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THE  
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PROVINCE OF QUEBEC.

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**Articles : Original and Selected.**

THE OLD SCHOOLMASTER.

CHAPTER V.

Seek ye the truth within, the truth without ?  
Is't but a secret hid away in doubt ?  
Draw nearer still, draw near thyself to find,  
What reads the book that's writ upon thy mind.

Whatever effect our discussion concerning memory may have had upon the reader, who, let me say, must not run away with the idea that we spent the whole evening in talking pedagogics, it seemed to have made some impression on the school-mistress, for, as I walked home with her after our little party had broken up, she, of her own will, returned to the subject by remarking that, in her opinion, the success of a teacher depends very much upon the knowledge which he or she has of what John Locke has called the *tabula rasa* of the child's mind. In such knowledge, as she said, there is really to be found the difference between the skilled and unskilled teacher.

"If the best method of imparting instruction," said I, "be that which reduces to a minimum the number of repetitions the child has to make in learning a lesson, there is certainly no element in the child's being which ought to be more carefully examined by us teachers than the memory. Nay, to go further, I hold that the teacher is wilfully careless who, unmindful of the inequalities of memory-force in his pupils, demands as much of a task from one pupil as from another."

"But have we not necessarily to do something of this kind in training the whole class as a unit?" asked the school-mistress.

"In training the whole class, a mean of school-work has, of course, to be struck, and it may nearly always be taken as a kind of proof that such a mean has been struck when the parent of one pupil complains of over-pressure of home-work, and the parent of another pupil in the same class complains of seeming idleness in the matter of home preparation. Yet we must never lose sight of the fact that the training of the whole class is only a means to an end, the end being the mental development of the individual. Hence in every school there must be some special tutoring of the brighter pupils, some additional work demanded of them."

"Some people say that it is the stupid pupil who should receive the special tutoring," said my companion.

"And yet, when such is conscientiously attempted, these same people seldom fail," said I, "to join the outcry about over-pressure. It is hard to please the fault-finder, even when his demands are in the positive."

"That is true," exclaimed the little woman, with something in her voice that sounded very much like a sigh. "Yet one cannot help being a complainer at times. I know it is foolish, but, while working away to the best of my ability in my school, I cannot help wondering how it is that, if all the memories of my pupils have the same physical basis, one pupil's memory is better than another's."

"If we only knew how to solve that wondering problem of yours," I returned, "we would be well on the road towards explaining very many things that have made the wisest of men shake their heads. Like other maids or matrons, Madame Nature has very many secrets, which we would fain make her divulge. But how often, in our impotency, are we forced to laugh at our own untenable conjectures as to what these secrets are! Scientific theories are often as unstable as the fashions. What was beauty in the hood-and-cloak of our great-grandmothers is seeming ugliness to us, and what was the truth as seen through some of the out-worn scientific theories of the past appears to us of to-day as being little else than the playfulness of men's prejudices. You perhaps remember the old scientific watch-word, which some of us had to pin our infantile faith to, that nature abhors a vacuum. And perhaps, after all, we have not got much further than nature's likes and dislikes in our science of to-day. Protoplasm does not always develop a god. The old lady has still her whims, which the scientist calls her laws. And, in my

humble opinion, you may probably be as near the truth in saying that nature takes delight in the inequalities of memory you see in your pupils, as is the scientist when he declares that they arise from the differentiation of cell-force in the tissues of the brain."

"But what are we teachers to do?" asked my companion, though not impatiently.

"Ah, *that* is the question," I exclaimed; "that is *the* question, practical and to the point. Yet before we attempt the practical we must search for the truth in its secret place. Before we can realize the best results, we must know what we are about. Now, we cannot dissect the memory of our neighbor, as we would a bone or a nerve-tube, but we can do what is just as good for our purpose: we can examine the elemental principles of our own memory. You know what is meant by mind-wandering. Of course you do, and many a heart-sore it has been to you, when you have seen the habit looking out of the dreamy eyes of your pupils. Yet in this very mind-wandering, a weakness though it be, perhaps, we can trace the fundamental element of memorizing—the law of association. You have often tried the simple experiment of stopping suddenly at some far-away thought, as you called it at the time, and of wandering back to see how it was you came to think such a thought. At some part of the journey back, the association of ideas, in such an experiment, is often difficult to re-establish, at other points in the chain the connection is strikingly easy to find. At last your starting-point is reached—some incident within or without, subjective or objective, some sensation or percept. Now, in that chain of thoughts we have an example of nature's simple method of memory road-making; and if one only takes the trouble to pass over such a road two or three times by way of pursuing the experiment, the associations are likely to become permanent, and, by-and-by it may even become impossible to think of the end of the road without thinking of the beginning."

"This may be a good thing for the pupil who learns by rote," remarked the school-mistress, "but it is anything but convenient at times."

"Very true, indeed," said I, "and much more inconvenient to the person possessed of a keen memory than to the ordinary student. For instance, Dr. Abercrombie tells us of a gentleman who had such an impressible memory that he could repeat an Act of Parliament or any similar document from the beginning to the end, after having read it once. On being congratulated on his wonderful gift, he replied by saying that the gift was

often a serious disadvantage to him, for when he desired to remember some particular point in anything he had read, he had to repeat the whole to find the association-link he wanted."

"But we are not looking for the good or the bad, the convenient or inconvenient, just at present," I continued to say. "The boy who stumbles in repeating his lesson shakes his head and begins again. The habit may be a bad one, but it is none the less instructive to ask why he does so. The scientist may say that in doing so the boy shakes up the memory-cells and re-establishes their protoplasmic continuity. And possibly he is correct; but our simple experiment in mind-wandering shows us, as far as we can know of a certainty, why the poor fellow begins at the beginning again. In a word, he has been over the memory-pathway under the guidance of the links: he has missed one of the links, and, like Dr. Johnson counting the lamp-posts on the street, he has only gone back to make sure by a second trial. The association-link between two ideas makes memory possible, and it is this fundamental element in memory which the teacher ought to examine carefully."

By this time we had drawn near the farm-house in which the school-mistress boarded, and the barking of the dog aroused me to the fact that I might safely allow her to pass to the house from the garden gate, where I bade her good-night.

"We may continue the subject at some other time," said I, as I parted from her. To tell the truth, I was a little afraid that I had again been talking over-much; but the smile on her comely face, as she shook hands with me, did not lead me to think that she would be an unwilling listener, whenever the opportunity of renewing the subject occurred.

"I shall certainly be experimenting with the association of my own ideas in the meantime," was her form of reply, as she passed up the garden-walk towards the front door.

There is a warmth that comes around the heart of an old man when he perceives that the part he has taken in any conversation has been appreciated. On the way back, the review of the lesson I had been trying to give on the memory came up before my mental vision, as the saying is, and I saw that I had a further duty to fulfil by following up the investigation, in order that I might be able to keep my promise of making a collection of the varieties of memory that had come under my notice during my long experience. Sympathy is a wonderful jockey. The steed growing old can be petted into doing some kind of work to the end; and, when I finally entered my study for an hour's meditation after my return, I felt that my friends had

made the duty I had proposed for myself during a talkative moment anything but an irksome one.

"Dear me," as I said to myself, sinking into my easy chair, "how much more work would be done in this world if man's humanity towards his fellow-man were founded on a basis of co-operation. The *to be* of a willing heart is too often the *not to be* of his environment. Alas! how often men jeer at the project that is not their own, simply because it is not their own. How ready society is at any moment to revise the decalogue," and in such a train of thought I am afraid I continued far too long. At last, arousing myself from the contemplation of that "inhumanity which makes countless millions mourn," I turned to the contemplation of my task. According to promise, I had first to make my collection of memory-phenomena, and then, according to the inductive method, I had to establish whatever pedagogic principles I could draw from them as inferences. But had I really started in the right way? My experiences would probably be interesting enough to the reader. I can describe, as I continued to say to myself, the first time I was forced to compare the limitations of my own memory with those of a competitor's. I can give a whole chapter on the peculiarities of memory I have seen in my neighbors,—in my schoolmates, pupils and friends. I have also in my library material from which I can draw in making a collection of the experiences of men possessed of all varieties of memory. But would it not be better for me to begin with some pathological example, such as Laura Bridgeman, in whose developing consciousness and power of acquiring knowledge the memory could be seen as the groundwork of the mental activities. Such an example would form an excellent concrete starting-point for an investigation of the various functions of the mind, and for perhaps a later consideration of the methods that are proper and improper in the training of children.

There was certainly something in the idea, and I consequently determined to go no further with my task until I had made search for some pathological instance that would suit my purpose. The succeeding chapter will show how far I succeeded in my search.

### **Editorial Notes and Comments.**

The return from the holidays is always an event of the greatest interest alike to teacher and pupil. The disinclination to face the worries of duty is only, after all, an exceptional feeling

among children, who, notwithstanding the somewhat unthinking animadversions of their critics, are really never happier than when they are engaged with some congenial task. Nor in any sense is the true teacher a grumbler, however often of necessity the phrase *thou shalt not* is in his mouth. There can be no doubt that one of the first of the teacher's functions is to make the school a pleasant place, wherein his plans for the improvement of his pupils are ever being set afloat amid an environment of good-will and benevolence. And, though our schools have by this time fairly started upon another year's work, yet we venture to utter a word of congratulation to the teachers on their return from their holidays, even if it be not the first word of encouragement they have received during the first month of the school year. The teacher who does not think of his work during the holidays is as much of an exception as the child who hates work; and to those who have been investigating school methods during the midsummer recess we would send a special congratulation. This method of imparting instruction or that method is not necessarily the only method. Indeed, the best method—judged, as a method ought to be, by results—is the teacher's own method. As we have said before, the experimenting teacher is the successful teacher, and it is from the freshness of his personal influence that school progress is to be seen at its best. It is said that Pestalozzi's experience in his later days was a striking example of the evil tendencies of a stereotyped method. As Dr. Fitch says, while illustrating the Latin aphorism *Corruptio optimi pessima est*;—"It is very touching to read M. Michel Bréal's account of a visit to the school-reformer at the end of his career. He describes the old man, pointing with his finger to the blackboard, to his diagrams and to the names of the qualities of the objects, while the children repeated mechanically his favorite watchwords, which they had learned by heart. Those words had once been full of meaning. But they had ceased to represent real intellectual activity on the children's part or on his. They had become dead formulas, though he knew it not. And so it will ever be, with you and with me, if we lose the habit of looking at all our methods with fresh eyes, of revising them continually and impregnating them anew with life." Returning from their holidays, with the freshness upon them that comes to the mind from the recreation of the body, we venture to associate these words of one of our most prominent educationists with our own congratulations at this season. The old field of labor has become in great measure a new field of operation. The re-organization of the classes has brought

about changes which make things assume a new look. Indeed, thus early in the year, there is every chance of watching the effects of a change of policy, before the all but necessary routine of reviewing or special memorizing for the examination steps in as an interference. In connection with this examination we would draw the attention of our teachers to the explanatory circulars sent to them indicating the scope of the work for the coming year; yet the fact that we do so should lead no one to think that an examination, such as the pupils of our schools have to pass is more important, than the manner in which the pupils are to be prepared for it.

—The letter which appears elsewhere, from Dr. Stevens, of Dunham, is one which can hardly fail to interest those of us who are interested in meeting the necessities of the case in the Province of Quebec. Even if it only provokes discussion, its publication need in no way be regretted. And yet one would have wished the writer had taken more pains to formulate a remedy for the state of affairs he refers to. No one doubts that the course of study does press heavily on some of the children attending our schools; yet the responsibility of such over-pressure is surely not to be referred to the course of study alone, which, as Dr. Stevens himself must confess, has been framed for the purpose of giving our children an all-round school education. To solve the problem in the abstract, Dr. Stevens has to face the proposition:—how shall the interests of the few be considered in regulating a system for the many; and to solve the problem in the concrete for us, he must settle down to show which of the subjects in the course of study ought to be eliminated in order that it may meet the requirements of every pupil. The very fact that he suggests the intensifying of the classical studies indicates the difficulty of co-ordinating the opinions of parents in regard to the subjects which their children should study, inasmuch as where Dr. Stevens would wish for more the average parent would wish for less, and *vice versa*. The case seems to be fairly stated when our correspondent says: “In the case of the curriculum under consideration the bill of fare laid before one child seems to have been spread before all alike, regardless of differences of physical or metaphysical qualifications.” Yet such a statement is misleading, if it be not even altogether a mis-statement. The arranging of a course of study for the schools of the Province of Quebec has not been the work of a night, but has actually grown out of our special educational circumstances, and is still growing, as is to be seen from the changes which are being made in it from year to year. The



“bill of fare,” it is true, has been placed before all, but it is a bill of fare in the preparation of which the “physical and metaphysical” health of the child has been the first and only consideration. A system which has for its main object the covering of exceptions or extreme cases soon becomes a non-descript kind of patchwork. The course of study has been prepared for the average child, and when Dr. Stevens says that some of the food is deleterious or that more of some kinds of it should be supplied, it remains for him to suggest in a specific way what subjects should be dropped from the course and how much of each subject ought to be taken. But even if we are all agreed—parent, teacher and pupil—what subjects ought to be studied in order to promote the all-round education of the average pupil, there still remains the difficulty of saying what ought to be done with the pupil who is very much above or very much below the average in mental activity. We have written on this question before, and offered, as we thought at the time, a possible solution of the difficulty, and we have every reason to believe that in most of our schools this year there will be instituted three time-tables, by means of which the studying of a dozen subjects or so, at one and the same time, may be obviated. In the meantime we invite the attention of our teachers to Dr. Stevens’ letter, and request an interchange of ideas on the subject he discusses. It is only by such an interchange of ideas that the administrators of our educational system can discover the necessities of the case and meet them.

—An important meeting was lately held in the Parliament Building of Quebec—a meeting of the greatest importance to all interested in the educational welfare of our province. This was the Conference of the School Inspectors, which was held on the 19th and 20th of August last. With one or two exceptions, all the Inspectors of the province—Roman Catholic and Protestant—were present at the gathering. Among the various questions brought up for discussion, there were two which were considered with the greatest earnestness, namely, the necessity for a larger subsidy from the government in behalf of elementary education, and the provision for an improved system of training teachers. These matters have been ventilated in the EDUCATIONAL RECORD on former occasions, and if our teachers and the other readers of our periodical would only assist us in emphasizing the needs of the province in these two respects by giving their opinions through its pages, or through the pages of any other journal, there would be matured an influence in favor of the unanimous verdict of the inspectors lately assembled in congress.

which would make itself felt in the proper quarter. *The salaries of our teachers ought to be raised.* We put the statement in italics advisedly. Indeed, it were well if the school sections of our province would rise up and say to the government: The salaries of our teachers *must* be raised. Yet many of the constituencies are slow to make progress in school affairs, unless the pressure of the law can force the desire for improvements into maturity. The inspectors, one and all, maintain that the individual grants are too small to influence the self-interest of the municipalities. A recommendation on the part of the inspector may be an excellent recommendation, but of what avail is it, if he or the department has no means, or the merest poverty of means, to induce the community to act upon it? And thus it is that any recommendation to increase the teachers' salaries remains as good as no recommendation, and ends, as it has ended so far, in mere talk. In advocating an increased subsidy, we all turn our eyes to the Council of Public Instruction, and through that body to the Premier of the Province and his government. The Protestant Committee has taken the initiative by retaining a sub-committee on Elementary Education. In these days, when Roman Catholic and Protestant Inspectors can meet in conference and discuss in the most amicable spirit the greater problems of our educational system, a meeting of the whole Council of Public Instruction might easily bring its concerted influence to bear upon the government of the day in the direction of an increased subsidy. Mr. Mercier is the acknowledged friend of education in our province; and through him a successful attempt to make the school law a greater influence for good may be looked upon as all but assured, if he be approached in the proper spirit. The inspectors have passed a resolution urging such an increase; while they have at the same time suggested the means of partially training those elementary teachers who have taken their course outside the normal schools by the holding of Teachers' Institutes at stated periods of the year. Emphasizing, as it has, these two principles of a sound educational system,—the increasing of the grants to such an extent as to assure the influence of the Department and the training of the teachers, we cannot but look upon the organization of the Inspector's Conference as a step in the right direction. As a body of men possessed of a matured experience in school affairs, its deliberations must have an effect for good. We shall take opportunity again to discuss the various resolutions passed at the meetings. Meantime we may congratulate the Superintendent on the success of the conference he has inaugurated and

over which he presided with great acceptance. The spirit of kindness and the common sympathy in a great cause, which were apparent at all the sessions, lead us to hope that the first Conference of the Inspectors of the Province of Quebec will by no means be the last.

### **Current Events.**

It may be remembered that the Teachers' Provincial Association passed a resolution two years ago in favour of an increased subsidy in behalf of education. The practical outcome of this resolution was the preparation and presentation of a petition. The petition, however, has not been heard of for two years. Nothing daunted, the teachers of the Argenteuil Association, have passed a resolution to the following effect, appealing to the School Commissioners of Argenteuil County for an increase of salary: "Resolved that, considering the additional time and expense required to secure a diploma, and considering the low salary now paid to the teaching staff in the County of Argenteuil, and considering the increased energy characteristic of the educational movement amongst the teachers to improve the standing of the schools and the work done, that this Association respectfully requests the school boards of the County to consider the question of increasing the remuneration paid by them to the teachers in their employ with a view to increasing the salaries of said teachers."

—In connection with this question of ways and means, the Inspectors assembled in Conference, as has been said, also passed a resolution in which it is stated that "we also express our delight to find that the Government has made it possible to hold such a congress, and we feel that it is imperatively necessary that larger grants be given to our elementary schools in order that a better class of work may be done in our primary institutions of learning." Of this imperative necessity no one can speak with greater certainty than our inspectors, who are brought to feel every day how ineffectual their counsels are, as long as the grant is the nominal sum it is. We have no doubt that something practical may be done during the coming session, if further effort be made.

—Later on in the Conference, it was further moved "that the Government be respectfully asked to increase the grants to the common schools, and that this augmentation be payable directly to the teachers of the different schools, according to the class of their certificates and the results obtained according to the report

of the inspector." In such a resolution the principle of payment by results is fully recognized. It is very doubtful whether we have yet reached the stage when such a principle can be extended to our elementary schools, yet there is no doubt that the bonus principle has excellent results, if the bonus be large enough. What is wanted first of all is an increase of grant, to be obtained by an increase in the Government subsidy, so that the inspectors' recommendations may be enforced, and the schools thereby improved.

—The Teachers' Institutes have been of the usual successful character this year. The influence of this work is being felt in every section of the province, and so far has its success been recognized that Mr. Stinson, at the meeting of the Inspectors, in August, advocated the organizing of such institutes for all teachers, Protestant and Roman Catholic, in the province. As the issue of his excellent address on the subject, the following resolution was unanimously adopted: "Resolved that the School Inspectors of the Province of Quebec, assembled in convention, are convinced that it is of the highest importance that a course of pedagogy be established for those teachers who have not graduated from a Normal School."

—The Inverness Meeting, the first Institute held in the Megantic District, was attended by over sixty teachers, numbering all the teachers, with one or two exceptions, of the whole district. This shows to some extent how the influence of the newly appointed Inspector of Schools and the Principal of the Academy is being felt among the teachers, as it was, no doubt, owing to their indefatigability that such a large attendance was secured. Mr. Parker was also one of the lecturers of the Institute, the other lecturer being the Inspector of Superior Schools. The greatest interest was taken in the work during all the sessions. The programme included directly professional topics, with illustrations of method. In the evenings there were public gatherings, at which the people of the district joined the teachers in listening to illustrated lectures, while the local committee made arrangements for a large public assembly in the church, at which there were addresses from Mr. Lambly, Mr. Whyte, the Rev. Mr. Sutherland, the Rev. Mr. Henderson and Dr. Harper, interspersed with music by the village choir.

—The Shawville Meeting, the second Institute held in that district, was even more largely attended than the one held there last year. The lecturers were Professor Parmalee, of the McGill Normal School, and the Inspector of Superior Schools. Inspector McGrath, of the Ottawa District, was present at nearly all the

sessions, while the local committee, supervised in their operations by Miss Matheson, daughter of the venerable Sec'y-Treas. of the Clarendon Schools, did everything to make the time a pleasant one for the sixty teachers who attended. The programme was much the same as the Inverness list of subjects. The evenings were spent much in the same way at Inverness, Mr. Hodgins having kindly given the use of his hall for the larger audiences in the evenings. At the end of the four days hard work, Prof. Parmalee, who has now been a lecturer at these summer Institutes for some years, expressed himself as being highly satisfied with the Shawville Institute. He maintained that it was one of the best he had ever attended, while Inspector McGrath pointed out the great importance of the work of training teachers which had been done during the years the Institutes had been organized in his district. The School Commissioners of Shawville are to be commended for the interest they took in the Institute, while no word of praise is too high for the kindly hospitality extended to the members of these Institutes, alike by the people of Shawville and Inverness.

—In both of the above places the teachers present had ocular demonstration of school enterprise. In Inverness, a fine spacious new brick building has been erected for school purposes, with ample accommodation for three class-rooms. The room in which the members of the Institute assembled is well equipped in nearly every respect as a class-room, there being besides attached to it the principal's private room and an enclosed cloak-room. In Shawville, the Commissioners have erected an additional wing to the academy building, thus providing ample accommodation for four class-rooms, and adding very much to the external appearance of the building. The services of Mr. Mabon have been secured for the Inverness Academy for another year, at an increase of salary, this now being his fifth year in the institution. The permanency of the principal is undoubtedly the cause of the school success to be seen in Inverness.

—The Institute at Cowansville reflected credit upon the teachers of the District of Bedford. Notwithstanding the change requiring the teachers to pay their own expenses while attending the Institute, the attendance was most satisfactory. The interest was well sustained, the attendance was regular, the question box was well patronized, and the members were quite enthusiastic over their work; many of them expressed a desire that the sessions of the institutes should be lengthened. It is quite evident from the results obtained at Cowansville that a successful

Institute can be held at any important local centre where hotel accommodation can be obtained at reasonable rates.

—The Teachers' Institute at Lennoxville was conducted by Rev. Elson I. Rexford and Professor Parmelee, the methods of teaching arithmetic, geography, English history and the subject of attention were considered. The attendance was not so large as in previous years, but the attention and interest was very satisfactory. The decrease in the attendance was due to a number of causes which will not be felt another year. In the evenings the subject of geography was continued with the aid of magic lantern views. The gatherings at Lennoxville are always very interesting, because the teachers reside in the college buildings and so have better opportunities of becoming acquainted with each other.

—The Montreal *Witness* has again determined to encourage composition in the schools of the Dominion by offering liberal prizes to competitors in another essay contest. Too much credit can hardly be given to the originator of these competitions, and we would urge upon the teachers of our schools to bring the matter to the attention of their pupils. Such exercises as the *Witness* demands from the writers of these essays cannot interfere with school routine. In Ontario, the authorities are turning away from the old pathway of language teaching to the more attractive line of practising composition in class-work. The success of the *Witness* enterprise shows how far the Ontario authorities are right; and the teachers of Quebec cannot do better than turn to the inducements offered by Mr. Dougall in order to encourage their pupils to follow this line of learning for themselves by writing compositions that are not quite so ephemeral as the ordinary school composition task. To see one's own composition in print has often been the first incentive in the career of our most prominent writers.

—The time is approaching when the schools must again become alive to the importance of providing themselves with a well selected library. The collecting of a library should be left to the pupils of the school themselves, guided of course as they must be in their operations in this direction by their teacher. The movement has been inaugurated with the most favourable results, and now that the lecture season approaches, the teachers should take the initiative in providing for a lecture course, that will leave, after all expenses are paid, a margin for the purchase of new books. In many of our schools there has been laid the foundation of a well selected library, and even in some of them an effort has been made to make museum collections; but the

trouble with many of these movements in school is that they fall out of season too soon. Like the games of the children they are too intermittent, Apparatus is often allowed to lie idle, the library books kept under lock and key, and the museum specimens left in an untidy jumble. With a little money coming in now and again to add to these collections the interest, however, is kept excited, and we hope to hear of an effort to foster school enterprise in this direction from nearly every school district, at least from all of our Superior Schools. The lecture course will provide the means and will not cause the teacher much trouble.

—We again make an appeal to our readers in behalf of the EDUCATIONAL RECORD. An additional interest was taken in the periodical last year, and now that its constituency has been somewhat extended, we would like to see even a greater interest taken in its welfare this year. There are still some districts that are not represented in our historical sketches. The Teachers' Experience, or Correspondence Department, is open to every teacher, and all communications will be considered with the greatest respect and circumspection. The Postal Card Query Box will be attended to with the greatest consideration; and in this connection, it may be said, that if our readers would only follow the example of the members of the Teachers' Institutes, we would be able to make this the most interesting departments in the periodical. Who will take the initiative in these different directions in behalf of what our teachers ought to look upon as their direct organ?

—As the time approaches for the Teachers' Convention, those intending to be present should carefully consider the suggestive programme that was published in our last issue. The meeting takes place about the middle of October, and all information in regard to its sessions can readily be obtained from the Corresponding Secretary of the Association, E.W. Arthy, Esq., Superintendent of Schools, Montreal.

—As far as we have been able to learn, the following are the staff changes which have taken place in our principal schools for the present year. If any names are omitted in the Directory of the Superior Schools, which will be inserted in our next month's issue, the teachers will have themselves to blame, as the information has been asked for by circular. Miss Derrick has been appointed head-mistress of the Clarenceville Academy, and goes to that position well recommended. Mr. Bennie, who has taught in Bryson and Portage du Fort, has been appointed principal of Cowansville Academy, one of our most important positions. Mr. McKay, formerly of Lacolle, has taken charge of

St. Lambert Model School, and we wish him every success in his new position. Miss Blanche Smith, formerly of the Trafalgar Institute, has succeeded Miss Kate Wilson as lady principal in the Sherbrooke Academy for Girls. Miss Wilson, one of our most successful teachers, proposes joining the classes of the University. Mr. Townsend, of the Cowansville Graded School, has become one of the professors in Stanstead College, and the authorities of that institution may congratulate themselves on securing the services of such a painstaking master. The Waterloo Academy has secured the services of Miss Pauline Steacey, who succeeds Miss Mackie, the latter having accepted an appointment in Danville Academy. Mr. Howard, of Clarenceville, has become head-master of Bedford Academy: his record is a good one, and with him as principal, Bedford is all but sure to take rank again as an educational centre. Mr. Armitage has assumed the charge of Stanbridge East Model School, which was formerly in the charge of Mr. Townsend, who has gone to Mansonville. Miss Luttrell, of Richmond Model School, has gone to Bryson. Mr. Stanley Banfill has been appointed to the Magog Model School, and there has also been a change of principals at Dunham.

### **Literature, Historical Notes, etc.**

The history of any country is but the development of its present from its past. As a growth the present bears towards the past the same relation which exists between the oak and the acorn from which the oak has sprung. The principle of cause and effect is to be observed as plainly in the recorded actions and settled condition of a community as in the physical phenomena discussed and explained by the science of chemistry or astronomy. The history of mankind is but a co-relation of events, woven together by natural laws as effects, to produce in turn, as causes, other effects. In this way the vast panorama of events from the first beginnings of things may be recognized as an immense chain, whose links have been forged and joined together by the moral forces of nature—those mighty cyclops by whom the whole fabric of history has been constructed on what men now call the scientific principle. By events and from events the characteristics which mark any particular period in a country's history are produced according to nature's method—that method by which certain chemical elements, when arranged according to definite conditions always produce definite chemical compounds, by which certain conjunctions of the heavenly bodies occur at



certain definite periods, by which the acorn, when it grows, becomes an oak, the rose-bud a rose bush, the apple-germ an apple tree. According to this theory the individual lives of men and women are the atoms, the simple elements of which the greater events in the history of the country in which they live are the complex, visibly developed exponents. In a word, those boldly marked peculiarities which distinguish one tribe from another, that public spirit which we as often call sedition as patriotism, those habits, whose absence in others is with us who possess them little better than barbarism, whose desires and appetites, promoted by the sympathies of one section of the world and prohibited by the antipathies of another, and, above all, that almost indefinable identity which runs as a common factor through the individual characters of the majority of a nation, are said to be promoted by the action of one mind upon another, affected, as it may be, to a greater or less extent, by the geographical position of the country, its physical configuration and its climatic changes.

—In the late discussion over the pronunciation of Latin it was clearly brought out that the language flavour which made Horace's Odes so popular in his own day has been lost. There is a coldness about all English translations of the Odes, which the most of us have felt. The Scotsman, however, has tried to throw the homely sounds of his own speech around the homeliness of Horace's humanity, and, in some cases, has to some extent succeeded in proving to himself that Horace was popular with his countrymen for the same reason that Burns is popular to-day with Scotsmen at home and abroad. The following translation of *Ad Thaliarchum* (Bk. I., Car. 9.) is an example of how the result was reached :—

See, yonder stands Soracte white  
 Wi' snaw-wreaths deep : the tottering trees  
 Can ill abide sic crushing weight :  
 Wi' biting frost the rivers freeze.  
 Drive out the cauld ayont the hearth  
 By freely heaping faggots on :  
 Mair bounteously the wine bring forth  
 That's lain four years in demijohn.  
 And leave the rest the gods to mind •  
 Since hoary oak nor cypress shakes,  
 Gin ance they pacify the wind  
 That wi' the sea hot quarrel makes.  
 Ne'er speer what luck the morn may bring ;  
 But count ilk day frae fate a gain ;

Nor need ye spurn sae sweet a thing  
 As love,—nor penny-reel disdain.  
 As lang's the hoar-frost, bred o' cares,  
 Bides aff your glossy youthfu' pow—  
 While yet 'tis yours to walk the squares  
 Or in the gloamin' hear love's vow  
 Sweet whispered at the trystin' hour—  
 Or watch the cheery laugh betray  
 Some lassie in a corner cower,  
 Whase airm or finger soon gies way  
 When trinket pledge ye mak her pay.\*

NEW RICHMOND.—The following is a sketch which was written for us by Miss Lilian McRae, one of the pupils of Mrs. Della Motte, who is still teacher in the New Richmond School: "In the year 1839 the first Protestant School House was built in New Richmond. The site was purchased from Messrs. John Gilker and Robert Duthie. The building was 25 feet wide, 36 feet long, and, as I believe, was the first frame building erected in the Township. It was used as a Protestant Meeting House as well as a School House. The building was first laid off in three apartments. The school room occupied about three-fifths of the building. There was a narrow hall through the remainder of the building with a room on either side. One room was used as a dwelling for the teacher and the other as a kitchen. These rooms were lined in the ceiling with pine boards. They were not painted, for paint was not as common then as it is now among the schools. The school room was comfortable and well lighted. The apparatus of the school consisted of a small blackboard without sufficient paint to make it look black. It was seldom used except when giving instruction in singing. There were no maps in the old school, for the branches then taught were Reading, Writing and Arithmetic. The study of the Bible and Shorter Catechism was for those who were thought to be advanced: but as time passed more studies were brought into the school. In time the building was made more comfortable. The seats were the common benches with no support for the back. Desks were arranged around the walls and a double one in the centre so that pupils, when writing, faced each other. The first teacher in the old school house was William B. Mildrum, M.D., a gentleman belonging to one of the most aristocratic families in England. There was, however, a teacher in the district, a Mr. Jeffery, before

\* Horace's philosophy is pagan, yet his pictures are very human. The above Ode we need hardly say ought not to be, nor ever was, read as a homily. From it we have a simple picture in which there is a glimpse of city life in Rome centuries ago, exhibiting the universality of humanity in every age, when we compare our domestic habits of to-day with those of the old or young Roman in the days of Cæsar.

Mr. Mildrum's time, who taught for a short time in a private house. After Dr. Mildrum the following persons taught in the school house, viz. : Mr. William Harvey, Mr. John Sillars, Mr. William Harvey (second term,) Mr. Thomas Morris, Mr. J. D. Skelly, Mr. Andrew Clark, Miss Jane Clark, Mr. Robert B. Kerr, Miss Lizzie McCoubrey, Miss Kate Duthie, Mr. J. Bacon, Mr. George Webber and Mr. James Harvey. In all, fourteen different teachers. Now, I will write a short story about the new and present school. It is 40 feet long and 26 wide. It is divided into four apartments: the largest part is the school room. It is plastered within and the wainscoting extends a few feet to protect the plaster. The floor is painted and there is a cupboard at the top to keep the books in. A teacher's desk and platform are at the top. The building is beautifully situated on rising ground and with a few seconds' walk from the school we reach the New Richmond Post Office, which we are always glad to visit daily, hoping that mail matters may await us. The present school was first used as a public meeting house, but after a time there was a Lodge built which came to be used in this way. There is a large stove in the centre and it is very useful in the winter. The building is whitewashed outside and the roof painted. There is a large playing ground around the school enclosed by a wooden fence. The inside of the school is well furnished with maps. There was a present of nine maps given to this school and also the globe. The teachers in this school were Miss Mary Sutton, Miss Ida Robinson, Miss Rachel Winchester, Mr. Robert Campbell, Mr. John Blue, Miss Kate Caulfield, and now Mrs. Della Motte. A few steps to the southeast of the school is the home of Mr. Duthie. There are many advantages at the present time that only those who were considered wealthy could procure in the past, and it is to be hoped that we will do our part since the people have done theirs and gain a good education that will help us in after life.

SHAWVILLE.—The following sketch of Shawville Academy has been sent to us by the former principal of the school, Mr. A. H. Farnsworth:—About seventy years ago the country around the township of Clarendon, in which is situated the village of Shawville, was an important lumbering district, evidences of which are still to be seen.

The first settlers entered the country about the year 1825. These, for the most part, were from the north of Ireland, a place that has supplied Canada with so many sturdy inhabitants. The first families were Armstrong, Prendergast, Dale, Hodgins, Hobbs and Sparling.

These were not indifferent to the educational needs of their children, for only a few years after they entered the country they established a school in their midst. The first school house was erected in 1832, on or near the spot where the present Academy stands. This building was of logs, and was only about twenty feet square, and without desks, blackboard or maps. The children would place a board on their laps to put their copy books on. In this building—the sight of which would be enough to discourage many a modern teacher—a number of the prominent inhabitants of Shawville, who are still living, received their education.

The first teacher was Mr. George Hodgins, whose brothers, James and Edward, still reside in the place. He obtained his diploma from Dublin, and taught six or seven years, at a salary of £25 per annum. The next teacher was Mrs. Eades, mother of the ex-mayor of Clarendon.

About six years after came Sergeant Cunningham, an old army officer, who taught about seven years. The boarding around system was then in vogue and the people gladly welcomed him on account of his inexhaustible fund of stories.

During this time the standard of education in what is now Pontiac County was low. The school houses were inconvenient, the people too poor or indifferent to make any improvement, and the teachers—many of them—incompetent.

About the year 1855 the late John Eagan, M.P.P., agitated for a higher standard of education for the Ottawa valley. He called a meeting of the inhabitants of what was then called Clarendon Centre and vicinity, and urged the importance of improving their schools and promised to obtain a special grant, which he succeeded in doing. A board of trustees was then elected, which provided for the erection of a new school house, and hired Mr. H. T. Gosselin, who commenced his duties in November, 1855, and taught in the Academy the greater part of the next eight years. Mr. Gosselin is still residing in the district. Through him was introduced a better system of teaching in the country, by means of which were trained many teachers, preachers and physicians, among whom may be mentioned Revs. Geo. Kilgour, Robert Hobbs, David McDowell, Wm. Knox, John Seamens, Samuel Kelley, Dr. Anderson, Dr. McDowell and Dr. Towley.

The present building, which is of brick, was erected in 1880. This being too small to meet the requirements of the school, it became necessary to add a new wing, which is in process of erection.

### **Practical Hints and Examination Papers.**

I have tried a plan that works very slowly, but fairly well, considering the time I am able to give it, viz. : that of reading to my pupils a book from a standard author, but within the scope of all. When I can, I read from five to ten minutes in the morning, and we have occasionally remained after school a half hour for our readings. I never knew before how much I could read in five minutes, but we are now reading our third book. Once or twice I tried supplementing the story for the reading lesson ; we passed the book from pupil to pupil, but it was not very satisfactory for these reasons : the children, too, often stumble over words, read indistinctly, too low and unmeaningly. The children were not so well pleased as when I did the reading, so I concluded I could gain my point by doing the work myself.—*Washington Journal of Education.*

—Never forget to commend a good recitation. Should a pupil fail to come up to the standard, to merit unqualified commendation, give him such encouragement as you can consistently. Pass an opinion upon his effort anyway, and let him know that you are thoroughly cognizant of where he stands. It may be necessary sometimes to tell him that he has succeeded admirably in one part of his lesson and failed entirely in another. It helps wonderfully for a pupil to know that earnest labor will be appreciated by his teacher.

—A prominent lady teacher, in writing on the subject for an educational journal, some time ago, expressed herself as follows : “There is no influence emanating from a teacher, during recitation, which so completely paralyzes the mind of the pupil as the practice of scolding or ceaseless fault-finding, once so prevalent, but now rapidly disappearing from the public schools. The temptations to petulance and snappishness on the part of teachers are manifold and at times almost irresistible. Lack of faithful preparation, of quickness of perception, of moderate reasoning power, of interest, of enthusiasm, of uninterrupted attention, of just appreciation of the object and advantages of recitations, are causes of irritation to be found in almost all classes. Those who possess but little love of the work of education, who regard neither the present happiness of children nor the future welfare of individuals and States, who, in short, work in the educational vineyard exclusively for dollars and cents, or because more congenial fields of labor are not immediately accessible to them, are peculiarly liable to infuse this kind of narcotic influence into all the intellectual exercises of the school.

## EXAMINATION PAPERS.

## GEOGRAPHY (GRADE II. ACADEMY.)

## SECTION I.

1. Trace the course of the Mississippi and name the States which border on it or through which it flows. Give the capitals of these States.

2. Draw a map of South America, with the various countries distinctly outlined. Print the names of the capitals of the countries at their respective positions on the map.

3. Name the various States which lie along the border land between Canada and the United States; or name the counties in the province of Quebec which touch the boundary line between the same two countries.

## SECTION II.

4. Define the following geographical terms: *a watershed, the equator, the arctic circle, the zenith, latitude, longitude, volcano, coast-water, source, tributary.*

5. Name the divisions of Australia with their chief towns. What are the exports of Cape Colony?

6. Describe a voyage along the coast line of Africa from the Strait of Gibraltar to the Strait of Babelmandeb.

## SECTION III.

7. What are the principal mountain ranges in the British Isles? Name the principal rivers of Ireland.

8. Where and what are: Adelaide, Hanover, Balkan, Horn, Yucatan, the Sound, Majorca, Moscow, Sierra Morena, Bordeaux, Newcastle, Tay, Alleghany, Rio Janeiro, Patagonia.

9. What is the principal trade between Canada and Great Britain? Name all the British Colonies.

## ROMAN AND SCRIPTURE HISTORY (GRADE II. ACADEMY.)

## SECTION I.

1. Name the seven hills on which the city of Rome was built, and the seven kings who were its first rulers.

3. Enumerate the principal events of the Third Punic War. Describe exactly the condition of Carthage.

3. What is the story about the Gracchi? Who was their mother?

## SECTION II.

4. Describe the career of Hannibal from the time he left Spain.

5. Who were the Roman rulers during New Testament times? Who was Emperor when Christ was born?

6. Give an account of Paul's first missionary excursion.

## SECTION III.

7. Name five of Christ's parables and narrate any of them in your own words.

8. Name five of Christ's miracles and tell what you remember of any one of them.

9. Draw a map of Palestine with the divisions under the Romans, and insert ten names of the places which occur in New Testament history.

## BRITISH AND CANADIAN HISTORY (GRADE II. ACADEMY.)

## SECTION I.

1. Enumerate the sovereigns of the Stuart Period, and name an event in connection with the reign of each. Give dates.

2. Tell what you know of the Rye House Plot, the Field of the Cloth of Gold, and the Battle of Pinkie.

3. What was the condition of the people of England during the reign of Edward VI.

## SECTION II.

4. What were the Act of Supremacy and the Act of Conformity? In whose reign were they passed?

5. What three great difficulties beset Cromwell at the beginning of his rule under the Commonwealth? Describe his last battle.

6. Give an account of the persecution of the Covenanters in Scotland.

## SECTION III.

7. Give an account of the Constitution of Canada under which we live at the present moment.

8. Describe the last siege of Quebec.

9. When was the first Reciprocity Treaty urged upon between Canada and the United States? What was the Seigniorial Tenure Act?

## ENGLISH (GRADE II. ACADEMY.)

## SECTION I.

1. To what do the following passages refer :—

And *ne'er* did Grecian chisel trace  
A Nymph, a Naiad, or a *Grace*,  
Of finer form or lovelier face !  
Which daughter of three mighty lakes  
From Vennachar in silver breaks.  
The monarch drank, *that happy hour*,  
The *sweetest*, holiest draught of power.  
The *tear* that gathered in his eye  
He *left* the mountain breeze to dry.

2. Give the general analysis of the above, and underline the predicates. Parse the words in italics.

3. Give the context of the following lines to the extent of fifteen lines :—

Far up the lengthened lake were spied  
Four darkening specks upon the tide.

#### SECTION II.

4. Describe in your own words the closing scene of the poem, "The Lady of the Lake."

5. Explain the terms :—*Dogs of St. Hubert breed, sheen, measured mood, reveille, Maronnan's cell, Percy's Norman Pennon, the waned crescent, the Fiery Cross, the dun deer's hide, Summer Solstice.*

6. Give an account of Sir Walter Scott's closing days. Name five of his contemporary poets and give two facts connected with each.

#### SECTION III.

7. Write a paragraph giving an outline of the growth of the English language. Give examples of English words derived from the Saxon, the Latin, the French, and the Greek.

8. Make a single complex sentence out of the following elements:—

(a) The bottom of the tomb was strewn with a layer of pebbles.

(b) I found mortal remains in it.

(c) They were the remains of only one person.

(d) The head was turned towards the east.

(e) The head had been burned in the tomb.

(f) It had not been moved after being burned.

9. Write out any ten lines of the poem of "The Lady of the Lake," and give a paraphrase of them.

#### DRAWING FROM 11 TO 12.

1. While the pupils are engaged with their English as given above, the teacher may copy on the black-board the figure on page 30 of Book 4 of the Canadian Drawing course ; and this is to be copied by each pupil on a piece of drawing paper. The figure is to be at least four inches long.

2. In addition to the above the pupil is to sketch a *vase*, or a *key*, or a *bell*.

#### ARITHMETIC (GRADE II. ACADEMY).

##### SECTION I.

1. The length of a rectangular field which contains 4 ac. 3 ro. 14 po.  $26\frac{1}{2}$  sq. yds. is 260 yds. 1 ft. 4 in., what is its breadth ?

2. Find the square root of 191810713444, and the cube root 134217728.

3. What is the cost of papering a room 15 ft. long, 12 ft. wide and 10 ft. high, with paper  $\frac{3}{4}$  yd. wide, at  $12\frac{1}{2}$  cents a yard ?

##### SECTION II.

4. Find the present worth of \$1120 due 16 months hence at 5 per cent. ; and the discount of \$637.50 due in  $5\frac{1}{2}$  years at 5 per cent.



5. A is indebted to B in the following amounts :—\$500 due in 6 months; \$600 due in 7 months; and \$800 due in 10 months. Find the time when all these payments should be made together.

6. Find the value of \$7650 stock in the 7 per cents. at 118½. How much stock will \$994.50 buy in the 7 per cents. at 117? What income is got from investing \$3725 in the 3 per cents. at 74½?

## SECTION III.

7. A, B and C are partners; A puts in \$500 for 7 months, B \$600 for 8 months, and C \$900 for 9 months. The profit is \$410. What is the share of each?

8. I sell out of the 3 per cents. at 96, and invest the proceeds in railway 5 per cent. stock at par; find by how much per cent. my income is increased.

9. A bankrupt's assets are \$2700, out of which he pays 75 cents in the dollar on half his debts, and 60 cents on the other half. What is the amount of his debts?

## LATIN (GRADE II. ACADEMY.)

## SECTION I.

1. Translate into English :—*Quibus rebus cognitiss, cum ad has suspiciones certissimae res accederent, satis esse causae arbitrabatur, quare in eum aut ipse animadverteret, aut civitatem animadvertere juberet. His omnibus rebus unum repugnabat, quod Divitiaci fratris summam in populum Romanum studium, summam in se voluntatem, egregiam fidem, justitiam, temperantiam cognoverat: nam ne ejus supplicio Divitiaci animum offenderet verebatur. Itaque prius quam quicquam conaretur, Divitiacum ad se vocari jubet, et quotidianus interpretibus remotis, per C. Valerium Procillum, principem Galliae provinciae, familiarem suum, cui summam omnium rerum fidem habebat, cum eo colloquitur.*

2. Translate into Latin :—This thing was told to the Helvetians by spies, and they compelled Orgetorix to plead his cause before them. On the day appointed for the purpose, Orgetorix brought together to the court-house (*judicium*) his friends and relatives in order that through them he might escape from pleading. The Helvetians then assembled a multitude of men from the country districts, (*agris*) but in the meantime Orgetorix died.

## SECTION II.

3. Give the principal parts of the verbs in the above extract from Caesar.

4. Give the genders of the nouns in the same extract.

5. Parse the first and last word in each printed line of the same extract.

## SECTION III.

6. What is the story of the first twenty-six chapters of the First Book of Cæsar? Draw a map of Gaul.

7. Decline an irregular Latin noun and adjective, the various degrees of comparison of the latter being also declined in full for the three genders and the two numbers.

8. Give the rules of Syntax which may be applied in construing the first sentence of the Latin extract.

## GEOMETRY (GRADE II. ACADEMY.)

## SECTION I.

1. Draw the figure of the XLVII. proposition. Define a *right angle*, a *square*, a *rectangle*, a *hypotenuse*, a *parallelogram*. (The figure must be neatly drawn in pencil, two inches in dimensions at least, as the other figures required ought also to be. Do not use numbers for letters.)

2. Name all the references in the XVI. proposition and give the enunciations of the propositions referred to.

3. Give the enunciation, construction, and proof of the last proposition in Book I.

## SECTION II.

4. Draw the figures of the V. and the XLV. of Book I. ; and also the figures of the IV. and XI. of Book II.

5. Prove that any two sides of a triangle are together greater than the third side.

6. Prove that the complements about the diagonal of a parallelogram are equal.

## SECTION III.

7. Divide a line in medial section, *i.e.*, so that the rectangle contained by the whole and one of the parts may be equal to the square of the other part.

8. In any obtuse angle triangle, the square of the side subtending the obtuse angle, is greater than the square of the sides containing the obtuse angle by twice the rectangle contained by one of the sides and the line between the obtuse angle and the point on that side produced, where a perpendicular falls from the opposite acute angle.

9. If a straight line be divided equally, and also unequally, the rectangle contained by the unequal parts, and the square on the line between the points of section, are together equal to the square on half the line.

## ALGEBRA (GRADE II. ACADEMY.)

## SECTION I.

1. Find the L. C. M. of  $x^2 - 4$ ,  $x^2 - 5x + 6$ , and  $x^2 - 9$ .

2. Find the G. C. M. of  $x^4 + 67x^2 + 66$  and  $x^4 + 2x^3 + 2x^2 + 2x + 1$ .

3. Simplify the fraction :—

$$\frac{1}{(x-3)(x-4)} - \frac{2}{(x-2)(x-4)} + \frac{1}{(x-2)(x-3)}$$

## SECTION II.

4. Solve the equation :—

$$\frac{5x-3}{7} - \frac{9-x}{3} = \frac{5x}{2} + \frac{19}{6}(x-4)$$

5. Solve the equation :—

$$\frac{x-1}{x-2} - \frac{x-2}{x-3} = \frac{x-4}{x-5} - \frac{x-5}{x-6}$$

6. Solve the equation :—

$$\sqrt{4x} + \sqrt{4x-7} = 7 \text{ or } (x-a)(x-b) = (x-a-b)^2.$$

## SECTION III.

7. The greater of two numbers is seven times the less, and their difference is 36. Find the numbers.

8. Find the number that, if 5 be added to it, the sum is equal to half the excess of 100 over the numbers.

9. How many pounds of tea at 1s. 6d. and at 2s. 6d. a lb. must be mixed to make a box of 200lbs. of tea worth altogether £18 ?

## SPECIAL COURSE (GRADE II. ACADEMY.)

## SECTION I.

1. Equal chords in a circle are equally distant from the centre, and conversely those which are equally distant from the centre are equal to one another.

2. Prove that if two chords in a circle cut one another, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

3. If a straight line be drawn, bisecting one of the angles of a triangle, to meet the opposite side, the straight lines drawn from the point of section parallel to the other sides and terminated by these sides, will be equal.

## SECTION II.

4. Write out
- $(1+x-x^2)^2$
- .

5. Extract the square root of
- $9x^4 - 6x^3 + 7x^2 - 2x + 1$
- .

6. Simplify
- $\sqrt{\{4a^2 + \sqrt{(16a^2x^2 + 8ax^3 + x^4)}\}}$

## SECTION III.

7. How may hydrogen and oxygen be obtained from water, and nitrogen from air ?

8. What takes place (a) when dilute sulphuric acid is poured upon zinc, (b) when a solution of silver nitrate is added to one of common salt ?

9. Explain the meaning of allotropy, and state briefly what you know with regard to the allotropic forms of carbon and sulphur.

## SECTION IV.

10. Name the various kinds of flower clusters, and describe them. When is a flower said to be complete?

11. Explain the following terms used in botany:—Acrogenous, bract, capsule, dipetalous, filament, glands, procumbent, runner, spathe, tendril.

12. How would you find out for yourself the names of plants gathered during an excursion in the country? Give the common names of at least ten plants you can identify, and, if you can, give also the universal names.

**Correspondence, etc.**

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—Permit me through the RECORD to say that by a most unfortunate and unaccountable blunder, for which I regret to say I am responsible, the name of Mr. Aaron L. Gilman, B.A., of Knowlton Graded School, was omitted from the list of holders of Academy diplomas of the first grade as given in the two last prospectuses of the McGill Normal School. For this I am very sorry.

Your obedient servant,

S. P. ROBINS.

MCGILL NORMAL SCHOOL, July 21st, 1890.

*To the Editor of the EDUCATIONAL RECORD :*

I have to apologize to you for not meeting my engagement before this. I promised you some time ago that I would give you my views and observations upon the "course of study" as formulated and found placarded upon the walls of our Academy, and, I suppose, upon those of all the other institutions of the kind in the Province. At the time I ventured the promise, I had no idea of the pressure of matters and things professional and otherwise that laid before me, or I should not have so rashly consented to interfere in affairs which really concern me no more than they do every other citizen of the country. However, I deliberately passed my word, and have only to ask that you will, on your part, take the thoughts and conclusions I give you below for what they are worth and no more.

Having, as you and your associates have, the entire English-speaking portion of the Province, in all its forms, phases and characteristics before you, the position you occupy of managing or directing our educational affairs is, and must be, in the nature of things, one of immense responsibilities, constant care and thought, and, as it is always easier to find fault than it is to advise well; as it is ever easier to tear down than it is to build up, I have no doubt you often find yourselves exposed to unmerited criticism, if not abuse, no matter how faithfully and well you serve the people. And let me just say

here, that if we do not all see eye to eye; if you and I are not of one mind and accord as to the wisdom or policy of carrying into effect or operation the whole curriculum, in any and every case, we may, at least, take it for granted, I trust, that our hearts are in the right place, whatever else may be wrong.

Having written thus much in the way of introduction, let me beg you not to infer, from any remarks which follow, that I have an inordinate amount of admiration for those who would limit the education of our youth to what is commonly called the *practical*. No greater mistake can be made than to suppose that a man is losing his time unless he is learning something that he can turn to direct or immediate account. There ought to be no two opinions upon that point. If all the faculties of the mind are not properly balanced or disciplined, we will surely fail to make our judgments square perfectly with the conditions of our existence. No more brains have been given man than he needs, and it is worth his while to learn how to use the whole to the best advantage. Training in one or two subjects, however good, does not constitute exact education or a learned man all around, any more than one or two articles of food or diet fulfil all the indications or wants of our bodies, and I assure you I sympathize with you gentlemen in your desires and efforts to give our children as broad a curriculum as they can well wade through. You may applaud the man who increases the power or usefulness of an arm or a leg as much as you like, but it does not add much to the beauty, strength or purposes of the body as a whole. The healthy, normal mind, as well as the sound body, naturally demands variety—general, not particular cultivation, and, whatever else we may do, or not do, it should be the rule to make as many full-grown men as our material will admit. There will always be enough of the other kind, and, I repeat, I am not now and have never been in sympathy with that class who hold exclusive utilitarian views or the limitation of the education of our boys and girls to some fancied future environment, unless there is good reason to the contrary. No matter what their tastes are, or what the hopes or fears of friends may be, a good general education will not lessen their chances of success in life. Let their predispositions be what they may, or let them undertake whatever their inclinations lead them to do on leaving school, the whole brain will do better work for being rounded off every time it is feasible. But, unfortunately for our position, when we come to reduce our conclusions to practice or every-day experience, we do not find it as convenient at all times as we would like. We are confronted with the fact, on looking around, that our children have not all come into the world endowed with equal gifts of either mind or body—that they are not all cast in the same mould, if you will forgive the expression. Neither are they all surrounded at their birth by the same atmosphere socially and materially. As there is a difference in the robustness of their bodies, so there appears to be a difference in the robust-

ness of their nervous organizations—their mental capacities or abilities. The digestion of one child accomplishes easily enough what another does only with unwarranted difficulty. In the case of the curriculum under consideration the bill of fare laid before one child seems to have been spread before all alike, regardless of differences of physical or *metaphysical* qualification. Those who have given the subject much attention must have noticed that a certain proportion of our scholars *cannot* or *will* not take the full “course” as prescribed, and that many who attempt the task, under compulsion or otherwise, are lamentably over-worked. To my mind, nothing in the whole arrangement affords so weak or assailable a point as this. I think I could point you out children of both sexes who are going out into the world with less preparation or fortification against those trials, that are all too certain to come to us all, than they would have had if a greater amount of flexibility in the “course” of study had been allowed—if more freedom in the choice of subjects had been arranged for in that “course.” On the other hand, it may be asserted possibly that there are those who are now blessing the very day it was given them—that there are some who are better men and doing better work, by a good deal, than they would have been, had it not been for its unyielding character, but, if it is so, I have not happened to meet them—that’s all. At our time of life we are so liable to forget how all these things appeared to us in our boyhood, that we are in danger of getting the retrospect a little colored. Every child should be encouraged to do what he reasonably can—not discouraged to the extent of abandoning all hope and leaving school disheartened and depressed. Let us, then, not only be mindful of the claims of the majority of our children, but provide for the minority of the little ones as well, let that minority be ever so small.

We are not now, of course, writing of a regular college or university course. The sifting is supposed to have been done before the boy reaches that point or mile-stone in his career—the weeding-out process has taken place previous to his advancement. It may be said, too, that it is a mere matter of choice whether he ever enters the halls of a university at all or not. But some one of the common schools of the country he must attend, if not pass through, or he is doomed to help swell the ranks of the “hewers of wood and drawers of water”—ranks which are already so full as to require no recruits. An iron-clad system of education or curriculum is a necessity possibly in our higher seats of learning, but the proportion of our youth who find their way there is pitifully small, and probably always will be. A fixed and motionless “course of study” in our lower institutions is, in my opinion, quite another thing—particularly when the community to be reached is an agricultural one. It is not only *not* a necessity, but a mistake in such quarters, and the sooner we make a little change in that direction the better. The class of young people who cannot afford the expense of continuous study, or whose domestic or farm duties will admit of only

a portion of each year being spared for attendance upon school, may not be a large one, but it has to be reckoned with all the same. And, at the risk of being tedious, let me say that this thought suggested another, and that is the policy of lessening the amount of money to be paid for incidentals, such as books, paper and the like, if it is possible to do so. The cost of these, I am led to believe, is burdensome in some instances, and a little relief in this way is devoutly called for, in a farming locality, where so many have their hands full, and more than full, in their efforts to make both ends meet. So far as we consistently can, we ought to aim at fitting the school to the pupil—not the scholar to the school. In other words, the whole course should neither be expected nor insisted upon “all along the line.” No more work should be given to a child than he can safely perform in a given time. There are, too, so many studies, it is said, going on at the same time, so many kinds of work “on the boards,” that the child runs the chance of getting confused and confounded, and, consequently, knowledge obtained under such circumstances is liable to be superficial. The child is *crammed*, in fact. If, then, with the views I hold, you were to ask me to make suggestions in the premises, I should just tell you to *condense* what I have been writing for the last hour or so, that is, always supposing it to be possible. You might extend the time for getting up the work a year, or such a matter, or, failing that, you might remove or eliminate (and I readily confess it would be a difficult thing to do, when the selection is so wise and good) a sufficient number of classes or subjects to bring it down to the requirements of the average child, and leave the question of time where it now is. Then again, it is quite possible that I overestimate the value of the Latin and Greek languages, but I have the impression that more of both is advisable, if you wish to make them fit in nicely with the rest of the “course”—if you are anxious to complete the structure in accordance with the design presented. It further seems to me there ought to be no difficulty in doing this, if it ever is found practicable to lengthen the time a year or so. I must not forget to add, in the meantime, that, from all I can learn, either the children, while in the elementary schools, are not kept quite close enough to the duties of their own little “course” on all occasions, or else a restriction or alteration in its proportions might be profitably considered. The advancement of a child, from the elementary to a higher grade, should not be undertaken unless suitable efficiency is vouched for, and, if it ever does occur, it is nothing less than a misfortune to both scholar and teacher.

I have the honor to subscribe myself,

Yours respectfully,

A. D. STEVENS.

DUNHAM, Aug. 2nd, 1890.

### Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

**NEW ENGLAND MAGAZINE.** The last issue of this periodical places it in line with the leading illustrated monthlies of the time. To teachers it has a special attraction in the sketch which Miss Mary R. Keith gives of the distinguished educationist Horace Mann. The issue is called the Grand Army Number; the address of the publishers is the New England Magazine Company, 33 Bloomfield Street, Boston. The *Job Printer's Companion and Guide*, price 50 cts., has been sent to us from Carthage, Mo. It is full of information for those who desire to have some knowledge of how to use a printing press. The Forty-Eighth *Annual Report* of the Board of Education of the City New York has been received, in which is indicated in the most interesting form the report of educational progress under the superintendence of John Jasper, Esq.

**A SHORT HISTORY OF THE ROMAN PEOPLE**, by William Allen, late Professor of History in the University of Wisconsin, and published by the Messrs. Ginn & Company, Boston. "On December 8th, 1889, the last night of my husband's life, he made the final corrections in the proof-sheets of the history," are the words of Mrs. Allen in an introductory note to this fine historical text-book. It is one of a projected series of Ancient History text-books for Colleges and High Schools. Filled with the notion that history is not a mere compendium of facts about wars and kings or genealogical records, Mr. Allen has left behind him a work for which our teachers will be grateful. The book before us is what might be called the *beau ideal* of a text-book in its arrangement and style of illustrations. The record of the people and the developments in their behalf are placed in the most attractive order for the student. There are no less than three hundred and thirty-one illustrations and twelve volumes, and yet the book is of the most convenient compass for school-class, containing not more than three hundred and fifty-pages.

**REFERENCE HANDBOOK** for Readers, Students and Teachers of English History, by E. Gurney, and published by the same firm as the above. As a contrast to the volume we have just mentioned, Mr. Gurney's book is worthy of notice as a mere compendium of dry biographical fact. The conversationalist who delights to talk of the nobility of England, their descent, intermarriages and progeny, will find the Handbook an excellent guide. There is surely a meaning in the fact that such a book should appear from the press of the United States of America.

**THE ETHICAL PROBLEM**, by Dr. Paul Carns, and published by the Open Court Publishing Company, Chicago. This neat little volume is made up of three lectures delivered at the invitation of the Board of Trustees before the Society for Ethical Culture of Chicago, under



the caption of (1) *Ethics, a Science*, (2) *The Data of Ethics*, and (3) *The Theories of Ethics*. The writings of Dr. Carrs are always well received by the thinkers of our times, and in placing before the ordinary reader the fundamental principles of the ethical problem in the simple language and arrangement of matter that attracts, he deserves the highest commendation: from those who labor to make the ways of thinking of the wise and learned of one period the ordinary mode of thought of a succeeding period. From the examination of the basis of ethics to the discussion of the weaknesses of pessimism and optimism, Dr. Carrs has spread out, as in an oral lesson, the field over which the student of mental science must traverse in his investigation of man's relationship to man in his conduct, and his relationship to God or the beyond in his belief.

**THE NINE WORLDS**, or *Stories from Norse Mythology*, by Miss Mary Litchfield, and published by the Messrs. Ginn & Co., Boston and London. As Carlyle says, Scandinavian paganism is to us more interesting than any other; at least for one thing it is new. This little book consists of short stories of the old gods of northern Europe. The various sketches are written in the purest of English, and, on account of their skilful setting, are not only likely to be interesting to the young but even to older persons. The introductory chapter gives an account of the old Norse religion and beliefs, the writer bringing to her assistance two diagrams which makes the plan of the paganism of the north as plain as a lesson in geography from the map. We feel assured the book will become a favorite.

**THE SCHOOL ILIAD**, prepared by Professor Thomas D. Seymour, of Yale College, and published by the Messrs. Ginn & Co., Boston. This text-book contains the first three books of Homer's Iliad, with Introduction, Commentary and Vocabulary. This is certainly the finest school text-book of the kind we have ever seen, the excellent vocabulary at the end of the book placing it above all competitors. Professor Seymour's labors in behalf of the school-boy and college student are known and appreciated by nearly every classical master in America, and this last effort of his will undoubtedly place the cornerstone upon his popularity among those who are engaged in teaching or learning to read Homer. It is a pity for our Quebec Schools that the volume does not contain the Fourth Book of the poem, the one to be studied this year.

**STRUCTURAL AND SYSTEMATIC BOTANY** for High Schools and Elementary College Courses, by Dr. Douglas H. Campbell, of Indiana University. This is the first of elementary text-books on Botany which begins with the plant-cell, and following up the course of study from the lowest forms of plant-life, through the algæ, the fungi, and the mosses to the highest of the Spermaphytes. The scientific method is retained, but the student will hardly regret the adoption of such a method in presence of the profusion of illustrations. To our teachers

who propose to take Botany as an alternative this year in the Course of Study, we would say, by all means procure for your own study Professor Campbell's excellent volume. The Messrs. Ginn, of Boston, are the publishers, and any of our booksellers will be able to obtain it for them.

### Official Department.

#### PROTESTANT CENTRAL BOARD OF EXAMINERS.

List of Candidates who obtained diplomas in July last, arranged in alphabetical order.

##### SECOND CLASS ACADEMY DIPLOMAS.

Campbell, Edward Montgomery.	McMullan, John.
Cruikshank, Alexander.	Oliver, Lucy, A.

##### SECOND CLASS MODEL SCHOOL DIPLOMAS.

Ayerst, Edith-Maud.	Mitchel, Line.
*Booth, Archer Harrison.	*Pollock, Thos. Ingram.
Bradly, Hannah Laura.	*Robson, Amanda.
*Corcoran, Arthur J.	*Ryan, William Arthur.
Coulter, Rebecca.	*Solandt, Donald.
Derby, Orvis M.	*Solomon, Jennifred P.
*Hodgins, Ernest William.	*Vaudry, Mary Olive.
*Keller, James Henry.	*Wainwright, Stanfel Ffolliott A.
*Libby, Ruth Evelyn.	Woodworth, Julius.

\*These candidates passed in the optional subject, Latin.

##### FIRST CLASS ELEMENTARY DIPLOMAS.

(Granted without examination to teachers holding Second Class Diplomas on the ground of success in teaching.)

Dodds, Mary W.	Lamb, Janet (né Gilbert).
Edey, Lucy W.	Matheson, Minnie.
Fuller, George D.	McIntosh, Jessie Cyrene.
Gibson, Janet S.	McMannis, Frances S.
Green, Florence N.	Niblock, Emily.
Hodgins, Hester.	Sornberger, Mrs. E.
Johnston, Edith Jane	Stevenson, Kate.
Libby, Hester Ann Lawrence.	

##### SECOND CLASS ELEMENTARY DIPLOMAS.

*Armstrong, Nellie Maud.	Boright, Ruth Ella.
Atty, Henry J.	*Boyle, Hilda Florence.
*Bailey, Christina C.	Brevort, Nellie.
*Beers, Rachel Louisa.	Bradley, Nettie.
Bilton, Emma Susanna.	Bulman, Mary E. McCloud.
Black, Mary Isabella.	Caldwell, Margaret Maud.

\*These candidates passed in the optional subjects, French, Algebra and Geometry.

- \*Carbee, Lottie Elizabeth.  
 \*Carbee, Marcia Ruth.  
 Chamberlin, Charles.  
 Chester, Lilla Catherine.  
 \*Christie, Margaret J.  
 Christie, Mabel.  
 \*Clements, Albert Benjamin.  
 Clement, Julia S.  
 Cooke, Clara.  
 Dawson, Edith.  
 Dahms, Margaret Amelia.  
 \*Deane, Agnes.  
 \*Donnelly, Thomas F.  
 \*Dowdell, Thomas.  
 \*Drew, James Alexander.  
 Drummond, Samuel John.  
 \*Dunn, Elizabeth Ann Josephine.  
 Freeland, Annie Maria.  
 \*Fuller, Alexander Lemuel.  
 Gagnon, Susie.  
 Gillespie, Alice.  
 \*Goold, Grace Letitia.  
 \*Gustin, W. Alfred.  
 \*Haines, Marion Amanda.  
 \*Hatch, Grace Marlow.  
 \*Hawk, Emma.  
 Hayes, Nancy L.  
 \*Hayes, Lillian.  
 \*Hodgins, Richard Ralph Wilson.  
 Jamieson, Edna Clara.  
 \*Johnston, Alfred.  
 \*Johnston, Agnes Jane.  
 Johnston, Eleanor Louise.  
 \*Johnston, Mary Gertrude.  
 Jones, Alice H.  
 Kathan, Sophia.  
 \*Knight, Clara Jessie Schomberg.  
 \*Laduke, Myrtie.  
 LeBaron, Bertha Helen.  
 Lodge, Elizabeth.  
 Lor., Minnie Cross.  
 \*Lyster, Helena Mary.  
 MacArthur, Martha Clark.  
 Martin, Edith.  
 \*Mason, Robert.  
 Maxwell, Emma.  
 \*McClatchie, Edith.  
 \*McHarg, David.  
 McJanet, Eleanor Levina.  
 McKenzie, Maggie F.  
 McKillop, Elizabeth.  
 McMartin, Thomas Archibald.  
 McNicoll, Jessie.  
 \*McVetty, Barbara Martha.  
 Mooney, Cora Dina.  
 Mooney, Nancy Eusebia.  
 \*Moore, Mary Frances French.  
 \*Moore, John Gilman.  
 Morrison, Anna.  
 \*Moses, Louisa Gertrude.  
 \*Patterson, William Edwin.  
 \*Pellerin, Viola Alice.  
 Planche, Frederic Arthur.  
 Rea, Laura E.  
 \*Reed, Sarah Sybil.  
 \*Rennie, Annie Maggie.  
 Seaman, Mary E.  
 \*Sleeper, Eleanor.  
 Smiley, Edith.  
 Smith, Olive Ann.  
 Snyder, Alma Maria.  
 \*Suddard, Emily Alice Maud.  
 \*Sulley, Nellie Genevieve.  
 Sunbury, Alma.  
 Stevens, Edson Percival.  
 Stewart, Mary.  
 Stewart, Elizabeth R.  
 Stewart, Elizabeth Bertha.  
 Stewart, Mary.  
 \*Stobo, Elizabeth Lindsay.  
 \*Struthers, Arthur J.  
 Taylor, Maggie.  
 Thomson, Edith.  
 Tipping, Alexander.  
 \*Todd, Etta.  
 \*Trenholme, Laura Elizabeth M.  
 Watson, Mary O.  
 Weldon, Emily.  
 Wilson, William.  
 \*Wood, Elizabeth Outhwaite.  
 Wood, Helen G.  
 \*Yale, Eleanor.

\*These candidates passed in the optional subjects, French, Algebra and Geometry.

THIRD CLASS ELEMENTARY DIPLOMAS.

(These candidates will be entitled to Second Class Elementary Diplomas by passing an examination in two subjects in July, 1891.

Barton, Walter.	Lyster, Lily Alberta.
Beach, Hattie M.	*Mahaffey, Alice Jane.
Bissell, Hattie Myra.	McCuaig, Mary Ann.
Bullock, Annie Marilla.	McMartin, Eugenie.
Bradford, Maggie.	McJanet, Angelina Agnes.
*Burnett, Myrtle May.	Morrison, Catherine.
Campbell, Mary.	Parker, Irene Rose Ellen.
Carter, Florence Amelia.	Pollock, Maggie.
Chapman, Janet	Selby, Alice L.
Doherty, Amelia Jane.	Small, Annie Elizabeth.
Dowl, Adeline Louisa.	Smith, Jemima J.
Goetz, Emilie M.	Sullivan, Isabella.
*Gold, Georgina A.	Sutherland, Jessie.
Greenlief, Hattie.	Watson, Ellen Eliza.
Haney, Mary.	Weyland, Maud Regina.
Harbour, Sybil Cora White.	White, Martha Ella Williamina.
Holmes, Matilda.	Wilson, Katie Letitia.
Howard, Theresa.	Wilson, Jennie H.
Johnston, Annie Hannah.	Wilson, Elizabeth Lillie.

\* These candidates passed in the optional subjects, French, Algebra and Geometry.

THIRD CLASS ELEMENTARY DIPLOMAS.

(Valid for one year only.)

Carey, Mary Jane.	McLeod, Colin Norman.
Cochrane, Janet.	Miller, Martha.
Farrell, Emily C.	Moffatt, Maggie.
Gardner, Retta.	Neville, Annie M.
Hodgins, Mary Ann.	Oakes, Annie Rachel Priscilla.
Jackson, Essie Parrington.	Pattison, Janet McCredie.
Lyster, Amy Beatrice.	Primmerman, Annie May.
McFarlane, Annie Jane.	Reid, Bertha Louisa.
McLeod, Maggie Ann.	Robinson, Janet.

Smith, Estella Deborah.

GENERAL SUMMARY OF RESULTS.

CANDIDATES.										DIPLOMAS GRANTED.								
No. Men.	No. Women.	Elementary.	Model School.	Academy.	Total.	For first-class Elementary.	Total.	No. who Withdrew.	No Failures.	Elementary to Model School Can.	Model School to Acad. Can.	Elementary 3rd.	Element. 3rd, with Recommendation.	Elementary 2nd.	Model School 2nd.	Academy 2nd.	Elementary 1st.	Total.
35	181	150	60	6	216	17	233	3	30	1	13	19	38	104	18	4	15	198

The following is the Circular of Directions for 1890-91, which has just been issued :—

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 2nd Sept., 1890.

DEAR SIR OR MADAM,—I mailed to your address on Saturday last copies of the revised Course of Study and the list of text-books, to which I desire to direct your attention. Although the use of the new text-books is not compulsory until July, 1891, they may be used at once, and in this connection the following points should be noted :—

Meiklejohn's English Language, in four parts, will form the basis of future written examinations in English Grammar, Language and Literature for the A. A. Certificate and for Teachers' Diplomas. This work can be obtained in one volume, or in four forms or parts, viz. : (1) the first hundred pages with exercises, which, as a separate book, is now being published in Canada, for 35 cts., as an elementary work to replace Bullion's; (2) the Complete Grammar, including Composition; (3) the English Language; (4) the English Literature.

The Progressive French Reader will, after this year, replace *Lectures Choiesies*, and may be used this year in Grade I. Academy and for the Elementary Diploma.

The Dominion Freehand Drawing Course is to be used this year, and the examinations will be based on it.

In History, Collier's Junior Class Book has been adopted instead of the larger British History, and this Junior Class Book, with Taylor's First Principles of Modern History will cover the English History for the A. A. and for the Model School and Academy Diplomas.

In Physiology and Hygiene, Cutler's Intermediate has been prescribed for the A. A. and for the Model School and Academy Diplomas.

The selections to be studied in the Fourth Reader (Gage's or the Royal Readers), with special attention to dictation, derivation, definition, grammatical construction and abstract writing are to be found from page 181 to page 298, and in the Fifth Reader (either series) from page 215 to page 373. The poetical extracts should receive special attention.

The selections in French for Grade I. Academy or Grade III. Model School are to be taken from the first sixty pages of *Lectures Choiesies*, or, as an alternative, from the first sixty pages of the Progressive Reader, with the first six prose extracts in either book for retranslation. The selections in French for Grade II. Adademy are to be taken from the whole of *Lectures Choiesies* or from the first fifteen of the extracts from *Lectures Françaises*, selected for the A. A. Examination, with the first six of the lessons in each case for retranslation. The extracts begin respectively on pages 10, 13, 15, 20, 32, 33, 37, 42, 37, 51, 56, 63, 78, 74, 76.

In the amended Course of Study special prominence is given to Scripture History and Scripture Knowledge. In addition to Maclear's text books your attention is directed to Harkwood's Notes of Lessons

on Moral Subjects recommended for the use of teachers. Scripture History now forms one of the Preliminary Subjects of the A. A. Examination and will therefore require more attention than it has received in the past. While it is understood that pupils in Grade II. Academy, who pass in all the Preliminary Subjects, may, at the next Examinations take the Optional Subjects only of the A. A. Examinations, no definite instructions on this point can be issued until the September meeting of the Protestant Committee. The Syllabus of Examinations for Teacher's Diplomas will follow as closely as possible the Academy Grades of the Course of Study, and it will be issued as soon as it is approved of by the Protestant Committee. Information concerning these and other points will be given immediately after the meeting of the Committee on the 24th instant.

ELSON I. REXFORD,  
*Secretary.*

## PENSION FUND.

STATEMENT OF REVENUE AND EXPENDITURE OF PENSION FUND FOR OFFICERS OF  
PRIMARY INSTRUCTION FOR THE YEAR 1889-90.*Revenue.*

2% on Public Schools Grant.....	\$3,200 00
2% on Superior Schools Grant.....	1,000 00
2% on Salaries of Professors of Normal Schools.....	397 74
2% on Salaries of School Inspectors.....	581 25
2% on Salaries of Teachers in Schools under control.....	12,284 15
2% on Yearly Pensions.....	473 78
Stoppages Paid direct by Officers.....	62 38
Interest to 30th June, 1889, on Amount Capitalized.....	7,551 90
Government Grant for the year 1889-90.....	1,000 00

\$26,551 20

*Expenditure.*

Amount Paid for Pensions.....	\$25,007 67
Instalments Remitted and Interests.....	194 79
Expenses.....	293 50

25,495 36

1889-90 Balance..... 1,055 84

1886-89 Balances..... 23,286 56

Total Balances..... \$24,342 40

*Capitalized Revenue.*

1889.		
June 30.	Accumulated Revenue since 1880.....	\$158,162 68
1889-90.	Arrears of Stoppages.....	\$ 156 86
	Reductions on Pensions.....	7,522 77
		<u>\$7,679 63</u>
	Less Instalments Remitted.....	132 54
		<u>7,547 09</u>
1890.		
June 30.		<u>\$165,709 77</u>

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased by an Order in Council of the 11th of April instant to appoint a school commissioner for the municipality of St. Anne, Co. Chicoutimi, also one for the municipality of St. Edward of Frampton, Co. Dorchester.

5th May.—To appoint two school trustees for the municipality of Leslie, Co. Pontiac.

9th May.—To appoint five school commissioners for the township of Prevost, Co. Berthier, and one school trustee for the municipality of Portage du Fort, Co. Pontiac.

8th May.—To appoint a school commissioner for the parish of Rimouski, Co. Rimouski, and two school trustees for the municipality of Hatley, Co. Stanstead.

10th May.—To annex certain territory to the school municipality of Ste. Blandine, Co. Rimouski.

21st May.—To appoint a school commissioner for the municipality of Beaumont, Co. Bellechasse.

4th June.—To appoint James Weldon a school commissioner for the municipality of Grenville, No. 1, Co. Argenteuil, to replace Arch. McPhee, who has left the municipality.

—To appoint a school commissioner for the municipality of St. Flore, Co. Champlain; also a school commissioner for the municipality of St. Charles Borromée, Co. Chicoutimi.

20th June.—To erect into a separate school municipality under the name of "Côte Saint Paul de Jacques-Cartier," (1) the concession known under the name of "Côte Saint Paul," in the county of Jacques-Cartier; (2) the concession known under the name of "Côte Saint Paul," in the county of Hochelaga.

25th June.—To appoint the Rev. M. A. Fafard a member of the board of examiners of Charlevoix; to appoint Louis A. Gaboury a member of the board of examiners of Pontiac; to appoint the Rev. M. L. Tremblay a member of the board of examiners of N. D. du Lac St. Jean; and to appoint the Rev. Mr. Lauson member of the board of examiners of Hull.

—To detach certain territory from the municipality of St. Luce, Co. Rimouski, and to annex the same to the school municipality of St. Donat, in the same county.

—To erect a new school municipality under the name of "Municipality of the Village of the Coteau Station," Co. Soulanges; also to erect a distinct school municipality under the name of "Sainte Philomène of Egan," Co. Ottawa.