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No. 1.

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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

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

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

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Montreal:

DAWSON BROTHERS, Publishers.

1888.

MCGILL NORMAL SCHOOL

32 BELMONT STREET, MONTREAL.

THIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1887. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1887 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

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JANUARY, 1888.

VOL. VIII.

Articles: Original and Selected.

PROFESSIONAL TRAINING.*

The question of professional training has recently assumed a new aspect in this province of Quebec. From the first we have had the difficulty that the law of this province, unlike that of any other civilized country known to me, refused to recognize the degree in arts as an adequate guarantee of a liberal education, and thereby took away from our young men one inducement to avail themselves of the higher education provided for them here by the endowments of our universities. But to compensate for this, the courses of professional study were left untrammelled, and certain important privileges with reference to practice were conceded to the professional degrees.

Since Confederation, the power of educational legislation has been wholly in the hands of the provincial legislature, with only the restriction that it has no right to withdraw from the English and Protestant minority such privileges as it possessed before Confederation. For some years, this guarantee was respected, and it has not been directly infringed. But recently, excessive and arbitrary powers have been given to some of the public bodies representing the several professions, whereby they may exercise complete control over the professional courses of the

* Extract from Sir William Dawson's University Lecture on the Professional Councils of Quebec, and their preliminary examinations.

universities, and may, if so disposed, practically destroy the educational institutions of the minority. It is also understood that similar powers are desired by other professional bodies. I refer only to the minority, because as the great majority of the professional men have been educated in the Catholic colleges, these institutions and the professional education connected with them, may be considered comparatively safe from attack.

If we turn now to the essential elements of the question before us, we shall find that these resolve themselves into two portions: (1) The preparatory education required for entrance into professional study, and which is not itself professional, but general; (2) the strictly professional courses of study which the university provides, and the value to be attached to the professional degrees bestowed by the university on examination at the close of its course of study.

1. With reference to preparatory education, the surest and best guarantee that can be exacted as to this is the possession of a degree in arts. In many parts of the world, the possession of such a degree is required as a necessary preliminary qualification, and everywhere, except in the province of Québec, it is acknowledged to be sufficient. The reason of this is evident. A student, who after qualifying himself to matriculate in the faculty of arts, enters on a regular and systematic course of study extending over three or four years, passing in the course of this time probably six or more rigid written examinations, each of which marks a step in his mental development, and finally graduating as Bachelor of Arts, possesses evidence of a good training which no examination of a professional board, however severe in appearance, can possibly secure. It may be said that the degree may be obtained in some quarters on easier terms than in McGill, but I have no hesitation in maintaining, from my own personal knowledge, that the statement made above is true of every British and Canadian university, and that the degrees of all might be accepted with perfect safety. Nay more, the examination in the middle of the college course, and which we call the intermediate, would afford an ample guarantee for a liberal education, and Ontario goes so far as to accept even the examination for entrance into the faculty of arts, which in my judgment is equal to anything that any of our professional boards can obtain by their

special examinations. The absurd and unwise policy of our professional councils in this one respect has, to my certain knowledge, tended to discourage liberal education, and to fill the professions with under-educated men more than any other cause whatever, and it has opposed a most serious obstacle, and one not existing elsewhere, to the development of our higher academical course. It presented this aspect to me when I came to this country. I was then surprised to find such a discouragement to higher education in a British colony, and I find, on reference to our minutes, that I directed attention to it publicly thirty years ago. As a consequence of this disability I find that in our own lists of nearly 900 medical doctors, only 65 have the arts degree; of 376 bachelors of civil law, only 53 have the degree of B. A.; and of one hundred graduates in applied science, only seven. All the rest have gone into their professions with lower grades of educational preparation, and this has been the work, not of the university, but of the professional councils acting in opposition to its interests. In the matter of the validity of the degree of B. A., not only are the graduates of McGill and Bishop's college interested, but those of Laval as well; and Laval is the more concerned, in that it has recently established an arts course in Montreal as well as in Quebec.

But while I hold that the degree of B. A. should be accepted, and thankfully accepted, as a qualification for professional study, I do not believe that this country has yet attained to a stage in which it can be made imperative. It is still probably necessary to take, on examination, candidates who have merely received the education of colleges and academies not having the power of giving degrees or of training up to the university standards. Here it may be useful to state a few distinctions. The education which can be given by a high school or collegiate institute is not that of specialists, but of general teachers. It furnishes a good foundation for subsequent culture, but has not that finish and completeness which can be given only by study under men who are eminent specialists in particular departments. This is the particular sphere of the higher university work. Farther, if a degree were exacted as a necessary qualification, this could inflict no injury on the preparatory schools. They are the only avenues of entrance into the university, and the greater the number

who go on to the faculty of arts, the better for them. It would be a suicidal policy on the part of high schools to cultivate the idea that no further education than their own is useful, since by doing so they would limit their own function and diminish the number of those who will take their full course.

RESULTS OF PRESENT SYSTEM.

Supposing, however, that a large number of candidates for professional training cannot or will not subject themselves to the discipline of a regular university course, and that an examination should be provided for them, this should at least be fair and connected with the general educational system. The professions are not themselves educators. They depend for preliminary training on the different and equally elevated profession of the teacher; and the teacher works under a system carefully planned and administered under the public educational authorities. But in this province, both the functions of the teacher and the Department of Education have been usurped by professional councils under improvident and reckless legislation. Every profession settles for itself the subjects of its examinations independently of other professions and of the programme of education fixed by law. Thus the teacher, instead of being able to pursue a definite and proper system, under the regulations imposed on him, is made the sport of every candidate for this or that examination, has his time frittered away and finds himself obliged to become a mere crammer for different examinations, instead of being truly an educator. This is an intolerable evil at present inflicted by the professional bodies upon the young men and the teachers of this province, and through them, on the community as a whole, and if in defiance of common sense, sound policy, and the public interest, they continue to demand such powers for the purpose of protecting them against the competition of better educated men, they should at least be willing to be taxed heavily for the costly protection which they claim, or should be required to maintain at their own expense the kinds of education which they demand.

But another element of injustice is introduced into this monstrous abuse by the fact that the educational system of the French majority is favored by the professional boards, and that of the English minority unduly discountenanced. This point may be briefly summed up as follows:—

1. The Protestant population possesses, under legislative sanction and under the control of the Protestant Committee of the Council of Public Instruction and of the Department of Education, a complete course of study, extending from the elementary schools to the universities. In this course, detailed and rigorous examinations are conducted in every grade by the best examiners the Province can afford, and it is believed that this system provides an education equal to that exacted in any country for entrance into the study of the learned professions. The certificates and degrees based on this course of study and its examinations are now accepted for the above purposes in the other provinces of the Dominion, and also in the medical and law schools of Great Britain and Ireland. The fact that they are invalid within this province is a discouragement to good education, an injustice to young men endeavoring to prepare for professional study, and a most unmerited disparagement of our educational institutions.

2. It is held that the councils of the several professions should content themselves with fixing the stage in the general education provided under the educational law, which may be necessary for entrance into professional study, and should allow the attainment of this to be ascertained by examiners under the two committees (Roman Catholic and Protestant) of the Council of Public Instruction. Should the professional bodies desire any amendment in the course of study, this can best be attained by application to the educational authorities charged by the law of the province with this duty. In other words, the work of general education belongs to the authorities specially charged with it by law, and any modifications desired by the professional bodies should be obtained through these authorities.

3. Special injustice is inflicted on the Protestant population, when only one preliminary examination exists, and this based principally on the educational methods of the majority, which are in many respects dissimilar from those of the Protestant schools, even when the names designating the subjects are the same. This is aggravated by a scale of marking attaching great comparative value to subjects such as "Philosophy," as taught in the system of the majority, and to which Protestant educators do not attach so much importance as a part of preparatory educa-

tion. It must be borne in mind that the methods and results of the two systems of education existing in this province are different even in subjects nominally the same, and that Philosophy in the English Protestant system is a subject taken up by students of mature minds in the higher part of the university course; whereas in the French schools it consists of study of a text-book based on a system not acknowledged by Protestant educators.

4. Whatever opinions may be entertained as to the relative values of the Roman Catholic and Protestant systems of education as existing in this province, it is certain that both are recognized by law, and that, in the Confederation Act, guarantees were given to the minority that its system would not be interfered with or rendered invalid for practical purposes. It is believed also that the Protestant system has proved itself at least equal to the other, even under the present disadvantages. It is not desired here to insinuate anything distasteful to the majority. They have a right to adopt the system which suits them. We only affirm that our system is the best for us, and that as it is recognized by law, we have a right to have it respected.

Editorial Notes and Comments

—This, the January number of the RECORD, leaves the publisher's hands a little too late for the usual New Year's Day congratulations; yet we cannot well let our first issue for the year see the light without sending with it some evidence of our good-will towards our readers. To one and all of them we send our heartiest greetings of brotherly kindness. To speak of them is to speak of ourselves. It is their interest in the periodical which makes it of any public service; and during the past year we have not been without words of encouragement from various quarters, which lead us to believe that the RECORD is not an unwelcome visitor among our teachers. There is still a diffidence, however, in the matter of correspondence which we would like to see overcome. No department should be more interesting than this one; and it is to be hoped that during the year to come there will be an improvement in this respect. Mr. Walter Besant, the distinguished novelist, among the various rules which he has formu-

lated for the guidance of those who wish to follow his profession, places these two at the beginning of the list, namely: "cultivate the habit of observation, and practise writing something original every day." And to the young teacher these rules are surely as important as to the young would-be author, if not more so, considering the opportunities the teacher has of observing human nature and of experimenting with it in its undeveloped state. Perhaps the young teacher may plead that the example of others with more experience, our inspectors and head-masters for instance, is not an encouraging one. But a complaint of this kind is not even an excuse. Besides, against these we have less cause of complaint. Our inspectors and head-masters do assist us, at least some of them do, at intervals, though perhaps more of them at *very long* intervals. What we want is a united effort on the part of all our teachers to make use of the RECORD as a medium through which they may improve themselves and others, and thereby promote the cause of education beyond the limits of their school-room.

—Our contemporary, the *Toronto Educational Journal*, joins with the *Huntingdon Gleaner* and the *St. John's News*, in speaking ill of the manner in which the grants to the universities and colleges are taken from the Superior Education Fund, to the disadvantage of the superior schools of the province. There are two sides to this question, as may be seen from the minutes of the last meeting of the Protestant Committee, the college authorities maintaining on the one hand that the bulk of their grants from the public funds is not to be classed with the moneys of the Superior Education Fund (proper), but to be considered as apportioned to the colleges as a special grant; while, on the other hand, it is asserted that the moneys might be consolidated as one fund and recognized as such, with the expectation, we suppose, that if payment for results is to continue in the case of the superior schools, it should be enforced in the case of the colleges. In the matter of the Course of Study there is an evident misunderstanding. The Course of Study was not drawn out in favour of the colleges, but in favour of the schools of the province generally. As one of our academy teachers says in a paper read before the Huntingdon Convention:—"No part of the academy question seems to have received more attention than the Course of

Study, and perhaps no part has been brought nearer to perfection than this part of the academy work. From the primary class of the elementary school, the work of one class qualifies for entrance into the next, until the highest grade of the academy is reached, which qualifies for entrance into the universities, in the study of arts and science." And we feel assured that any one who examines the Course of Study itself, will hardly say that "when a farmer sends his son to an academy in the expectation that he will receive a sound English education," he is not likely to obtain such an education in those of our academies that take rank in the examinations. In regard to the boy who is sent to school to "receive only a sound English education," being turned over to an assistant while the principal devotes his entire energies to drilling a small class of boys who are preparing for college, we have only to say, in the first place, that very few of our academy teachers have assistants in the higher grades, and second, that it is not to the pecuniary advantage of the school that only a few pupils should be prepared for examination. In a word, the standing of the school is determined by the number of pupils who pass in each and all of the grades, and not by the number of pupils who pass the A. A. University School Examinations. The head-master who would confine his attention to a few of his pupils only, would be doing himself an injustice and his school an injury. To cram a few pupils for the sake of show may be practised elsewhere, but in Quebec such a practise would simply be suicidal as far as the grant to the school is concerned; and whatever may be said of us by the *Journal* and other outsiders, ay, and even by some of ourselves, it will hardly be believed of our academy teachers that they understand the interests of the institutions, over which they preside, so poorly that they are willing to confine themselves to the cramming of a few pupils, when the general education of the many would pay better both in the matter of money grant and in the annual grading of the school.

—The Educational Council of Austria has decided that the permission to marry should not be absolutely withheld from female teachers, but at the same time it recommends the local authorities to throw in their way as many impediments as possible.

Current Events.

—A report comes to us all the way from the antipodes to the effect that there exists at the present moment in Victoria, not a little dissatisfaction on account of the system of paying for results, which has been in operation in that colony for several years. The schools there, it must be said, seem to be in a flourishing condition, and this is probably the reason the croakers are losing patience. For even the land that was cradled in gold, is not without its amiable citizens, who in the discussion of public affairs never seem to rise beyond an objection to this or that public measure, and who, in the public interest of course, are ever eager to pull up by the roots, any system planted in their time, just to see, as it were, how it is growing. Every day we see in our newspapers and periodicals, some sarcasm against any school system or method which requires an effort other than an ordinary one, on the part of those who are being instructed under it; but until there is to be seen a little more method in the croakers' madness, Victoria and the rest of us may quietly enjoy the even tenour of our way.

—And from New Zealand there also comes the news that Sir Robert Stout has been compelled to retire from the Educational Department of that province. As Minister of Education, it is said, Sir Robert has been the teachers' friend. He has sympathized with them in their difficulties. He has always been ready to accept and to act upon the suggestions of the teachers through the Educational Institute or Teachers' Association of the colony. Unlike the premier of Prince Edward Island, he refused to be a party to the proposed reduction of the education grant. The cause of Sir Robert's withdrawal is not stated, but no doubt it has had its origin in the bitterness of political strife which colours at times the provincial history of New Zealand.

—The inter-provincial conference of teachers in the Maritime Provinces, has the prospect of success before it, the committee of management having decided to arrange for its meetings in the city of St. John, New Brunswick, next July. New Brunswick, according to a *Star* correspondent, now claims to be the most progressive of all the Canadian provinces, in matters pertaining

to education, and if such be the fact, as it is the boast, it is fitting that the above conference should be held in the largest city of that province. The teachers of Ontario and Quebec will look with interest upon the fraternal co-operation of their *confrères* by the sea, and eagerly watch for the best results from the coming Convention.

—In Ontario there has lately occurred an incident in connection with the entrance examination of the London Collegiate Institute, which carries with it a lesson, whatever that lesson may be. At this examination no fewer than 127 out of 147 candidates were plucked. The blame is laid upon the questions in history, though these do not seem to have been the only stumbling-block in the way of the deficient pupils. The *Montreal Star*, commenting on one of the questions, the one which asks for an account of the effects produced upon the people of England by the Norman conquest, declares that “to do what the examiner required at all intelligently, demanded an extensive knowledge not only of the facts of English history, but of its philosophy. The thoughtful student who had learning enough to see the scope of this question would shrink from it appalled, while the superficial lad who had been well coached, would answer it readily and diffusely. Yet the ignorant youth who parroted his answer would pass, and the student who has sense enough to see the difficulty of the question, would be plucked.” So says the *Star*. As an actual fact, however, it seems that 44 candidates passed in history, and by way of illustrating the above argument, it would be interesting to learn if the successful ones were all “superficial lads well coached, or ignorant youths who parroted their answers.”

—The rate-payers of Inverness, Megantic County, have taken action which will ultimately lead to the erection of a new building for the county academy. Through the liberality of two of its resident farmers, a fine site has been obtained, and tenders have been called for by the commissioners for the erection of the proposed school-house. Mr. James Mabon, B.A., is now in his third year as head-master of Inverness Academy, and in his hands local educational affairs have so far prospered that the people have been induced to further the cause of education by improving the school accommodation of the district.

—The Teachers' Association in connection with the McGill Normal School, held its fourth regular meeting in the Normal School, on Friday evening, Dec. 16th. Mr. Arthy presided and called the meeting to order by asking the Rev. E. W. King to open the proceedings with prayer. The minutes of the preceding meeting were read and confirmed. After the programme for the evening of Jan. 13th had been announced by the President, Dr. Kelly gave a synopsis of recent educational events, mentioning among other points, the desire for further education by evening classes; increased attention being paid to modern languages, especially to French; the practical movement in connection with the Kindergarten, and the importance of the moral education of the school. A selection, recited with much feeling, by Miss Jubb contributed greatly to the pleasure of those present. Miss Sloan's paper on Corporal Punishment for Girls, combining as it did, both humour and common sense, was a fitting opening for the discussion, in which Miss Moore, Dr. Robins, Rev. Mr. King and Mr. Kneeland, took part. To ascertain the opinion of the meeting, the President asked for a vote on the question:—Should corporal punishment be inflicted upon girls in extreme cases, and under special conditions? Of those who voted, there was a slight majority in favor of the affirmative. The practice of keeping in after school hours, as it generally exists at present, was strongly denounced by Mr. Kneeland, in a short but vigorous and pithy paper; the subject, however, was not as fully discussed afterwards as its importance demanded.

—Sir Philip Magnus has been lecturing to the members of the Society of Arts on commercial and technical education, dwelling largely on the deficiencies of the British system when compared with the continental in the way of organisation. Very few countries possess more efficient educational agencies than England, said he, and nowhere, perhaps, are they worse organized. Our elementary education is systematically developed; so, too, are our evening classes in science, art, and technology. All else is in a chaotic condition. The remedy for this state of things has been pointed out by more than one authority on educational matters. It consists in the organization of an Educational Department, presided over by a Minister of Education, whose jurisdiction should extend to all grades of education, from the primary school to the university.—*The Schoolmaster.*

—The *Times*' Paris correspondent says:—About three months ago, some days before the departure for Copenhagen of the Emperor of Russia, Baron Hirsch sent a letter to the Czar, in which he offered the sum of £2,000,000 to found in Russia primary schools for the Jews, and £40,000 to be at the disposal of the Czar for works of charity. The £2,000,000 have been or are to be paid into the Bank of England, and Baron Rothschild and Baron de Worms, who are appointed trustees, and who will be replaced in case of death, will receive the interest of the sum so deposited. It is estimated that, with the annual interest of about £100,000, it will be possible to open 1,000 schools, receiving 50,000 children, who will thus be rescued from ignorance and a bad example. Never has such a munificent gift been made by a rich man in his lifetime to the destitute. It is an act of philanthropy worthy of all praise. In connection with this, however, the *Jewish Chronicle* is enabled to state that all announcements of Baron de Hirsch's endowment of Jewish schools in Russia are quite premature, and have at present no foundation in fact. Baron de Hirsch has had under his consideration a scheme for aiding Jewish education on an unprecedented scale, and has entered into *pour-parlers* with the Russian Government on the subject, but the scheme has not yet been matured. Since the death of his only son in the early part of this year, the Baron has invited suggestions from several sources as to the best means of giving effect to his benevolent intentions.

—Senator Blair, from the committee on education, has reported favorably the bill passed by the Senate during last session and known as the Blair Educational Bill. It received the unanimous indorsement of the committee and contains but one slight change from the bill as it passed the Senate. It provides for a total appropriation of \$79,000,000, to be expended in eight years.

—Dr. Dawson, Assistant Director of the Geological Survey, who headed the party sent by the Dominion Government to explore the country adjacent to the Alaska boundary, has returned to Victoria. Two of his party, Messrs. Ogilvie and McConnell, will winter in the district, making astronomical observations, which will give data for the establishment of the international boundary. The exploration, so far, has secured a great deal of geological, geographical, and general information of the country,

and indicates that it is far from being the Arctic region it is sometimes represented to be.

—Cornell has decided to dispense with honors. Hereafter all mention of honors will be omitted from the commencement programme. This is commendable. Students will now be expected to work for the value of the education itself, instead of the reputation which they gain as having taken one of the class honors, which after all is a decidedly doubtful incentive. We have never been able to see where the class honors have been a benefit to any, except those who did not receive them. In this latter class we have known many who have been spurred to show the world that there was more in them than in the "honor men," and usually they have succeeded.—*Educational News*.

—The Normal School accommodation in Ontario, has been found insufficient for the wants of the province, and it is proposed to erect another school in Kingston, the would-be centre of educational enterprise, military, medical, and clerical. The site has already been selected and paid for by the government, and the erecting of a building is now only a question of time, as far as the new Normal School is concerned.

—Toronto, it seems, is to have a new High School, a private institution, under Episcopalian auspices. The fees are to be high, the pupils select, and all the appliances of the best. Our contemporary, the *Journal*, does not seem to be very sanguine of the success of such an institution, even in a city with all the aristocratic pretensions of the queen capital.

Literature, Historical Notes, etc.

It need hardly be said that the history of educational interests in Canada, previous to the conquest, is altogether confined to the schools established by Bishop Laval, and those organized by the Jesuits and other religious organizations of the Roman Catholic communion. These schools, moreover, were to be found only in the more populous centres, in Montreal, Quebec, and Three Rivers. In regard to elementary instruction in the country districts, little is known, as perhaps very little was done. It is true there is not lacking evidence of a kind, to the effect that illiteracy was not

as common among the *habitants* as has been supposed. M. Chaveau tells us, not without a flavour of special pleading in his chaste and pleasant style, that notwithstanding the absence of primary schools in the colony, it would be wrong to suppose that the country people were as ignorant at this period as the lower classes in European countries are sometimes found to be. "During these early times," he prides himself in saying, "a large number of intelligent colonists were continually arriving, and the old registers preserved in Montreal and Quebec prove that a large number of them could write. The home training was, as a general thing, excellent; while the traditional lore of the French-Canadian family circles, fostered, as it was, by the desire for religious knowledge, supplied for a long time the want of the common school. Besides, many of the matrons, educated by the *Sœurs de la Congregation*, naturally became the instructors of their own children." There is further evidence of a like nature in the reply of the Roman Catholic bishops to the Commission appointed in 1787 to take into consideration the educational necessities of the colony, in as far as in it is to be found the statement that in every parish in the country there were at least from twenty to thirty people who could read and write. Be this as it may, and there is no reason to think otherwise than M. Chauveau and the bishops do, it is, nevertheless, an historical fact that the eighteenth century passed away before anything was done by the government of Canada to foster elementary education, unless, indeed, the report brought in by the Commission above mentioned, is to be looked upon as something done. What was this report, and how came the Commission to be appointed?

Lord Dorchester became Governor-General of Canada in 1787, and among his first efforts to improve the condition of his vice-royalty was the appointment of sundry committees of his Executive Council, to inquire into the state of trade, the competency of the laws, and other matters of like importance. The fact that on his arrival there was no school in the province where the higher branches were taught—the Jesuits having discontinued teaching—naturally attracted his attention to the necessity for state interference in the matter of education. Voluntaryism in the support of schools may be a right or wrong principle, but it

was certainly as productive of poor results in these early times as it often is nowadays. In Canada, at this period, there was no system of primary schools, intermediate schools, or colleges; indeed, outside of the Quebec Seminary, there was no institution anywhere in the province, where even the ordinary branches of education were permanently taught. The prospect was a dismal one. Without a school system of some kind there can be no true progress, and no one knew this better than the newly appointed Governor-General. Hence, even before the country could boast of a constitution, he appointed a committee, or Commission, among several others, to suggest a remedy for the illiteracy that was being perpetuated in the colony over which he was called upon to preside, and the condition of which he was expected to improve. As the sequel shows, this Commission took two years to mature its wisdom on the subject, and even then all its deliberations came to naught. As M. Chauveau says, "Lord Dorchester's efforts had no immediate result; yet they are worth mentioning, since the projects conceived at that time form part of what has now been realized; and because in the circumstances of that early time, there appear the germs of all the difficulties that have been, or remain to be, overcome."

The recommendations of the Commission, in themselves, were comprehensive enough. They included a project for the founding of a general university college; the building of a school in each parish, with due provision for free elementary education; and the organization of a superior school or academy for each county, which was also to be a free school. As it proved, the rock on which the proposals were wrecked for the time, was the project of having a general provincial university. The staff of this institution was at first to consist of a rector and four professors. The board of directors was to include the bishops, the judges, and twenty others, to be nominated by the government. There was to be no discrimination in the matter of religion, unless it was that the twenty members of the board should at first consist of ten Protestants and ten Catholics. Religious instruction was to have no place in the college. The directors were to be a strictly secular body. Their individual prejudices of race and religion, if they had any, were to be kept well out of sight in all their deliberations. They were to form a kind of close

corporation, it is true, for the provision was made that vacancies on the board were to be filled by a majority vote; but as the judges and bishops were to be members by right of office, there was thus provided some escape from the evils of clique administration. For the support of the university, a revenue was to be realized from the appropriation of certain portions of the Jesuits' estates, from grants of land to be made by the government, from voluntary subscriptions, and from college fees. The building in which the Jesuits had their college, previous to the conquest, was to be made use of for the new college, and steps were to be taken to make this the rallying point for educational zeal and enterprise in Canada. The scheme was an excellent one, and may be seen to-day, to some extent, realized in the Toronto and New Brunswick universities. In Quebec it would probably have had a warmer welcome had the French majority at the time been in the ascendency. As Dr. Meilleur, in his Memorial, remarks, "Not to speak of the manner in which the Commission was organized, the plan itself was out of all keeping with the wants of the Catholic French-Canadians. The Commission in its composition could only excite fears in the Catholics. To represent a population of which they formed nine-tenths, the Commission itself, composed of nine members, contained only four French-Canadians." There is no means of knowing whether such an argument was really advanced against the Commission and its project or not. If such a class-feeling exists now, it is reasonable to suppose that it existed in greater measure then among those who had little reason to think well of the English. It is true that to the scheme there was opposition from the beginning. Yet the Bishop of Gaspé favoured it, though for doing so he has been called by Dr. Meilleur, *coadjutor moins difficile*, and his letter on the subject to Bishop Hubert, of Quebec, pronounced by M. Chauveau to be *une lettre tres-peu respectueuse*. As may be surmised, the people themselves were indifferent, and no doubt would readily enough have allowed this scheme to take root. The French-Canadians have never of themselves been opposed to secular instruction. But an element had to be overlooked in order that the institution should be established on a secular basis, pure and simple; and though there was in this little of a desire to be disrespectful, yet there

was less intention to discriminate in favour of any director of the college. This is plainly stated as a cause for dissatisfaction by Dr. Meilleur, when he says, *Ces directeurs, les professeurs et regents, et le recteur devaient être nommés par le gouvernement; et l'évêque diocésain ne paraissait pas être spécialement appelé à prendre aucune part dans l'administration de cette université.* In a word, the strength of the opposition to the proposed college lay with Mgr. Hubert, *neuvième évêque du Canada*; and it is just possible that Dr. Meilleur has inadvertently pointed out in the above statement the true origin of Bishop Hubert's opposition. The diocesan bishop was not to be exempted from taking *any part whatever* in the undertaking, and how Dr. Meilleur can say that he was to be so overlooked, in face of the proposed constitution of the university, which states distinctly that all the bishops of the country were to be directors of the institution,—is more than can now be explained. What Dr. Meilleur probably meant to say, was that the diocesan bishop was to have no more authority by virtue of his ecclesiastical position in the appointments to be made by the university board than the other directors; and on this account, perhaps, it was that all negotiations between him and the government finally came to an end. Nor does Bishop Hubert's reply to Bishop Bailly, of Gaspé, weaken this conjecture. The promoters of this scheme, he says, "announce beforehand a union which will protect Catholic and Protestant. Yet the terms are vague enough. What means will they adopt to realize this union, so necessary? In placing over a university, some one will say, men without prejudices. But this only adds to the difficulty, does not solve it; for who are they who are to be called 'men without prejudices'?" In fine, the bishop proceeds to prove, after his own fashion, that unprejudiced men are very dangerous characters, opposed to every religious principle, without manners, and lawless—the cause of misfortune and revolution; and eventually declares that he, for one, will have nothing to do with the proposed university under the direction of such, at least. In a word, the appointments were not to be in his gift, and he would have none of such an institution.

Yet, even in face of such opposition as this, the university would probably have been established, had Bishop Hubert not

launched shortly afterward, a project of his own, namely, the opening of a *college classique* for the education of Roman Catholics in Canada, and further, made a demand upon the government for the recovery of the Jesuits' estates as a means of supporting such an institution. Why should the revenue arising from property confiscated from Roman Catholics be touched by a government or an institution which was not Roman Catholic? was a cry easily raised, and in the excitement which followed, it is needless to say, that the proposal to establish a central university very soon had the overwhelming nine-tenths against it.

The failure to establish a general university, however, was not the most serious loss to educational progress, in this abortive effort of Lord Dorchester. With the university project, there was associated the by no means minor project of establishing elementary schools in every parish, and a model-school or academy in every county. The proposals of the Commission were set aside entire; and not until the Royal Institution was established was anything done to provide for schools in the country districts. Before referring, however, to the organization of this corporation, it may be interesting to quote Dr. Meilleur on the failure to establish a non-sectarian university for Canada: "The plan," he says, "was never put into execution, and the experience which was acquired later on in connection with the so-called Royal Schools, has proved that, if, of the two bishops who took sides on the question, Bishop Bailly was the less stubborn, his superior, Bishop Hubert was more clear-sighted and prudent; for if a system of university training to foster Protestantism, or at least indifferentism, in Canada, has never been established here in Quebec, as in France, we have to thank Mgr. Hubert, whose prudence and decision of character, on this occasion, as on every other, remained firm and unshaken."

HOMER'S ILIAD—BOOK IV.

So swayed Minerva's words the rash youth's soul;
 For from its case, without delay, he drew
 His highly polished bow,—erst part of some
 Wild bounding goat, which, coming from its cave,
 He once surprised, from ambush near, and struck
 Beneath the breast, till on the rock it lay
 A mass inert. [Its horns, full sixteen palms

In length, an artist polisher had knit
 Entire, and them, prepared and shaven smooth
 Throughout, had mounted with a golden tip.]
 And bending it, with skill he turned it down,
 Inclining it against the ground ; in front
 Of him his trusty comrades held their shields
 Lest any of the martial sons of Greece
 Should interfere, ere Atreus' son, the brave,
 Had wounded been. The cover then he slipped
 From off his quiver, and removed from it
 An arrow winged afresh,—alas ! the cause
 Of darksome ills. Then nimbly to the string
 The arrow keen he placed, and made a vow
 To great Apollo, archer Lycian-born,
 That he to him a splendid hecatomb
 Of firstling lambs would sacrifice, whene'er
 He, home again, Zeleia's town had reached.
 And seizing both, the notch and bull-hide cord
 He drew, the string to touch his breast, the barb
 The bow ; but when the bow, full length, he bent,
 A circling line, it twanged, the bowstring rang
 Aloud, while yet the keen-set shaft shot forth
 As if 'twere eager on the host to fall.

Nor thee, O Menelaus, did the gods forget,
 The gods immortal, blest : for chief of all
 The plundering daughter, born of Jupiter,
 Before thee stood and warded off the deadly shaft.
 Just as a mother whisks away a fly
 From off her child, sunk sweet in sleep,
 So from his body she repelled the dart.
 Even where the golden clasps held fast his belt
 She guided it, where met his corslet plates.
 For 'twas on this, his closely fitting girdle, fell
 The missile keen, to find its way at length
 Within its well wrought tissue, through cuirass
 Embossed, and zone inlaid with brass, which most
 He wore, a bodyguard against all weapons edged.
 Yet, as it was, the arrow only grazed
 The hero's skin, though forthwith from the wound
 There trickled down a stream of dark-hued blood.
 And just as when some Lydian matron tints
 An ivory plate with purple dye, for steeds
 Head ornament, and in her chamber lays it past :—
 [Though knights enough desire to bear it off,
 Yet stored it is, a trapping fit for kings,

Adornment for the steed, the rider's prize,
Thy shapely limbs and handsome feet beneath,
O Menelaus, dark with blood were stained.

Then shuddered Agamemnon, king of men,
When from the wound the purple gore he saw,
As shuddered Menelaus, Mars-beloved :
But when he saw the barb and cord exposed
His courage came within his soul again :
He took his brother Menelaus' hand,
And deeply sighing, spoke to those around,
His comrades, who with him in concert groaned :—

“ Dear brother mine, this truce thy death I've made,
Exposing thee to fight alone for us
Against the Trojans, since, thus wounding thee,
They've trodden under foot our plighted faith :
Yet this our treaty shall not be in vain,
Nor blood of lambs, libations pure, nor hands
We had in pledge ; for though Olympian Jove
Thus far hath failed, he shall not always fail
To bring these things to pass. They with their lives,
Their wives and children slain, great penalty
Shall pay. For well I know in heart and soul
A day approaching is, when sacred Troy
Shall be destroyed with Priam and his kin.
For Jove, the son of Saturn, high enthroned,
Who dwells in æther-realms, shall over all
His gloomy ægis shake, enraged because
Of treachery such as this. Assuredly
Thee things shall come to pass, nor fail to be.
But, Menelaus mine, if thou shouldst die,
And thus the fate of mortal life fulfil,
Great grief shall be to me on thy account ;
For, shamed indeed, shall I perchance return
To Argos dearly loved, since soon the Greeks
Again shall long for fatherland, and we
Be forced to leave the Argive Helen here,
A boast to Priam and his Trojan sons ;
While as for thee, the mould shall sift thy bones
Entombed in Troy, near work thus left undone.
And so perchance may some proud Trojan say,
Exulting on the grave of thee renowned :—
' Ah, would that Agamemnon thus should wreak
His wrath on all, just as in vain he led
His Grecian forces here, and had to turn
Him homewards to his fatherland beloved,

With empty ships, and Menelaus left
Behind !' Thus shall hereafter some one say,
But as for me may then the broad earth yawn."

But, cheering him, the fair-haired Menelaus said :—
" Fear not thyself, nor frighten thus the Greeks :
The keen-drawn shaft hath struck no vital part,
But rather hath been warded off by this
My belt embossed, and girdle underneath,
And plate of mail which artists wrought in brass."

And Agamemnon, answering him, replied :—
" Dear Menelaus mine, may thus it prove.
Yet, prithee, let some surgeon probe the wound
And remedies apply to ease thy pains."
Then summoned he his herald most esteemed :
" Do thou, Talthybius, Machaon call,
The son of Æsculapius, blameless leech,
That he may see at once the Grecian chief,
The martial Menelaus, whom some one
In archery skilled hath struck,—perchance
A Trojan or a Lycian youth,—to him
Achievement proud, alas! to us a grief.

And giving heed, the herald him obeyed.
He, passing through the host of bronze-clad Greeks,
Made task to go, to seek Machaon brave,
Whom standing nigh he found, 'mid doughty ranks
Of shielded folk,—the heroes who had come
With him from Trika, famed for rearing steeds.
Approaching him, he spoke these message words :—

" O son of Æsculapius, arise !
King Agamemnon calls that thou may'st see
The martial Menelaus, Grecian chief,
Whom some one skilled in archery hath struck,—
Perchance a Trojan or a Lycian youth,—
To him a glory, though to us a grief."

Thus stirred he in his breast Machaon's soul,
And through the host they essayed to go, along
The stretching lines of Greeks; and when they came
Where fair-haired Menelaus gat his wound,—
Where in a circle stood the bravest Greeks
Around the godlike hero in their midst,—
Machaon forthwith from the graven belt
The arrow drew, though as it was withdrawn
The keen barb broke. Then loosened he the belt
And girdle underneath, as else the plate
Of mail which skilful artists wrought in brass.

Practical Hints and Examination Papers.

—Frequent changes of teachers are a great hindrance to the prosperity of schools. Too often a teacher who is doing good work is dismissed because of some little whim of a trustee or other prominent individual of the district. School officers should employ teachers who are believed to be fully competent, put them in charge of the school and then look to them for results. The teacher should be allowed to do the work in his or her own way. The trustee has a right to demand that proper results are obtained, but he ought not to dictate the methods of work. The teacher ought to be better posted in this line than the trustee.—*Educational Gazette*.

—It is as natural for the child to think and to study and work intelligently, as it is for the stomach to digest. The one was made to think, feel and will, the other, to digest. As the digestive powers may be impaired by supplying the stomach with too much food, or with unwholesome food, so the thinking powers may be injured by carelessly or ignorantly giving to the child too much mental food or not the right sort. There is a mental dyspepsia, as well as a stomach dyspepsia, a great difference between the two being, that in the former case, the teacher is generally to blame, in the latter, the patient. There are perhaps comparatively few persons who do not suffer more from too much food than from too little. Can we not find a parallel to this in teaching? Are we not more inclined to give too much work to our pupils—more than they can thoroughly master, than to give too little? Would not a great barrier in the way of developing thought power be removed, if we would adapt our requirements to the capacities of the child? Mental, as well as physical powers, can best be developed by moderate exercise. Too much exercise can but exhaust energies, and unfit faculties for their work. Too much work also discourages pupils and has a tendency to make them careless and indifferent.

—If a young tree were bound down in such a way that it had no chance to develop symmetrically, but when older, were given full freedom, what kind of a tree would it become? Would the tree be to blame for its crooked, tangled branches? What more can be expected of a child who is continually watched, generally suspected of wrong-doing, and often annoyed and thwarted with very little reason for doing so? "You do not look happy," complained a teacher to a half-grown boy under his tutelage. "How can I look happy," said the boy to his mother, "when I am always suspected of doing something wrong, and everything I do is misrepresented and made to look as bad as possible?"

—Things to do.—Speak distinctly, with good articulation. Cultivate a well-modulated and pleasant voice. Preserve a buoyant, joyous disposition. Be polite to scholars, as well as to others in the school-room, and under all circumstances. Be self-possessed. Be exacting and firm,

but kind. Remember that courage, vigor, decision and sound judgment are the qualities needed by the teacher, as by all executive officers. Be patient. Be unassuming. Be energetic.

—Whatever you are from nature, keep to it; never doubt your own line of talent. Be what nature intended you for, and you will succeed; be anything else, and you will be ten thousand times worse than nothing.

—The following are the rules of the Teacher's Association in connection with the distribution of the following books, which may be obtained from the curator, Miss Robins, of the McGill Normal School:—

1. Books and apparatus can be borrowed only by *bona fide* members of the association. (*Bona fide* members of the association are those who have paid their fees for the current year. Members who were not present at last Convention and whose fees consequently are unpaid, can use the library on forwarding amount of fee to the Treasurer).

2. *Apparatus* can be borrowed only by members who guarantee its safe return.

3. Books and apparatus must be returned within one month from date of borrowing; but this time may be extended on application to the Curator.

4. The Curator will pay the expense of sending, and the borrower, of returning books and apparatus.

PROVINCIAL ASSOCIATION OF TEACHERS.

A.— LIST OF BOOKS.

1. Art of School Management, 41 copies, Baldwin.
42. Lectures on Teaching, Fitch, 15 copies.
57. Education, Spencer, 2 copies.
59. Philosophy of Education, Rosenkrantz, 2 copies.
61. Education as a Science, Bain, 2 copies.
63. Manual Training, Ham.
64. Primary Object Lessons, Calkins.
65. Industrial Education, Love.
66. Education by Doing, Anna Johnston.
67. Philosophy of Education, Tate.
68. How to Use Wood Working Tools.
69. The Quincy Methods, Partridge, 2 copies.
71. School Management, Landon, 2 copies.
73. School Management, Morrison, 2 copies.
75. The Science of Education, Payne, 2 copies.
77. Talks on Teaching, Pinker, 2 copies.
79. School Management, 6 copies, Gladman.
85. Arithmetic, Public School, Ontario.
86. History of England and Canada, Public School, Ont.
87. The Structure of English Prose (McElroy).
88. The Orthoepist, Ayres.

89. The Verbalist, Ayres.
 90. Reader, High School, Ont.
 91. Grammar. " "
 92. Elements of Euclid, McKay.
 93. Elements of Algebra, McLellan.
 94. Physics, High School, Ont. Gage and Tessen den.
 95. National, Kindergarten Songs and Plays, Mrs. Pollock,
 96. Elements of Designing on the developing System, Froebel. i, ii, iii, iv.
 100. Grammar, Public School, Ontario.
 101. Elementary Trigonometry, Hamblin Smith,
 102. First Reader, Part I, Ontario.
 103. First Reader, Part II, Ontario.
 104. Second Reader, Ontario.
 105. Third Reader, Ontario.
 106. Fourth Reader, Ontario.
 107. Kindergarten Drawing Course, Part I. (3) Part II. (3).
 High School Drawing Course, Ontario.
 113. (1) Perspective.
 114. (2) Freehand.
 115. (3) Practical Geometry.
 116. (4) Object Drawing.
 117. Geography, Public School, Ontario.
 118. Reception Day, No. 4., E. L. Kellogg & Co.
 119. Hyperion, Vols. I, and II, Longfellow.
 121. Life, Works and Friendship of Longfellow, G. L. Austin.
 122. Poems, Longfellow. 128. {
 123. Christus, Longfellow. 129 { Leonard and Gertrude, Vols. I. and II.
 124. Book Keeping, High School, 125. Composition, High School, Ont.
 125. Word Book, High School, Ont. 127. Geography, High School, Ont.

B.— Apparatus.

I. 1 Complete Set of Kindergarten Material.

II. 19 "World Series" Maps.—

1. North America, Best (109). 2. British Isles, Counties and Towns (51). 3. Dominion of Canada, Coast Line and Rivers (86). 4. Geographical Terms, Mountains (4). 5. Geographical Terms, Islands and Bays (2). 6. England, Coast Line and Rivers (10). 7. Geographical Terms, Rivers and Towns (3). 8. North America, Best (109). 9. Birdseye view of England (9). 10. View of the Sphinx (5). 11. Dominion of Canada, Political (88). 12. England Physical (11). 13. Dominion of Canada, Physical (87). 14. North America, Political (108). 15. Geographical Terms, Sea Coast (1). 16. Dominion of Canada, Industrial, Agricultural and Mineral (90). 17. Dominion of Canada, Best (89). 18. British Isles Physical (53). 19. Dominion of Canada, Physical, (87.) The numbers in brackets refer to the numbers in Ruddiman Johnston's list.

III. 1 Life Size Physiological Chart.

—As an alternative course for Duval's *Lectures Choiesies*, the following selections from Darey's French Reader have been suggested, viz: the selection beginning respectively with pages 15, 179, 51, 10, 32, 13, 20, 166, 42, 74, 47, 118, 94, 196, 158, 56, 129, 144, 149, 169, 125, 99, 133, 33, 63, 182, 84, 151, 156, 76, 162, 110, 85, 103, 68, 215.

Books Received and Reviewed.

OUR EXCHANGES.—The *Wisconsin Journal of Education* is a well-arranged magazine, full of the reading which the progressive teacher takes delight in. Mr. J. W. Stears is the editor of this excellent periodical. The *Cumula Educational Monthly* has, in the December issue, papers from Dr. Macintyre, Mr. W. S. Milner and Mr. D. LeSeur. There is also an excellent editorial on the "Canadian Boy and Girl." The periodical which is under the able editorial management of Mr. MacMurchy of the Toronto Collegiate Institute, is now in its tenth year, which in itself is evidence of a biding success. The *Phrenological Journal* has in it always something good for teachers in its department of Child-Culture. The veteran O. S. Fowier has but lately passed over to the majority in his seventy-eighth year, but his enthusiasm continues in this and other of his earlier enterprises. The *Philatelic Journal* is the paper for the boy who delights in collecting postage stamps. He will get in this all the information he wants on the subject. The *Canadian Magazine* of science and industrial art is a periodical which Canadians could not possibly do without. The only hope for the permanent success of a purely literary monthly is to be found in a subsidy from the government or some millionaire, and that a magazine of this kind would succeed under such circumstances is clearly proved by the continued success of the above magazine of science and art. *La Lyre D'Or* is the name of a new literary venture on the part of our French *littérateurs*. The first number is full of good things. *Vick's Floral Guide* is to hand with its catalogues and illustrations. The *Presbyterian College Journal* in its new form is far ahead of anything of the kind published in connection with college life.

AN OLD ENGLISH GRAMMAR, by Edward Sievers, Ph. D., University of Tubingen, translated by Albert S. Cook, Ph. D., University of California, and published by Ginn & Company, Boston. This is a second edition, revised and enlarged. As the study of English becomes more and more general in our colleges, the necessity for such a text-book as this becomes more pressing. The work is the best of the kind we have seen.

THE HANDY REFERENCE ATLAS OF THE WORLD by John Bartholomew, F. R. G. S., and published by John Walker & Co., Farringdon House, Warwick Lane, E. C. London. The unwieldy form of the general atlas has, at last, been obviated, and the volume before us bears testimony to

the fact. We have had occasion before to speak of the character of the work which Mr. Bartholomew undertakes. It always carries with it its own recommendation. The present volume is perhaps one of the finest things he has ever executed, and to say this is to confer upon it the very highest praise. The maps are clear and legible, and as far as we have tested them with the localities with which we are best acquainted are accurate even in the minutest details. The Colonies have been treated with exceptional detail; indeed in all our Canadian provinces this atlas will be of the greatest service. The statistics and the general index are of the greatest practical value.

POEMS by S. Moore, and published by John Lovell & Son, Montreal. These poems are dedicated to Lord Lansdowne the Governor-General of Canada, and are presented to the public with a hope expressed by the author that the reading of them will afford as much comfort to the reader as did the writing of them to the author. Mr. Moore sings as nature has given him utterance. Many of his pieces breathe an earnest love for the woods, the meadows and the streams of old Quebec. The poets' life and experience are painted in the warmest colours, while those who run may read his pictures of life as they appear to him. It is not given to all men to soar, but it is given to them to sing the truth they feel; and Mr. Moore has done this, in a manner which no doubt will recommend itself to those who love nature in its simpler revelations. There is much of the poetry of the day which men only feel after to understand, but Mr. Moore's lyrics are the breathings of a true child of nature which may be all the more appreciated because easily understood. His volume is very neatly printed, and would form a very suitable prize-book to be placed in the hands of the pupils of our schools.

IN DIVERS TONES, by Charles G. D. Roberts, and published by Dawson Brothers, Montreal. We should have mentioned this work months ago, but it is never too late to mend. There is no need to speak of Mr. Roberts as a true poet. He reveals himself as such in every line he writes. We remember being struck with this by reading in a newspaper his three stanzas entitled *A Herald*, and which we find again in the little volume before us. The true test of a lyric is the picture it leaves behind. And Mr. Roberts always succeeds in the pictures his lucid speech conveys. What a volume of sweetness and promise there is in the simple stanzas:

Ere the eaves at noon
Thaw and drip, there flies
A herald through the skies,
With promise of a boon
Of birds and blossoms soon.

And it is by such volumes in a few lines Mr. Roberts has attained to the proud position as a poet he holds among us. The volume before us is but a sequel to *Orion and other Poems* by the same author, another adding to the store which, in its bulk and excellence, will eventually enable our

Canadian poet to take rank with the best of such. Mr. Roberts has again been fortunate in his printers and publishers.

The INTERSTATE PRIMER SUPPLEMENT by S. R. Winchell, and published by the Interstate Publishing Company, Boston and Chicago. We have spoken of the little monthly issues which the Interstate Company publish regularly. We have tested the effect they produce on young folks and can recommend to every parent in the country who is taking an interest in the education of their own children. This little book by Mr. Winchell comes opportunely as an assistant to primary school work, the aim of it being to supply a greater amount of reading than is to be found in the primers of this company, without the introduction of many new words.

Official Department.

Teachers' Institutes.—The answers to the Institute Questions of 1887 are in the hands of the lecturers at last year's institutes, and we hope to give the result in the next number of the RECORD. There has evidently been some mis-apprehension on the part of the members of the Institutes concerning the object of the questions submitted. Of the four hundred teachers who attended the Institutes last summer, only about seventy-five have sent in answers to the questions submitted. As certificates can be issued to those only who have sent in answers to the institute questions, the result is certainly not satisfactory. As this is the first point during an experience of four years, in which our Institutes have failed to produce satisfactory results, it is desirable that the exact cause of failure should be known, in order that it may be guarded against in future, even if we are not able to remedy the past. It is possible that the teachers, being engaged in the active duties of the school, found the time between the receipt of the questions in the RECORD and the first of December insufficient for the proper preparation of their answers. Moreover, teachers may have been under the impression that unless they were able to answer all the questions, it would be useless for them to attempt the papers at all. Any suggestions or explanations from the teachers, tending to clear up this difficulty (addressed to Rev. Mr. Rexford, Quebec), will be carefully considered.

Teachers' Institutes for 1888.—Arrangements are in progress for holding four institutes during the second and third weeks in

July next. Two institutes will open on Tuesday, 10th July, one at Bishop's College; Lennoxville, and one probably at Cowansville; and the remaining two will open on Tuesday, July 17th, one at Iachute, and one probably at Aylmer. In conducting two Institutes simultaneously, it will be necessary to divide the staff of lecturers at each institute. The following will be the subjects of the lectures: Elementary Arithmetic, and methods of presenting numerical and other relations of form to children; Methods of teaching elementary Geography, Grammar, and Reading; School Organization (read chapter in Baldwin's School Management); Study and Teaching, (read chapter in Baldwin's School Management). The conditions upon which certificates are issued will be the same as last year. We again urge upon teachers to note the difficulties which they meet with during the year, and to come to the Institutes prepared to take full advantage of the hour devoted each day to the answering of questions. Further details of the work will be given in future issues.

The Administrative Commission of the Pension Fund met at the Department of Public Instruction, Quebec, on Tuesday, 27th December last, and continued in session three days. About ninety new applications for pensions were received and considered, the large majority of which were claimed on the ground of ill-health. A large number of applications had to be refused, and the Commission decided that each pensioner receiving a pension on the ground of ill-health, must produce each year a medical certificate of his continued inability to teach. An abstract of the minutes of the meeting will be published in a future issue.

Specimens of Pupils' Work, from Superior Schools.—The specimens of work forwarded to the Department by the Protestant Model Schools and Academies at the close of the last school year, were very satisfactory. Nearly every school complied with the regulations of the Protestant Committee, and, with few exceptions, the specimens submitted reflected credit upon the schools which prepared them. In a few cases it was evident that the specimens had been prepared simply to comply with the regulations. The specimens were carefully examined and marked, and submitted for the inspection of the Protestant Committee. At the September meeting for the distribution of the Government grants, the specimens were laid out in a convenient form for in-

spection, upon a series of tables. The members of the Protestant Committee spent some time in examining the specimens of work, and they were unanimous in declaring that the first effort in this direction was highly satisfactory. A selection will be made from these specimens and preserved for future exhibitions. Teachers of model schools and academies are reminded that the regulation requiring the preparation of pupils' work upon uniform size of approved test-sheets, is a permanent regulation, and that they are required to send in specimens of their pupils' work at the close of the present year, which will be taken into consideration in the next distribution of grants.

Protestant Divisions of Boards of Examiners.—The attention of teachers and candidates for teachers' diplomas is again directed to the work prescribed on the Art of Teaching, for the July examinations. The examination for an Elementary Diploma will be based upon the following selections from Baldwin's Art of School Management (Gage's edition), viz:

Part I.—Chapter VII.—School Hygiene.

Part II.—School Organization.

Part III.—School Government.

Part VI.—Chapter I.—Principles of Class Management; Chapter II.—Lessons and Class Work; Chapter III.—Art of Questioning.

The examinations for Model School Diplomas will include Gladman's School Methods, in addition to the requirements for an Elementary Diploma.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Administrator has been pleased, by an order-in-council of the 17th September, 1887, to erect the village of Weedon Centre, County Wolfe, into a school municipality under the name of "Municipality of Weedon Centre," as erected into a rural municipality in virtue of the Act 50 Vict., C. 25. O.G. 1772.

26 September. To revoke the order-in-council, No. 124, of the 15th April, 1886, respecting the school municipality of "Petite Vallée," and to order that "Petite Vallée" continue to form a separate school municipality. O.G. 1774.

3rd October. To appoint two school commissioners for the municipality of Saint Romuald, County Levis; two for the municipality of Low-Sud, County Ottawa, and one for the parish of St. Thomas de Pierreville, Co. Yamaska. O.G. 1803.

To establish a board of examiners at "Pointe aux Esquimaux," Co. Saguenay. O.G. 1810.

6th October. To appoint a school commissioner for the parish of St. Peter's of Broughton, Co. Beauce.

7th October. To appoint two school commissioners for the municipality of Portneuf, Co. Saguenay, and one for the town of Laurentides, Co. Assumption. O.G. 1842.

8th October. To appoint five school commissioners for the municipality of Petite Vallée, Co. Gaspé, and one for St. Roch des Aulnais, Co. L'Islet. O.G. 1842.

7th October. To modify the order-in-council No. 338 of the 9th September, 1885, by striking out all the words after "may it please the Lieutenant-Governor," and substituting therefor the following: "To detach from the municipality of St. Elizabeth, of Franktown, Co. Pontiac, the northern half of lot 25, the lots 20, 27 and 28, in the fourth range of the municipality of Litchfield, Co. Pontiac, and the lot No. 28 of the fifth range, and of the school municipality of Upper Litchfield, Co. Pontiac, the eastern half of the lot No. 3 and the eastern half of the lot No. 1 of the first range of the said municipality of Litchfield, and to annex them to the school municipality of Clarendon in the said county for school purposes. O.G. 1849.

His Honor the Lieutenant-Governor has been pledged by an order-in-council of the 3rd November, 1887, to appoint five school commissioners for the municipality of Weedon Centre, Co. Wolfe, and two for the municipality of St. Samuel, Co. Nicolet. O.G. 2015.

To erect a distinct municipality under the name of "Saint Michael No. 6," Co. Yamaska. O.G. 2019.

To detach certain lots from the township of Weedon, Co. Wolfe, and to annex them to the municipality of the village of Lake Weedon, same county, for school purposes; and also that certain lots be detached from the school municipality of Bouchette, Co. Ottawa, and annexed to the municipalities of Wright and Northfield, same county, for school purposes.

To erect a school municipality under the name of "St. Francois de Sales," Co. Chicoutimi. O.G. 2020.

To revoke order-in-council of the 19th August, 1875, concerning the school municipality of "Smyerstad," Co. Ottawa. O.G. 2020.

11th November. To appoint a school commissioner for the municipality of Haldimand, Co. Gaspé, and one for the municipality of St. Henri de Lauzon, Co. Levis.

To appoint Mr. Theophile Beaulieu school inspector for the Counties of Kamouraska and Temiscouata, to replace Inspector Bouchard, transferred elsewhere. O.G. 2058.

18th August. To appoint five school commissioners for the new school municipality of the "Sault," parish of Romuald, Co. Levis.

14th November. To appoint a school commissioner for the municipality of "Fermont," Co. Champlain. O.G. 2058.