Mr. and Mrs. Wardrop are teaching in the Dunham High School, they have a very successful school, and their methods of teaching are excellent.

The Academy and Graded School at Cowansville is largely attended and prosperous.

Mrs. Breck, in the Stanbridge Academy, and Miss C. B. Brown, in the Church School, West Farnham, are doing good work.

The two departments of the Model School at Mansonville, taught respectively by Miss Ella Blaylock, and Miss Martha Donaldson, are very good schools. (These are all the High Schools that I have visited up to this time, as I have given the time to the visiting of the Elementary Schools.)

Miss Jennie Warwick, in District No. 12, Potton, has a very pleasant and prosperous school. The teachers in Potton are generally doing good work. Several of the schools are however, idle, owing, in some cases, to the illness of the teachers.

New school-houses have been built in Dist. No. 11, 13 and 14, Potton, and a new one is about to be built in No. 7. Potton takes the lead in employing teachers from the McGill Normal School. Of the fifteen teachers at work this winter in the town of Potton 6 are Normal School graduates. This town has taken hold of educational work with considerable zeal. It has engaged its teachers for the school year, and adopted Gage's series of Readers. A few good teachers in want of situations can find them by applying to the School Committee of Potton.

The 28 schools of Brome are all at work on the new system, most of them successfully. Miss Mary Taylor has a very large and well organized school in the village of Knowlton. The School Com. of Brome intend to keep up with the times in all that pertains to substantial progress.

Mrs. Lydia Beck has an excellent school at Upper Bedford. The School Com. have enlarged and re-modelled the building and fitted it up with improved seats, etc. Mrs. Beck has classified her school in accordance with the "Course of Study," and has put her classes in excellent working order. She has taken up Drawing in accordance with the Manual, and succeeded in interesting the whole school in the exercise.

Miss Lillie McKenney, of Lower Bedford, has also a large and successful school.

BOOK NOTICES.

Popular Astronomy by WILLIAM G. PECK, Ph. D., LL.D., Columbia College. A. S. Barnes & Co., N.Y., 1883. This little work, which is well printed on excellent paper, and profusely illustrated, is intended to present in a compact and popular form all the facts and principles of the science that are needed in a general course of Education. The author has succeeded in divesting the subject of many of its technicalities, and of presenting it in a simple form interesting to the general reader.

Barnes' Brief History of Ancient, Mediæval and Modern Peoples is an attractive and well arranged 12 mo book of 600 pages. It contains 240 illustrations, and 34 coloured maps. In this work the political history is condensed to the essential facts, and in chapters on Manners and Customs and the Scenes of Real Life, the people of history are represented as men and women subject to the same wants, hopes and fears as ourselves. Recent discoveries among the monuments of the East receive careful attention. Published by A. S. Barnes & Co., New York & Chicago.

Davis' Elements of Surveying is a new edition of an old work by a well known author. Published by A. S. Barnes & Co., New York & Chicago.

An Epitome of British History is a well arranged outline of the History of England, prepared for the pupils of Edgeworth School, Baltimore, and now republished for more extended use by A. S. Barnes & Co., New York & Chicago.

Philip's Picturesque History of England is a very valuable work of 750 pages containing over 300 well executed illustrations and maps. The Vignettes are taken from authentic sources, and therefore form a valuable series of historical portraits. The copious notes contain a great mass of information, and altogether the work is a credit to the well known publishers, George Philips & Son, London & Liverpool.

Exodus and Daniel of Caedmon—The time approaches when no one unacquainted with its relation to the Anglo-Saxon tongue will be considered competent to give an opinion on any controversial point in the use of English. We heartily commend to the attention of teachers of English the Anglo-Saxon Library published by Ginn & Heath, under the superintendence of Professor Harrison. The second volume of the series is now issued. Dr. Hunt's "Exodus and Daniel of Caedmon" edited from the text of Grein. The price is moderate, the typography excellent, the notes concise and judicious, and the glossary compact and sufficient.

New Subscriptions received.—John Ashcroft, Valleyfield; Mrs. Fuller, E. W. Arthy. S. H. Parsons, Montreal; Rev. W. G. Lyster, Cape Cove; John Macfarlane, Knowlton; A. L. Gilman, Cowansville, The Trustees of Rougemont, South Ely, Lacolle, St. Henry, The Commissioners of Brompton, Hemmingford, Leeds, Bristol, Compton, St. Armand West, South Stukeley, Franklin, Grand Greve and Eaton.