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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 3.

MARCH, 1891.

VOL. XI.

Articles: Original and Selected.

HOW TO TEACH READING.

By A. W. KNEELAND, M.A.

My attention has been drawn to this important subject by the remarks of the Rev. Mr. Rexford at the late Convention of Protestant Teachers in Montreal; and, the more I have thought of his words and compared the results of methods in common use with the ideal results sought by the thorough teacher, the more have I become convinced that a reform is necessary just along this line.

It seems a settled conviction with many that anybody can teach reading, or, to draw a legitimate conclusion from the premises afforded by the facts of the case, that learning to read comes by nature; that all one has to do is to put the reading book into the hands of the child, when, presto, he reads and reads intelligently. No greater folly is conceivable, and no more unjust conclusion could be reached, is the answer of a hundred teachers who have read the above words.

Sound judgment weighs and deliberates before pronouncing sentence; it views the *pros* and *cons*; it ascertains just where the weight of evidence falls, then decides, and this is what I would ask every candid teacher to do. Let us, therefore, for a few moments, weigh this question, and, in order to do so the more thoroughly, let me ask a few questions to which every teacher of reading should write out a categorical answer.

First. How many teachers have spent the greater part of this session in teaching the alphabet? I candidly confess that I

once was so foolish as to keep a class, or a part of a class, until March, at the poor, miserable bones when the living, speaking, acting words were waiting within their reach. I wonder now that a long-suffering public did not chase me from the school-house and warn me to leave the place.

Does it need argument to prove that it is easier for a child to learn the name of a thing than, by synthesis, to find it out? The truth is so apparent that it seems superfluous to assert it, but, lest any may still be unconvinced, let me ask how nature teaches the child? Does he first learn that this is the leg, that the round, the one the back, the other the bottom, that this is wood, that paint, this cane, and, finally, that the whole, leg, seat, cane, back, bottom, altogether is a chair? Does the medical scientist first find certain unknown substances which he terms bone, tendon, muscle, nerve, blood, hair, etc., etc., and then, finding out their properties, decide that these arranged in a certain way form a man, in another way a dog or a horse or an ox? Need I answer that the child first learns that this is a chair, and may not for years learn how it is made; that this is an apple, and has no knowledge of its parts, possibly until he is a man; that the medical scientist first takes the completed body as he finds it, and, by analysis, finds out its component parts and their various forms, and that, having made a few careful analysis, he is, at once, able to tell me that this is bone, that flesh and this blood, and that the whole makes up the original body. We study the diamond that reflects the light from its score of faces before we crush and subject it to the chemist's art to discover its component parts. We learn of nearly everything, in fact, by the process of analysis, but in reading we have been trying to invert nature's process and build up, we know not what, out of symbols that are as meaningless to the child as Egyptian hieroglyphics.

Some have claimed that the "Look and Say method" develops bad spellers, but I challenge the correctness of this opinion. True, it may be, that a poor use of the method might turn out bad spellers, but this is not the fault of the method but of the teacher who manipulates the method.

That bad spelling exists is but another argument for reform in teaching reading, for good teaching analyzes the words taught and shows how the results have been reached; that such a method could be held responsible for bad spelling is almost inconceivable. Bad spelling is largely the result of negligent reading and the most unnatural ways in which we teach spelling; but of this I must not speak at present.

Again, let me ask how many teachers have been teaching little children lists of words, without life or meaning, from lack of that association which gives them their force ?

The word cat written by itself on the board or seen on the printed page is as meaningless and lifeless as the scrawl of an infant, and, perhaps, more so, for in his formless scrawl he sometimes sees an elegant picture of a dog or cat, but in the purely artificial characters which he sees before him, he recognizes nothing.

Put a bright and correct picture of a household tabby before him, ask him what it is, then tell him that the chalk will tell him the same thing, whereupon he almost involuntarily exclaims, as he sees the words associated with some tangible object—the cat.

At first he should learn a few expressions, such as a cat, a rat, a hat, the cat, the rat, the hat ; then, showing him a running cat or rat, he reads, almost without effort,—the cat runs,—the rat runs. It is not necessary to prolong this discussion, for the intelligent teacher will readily understand the method from what has already been said, and will see the necessity of teaching groups of words properly associated, if she would rapidly teach children to read, and banish that unspeakable drawl and monotone so frequently heard in the school-room.

Again, I would like to ask how many teachers have been allowing children to read around the class in consecutive order while she has been correcting exercises or been engaged in some other work foreign to the lesson ? Let me say here that such a lesson is worse than lost time ; it is suicidal, for it is but the breeder of disorder, the producer of carelessness, the direct cause of monotonous reading and indifferent conduct.

A reading lesson demands the closest watchfulness, the most vivacious manner, and the exercise of all the intelligence at the command of the teacher. There are questions to be asked, words to be especially noticed on account of some peculiarity of spelling or derivation, time to be judiciously divided up so that the greatest possible advantage may be taken of it, mistakes to be corrected, and the class, as a whole, to be kept on the *qui vive* from the beginning to the end of the lesson.

Can this be done if the teacher is engaged with some other duty ? I need hardly answer such a question. Too much time must not be taken for questions, as it is essentially a reading lesson, but a question here and another there, with a wise explanation now and then, work wonders in keeping up the spirit and attention of the class.

Again, how many teachers use simultaneous reading in their classes to a large extent? From many years of teaching in large classes, I am led to believe that children cannot be taught to read satisfactorily under such circumstances without it. It is, and has been the practice of all successful teachers of reading in our higher institutions of learning, and is of far greater value in the case of small children than for the advanced student.

I am speaking now of children who have mastered the first few simple expressions, especially, although I practise it from the very first. The voice of the timid becomes lost in the crowd and the little one forgets his fearfulness, the slow tongue of the laggard is compelled to keep time with the onward flow of the words, and its owner forgets that his tongue is slow and his speech awkward; the stammerer even launches out with confidence and forgets what is sometimes but a bad habit.

These are but a few of the advantages of simultaneous reading; there are many more, among which I may mention the great economy of time, for fifty or sixty can read while but one could read by the individual method; also the increased force and expression gained on the part of the children. The teacher should read a few phrases or words only beforehand as a pattern, then let the class read simultaneously, then let three or four read the same, and, if not well done, repeat the operation. I find that children gain a knowledge of new words in this way more rapidly than by any other method. While reading the phrases, select any obscure phrase, or ambiguous or difficult word, if such there be, and, by a judicious question to some one, elucidate its meaning and keep up the interest.

There is little use in trying to make orators of young children; we should seek to get them to read rapidly, distinctly and intelligently, and, if we do not by our negligence or bad teaching, destroy the natural eloquence of the voice of the child, we shall have very little cause to complain of a lack of expression. We destroy all the natural expression of a child's voice by teaching him either to spell a word before he knows it or to say the word outside of any association that will convey its meaning. Let me illustrate. Place upon the board these words in a column: the, good, boy, bad; spend a week or more in trying to teach these detached words, then let him associate them in two phrases, the good boy, the bad boy, and what will be the result? It will be as follows: the—good—boy; the—bad—boy. On the other hand, show the child a picture of a boy and ask him what it is; he will answer at once, a boy or the boy; then say, now let the chalk tell his name, at the same time writing—the

boy on the board. Have them repeat the expression, pointing to the picture until every child knows it. A few moments will suffice when the next step may be taken; show a boy running, and ask what the boy does; they will doubtless answer, the boy runs, which must be repeated as before. In the same way get the girl runs, the cat runs, the rat runs. Naturally the child will see that there is a difference between the boy, the girl, the cat and the rat, and, as naturally, will give emphasis to these words if used in proper connection, and will not make awkward and meaningless pauses between the several words of the clause.

In teaching the first lesson in the First Primer, I would follow this plan, even if I had to cut up the lesson and re-arrange it. This latter course may be avoided by using the black board constantly.

These few considerations are not to be taken as an exhaustive treatment of the subject, but as suggestive of what the teacher may do for herself in pursuing the work on these lines.

MODEL DRAWING.*

BY MISS N. E. GREEN, MCGILL NORMAL SCHOOL.

Before proceeding to perspective, allow me to return to the drawing of other figures than those enclosed by straight lines and right angles. It will be well to notice one rule which may help to solve difficulties in their drawing. It is this, the chief plane of their perspective may be not on their surfaces, but in their centres. A cylinder, for instance, if standing in any other direction than vertically or horizontally, must be studied by the plane of its centre, while its round face will be at right angles to this plane. This is especially important in the drawing of cones. A little experience will soon tell the pupil what to take, centre or surface. The connection with the examples in the flat, and the old familiar rule that objects having similar irregular sides (if the "irregular" may apply to direction) have always a central guide line that now becomes not a guide line only, but indicated a plane of importance that gives direction to the object.

Perspective.—In the limits of this paper it is impossible to say much upon this subject or its great usefulness. No teacher can well train his pupils without it; older pupils should have a thorough knowledge of its principles, though it is quite possible to give younger children a training in model drawing without themselves taking it as a separate study, but

* Conclusion of a paper read at the late Convention of Teachers held in Montreal, in October, 1890.

so long will they remain dependent upon daily class instruction. Like the measurement rules, it should be regarded simply as knowledge that will test the correctness of work, and a stepping stone to the consideration of the relation of objects to others, or to lines not always given in the drawing, as, for instance, the line of the horizon and the position of the spectator.

Not many rules for the use of young children are required, and these can easily be committed to memory, though it would be well that they should learn them by constant reference to their truths and the practical application of them, than given as a task.

To mention.—Parallel lines vanish in the same vanishing point, with the exception of parallel horizontal and parallel vertical ones.

Lines at right angles to the spectator vanish in the centre of vision, while all lines at an angle to the spectator, if parallel to the ground, vanish at some point on the horizon, with the instruction necessary to find the horizon and centre of vision, are sufficient for many months of work.

We now come to the consideration of other characteristics of good drawing than outlines. So far each separate point and detail have been studied one by one, and made, to a certain extent, all of equal importance. Now the drawing must be regarded, not alone as a part of his work of lines and measurements, but from the stand-point of himself. How much does he see, how much fail to see? Both are of importance. At once he will find the outlines he has expended so much labour upon are no longer hard lines, but the indications of the juxtaposition of planes.

Planes no longer of the colour of the paper, with harsh outlines, but each portion quivering with changes, influenced by position to light, shade and reflections, its distances melting to softness, its near portions standing clear and sharp in a surrounding atmosphere, itself holding different tones of light.

An object that he knows to be of one colour, having in one small space sheen, shade and colour, an infinite variety to see, with very finite materials to express, but for all that this portion of drawing should not be neglected. In the study of it the pupil will begin to show more fully his individuality in his work, or rather he will express himself, using the principles he has already learned. It is a help to correctness in his primary work, as a finished drawing throws into stronger relief errors in sketching. A little practice in light and shade is especially

valuable for this, even if there were no other reasons for so doing.

If the surface of the object is very smooth, and the light falls upon it so as to make a right angle as it is reflected to the eye, there will be found sheen; next it, receiving a full light, the true colour of the object, while as it recedes from colour and light, lies shade that again may be broken by reflections from the wall or any other object near, or by cast shadows in great variety, which the pupil soon takes pleasure in detecting for himself.

Lastly, I would recommend the use of sepia for shading, because of its permanence requiring the pupil to still follow a careful habit of observing what he is drawing, as he is not so apt to do where the work is a mechanical repetition of movement, as in shading with the pencil. It can also be much more rapidly applied than pencil or French chalk, and is capable of an excellent range of tint, the slightest variety being easily expressed in it. These characteristics, I hope, to those who try it, will be found to outweigh the first difficulties of its use, which rapidly disappear with a little practice.

Editorial Notes and Comments.

The Report of the Sub-committee on Elementary Education contains three suggestions, which, if acted upon, will open the way to reform in this branch of educational enterprise in our province. The organization of our elementary schools is all but complete, but the trouble is the organization is mostly on paper. Rules and regulations for the guidance of the inspectors, the commissioners and the teachers connected with these schools, have been carefully drawn up, but when the means at the disposal of those in authority are limited, and not sufficient to excite a permanent loyalty towards these rules and regulations, it is not to be wondered at that the desire for progress has been heavily discounted. The prospect that the sub-committee's recommendations will have a beneficial effect is all but certain: that they will have the effect of inducing the Government to increase the subsidy to a sufficient amount, and the Normal School Committee to modify the curriculum of that institution in such a way as to supply a competent number of trained elementary teachers, is only to be seen after the report has been carefully considered at the next meeting of the Protestant Committee. The feeling seems to be that the Protestant Committee should have a supervision over the elementary schools of our province as direct as over the superior schools and colleges. As

the advisory board of the Department, its executive supervision should be extended; and we have no doubt that the labours of the sub-committee will lead at least to the extension of their supervision over the elementary schools, if not in time, to all matters pertaining to Protestant school progress in Quebec.

—The destruction by fire of the Lennoxville school-house and chapel is an event regretted by all who have had school-boy or undergraduate experience within Bishop's College quadrangle. The chapel, which had escaped the ravages of former fires, is the most to be regretted, as it never can be replaced as a memorial of the earliest days of the college. Beyond this, now that the event has brought into nearer view the possibilities of making even more of the school than has been done, the regret gives way to the determination to do the best under the circumstances. The authorities have already decided upon plans for the future,—plans which, when realized, will fill the hearts of the "old boys" with gratification. The prosperity of the school and college, under the direction of the Rev. Dr. Adams, has been of the most encouraging kind. His devotion to the work, his zeal and tact, have tended to make Lennoxville what it is at the present moment—an institution sufficiently prosperous to overcome the effects of its latest calamity. There has been little or no interruption to the work, the boys having all returned a few days after the fire to take up the quarters which the hospitality of those who reside near the college have placed at the disposal of the college authorities.

—While Bishop's College is engaged in discussing the character of the buildings to be erected for their school, McGill College is looking with pride upon the additional buildings which are being raised upon its grounds. Mr. McDonald has been bestowing upon his favourite faculty another sixty thousand dollars, and what was once the weakest of all the faculties of the University is now likely to be the strongest. The number of students in attendance is larger than at any period in the college's existence. In connection with the liberality which has been bestowed upon the higher education, the idea has arisen in the minds of some that our wealthy men could possibly be induced to take up the cause of elementary education, and by their means and example thus improve the condition of the people in the country districts. The question is a delicate one, yet it is just possible that the members of the sub-committee on elementary education may not be unwilling to make an appeal in this direction.

Current Events.

—The Teachers' Association in connection with McGill Normal School held its second regular meeting on Friday evening, February 6th, at eight o'clock. On account of the unavoidable absence of the president, Mr. H. H. Curtis occupied the chair. Dr. Kneeland opened the meeting with prayer, which was followed by the reading and adoption of the minutes. In the absence of Mr. J. W. McOuat, B.A., of Lachute, the subject for discussion, namely, "Payment by Results," was placed before the meeting by Dr. Kneeland, who raised some objections to the system at present in vogue. Dr. Robins took part in the discussion until Mr. McOuat arrived to read his paper, which briefly reviewed the advantages and disadvantages of the system which prevails. Further remarks on the subject were made by Dr. Wesley Mills, who urged upon the teachers to take a broad view of things and thus widen their sympathies. He made little objection to the principle of payment by results. It only means the survival of the fittest, and the application of this law is inevitable. But when, in human affairs, we undertake to apply a test of fitness to survive, we should see to it that the test is a true one. It is the fittest to an ideal that we should seek to preserve. That school should be encouraged which educates according to a worthy ideal—not the school which crams for unworthy ends. Whatever test is applied should take into account the moral tone of the school as one important result of a teacher's influence. It should also take into account whether the pupils are acquiring correct intellectual habits and a fondness for learning which will follow them through life, as the very best result of school work. In short, the *conditions* suitable to the exercise of worthy influences should be considered as well as the results. A single examination is a very imperfect test. The inspector should take everything into account. To be able to do this, he must be a man of much culture and much tact, and he should confer not only with the school commissioners but also with the parents interested in the school. If this was being done, the objection to payment by results is untenable, seeing every department in life furnishes illustrations of the universal prevalence of the law, and its necessity as society is at present organized.

—The growth of school libraries in the United States since the enactment of the library law has been very satisfactory. During 1887 in one state alone twenty-six towns bought libraries; in 1888, forty-eight towns; in 1889, one hundred and

forty-seven towns; and in 1890 two hundred and ninety-four towns. At least three thousand schools have been thus supplied in Wisconsin with reading matter during the past four years. Jefferson county takes the lead in this matter, and Brown, Clark, Door, Eau Claire, Taylor, La Crosse and Washington are among the most enterprising. The growth of libraries in cities, and in high schools, where it is the result of purely local effort, is also very remarkable. Wisconsin is in this way doing a great deal to promote general intelligence among her young people.

—The finest school in the country districts of our province has just been opened, particulars of which will be given in our next issue. We refer to the opening of the new Granby Academy, which took place on the 17th of March. We have referred to this enterprise in previous numbers, and now that it has been accomplished, we have nothing but congratulations to give to Teacher, Commissioners, Chairman and Secretary, and the community at large.

—The annual Convention of the National Educational Association of the United States for the present year will be held at Toronto from the 14th to the 17th of July next, and a local committee has been appointed at Toronto to make all the necessary arrangements. At least twelve thousand teachers of public schools, collegiate institutes, high schools, universities and school inspectors throughout the United States and Canada are expected to attend the convention, and a large amount of work has to be done preliminary to the meeting to make arrangements for the accommodation of this large number of visitors. Cheap railway rates have been secured from all parts of Canada and the United States. An official bulletin will be issued about the middle of March, giving a full programme of the proceedings of the convention, officers of the association, railway arrangements, etc., and will be forwarded to anyone desiring a copy on their dropping a post-card to the secretary of the local committee, Mr. H. J. Hill, at Toronto, or Mr. J. L. Hughes, chairman of the executive committee, Toronto. The most complete arrangements will be made to give the visiting teachers a splendid welcome and to make the meeting a great success. Local excursions are being arranged to all important points of interest surrounding the place of meeting. The meeting will be of an international character, and as it is the first time the association has ever met in Canada, it is hoped that the Canadian teachers will attend in large numbers to take part in the proceedings.

—A Catholic priest in a little village in Alsace punished corporally two girls, aged seventeen years, because they were

about to leave church before the services were over. He was found guilty of assault and battery. He appealed, claiming the right of punishment as a teacher who stands "*in loco parentis*." But the higher court decided that, while a school-teacher was by law clothed with parental right of punishment, that right had nowhere in law, and by no Court of the Empire, been bestowed upon any servant of a religious denomination. Since submission under the discipline of the Church was a matter of voluntary decision on the part of the individual, the decision of the lower court was upheld. This decision is chiefly based upon the constitutional right to freedom of conscience.

Practical Hints and Examination Papers.

One of the most contemptible things a teacher can do is to criticise the teaching force and ability of the teacher whose class has been promoted to her own room. The mean part of it is that the criticism is made on some scholar before the entire class. Apart from the question of professional courtesy due another teacher, there is the influence that this censure has on the minds of the children. To disturb the faith in human nature which children possess in so large a degree, to awaken in their minds a distrust in the value of a former teacher's work, however indifferent it may appear to the critic, is to plant seeds in the minds of children which will bear fruit of the bitterest kind. Teachers do not elevate themselves by belittling their fellow workers. In remarking to their co-workers, *nil nisi bonum* should be the rule. If teachers would win the respect, affection, and appreciation of pupils, they should eliminate the demon of envy from the heart, and plant in its place the spirit of good will."—*Common School Educator*.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

MODEL SCHOOL DIPLOMA.

Canadian History.

Examiner, - - - - F. W. KELLEY, B.A.

1. (a) What are comprised in the term "Dominion of Canada"? About what area and population has the Dominion? What officers are appointed still by the British Government?

(b) How many members in the Canadian Senate? How many Senators is this Province allowed? Name three qualifications a Senator must possess.

(c) How many members in the Canadian House of Commons? What is the basis of representation of each Province in the Commons?

2. The European nations base their claims for the possession of this Continent on discoveries and conquest: what discovery and conquest are connected with these names,—Columbus, the Cabots, Cartier, Hudson, Cortez, Champlain, Joliette, the Jesuits, LaSalle?

3. Of the Old French War, give *two* causes : six principal events, with dates and the main provisions of the Treaty which ended it.
4. Tell very briefly what you know of *one* of these :
 - (a) The American Invasion of Canada, 1775-6.
 - (b) The U. E. Loyalists.
5. Describe briefly the "Rebellion of 1837"—noticing causes, events with dates, and important results.

Geography.

Examiner, - - - - F. W. KELLEY, B.A.

1. Show, by a diagram about three inches in diameter, the zones on the earth's surface, their boundaries with names, the width of each in degrees, the correct position of Montreal in it.
2. In travelling from Mexico to Hudson Bay through what great belts of vegetation would you pass? Name three animals peculiar to South America.
3. Of the following rivers say (1) where they rise, (2) through what country, and (3) in what direction they flow, (4) where they empty and (5) what towns are on their banks,—Hudson, Seine, Ganges, La Plata or Parana.
4. Give the five most important colonies of Britain and the main commercial products of each (10.)
5. Where are these obtained in greatest quantities,—coffee, sugar, silk, cotton, wheat, pine lumber, petroleum, wool, seal-skins, silver?

Book-Keeping.

Examiner, - - - T. AINSLIE YOUNG, M.A.

1. What is the difference between "Single Entry" and "Double Entry"? What are the advantages of "Double Entry"?
2. Explain the terms "Folio," "Bills Receivable," "Sundries," "Consignment," "Dividend."
3. How are the following accounts opened, conducted and closed :—Stock, Merchandise, Bills Payable, Interest?
4. On the 7th June, 1889, D. H. of Quebec, gave G. R. his note for \$500, payable three months after date. Draw the note so that it may be negotiable without endorsement. What change would make it negotiable only on endorsement?
5. Journalize the following :—
 - (1) I receive a legacy of \$1000.
 - (2) Borrowed \$500 for which I gave my note at three months.
 - (3) Took a promissory note in payment of a debt of \$100; discounted it and received \$97 for it.
 - (4) Sold merchandise amounting to \$1000, for which I received \$500 cash, cheque on Quebec Bank for \$200, and note at sixty days for balance.
 - (5) Commenced business with a capital of \$2000 cash, \$2000 in Bills Receivable, \$2000 borrowed from X. Y. Z.

*Drawing.**Examiner, - - - MISS GREEN.*

1. Mention any two principles of design and define them.
2. Explain the term *conventionalized* and illustrate by a slight sketch.
3. State any cause of *breadth* and *repose* in design.
4. Give short notes of a lesson in drawing, the candidate having the choice of any continuous moulding, as the subject.
5. Draw a horizontal line about three inches in length, and divide into two equal parts. Through the centre of the horizontal line draw two lines equal to it and whose position shall be one half above and one half below the horizontal line, making the angles at their common centre equal. Make these lines the construction lines of an original design.

*Art of Teaching.**Examiner, - - - ELSON I. REXFORD.*

1. Give five of the most important elements which have to be provided for in organizing a school.
2. Discuss the subject of school classification under the following heads ;—(a) the object, (b) the methods, (c) the basis, (d) the limits, and (e) the difficulties.
3. Draw the ground plan of a school room for thirty-six children under one teacher—giving first the dimensions of the room—aisles—desks and windows, and second, the position of the windows, desks, teacher's desk, aisles and doors.
4. Explain briefly the different methods of beginning the teaching of reading, and show how you would apply the method you intend to adopt to the first primer.
5. Explain as to a class for the first time (1) the multiplication of $\frac{2}{3}$ by $\frac{4}{5}$, (2) the division of .04 by .0025.

*French.**Examiner, - - - MADAME CORNU.*

1. Traduisez en anglais :
 - (a) Il y a quelques années un village appelé Lacalle, dans les Basses-Alpes fut recouvert par une avalanche ; trois maisons furent renversées, et quinze personnes restèrent dans la neige ! Tous les gens du voisinage accoururent aussitôt, ils creusèrent la neige et huit personnes encore vivantes en furent retirées.
 - (b) Le premier consul, tantôt l'écoutant, tantôt questionnant les passants dont la montagne était remplie, parvint à l'hospice où les bons religieux le reçurent avec empressement. A peine descendu de sa monture, il écrivit un billet qu'il confia à son guide pour le remettre à l'administrateur de l'armée.

2. Nommez les pronoms indefinis accompagnés de *ne* et écrivez trois exemples.

3. Quelle est la position de l'adjectif qualificatif ? six exemples.

4. Quels sont les verbes conjugués avec *être* ?

5. Écrivez le *Futur* simple et antérieur et l'*impératif* de *venir se promener, être puni, comprendre*.

6. Traduisez en français :

I am going to see a friend of his.

He was writing when I entered.

We offer you our services.

Sit down, if you please.

(a) Never put off until to-morrow what you can do to-day.

(b) We want your mill ; how much will you take for it ?

Latin.

Examiner, - - THE VERY REV. DEAN NORMAN, D.D.

Cæsar Bell. Gall. Bk. I. ch. 1-25

1. Translate "Interea ea legione quam secum habebat, militibusque qui ex provincia convenerant, a lacu Lemanno, qui in flumen Rhodanum influit, ad montem Juram, qui fines Sequanorum ab Helvetiis dividit, millia passuum decem novem murum in altitudinem pedem sedecim fossamque perducit. Eo opere perfecto praesidia disponit castella communit, qui facilius, si se invito transire conarentur prohibere possit. Ubi ea dies quam constituerat cum legatis venit, et legati ad eum reverterunt, negat se more et exemplo populi Romani posse iter ulli per provinciam dare ; et si vim facere conentur prohibitorium ostendit. Helvetiis ea spe dejecti navibus junctis ratibusque compluribus factis, alii vadis Rhodani, qua minima altitudo fluminis erat, nonnumquam interdum, saepius noctu, si perrumpere possent conati, operis munitione et militum concursu et telis repulsi hoc conatu destiterunt.

2. Translate into Latin, (1) He drew up his line of battle in the middle of the Hill. (2) At break of day the summit of the mountain was held by the enemy. (3) After his death the Helvetii endeavoured to go out of their camp. (4) Cæsar was informed through spies that the Helvetii had crossed the river.

3. Give the gender and singular number of *iter, dies, ager, flumen, jus, impetus*—parse *possent, fiebat, velint, fluat, miserat, consuesse*—the 1st person singular of the perfect indicative, 1st future, present subj. also the supine and present infinitive of *moveo, sentio, audeo, cresco, peto, fleo*.

4. Translate "De tertia vigilia T. Labienum legatum pro prætore cum duabus legionibus et iis ducibus qui iter cognoverant summum ugun montis ascendere jubet ; quid sui consilii sit ostendit. Ipse de quarta vigilia eodem itinere quo hostes ierant ad eos contendit

equitatumque omnem ante se mittit. P. Considius, qui rei militaris peritissimus habebatur, et in exercitu L. Sullae et postea in M. Crassi fuerat, cum exploratoribus praemittitur.

5. Compare supra, citra, celer, facile, ultra, prope—distinguish between deponent, transitive and intransitive verbs and give an example of each.—Explain the construction of (1) spe reditionis sublata, (2) ut tertia acies venientes sustineret, (3) postero die castra ex eo loco movent.

6. What is the Latin for a hostage, an army, forces, baggage, corn, a space of two years, a trader, a city, a town, a village?—What cases are used for point of time, duration of time, and which for motion to and from a place?

Botany.

Examiner, - - THE VERY REV. DEAN NORMAN, D.D.

1. How do plants obtain their food, and what benefits do they confer upon nature?

2. What are the uses of tendrils, runners, suckers, bulbs and tubers? Give the names of plants in which they are found.

3. To what families do the following plants belong: Cherry, clover, raspberry, sweat pea, onion, columbine, pansy, adder's tongue and anemone.

4. Name, with explanations, the parts of a complete flower. How can a plant be perfect and yet not complete?

5. State the various modes by which plants can be propagated and explain the difference between organs of vegetation and organs of reproduction.

6. What are the different parts of a leaf? Mention any of the various substances which are commonly called fruits.

Arithmetic.

Examiner, - - T. AINSLIE YOUNG, M.A.

1. In building a house, I paid $2\frac{1}{2}$ times as much for material as for labor; had the latter cost 8% more, and the former 10% more, the whole cost would have been \$2872.50; find the actual cost.

2. The daily issue of the *Times* is 60,000 copies. Three days of the week it consists of 3 sheets, and for the remaining three of 4 sheets. If a sheet be 3 ft. long and 2 ft. broad; find the number of acres, which the weekly issue of the *Times* would cover.

3. Find the cost of making a road 110 yards in length and 18 feet wide: the soil being first excavated to the depth of 1 foot, at a cost of 1 shilling per cubic yard, and rubble being then laid 8 inches deep at 1 shilling per cubic yard, and gravel placed on the top 9 inches thick at $2\frac{1}{2}$ shillings per cubic yard.

4. What is the weight of a hollow spherical iron shell 5 inches in diameter, the thickness of the metal being 1 inch, and a cubic inch of iron weighing $\frac{7}{8}$ of a pound?

Algebra and Geometry.

Examiner, - - - T. AINSLIE YOUNG, M.A.

Algebra.

1. (a) Find the following products, without actual multiplication :—

$$(I) (3a-1)(3a+b). \quad (III) (x-2)(x-3)(x-4).$$

$$(II) (3x+4y+z)(3x+4y-5z).$$

(b) Resolve into factors :—

$$(I) a^2 - 2ac - b^2 + 2bd + c^2 - d^2. \quad (III) 9x^4 + 5x^2y^2 + y^4.$$

$$(II) 3x^3 - 30x^2 + 48x. \quad (IV) 8x^2 + 34xy + 21y^2.$$

2. Simplify (I) $\frac{1}{2x+2} - \frac{4}{x+2} + \frac{9}{2(x+3)} - \frac{x-1}{x^2+5x+6}$

$$(II) \frac{x^2+x-2}{x^2-x-20} \times \frac{x^2-5x+4}{x^2-4} \div \left\{ \frac{x^2+3x+2}{x^2-2x-15} \times \frac{x+3}{x^2} \right\}$$

3. Solve (I) $\frac{x}{x-1} - \frac{x-1}{x-2} = \frac{x-3}{x-4} - \frac{x-4}{x-5}$

$$(II) \frac{2(x-b)}{3x-c} = \frac{2x+b}{3(x-c)}$$

4. The sum of three numbers is 70; and if the second is divided by the first, the quotient is 2, and the remainder 1; but if the third is divided by the second, the quotient is 3 and the remainder 3; what are the numbers?

5. A farmer buys m sheep for \$ p , and sells n of them at a gain of 5 per cent; how must he sell each of the remainder to gain 10 per cent on the whole?

Geometry.

1. The straight lines joining the extremities of two equal and parallel straight lines towards the same parts, are themselves equal and parallel.

State the converse of this proposition.

2. Describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given rectilineal angle.

3. If a straight line be divided into any two parts, the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

4. What proposition of the second book would be formed from Euclid II. 12, by bringing the vertex A down to the point D in the side BC produced?

5. The straight line drawn through the points of bisection of two sides of a triangle is parallel to the third side.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD:

SIR,—Will the new rule that pupils in Grade III. Model School will not be granted certificates unless they pass in Latin, be strictly enforced this year? If so, I think it will inflict a hardship upon those pupils who last year passed Grade II. without taking it up.

Pupils who passed Grade II. last year without learning Latin have now a great deal to take up in one year's study, when you consider all the other subjects they have to learn; and the most enthusiastic advocate of the teaching of Latin would surely never wish it undertaken if it be not learned thoroughly. It is this thoroughness and accurate knowledge of the grammar and the exact fitting of cases and genders, etc., that is the object, I take it, of teaching it, and a slipshod acquaintance is worse than useless.

Latin is an optional subject for teachers as high as 2nd class Model School Diploma, but the pupils must take it up—therefore we may have the absurdity of a model school teacher who does not know Latin having to teach it.

Would it not be much better to let pupils pass in ordinary subjects, and for those who pass in Latin, algebra, geometry, &c., have the fact endorsed on their certificates?

Yours obediently,

CHARLES PRICE GREEN, B.A.,
Lacolle Academy.

31st January, 1891.

Official Department.

THE DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 25th February, 1891.

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

Present: The Right Reverend James Williams, D.D., Lord Bishop of Quebec, in the chair; Sir William Dawson, C.M.G., LL.D., R. W. Heneker, Esq., D.C.L., LL.D., George L. Masten, Esq., the Reverend W. I. Shaw, LL.D., A. Cameron, Esq., M.D., M.P.P., A. W. Kneeland, Esq., M.A., Ph.D., E. J. Hemming, Esq., D.C.L., the Very Reverend Dean Norman, D.D., the Reverend George Weir, LL.D., Peter McArthur, Esq., R. J. Hewton, Esq., M.A.

The minutes of the previous meeting were read and confirmed.

Expressions of regret were received from the Venerable Archdeacon Lindsay and the Reverend Dr. Cornish at their inability to be present at the meeting.

The Secretary submitted the following correspondence and communications for the consideration of the Committee:—

1. From Messrs. J. P. Arnold, Chas. F. Hamilton and Miss Kate McEwen, applying for diplomas under the Regulations of the Committee and submitting certificates.

The Committee agreed that Mr. J. P. Arnold be exempt from examination in all subjects for the elementary diploma except School Law.

(b) That Mr. Chas. F. Hamilton be granted a First Class Academy Diploma under Regulation 54, Section A.

(c) That Miss Kate McEwen be exempt from examination in all subjects for a Model School Diploma except School Law and Regulations.

2. From Mr. Thomas Haney, Lachute, concerning the position of school inspector.

The Secretary was directed to inform Mr. Haney that all candidates for the position of school inspector are required to pass an examination.

Moved by Dr. Kneeland, seconded by Mr. R. J. Hewton, M.A., "That the Secretary be instructed to advertise that an examination of candidates wishing to qualify for the position of inspector of schools will be held during the second week of May next." Carried.

3. From the Normal School Committee concerning provisions for a course of professional training for undergraduates in Arts.

On the motion of the Reverend Dr. Shaw, seconded by the Very Reverend Dean Norman, it was resolved: "That having considered the memorandum of the Normal School Committee respecting the arrangements to be made for the delivery of a course of lectures in the theory and practice of teaching to such students and undergraduates as may be disposed to take advantage of the same, the Protestant Committee approves thereof."

4. From the Provincial Association of Protestant Teachers, submitting for the information of the Committee certain resolutions adopted by the Convention in October last, and giving notice of the re-election of Mr. R. J. Hewton, M.A., as the representative of the Association on the Committee.

The communication was received and read.

5. From the Montreal Presbytery concerning the grant in connection with the Jesuits' Estates Act, submitted for the information of the Committee.

The communication was received and read.

6. From the Superintendent, submitting a list of the proposed division of the Fund for Poor Municipalities.

Moved by Dr. Heneker, seconded by Reverend Dr. Shaw, and resolved, "That this Committee recognize the care with which the list of Poor Municipalities entitled to grants has been prepared in the Department, and approve of the same."

7. On motion of Dr. Heneker, seconded by Dr. Henning, Regulations 7, 8 and 20, and forms 2 and 3 were amended to read as follows:—

7. Each candidate shall be examined with reference to:

(a) The methods of teaching the subjects of the authorized course of study.

(b) The organization, discipline and management of schools.

(c) The duties of inspectors, school boards and teachers, and the operation of the school law and regulations of the Province. Fifty per cent. of the marks in each of the three divisions of the examination will be required for passing.

8. The documents produced by the candidates and the results of their examination shall be submitted to the Protestant Committee for their approval, and the candidates found qualified by the Committee for the position of inspector shall be granted Certificates of the First or Second Class, according to Form No. 2.

20. The cities of Montreal, Quebec and Sherbrooke shall be centres of examination for the three grades of diplomas, and the following places shall be centres of examination for elementary and model school diplomas, viz. : Shawville, Aylmer, Lachute, Huntingdon, Cowansville, Waterloo, Stanstead, Richmond, Inverness, Three Rivers, New Carlisle and Gaspé village.

FORM No. 2.

Protestant Committee of the Council of Public Instruction.

We hereby certify that a native of aged residing and professing the Protestant faith, has produced the requisite certificates, passed the examinations, and fulfilled the conditions prescribed by the School Law and Regulations for Candidates for the position of Inspector of Protestant Schools to the satisfaction of the Protestant Committee.

We further certify that a class certificate has been granted to him and that he is, therefore, eligible for appointment as Inspector of Protestant Schools in the Province of Quebec.

In witness whereof, by order of the Protestant Committee of the Council of Public Instruction, we have hereunto affixed our hands the day of, in the year one thousand eight hundred and

....., *Chairman.*

....., *Secretary.*

FORM No. 3.

To the Secretary Protestant Central Board of Examiners, Quebec.

SIR,—I, residing at, County of, professing the Faith, have the honor to inform you that I intend to present myself at for the examination for diploma in July next.

I enclose herewith :—

1. A certificate that I was born at, County of, on the day of, 189—.

2. A certificate of moral character according to the authorized form.

3. The sum of being examination fee.

Signature in full.

.....

8. On the motion of the Very Reverend Dean Norman, seconded by R. J. Hewton, Esq., the following deputy-examiners were appointed for the examination under the Central Board of Examiners in July next:—

Local Centres.	Deputy Examiners.	Place of Meeting.
1. Aylmer.....	Rev. A. Magee.....	Model School
2. Gaspé Village....	Rev. J. P. Richmond....	Schoolroom
3. Huntingdon.....	Rev. Jas. B. Muir.....	Academy
4. Inverness.....	Inspector Parker.....	Academy
5. Lachute.....	Rev. Wm. Saunders....	Academy
6. Montreal.....	Dr. Kelley.....	Normal School
7. New Carlisle.....	W. M. Sheppard.....	Court House
8. Quebec.....	T. A. Young.....	High School
9. Richmond.....	Rev. John McLeod.....	St. Francis College
10. Shawville.....	Rev. W. H. Naylor.....	Academy
11. Sherbrooke.....	Inspector Hubbard.....	Ladies' Academy
12. Stanstead.....	Inspector Thompson....	Wesleyan College
13. Cowansville.....	Inspector Taylor.....	Academy
14. Three Rivers.....	Alex. Houliston.....	Academy
15. Waterloo.....	Rev. J. Garland.....	Academy

9. Moved by R. J. Hewton, M.A., seconded by Dr. Kneeland, and resolved, "That a committee composed of Mr. Masten, the mover and seconder, associated with the Secretary, be appointed to draw up regulations under which diplomas and medals may be distributed to Superior Schools in this Province."

10. On motion of Sir William Dawson, seconded by Dr. Heneker, it was resolved, "That it be a recommendation to the Central Board of Examiners to examine in a subject or subjects of a higher grade any candidate for an elementary or model school diploma or holder of such diploma, during such examination, and on his passing to insert a certificate of the same in his diploma."

11. On motion of Sir William Dawson, seconded by the Reverend Dr. Shaw, it was resolved, "That this Committee desires to express its sincere sympathy with the Corporation of the University of Bishop's College, Lennoxville, in the loss sustained by the recent calamitous fire, and would cordially recommend to His Honor the Lieutenant-Governor in Council that a special grant be made to the said University from the general funds of the Province, in order to enable the College and school to be restored to their former condition of efficiency, and that the Honorable the Superintendent be requested to transmit a copy of this resolution to the Honorable the Provincial Secretary."

12. Moved by Dr. Kneeland, seconded by R. J. Hewton, M.A., "That the Honorable the Superintendent of Public Instruction be requested to cause a revision of the English edition of the Code of Public Instruction to be made, and to distribute copies of the same to the Protestant clergy and teachers of the Province." Carried.

13. The Secretary reported that arrangements had been made to hold five Teachers' Institutes during the month of July next, but that the recent destruction of the school building at Bishop's College and the meeting of the National Educational Association in Toronto during the third week in July, has made it necessary to modify the arrangements, and he is, therefore, unable at present to give the arrangements in detail.

14. Notice of motion by R. J. Hewton :—

"That the Committee ask the Provincial Legislature to amend Section 1967 R. S. Q. to read as follows: The Central Board of Examiners shall be composed of not less than five or more than ten members, and a secretary, who, etc."

15. The Inspector of Superior Schools then appeared before the Committee and read his interim report upon the inspection of the Model Schools and Academies. The report was received and considered by the Committee.

Summary of Semi-Annual Financial Statement of the McGill Normal School and Model Schools from the 1st of July to the 31st of December, 1890, submitted for the information of the Committee :—

The McGill Normal and Model Schools in account with the Superintendent of Public Instruction.

1890.

July 1.	To Balance General Bank Account.....	\$ 599 98
	Balance Savings' Bank Account.....	255 27
	Amount of Cheques Normal School Grant.....	6,669 38
	Model School fees received.....	1,007 20
	Interest account.....	13 37
		<hr/>
		\$8,545 20

Cr.

By Normal School Salaries.....	\$5,778 46
Assistant Masters' ".....	1,291 40
Books and Stationery.....	897 26
Light and Fuel.....	653 13
Water Rates.....	73 80
Contingencies.....	807 79
Printing and Advertising.....	15 67
Bursaries.....	570 00
Balance General Bank Account.....	128 53
Balance Savings' Bank Account.....	329 16
	<hr/>
	\$8,545 20

The following Financial Statement submitted by the Secretary was received, examined and found correct :—

QUEBEC, 21st February, 1891.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE.

I.—*Superior Education.*

1890.		RECEIPTS.	
Nov. 14.	Balance in hand	\$6,554	28
		EXPENDITURE.	
Dec. 10.	Transferred to Superior Education, Interest on Marriage License Fund	\$1,200	00
	Balance in hand—		\$5,354 28

II.—*Contingent Fund.*

		RECEIPTS.	
	Fees of Candidates for A. A. Examination	\$132	33
		EXPENDITURE.	
Nov. 14.	Amount overdrawn	\$ 420	53
Dec. 10.	Paid Dawson Bros. for printing Examination papers	117	87
Dec. 20.	Paid Salary of Secretary to 31st December	50	00
“ “	Paid Salary of Inspector to 31st December	125	00
		—————	\$713 40
	Amount overdrawn		581 07
1891.			
Feb. 21.	Balance in hand	\$4,773	21
	Outstanding cheque		50 00
“ “	Bank Balance	\$4,823	21

Examined with Bank Pass-Book and found correct.

(Signed), R. W. H.

The Sub-committee on Equipment grants beg to report as follows : They have given great consideration to the matter, but find difficulty in recommending any scale of grants in the absence of some definite principle on which such grants should be made.

They therefore beg to refer the matter back to the Committee for definite instructions.

Respectfully submitted on behalf of the Sub-committee.

(Signed), R. W. HENEKER

Moved by R. J. Hewton, seconded by Sir William Dawson, and resolved, "That the report be received and that the sum of \$2,500 be distributed to the Academies and Model Schools for the equipments of the Schools, and that it be made on the basis of the scheme prepared by the Inspector and Secretary which has been submitted to the Committee; and that each Academy and Model School receiving an equipment grant under this resolution be required to show that the grant has been so expended and in what manner, by report to this Committee."

Moved by J. L. Masten, seconded by Dr. Kneeland, and resolved, "That the sum of two hundred dollars be appropriated from the interest on the Marriage License Fees to procure assistance for Dr. Harper in examining the Academy and Model School papers, and that the certificates of Grade II Academies be sent to the Academies before the closing for the Summer holidays, say the fourth week of June." The Quebec members of the Committee were appointed a sub-committee on the appointment of Assistant-examiners.

Dr. Heneker reported on behalf of the Sub-committee on representations from certain schools concerning the Superior Education Grants distributed in September last.

The report was received, and on the motion of Dr. Heneker, seconded by Dr. Shaw, it was resolved "That the report of the Sub-committee be adopted and that grants of twenty-five dollars each be paid to the schools at Cowansville, Sorel and Shawville."

The Standing Sub-committee on Elementary Schools begs leave to report:—

1. Your Sub-committee finds that from the legislation of the past concerning the distribution of funds granted for elementary schools, and from the smallness of these grants, the Protestant Committee is in a position to do but little to raise the status of this class of schools. In some instances we are credibly informed, rather than submit to the just and wise regulations of the Committee, school boards have waived their right to the grant, and, thus committed to a course of retrogression, the schools under their care are in a stationary or worse condition.

In view of this, and with the experience of the past to guide us, it is the opinion of the sub-committee that, until more funds are available for the encouragement of elementary education and these funds be placed under the control of the Protestant Committee of the Council of Public Instruction, so that they may be used to secure greater efficiency and not to relieve the people of their just share of financial responsibility, there will be no satisfactory change in the status of these schools; therefore, it is recommended that the Committee on Legislation take the necessary steps to bring these questions before the Government.

2. Again, whereas all matters concerning public education should receive the attention of this Committee, and whereas matters con-

cerning elementary education are of especial importance, your Sub-committee recommends that brief reports from two or more inspectors of elementary schools be presented at each meeting of the Committee, such reports to be presented in person or otherwise, as may be determined.

3. In view of the fact that no common or satisfactory method of examination and promotion from grade to grade and from lower school to higher exists in the Province, so far as our elementary schools are concerned, and, whereas, difficulty and confusion consequently ensue, it is recommended that some scheme be devised for the better and more uniform examination of these schools with a view to promotion. Such a scheme need not be made uniform for the whole Province, but, while uniform within the bounds of municipalities, might be varied to suit the circumstances of the various inspectorates.

4. Your Sub-committee having cognizance of the fact that the majority of the elementary schools in the Province are taught by young people without professional training, and that the supply of trained teachers is inadequate to meet the demands, believes that such steps should now be taken as would provide a course of professional training of at least three months for all candidates for diplomas, that no diploma be permanent or of the first-class without such training, and that the Normal School Committee be asked to co-operate with this Committee to this end.

(Signed), DAVID LINDSAY, *Chairman.*
 R. J. HEWTON,
 A. W. KNEELAND,
 W. I. SHAW,
 G. L. MASTEN.

Moved by Rev. Dr. Shaw, seconded by Mr. Hewton, and resolved, "That the report be received, and be printed in the Minutes and considered at the next meeting of this Committee. Further, that, in harmony with his request, the Venerable Archdeacon Lindsay be relieved of his position as Chairman of the Sub-committee and that Dr. Kneeland be appointed in his place."

Dr. Kneeland reported on behalf of the Sub-committee on text-books, and on motion of Dr. Kneeland, seconded by Mr. Hewton, it was resolved, "That the report be received and that the following books be authorized for use in the schools of the Province:—

1. Advanced Second Reader, Canadian Series.
2. Catechism of Useful Knowledge, for Teachers' reference.

A communication was received from the Provincial Secretary concerning the appointment of an Inspector-General of Drawing in the schools of the Province.

Moved by Dr. Kneeland, seconded by Mr. Masten, and resolved, "That the portion of the report of the committee on text-books relating to Drawing, together with the letter of the Provincial

Secretary, be referred to the Committee on Legislation to confer with the Council of Arts and Manufactures and the Government on the matter."

There being no further business, the Committee adjourned to meet on Friday, the 22nd of May next, or earlier on the call of the Chairman.

(Signed), ELSON I. REXFORD,
Secretary.

OFFICIAL REPORT.

AYLMER, 29th July, 1890.

Superintendent of Public Instruction.

SIR,—I have the honor to submit for your consideration my report for the year ending the 30th June, 1890, on the condition and progress of the schools that come under my inspection in the counties of Ottawa and Pontiac.

In last year's report I mentioned the difficulty of giving from year to year much novelty or freshness to papers of this character. It is inevitable that they should exhibit more or less sameness, inasmuch as the same topics invariably suggest themselves, and remarkable features of interest are naturally rare in such rural districts as fall under my review.

But, despite my inability to offer new suggestions for the advancement of our primary schools, I shall attempt to speak frankly on such subjects as seem worthy of some notice, even at the risk of repeating what I have said on previous occasions. At all events, I shall not imitate the example of one of my predecessors, who, it is said, some thirty-five years ago, copied a Nova Scotia school report and forwarded it to the Department as his own.

Notwithstanding there is still room for improvement in the education of this province, I think on the whole we have much reason for congratulation. When I look back for a quarter of a century and compare the present state of the schools with what they were then! I am much encouraged, and look confidently to the future of elementary education in this country. The progressive element, in fact, has been decidedly marked during the past five years.

While we have not been able as yet to have normal training schools in each county, we have had, for the past four years, the advantage of annual teachers' institutes, conducted by practical and qualified persons. These institutes have already produced far better results than I possibly could have anticipated three years ago.

The institute held at Shawville, in the county of Pontiac, a short time ago, was conducted by Dr. Harper and Professor Parmelee, and was highly appreciated.

I think every teacher in the county of Pontiac was present on the occasion.

The lectures related chiefly to the important subjects, "How to Teach" and "What to Teach," and the teachers were able to fill their note-books with many valuable suggestions on the new and best methods. The attendance from the county of Ottawa was small, for various reasons. Some of the teachers do not hail from Ottawa county, while many others reside a long way off Shawville. If the subject "Higher salaries for teachers" had been discussed, probably there would have been a larger attendance at the lectures.

I am glad to find that the pernicious system of "cram," so long peculiar to our common schools, was severely condemned in the course of the lectures, and must, at last, practically disappear.

The lectures also dwelt on primary instruction and on what I may term the upper stages of the primary schools: I mean the stages where the child has left the infant course behind him and has taken a hold of those lessons which bring him nearer to the great practical world, where he must soon work and struggle. His instruction in language is now generally regulated by the reading books in vogue, and when I consider that they form the whole literary course in our common schools, I cannot but wish that the authorities would take some means of supplying a better selection in prose and verse.

Literary taste and a just appreciation of a Canadian child's needs are in many ways sadly wanting. Two things should always be borne in mind in our reading books: to give the best models of style, and, above all, to create a deep interest in Canada, her history, her literature and her national development.

These institutes have also wisely afforded excellent examples of object and nature lessons, with the view of showing teachers the best methods of increasing the facility of pupils in expression of language and in the use and application of words.

I am decidedly of opinion that the school registers should show, *on each page*, the names of all pupils who have attended from the commencement of each school year, be the attendance ever so short. By this method, one could at a glance see whether parents have given their children every opportunity of acquiring an elementary education. It will be a useful check on the indifference of some parents in this particular.

I know full well that one of the greatest obstacles to the success of the common school system is the absence of proper classification and the showing of irregular attendance. Children are frequently kept at home, owing to the niggardly propensities of some parents. For instance, a boy who has not been allowed to attend school regularly on the ground of "home work" could have gone on the 6th of a certain month, but his parsimonious father says, "If you go for the remainder of this month I'll have to pay a quarter of a month's school fees—some five or six cents—for which you will receive no benefit." Consequently, the boy is made to stay at home until the beginning of the subsequent month. The result of all this is that the boy, probably

the brightest boy naturally in his class, makes "no show" at the teacher's examinations. It would be well to *remember sometimes* that it is easier to examine than to be examined.

The school-law provides that, in case the regulations made by the commissioners for the management of any school are not agreeable to any number whatever of the ratepayers who profess a faith different from that of the majority, these ratepayers can dissent and establish a school for themselves. While I regard this provision as possibly the fairest that could be devised under the circumstances, still I am bound to admit—and I speak simply for this district, and not for the province generally—that the consequent separation works injuriously in certain instances. If a school district composed of Roman Catholics and Protestants, with just a sufficient revenue for its work, is brought under this provision of the law, it is obviously impossible that efficient teachers can be procured for the small salaries that will be available under the circumstances. It is my opinion, derived from a practical operation of the law, that such a separation should not be allowed in poor and weak school districts.

The religious exercises in such mixed schools could be conducted at fixed hours—at the close, as a rule—so that dissenting children need not attend. This is the practice in several cantons of Switzerland, where the conditions are similar to our own in this province.

I make this suggestion in all sincerity, and under the conviction that it is in the interest of elementary education.

In some remote settlements it is absolutely impossible for small children to attend school in mid-winter, owing to the snow-drifted roads. Permission should be given commissioners in such localities to keep their schools in operation during the month of February in each year.

The weak and remote schools continue to make but slow progress, and so it must be until larger inducements can be offered to capable teachers. Experience tells me that where there are well-paid instructors there is educational development.

I noticed a statement some time ago, that it is the intention of the Protestant Committee to devote special attention to our elementary schools, and offer rewards to the most deserving among them; but, while approving of any plan that gives to the best-organized schools, who are doing good work, I fear that the one in question may not do justice to those small schools in remote and poor districts, which are doing their best, while laboring under great disadvantages, compared with those in rich and populous settlements.

Such schools are, in their way, deserving of every encouragement, and should not be placed at a disadvantage in any system of rewards that may be devised with the praiseworthy object of encouraging elementary education.

In conclusion, I may be permitted to refer to another matter of personal interest. In your last annual report you had the goodness

to express your opinion that the school inspectors of this province are insufficiently paid. I trust that this expression of opinion will receive favorable consideration from the Government and Legislature. I know too well that a net average allowance for the long time I have held office of \$1.40 per day—all that I have actually received—is but poor compensation for the labor and time I devote to the duties of an office which extend over a district most extensive in area, and offering many hardships during the cold and stormy season of travel. I trust that, after many years of conscientious endeavor in the public service, my claim to adequate remuneration will be favorably regarded.

I have the honor, etc.,

BOLTON MAGRATH,
School Inspector.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

The next examination of candidates for teachers' diplomas will open Tuesday, 30th June next, at 9 a.m.

The local centres, deputy examiners and places of meeting are as follows:—

Local Centres.	Deputy Examiners.	Place of Meeting.
1. Aylmer.....	Rev. A. Magee.....	Model School.
2. Gaspé Village.....	Rev. J. P. Richmond....	Schoolroom.
3. Huntingdon.....	Rev. James B. Muir....	Academy.
4. Inverness.....	Inspector Parker.....	Academy.
5. Lachute.....	Rev. Wm. Saunders....	Academy.
6. Montreal.....	Dr. Kelley.....	Normal School.
7. New Carlisle.....	W. M. Sheppard.....	Court House.
8. Quebec.....	T. A. Young.....	High School.
9. Richmond.....	Rev. John McLeod.....	St. Francis College.
10. Shawville.....	Rev. W. H. Naylor.....	Academy.
11. Sherbrooke.....	Inspector Hubbard.....	Ladies' Academy.
12. Stanstead.....	Inspector Thompson....	Wesleyan College.
13. Cowansville.....	Inspector Taylor... ..	Academy.
14. Three Rivers.....	Alex. Houliston.....	Academy.
15. Waterloo.....	Rev. J. Garland.....	Academy.

Candidates for Elementary and Model School Diplomas may present themselves at any of these centres, but candidates for Academy Diplomas are required to present themselves at Montreal, Quebec or Sherbrooke. They are required to make application for admission to examination to the Secretary of the Board (Rev. Elson I. Rexford, Quebec) *on or before the first of June next*. The regulation requires only *fifteen days' notice*, and candidates giving such notice will, of course, be admitted. But as it is almost impossible to make all the preparations necessary on fifteen days' notice, candidates are earnestly requested to file their applications *before the first of June*.

Candidates will please note *that no applications will be received after the time prescribed by law, namely, the 15th of June.*

The applications of the candidates should be in the following form :

I.....(a).....residing at.....(b).....county of....(c)....
 professing the....(d)....Faith, have the honor to inform you that
 I intend to present myself at.....(e).....for the examination for
(f)....diploma the first week in July next. I enclose herewith
 (1) A certificate that I was born at.....county of.....the
day of....18.. (2) A certificate of moral character according to
 the authorized form. (3) The sum of.....dollars for examination
 fees.

(Signature)

.....

It is absolutely necessary that candidates follow closely this form of application. The special attention of candidates is therefore called to the following points in reference to the form : In the space marked (a) the candidate's name should be written in full—and legibly ; much trouble and confusion is caused by neglect of this simple point—some candidates give their initials—some give a shortened form of their real names—some give one name in the application and a different name in the certificate of baptism. *Insert in the space marked (a) the true name in full, just as it appears in the certificate of baptism or of birth, and in any subsequent correspondence or documents connected with educational matters in the Province give this same name in full as your signature.*

In the spaces marked (b) (c) give your post office address to which you wish your correspondence, card of admission, diploma, etc., mailed.

In the space marked (d) insert "Protestant" or "Roman Catholic ;" at (e) insert the local centre ; at (f) the grade of diploma.

Three things are to be enclosed with the application :—

(1) A certificate of baptism or birth, giving the place and exact date of birth. Note that the mere statement in the application is not sufficient. An extract from the register of baptism, or, where this cannot be obtained, a certificate signed by some responsible person, must be submitted with the application. Candidates who are eighteen years old before or during the year 1891 are eligible for examination in July next. *Candidates under age are not admitted to examination.*

(2) A certificate of moral character, according to the following form, must accompany the application : "This is to certify that I, the undersigned, have personally known and had opportunity of observing.....(Give name of candidate in full).....for the
last past ; that during all such time

his life and conduct have been without reproach ; and I affirm that I believe *him* to be an upright, conscientious and strictly sober man.

(Signatures)

(Signature)

.....
 of the..... congregation
 at.....to which the
 candidate belongs.

This certificate must be signed by the minister of the congregation to which the candidate belongs, and by two school commissioners, school trustees or school visitors.

As unexpected difficulties and delays arise in the preparation of these certificates of age and moral character, intending candidates will do well to get these certificates at once, in order that they may be in a position to make application at the appointed time.

- (3) A fee of two dollars for elementary and model school diplomas, and three dollars for academy diplomas, is to be enclosed with the form of application.

Upon the receipt of the application with certificates and fees, a card of admission to the examination will be mailed to each candidate. This card must be presented to the deputy examiner on the day of examination. Each card is numbered, and at the examination candidates will put their numbers on their papers instead of their names. Great care should be taken to write the numbers legibly and in a prominent position at the top of each sheet of paper used.

In the examination for elementary diplomas, algebra, geometry and French are not compulsory ; but, in order to be eligible for a first-class diploma, candidates must pass in these subjects. The same remark applies to Latin in the case of the model school diploma.

Those candidates who received third-class diplomas last year with the right to receive second-class diplomas after re-examination in one or two subjects, will require to give notice in the usual way if they intend to present themselves for re-examination. Such candidates are requested to notice that their re-examination must be taken on the day and hour fixed for their subjects in the general scheme of the examination.

Candidates claiming exemptions on the ground of their standing in the A. A. examinations should state this in their application, and they will receive a certified list of the subjects in which they are entitled to exemptions.

The following is the order and subjects of the examination for the three grades of diplomas :—

	Elementary.	Model	Academy.
Tuesday, 9-12.	{ Reading, Writ- ing, Dictation ; Arithmetic.	Reading, Writ- ing, Dictation ; Arithmetic.	Reading, Writ- ing, Dictation ; Arithmetic.
Tuesday, 2-5.	{ Grammar and Composition ; Literature.	Grammar and Composition ; Literature.	Grammar and Composition ; Literature.
Wednesday, 9-12.	{ History, Scripture and Canadian ; Geography.	History, Scripture and English ; Geography.	History, Scripture and English ; Geography.
Wednesday, 2-5.	{ Drawing ; Art of Teaching.	Drawing ; Art of Teaching.	Drawing ; Art of Teaching.
Thursday, 9-12.	{ Book-keeping ; Physiology and Hygiene ; School Law.	Book-keeping ; Physiology and Hygiene ; School Law.	Book-keeping ; Physiology and Hygiene ; School Law.
Thursday, 2-5.	{ Algebra ; Geometry.	Algebra ; Geometry.	Algebra ; Geometry.
Friday, 9-12.	{ French.	French ; Botany.	French ; Botany.
Friday, 2-5.	{	Latin.	Latin ; Roman History.
Saturday, 9-12.	{	Greek ; Grecian History.
Saturday, 2-3½.	{	Trigonometry.

Candidates should examine carefully the amended syllabus of examination and regulations which appeared in the EDUCATIONAL RECORD, October, 1890, and copies of which may be obtained from the Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased by an Order in Council of the 27th December, 1890, to appoint two school commissioners for the municipality of Ste. Geneviève, No. 3, Co. Jacques Cartier ; also under the same date to appoint a school commissioner for the municipality of Weedon Central, Co. Wolfe, and one for the municipality of Ste. Perpétue, Co. Nicolet.

30th September.—To revoke the appointment of Mr. Joseph Philibert, school commissioner of the municipality of the Rivière au Renard, County of Gaspé.

30th December.—To appoint Mr. John Howard school trustee for the municipality of Grenville, No. 2, Co. Argenteuil, to replace Mr. Jas. Barron ; also to appoint a school commissioner for the municipality of Ste. Elizabeth, Co. Arthabaska.

10th January, 1891.—To appoint Messrs. J. M. Montle and Wm. Harbison school trustees for the municipality of St. Damien, of Stanbridge, Co. Missisquoi, to replace Messrs. A. M. Borden and F. C. Sanders, who have left the municipality.

13th January.—To erect into a school municipality, under the name of "Municipality of the Village of Coteau Station," the territory comprising the Nos. from 116 to 180 inclusively, and 679 to 687 also inclusively, of the cadastre for the parish of St. Polycarpe, Co. Soulanges. The Order in Council of the 20th June, 1890, erecting the municipality of the "Village of Coteau Station" is annulled.

16th January.—To detach from the municipality of Sainte Flavie, in the County of Rimouski, the cadastral lots of the parish of Sainte Flavie, Nos. 499, 498 and 222, and to annex them to the municipality of "Mont Joli," in the same county, for school purposes. This annexion shall come into force only on the first day of July next (1891).

17th January.—To detach from the school municipality of Saint Roch North, in the County of Quebec, the south-west two-thirds of the lot No. 426, of the cadastre for the parish of Saint Roch North, and to annex them to the municipality of "Charlesbourg," in the same county, for school purposes. This annexion shall come into force only on the first day of July next (1891).

23rd January.—To appoint a school commissioner for the municipality of St. Edmond du Lac au Saumon, Co. Matane.

—To erect a distinct school municipality under the name of "St. Etienne de New Carlisle," Co. Bonaventure, the parish so called with the same limits which were assigned 9th April, 1889. This erection shall concern the Roman Catholics only, and shall come into force the 1st July, 1891.

3rd February.—To annul the Order in Council, No. 222, of the 7th April, 1888, concerning the municipality of Ste. Marie, Co. Beauce.

9th February.—To appoint a school commissioner for the municipality of Cloridorme, Co. Gaspé.

12th February.—To appoint three school commissioners for the municipality of Barford, Co. Stanstead ; and five school commissioners for the municipality of St. Herménégilde, in the Counties of Compton and Stanstead.