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JANUARY, 1884.

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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.

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1884.

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No. 1.

JANUARY, 1884.

VOL. IV.

DEPARTMENT OF PUBLIC INSTRUCTION.

Proceedings of the Protestant Committee of the Council of Public Instruction.

EDUCATION OFFICE,

QUEBEC, 6th December, 1883.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present: The Lord Bishop of Quebec in the chair, Dr. Cook, Dr. Mathews, R. W. Heneker, Esq., D.C.L., E. J. Hemming, Esq., D.C.L., the Hon. Jas. Ferrier, and the Hon Gédéon Ouellet, Superintendent of Public Instruction.

The minutes of the former meeting were read and confirmed.

A petition from the Trustees of the Dissident School of the municipality of Wendover and Simpson, complaining of an act of the last session of the Legislature of Quebec injuriously affecting the interests of said school in said municipality, having been read, a sub-committee consisting of the Lord Bishop of Quebec, Dr. Cook, and Dr. Mathews was appointed to consider said petition and take steps to procure redress.

A letter was read from Mr. A. W. Thompson, Secretary, Board of Examiners, Stanstead, intimating that there are now two vacancies in said Board, by removal from the district of the Rev. M. McAuley and Mr. W. Henry Lec, and suggesting that Charles M. Thomas, Esq., Registrar, and Dr. John W. McDuffee, Physician and Surgeon, both of Stanstead, be appointed in their stead. It

was agreed to request the Hon. the Superintendent of Public Instruction to recommend His Honour the Lieutenant-Governor in Council to appoint the above-named Charles M. Thomas, Esq., and Dr. John W. McDuffee members of said Board of Examiners, Stanstead.

There was laid before the meeting a letter from a Student asking whether, after passing the Intermediate Examination in a University, he might take a Second Class Academy Diploma by passing the ordinary examination for such. The Committee agreed to this being done.

A letter was read from the Rev. Mr. Lyster, School Inspector, Gaspé, recommending that the Rev. Mr. Pérusse and Mr. James Tuzo be appointed members of the Board of Examiners, Gaspé, in place of the Rev. Mr. Bossé and Mr. Remon. It was agreed to request the Hon. the Superintendent of Public Instruction to recommend His Honour the Lieutenant-Governor in Council to appoint the above-named Rev. Mr. Pérusse and Mr. James Tuzo members of said Board of Examiners, Gaspé.

There was laid before the Committee, through Mr. Alexander Houlston, Secretary-Treasurer of the Trustees of the Dissident Schools of the City of Three Rivers, an application for leave to devote to the aid and maintenance of Superior Schools, Academies, or Model Schools under their control, out of the general taxes raised by them, a sum which shall not exceed in any one year one thousand dollars. It was agreed to grant the leave asked for.

There was read a letter from Mr. Sylvanus Phillips, Principal of the Huntingdon Academy, asking whether, as he held a degree from the University of Victoria College, Coburg, and was a certificated teacher, with several years' experience in teaching in High Schools in Ontario, it would be necessary for him to submit to examination with the view of obtaining an Academy Diploma for the Province of Quebec. It was agreed that his Diploma, Certificates, and other papers as to his standing as a scholar and teacher, be submitted to his Lordship the Chairman of the Committee, and that if satisfactory to him, no further examination would be necessary.

The sub-committee on School Law reported the steps already taken in regard to preliminary examinations for entrance on professional studies, and asked leave to sit again.

The sub-committee appointed to confer with the Government in respect of Arrears of Marriage Licenses reported:—

That the Provincial Treasurer undertook to pay over to the Superintendent of Public Instruction to be held for distribution under the direction of the Committee, \$28,000.00 in the beginning of the year, and in the meantime to pay interest at the rate of 5 per cent.

The sub-committee appointed to confer with the Government in regard to the nomination to the High School Scholarships reported:—

That they were informed by the Treasurer that if the Chairman of the Committee would write him a letter requesting that some of these nominations be placed at the disposal of the Committee, he would bring the matter before the Council, when, he had no doubt, the request would be complied with.

(Signed) J. W. QUEBEC,
Chairman.

The course of study for Model Schools and Academies, prepared by the Committee appointed at last meeting, was read, carefully considered, and with some amendments adopted.

The sub-committee appointed to report upon examinations for Teachers' Diplomas, beg to recommend:—

That application be made to the Legislature to amend Acts chap. xv. Consolidated Statutes, sec. 103, and following:—

1. So as to enable the Committee to appoint a central Board of Examiners, who shall prepare all questions for the written examinations of Protestant Candidates for Teachers' Diplomas, examine the answers and report upon the same to the Committee:

2. So as to retain the Examining Boards now existing, and to provide that the *viva voce* Examination, with all necessary inquiries into the moral fitness of the candidate, be conducted by such Boards:

3. So as to provide that the Examinations be held simultaneously, at all the local centres, the Inspector for the district or some person appointed by him, being present at all examinations, to act as Secretary to such Local Board of Examiners; and to be a constituent member of such Board. Remuneration of the Central Board and Secretaries to be provided from the fees paid by candidates.

The sub-committee further recommends that the Central Examining Board should consist of five members, and that the Board be in part composed of Professors in McGill College, Bishop's College, and Morrin College, if their services can be obtained.

(Signed) J. W. QUEBEC,
Chairman.

A sub-committee consisting of the Lord Bishop of Quebec, Dr. Cook and Dr. Mathews was appointed to ask the Government to give effect to the views of the Protestant Committee of the Council of Public Instruction, so as to enable said Committee to appoint a central Board of Examiners.

It was reported from the Department that the appointments recommended to the Board of Examiners, Sherbrooke, had been made.

It was agreed to ask the Hon. the Superintendent of Public Instruction to have the kindness to furnish the Committee with the reasons for the change in the law with regard to Dissident Schools, proposed by Mr. Inspector Ruel.

The Committee agreed to the recommendation of the Board of Examiners, Montreal, in a reference from said Board regarding two candidates for Teachers' Diplomas, recently examined by said Board of Examiners, Montreal.

The recent edition of Mr. Emberson's Book on the Art of Teaching, and Professor Darcy's French Grammar were ordered to be added to the list of Authorized Text-Books.

The Royal Readers, published by Messrs. Campbell & Co., Toronto, were distributed among the members of the Committee, to come up for consideration at next meeting.

The consideration of (1) the proposed change of law respecting Dissident Schools; (2) of the resolutions from the Provincial Association of Protestant Teachers regarding the time of Inspection of Model Schools and Academies, and regarding Academy Diplomas; and (3) of the application for Inspection of Kirkdale Model School, was deferred till next meeting.

The Committee adjourned to meet on Tuesday, the 8th January 1884.

GEORGE WEIR, *Secretary.*

We have been requested to publish the following circular, as it has an important bearing upon the present position and standing of our High Schools and Academies:—

Department of Public Instruction,
Quebec, April 28th, 1876.

GENTLEMEN,—I have the honour to inform you that the Protestant Committee of the Council of Public Instruction, as re-organized under

the provisions of the Act of the Quebec Legislature (Vict. 39, Cap. 15) adopted the following resolutions at a meeting held on the 12 Inst. :—

1. High Schools and Academies (1st rot.) receiving aid from the funds for promoting Superior Education, will, in future be required to satisfy the inspector that such instruction is being given as will enable pupils, who may so desire, to matriculate at . University; and that Ladies' schools will be aided when the teaching is such as to qualify for an Academy diploma.

2. As respects elementary schools, grants from the Department of Public Instruction will, in future, depend upon their efficiency as shown by the inspector's reports.—I have the honour to be, Gentlemen, your obedient servant.

GÉDÉON OUMET,

Superintendent of Public Instruction.

CONDENSED DIRECTIONS FOR TEACHING UNGRADED SCHOOLS.

1. The true economy of teaching an ungraded school is to make the fewest possible number of classes, and to consider both age and capacity in making your classifications.

2. If your school is a large one, do not attempt to hear daily recitations in everything, but alternate the studies of the more advanced pupils.

3. When they are not reciting, assign your classes text-book lessons, or some piece of definite work on slates or blackboards.

4. Economize time and instruction by means of as many general exercises as possible, in which all except the youngest pupils can join; such as drill exercises in the four rules of arithmetic, mental arithmetic examples, the spelling of common words, abstracts in composition, review questions on the leading facts of geography, etc. To do this will require tact and forethought; but when well-done it is invaluable.

5. Take an hour weekly, for select readings, dialogues and lessons on morals and manners. You can fire a whole school with enthusiasm for good reading by the right kind of stories.

6. Occasionally give your class a written examination. In most city schools written examinations are carried to great extremes; but in most country schools there is not enough of written work to give readiness and exactness in the written expression of thought.

7. Train your older pupils to correct and credit the papers of the younger ones, and let the oldest girl play teacher occasionally.

8. If you are a woman, give your girls occasional talks on domestic economy. Buy some sensible book on the subject, and lend it to them. A great many homes are poorly kept on account of ignorance. Huxley says, "I put instruction in the elements of household work and of domestic economy next in order to physical training." "Knowledge of domestic economy," says Kingsley, "saves income."

9. If you are a man, take some interest in the home-work of your boys. Instill into their minds the necessity of labor for every human being. Point out to them the life-long value of being trained in boyhood to habits of regular employment in useful labor. Many a boy on a farm complains of his hard lot, when he is really being blessed by hard labor. A wise teacher can often set him right in his notions.

10. Endeavor to make your school the district centre of civility, politeness and good manners. If they learn good breeding at all, many pupils must learn it at school. There is no limit to the civilizing influence of a gentle woman or gentlemanly man in a country school. Send out your pupils with the seal of honor and truthfulness.

11. Persuade the parents to visit your school, even if you have to do so by means of exhibitions in which their children take part.

12. Remember that school trustees are your legal superiors in office. Argue with them, persuade and convince them if you can, but *do not contradict them*.

13. Bear in mind, though you may have more "book learning" than most of the men and women in a country district, there are sure to be many persons who are your superiors in sound sense, in judgment, and in a knowledge of the solid facts of human life.

14. Before you begin school, if possible, call a meeting of the "trustees," or "committee." Talk over matters with them, ask their advice, and tell them your plans. It is well to go into a new school backed by the weight of official power.

15. Whenever you have any unusual cases of discipline, consult the trustees or the parents *before* you take action.

16. The following may be taken for practical guidance in your course of instruction :

A child of average mental powers oughts to be able, on leaving school at 15 years of age—

1. To read well and spell well.
 2. To write a neat and legible hand.
 3. To know the main points in the geography of the world, and the leading events in our country's history.
 4. To speak correct English, and to write readily a well-expressed letter of business or friendship.
 5. To work accurately any plain business question involving the four rules, common and decimal fractions, and simple interest
- Methods of Teaching by Mr. John Swett.*

HOW TO STUDY.

One of the chief duties of the teacher is to train his pupils to correct habits of study, and thus make them self-dependent, that the best results may be attained. Study will thus be made interesting, the student will soon learn to help himself, and diligent study will become a life habit. The following *suggestions* will aid the student in systematizing the work of study.

1. *Read the Lesson Carefully.*—There are few branches of study in which it will not be to the advantage of the pupils for the teacher to read over the lesson slowly and carefully before assigning it for study, so that every idea may be developed and be grasped by the pupil. Words not familiar should be expressed in simpler language, and principles not clearly explained should be made clear, that the pupil may be enabled to study the subject understandingly.

2. *The Essentials of the Lesson.*—The teacher should point out the essential parts of the lesson and call attention to them. Some parts of a lesson may profitably be read which it should be useless to commit and attempt to hold in the mind, while the main principles and the important definitions should claim the closest study and attention. The teacher in reading over the lesson should discriminate as to these, that the child may not waste either energy or time.

3. *A Clear Idea of the Lesson.*—Having examined the lesson in detail, the teacher should give the pupil a clear idea of the topic

treated as a whole. The pupil will thus apply each individual fact that illustrates the general idea, and study each principal with that general idea constantly in view.

4. *Primary Study Must be Inductive.*—The student should be trained to pursue the study of any subject inductively—that is, from the particular facts to the general laws or principles. Particulars should be illustrated, and the illustration should be so simple that the learner must understand. The general rule or law should be given only when the individual cases and their application to the general principles are fully understood.

5. *Pupils Must Study Understandingly.*—The teacher must be careful to see that pupils do not commit to memory definitions, principles, or rules, without first understanding their full meaning. Each rule or principle should be clearly understood by the student, and he should be able to illustrate each one intelligently. In such studies as geometry or grammar, pupils are particularly liable to commit to memory the subject-matter of the book without a clear comprehension of the meaning of the book.

6. *Pupils Should Study Alone.*—We grow, not by what others do for us, but by what we do for ourselves. Self-help is the only means by which we acquire power and development. Assistance is of course well meant, but a pupil never should accept it, even from a teacher, when it is in his power to perform his own mental labor. Independent study leads to independent thought and action and intellectual strength.

7. *Study by Outline.*—Pupils should be taught to outline or synopsise the objects they study. The synopsis will not only train them to be systematic, and show that they have a comprehensive view of the subject, but it will also aid the memory, and enable the pupils to comprehend the relation between the various divisions of a subject.

8. *Thought Must be Concentrated.*—The pupil who permits his thoughts to wander to a number of topics while engaged in the study of a special one, will rarely accomplish much. To study effectively, the mind must be devoted to one thing at a time, and the more intense the application the more effective, as a rule, will be the study.—A. N. RAUB, PH. D., *School Management*.

A GEOGRAPHY LESSON.

“*With the understanding also.*”

That is the way St. Paul preferred to pray and sing and teach. Hear St. Paul's declaration to the Corinthian Church. “I had rather speak five words with my understanding, than ten thousand words in an *unknown* tongue.” No more important educational apothegm (old spelling) was ever uttered, than “5 plain words are better than 10,000 pompous sounds.” The understanding of the learner must keep step with the understanding of the author of the text-book, or of the personal teacher, as far as any real improvement is made.

Poets have sung the “Pleasures of Hope,” and the “Pleasures of the Imagination;” but the *pleasures of the understanding* surpass them all in intensity and permanency.

It is often said that mathematical and scientific studies can be, to a limited extent, *understood*, but that descriptive geography, history, &c., depend on memory, and hence should be studied to recite *memoriter*. To a limited extent, this is true, but the real pleasure and profit of such studies depend on the exercise of the learner's own powers of observation and reasoning.

Let us suggest a model, or at least a novel Geography Lesson. Let the pupils, young or older, have a map of the world before them; Mercator's is best, but any will do. The teacher may ask *some* questions for them to answer, and probably *some* that he will have to answer himself. In what respects do the Eastern and Western Continents agree, and wherein do they differ? The intelligent pupil will notice that the Eastern, including Europe, Asia, and Africa, is about double the area of the Western, consisting of North and South America. That the Western is long and narrow, extending North and South, while the Eastern is very wide, extending East and West. The prevalence of large and long rivers, and great lakes in the Western continent will suggest a greater annual rainfall to supply them, and the vast riverless areas in the Eastern, will be attributed to a deficiency of rain and snow. By suggestive hints the pupils may observe that the highest mountains of the Western Continent are south of the Equator, and of the Eastern, north of it, and also, that the Western has several active volcanoes, but that the Eastern has none except Vesuvius in Italy, and perhaps one in Kamtskatka.

The inland Caspian, Aral, and Dead Seas, also lakes Balkash and Tchad, receiving the drainage of vast basins, show a different configuration of land from the single inland basin of Utah with its salt lake. As every boy knows that water runs down hill, the directions and lengths of the principal rivers enable him to know the directions and extent of the great continental slopes, which so much influence the agricultural capacities of a country, and by running his pencil along between the sources of streams he can indicate the water shed or ridge of the continents.

That the loftiest mountains of the Eastern Continent are in its Eastern part, but that the loftiest peaks of the Western Continent are near the Western Border, and the effect of such arrangement on the distribution of rainfall and consequent fertility, and productions of the respective continents may be understood from the examination of a good map and a little meteorological information from the teacher. If the teacher will supplement these and other deductions from the map with the oral information his general reading and intelligence are supposed to enable him to do, illustrative of continental distinctiveness, he will find that one fact will aid in the retention of another.

A good way to present such facts is in parallel column, on the blackboard, thus :

WESTERN CONTINENT.	EASTERN CONTINENT.
11,000,000 square miles arable land.	10,000,000 square miles arable land.
Fertile plains.	Deserts and plateaus.
Cactus abundant.	No cactus.
No heaths or spurges.	Heaths and spurges.
Black, grizzly and cinnamon bears.	Brown bears.
Puma and lama.	Lion and camel.
Opossums.	No opossums.
Monkeys with prehensile tails, wide, flat nose, thumbs for grasping, and with thirty-six teeth.	Monkeys with tails never prehensile, nostrils narrow, thumbs opposable, and thirty-two teeth.
Land of insects and reptiles.	Land of large and fierce animals.
Chief <i>Vegetable</i> growth.	Chief <i>animal</i> development.
Native region of maize and tobacco.	Of wheat, cotton, coffee, tea.
Humming-birds and turkeys native.	Common fowls and pea-fowls native.
According to Guyot, <i>Men of action.</i>	<i>Men of thought.</i>

A lesson once a week like the above, will be found to be as much an improvement on the daily memoriter recitation, as the "variations" to some old worn out tune.

Another method of stimulating observation and ready recollection of facts learned is in Horace Mann's Geography Game. It is not a game of chance, but it affords scope for considerable skill, and none can invest in it without some geographical capital. Take, for instance, the capes on the atlas studied. Call

on the boy first named on the roll to go to the blackboard and write the name and location of any cape he pleases, and immediately on the next to go, and from memory write name and location of a cape beginning with the final letter of the last cape. The following is a list of capes (locations omitted here) written by a class under the writer's charge.

Capes, heads and points admissible.

Cape Henry,	Sviatoi,	Isabel,
Cape York,	Isoiette,	Lopatka,
Kinnaird, (h'd),	Espichel,	Arcona,
Delegado,	Lisburn,	Arubah,
Ortegal,	North,	Horn.
Lookout,	Henlopen,	Naze,
Teulada,	Northwest,	Eminel,
Ann,	Tiburou,	Hicacos,
Negrais,	Nao,	Santa Maria,
Sable,	Orange,	Ambro
East,	Engano,	Organos,
Trafalgar,	Oxford,	St. Lucas,
Roumania,	Dunnet, (h'd),	St. Blas,
Agulhas,	Torinana,	Sybil,
St. Roque,	Aguja,	Lopez,
Elizabeth,	Arago,	Zelania,
Hatteras,	Orfui,	Arenas,
		San Antonio.

And as no one could think of another cape beginning with O, the last writer was declared victor.

The skill consists in giving a name ending with a letter rare among initial letters of names.

As no cape is to be written twice, and every one must be pointed out by the writer if requested, and only one minute allowed for writing, it will be manifest that the game will require pretty close attention and rapid thinking, as all the capes of the world, known to the writer, may have to pass rapidly through his mind to suggest the one with the right letter. Fortunately the deep interest soon excited in this game stimulates the application necessary to play it successfully, and the effect on those who engage in it, and those who witness it, is necessarily beneficial. A knowledge of capes, the salient points of lands, is especially important.

After capes have been "played out," rivers, mountains, lakes, bays and gulfs, &c., may be substituted, but the wide field is in towns. It is important that the name and location be written together. In a similar way the names of battles or historical persons or places may be made into an attractive and profitable game. What more pleasant for social games?—*Selected.*

COURSE OF STUDY FOR MODEL SCHOOLS AND ACADEMIES (PROTESTANT.)

*Authorized by the Protestant Committee of the Council of Public Instruction of the
Province of Quebec.*

MODEL SCHOOL.			
SUBJECTS.	I GRADE.	II GRADE.	III GRADE.
READING .	IV BOOK.	V BOOK.	V BOOK AND SELECTIONS FROM AUTHORIZED BOOKS.
SPELLING . .	Dictation, Derivation	and Verbal Distinctions	for each grade.
WRITING . .	Copy Writing, Business	Forms and Book-keeping	for each grade.
ARITHMETIC	Mental Arithmetic, Vulgar Fractions, Decimal Fractions, Elementary Interest and Percentage.	Mental Arithmetic, Proportion, Review Vulgar and Decimal Fractions and Compound Rules.	Percentage and its applications to Commission, Brokerage, Insurance, Interest, and Profit & Loss.
ENGLISH .	Parsing and Analysis of Simple Sentences, Study of Selections in the Reader, Letter Writing, Descriptive Composition.	Review of Etymology, with special study of the Verb, Study of Selections from the Reader, Simple Analysis, Letter Writing, Composition.	Grammar and Analysis; Goldsmith's Deserted Village, Composition, Letter Writing.
GEOGRAPHY	Map of Eastern Hemisphere, Map Drawing.	North America, Special Study of the Dominion and Provinces.	Europe, Special Study of the British Isles.
HISTORY . . .	Outline of Canadian, Chief Events of English.	History of Canada, Review New Testament.	History of England, Review Old Testament.
ALGEBRA . . .		The four Simple Rules.	Easy Exercises in Simple Equations of one unknown quantity, Factoring, G. C. M. and L. C. M.
GEOMETRY .			Def. and Book I, 1-26.
FRENCH .	Exercises in Words and Phrases.	Article, Noun and Adjective, with Written Exercises, Simple Tenses of avoir and être, Pres. Imp. and Fut. Tenses of Reg. Verbs of 1st Conjugation.	Adjectives and Pronouns, with Written Exercises, Regular Verbs of the four Conjugations, Translation, Dictation.
LATIN (Optional.)		The Declensions, the Verb Sum. and Exercises.	The four Conjugations, Written Exercises.
DRAWING . .	As in Smith's Interme-	diate Course for each	grade.

NOTE.—The IV Grade of the Elementary Course forms the I Grade of the Model School Course, and the III Grade of the Model School Course forms the I Grade of the Academy Course.

ACADEMY.			
SUBJECTS.	I GRADE.	II GRADE.	III GRADE.
READING	V BOOK AND SELECTIONS FROM AUTHORIZED BOOKS.	SELECTIONS FROM AUTHORIZED BOOKS.	SELECTIONS FROM AUTHORIZED BOOKS.
SPELLING	Dictation, Derivation	and Verbal Distinctions	for each grade.
WRITING	Business Forms for each	grade.	
ARITHMETIC	Percentage and its application to Commission, Brokerage, Insurance, Interest and Profit & Loss.	Present Worth, Discount, Equation of Payments, Stocks, Partnership, Square and Cube Root.	Review, Miscellaneous Exercises.
ENGLISH	Grammar and Analysis; Goldsmith's Deserted Village, Composition and Letter Writing.	Scott's Lady of the Lake Composition.	Grammar reviewed. The Play of Shakespear appointed for the A. A. Examination, Brooke's Primer of English Literature. (Principal Writers.)
GEOGRAPHY	Europe. Special Study of British Isles.	General Geography.	General Geography.
HISTORY	England, Review Old Testament.	Rome—Green's Primer. England—Tudor Period. Canada—To the Conquest.	Greece—Green's Primer. England—Stuart and Brunswick Periods. Canada—From the Conquest.
ALGEBRA	Easy Exercises in Simple Equations of one unknown quantity, Factoring, G. C. M. and L. C. M.	Fractions, Simple Equations, Involution and Evolution.	Indices and Surds, Review.
GEOMETRY	Definitions, Bk. I, 1-26.	Books I and II.	Books I, II and III.
FRENCH	Adjectives & Pronouns, with Exercises, Regular Verbs of the four conjugations, Translation, Dictation.	Verbs Regular and Irregular; Written Exercises, Translation, Dictation.	Complete Grammar, with Written Exercises, Translation, Dictation.
LATIN	The four Conjugations, Written Exercises.	Syntax, Caesar, Bel. Gal. Lib. I, 1-25.	Grammar, Caesar's Bel. Gal. Lib. I, Vergil's Æneid, Book II, 300 lines.
GREEK (or Special Course)		Inflections of Verbs in Omega and Mi, with Exercises.	Grammar, Xenophon's Anabasis, Book I.
SPECIAL COURSE		Geom. Bk. III, and Deductions of Bk. I. Alg. Indices and Surds, Botany or Chemistry.	Geom. Books IV and VI. Alg. Quadratics, and Progressions, Botany or Chemistry.
DRAWING	As in Smith's Interme-	diate Course for each	grade.

EDITORIAL NOTES.

The New Departure.—As the result of the effort referred to in our last number, we begin the year with a monthly issue. The subscriptions which have been received so far in response to the appeal that was made, will not defray the extra expense involved in the return to a monthly issue. About 250 subscriptions are required to meet the necessary expenses, and it was thought that among nearly 300 Protestant municipalities, and 100 teachers receiving fair salaries, two hundred and fifty annual subscriptions of one dollar could be obtained in support of a monthly issue of the RECORD. Only about one half that number have, however, been received up to the present time, but the encouraging tone of the letters received, and the fact that many have subscribed from whom we least expected subscriptions, have lead us to believe that delay, rather than unwillingness to subscribe is the true cause of the limited number of subscriptions. We have therefore ventured upon a monthly issue with the expectation that before a second issue, the requisite number of subscribers will be forthcoming. Teachers can help us in this matter not only by subscribing themselves, but also by obtaining subscriptions from others, and especially by inducing the school boards under which they are working to subscribe. The RECORD is very valuable to the school boards, containing, as it does, all official information concerning the work in which they are engaged. These boards have been urged to subscribe for the RECORD in a circular approved by the Superintendent of Public Instruction, because of the valuable information which it contains. Teachers should therefore examine the list of municipalities already subscribing to the RECORD, given on another page, and if the names of their own municipality is not to be found, they should immediately urge the matter upon the attention of the secretary-treasurer and commissioners or trustees, and induce them to subscribe. By so doing, teachers will promote their own interests and the interests of the school boards, and will ensure the success of the RECORD. Will not the teachers interest themselves to this extent in the success of the RECORD?

Copies of the School Law.—Numerous applications are received at the Education Department for copies of the School Law, and

the uniform answer is "I regret to inform you that there are no copies of the School Law on hand at present." The last edition was exhausted more than a year ago, but as the law was being consolidated, it was not thought desirable to print another edition until our law could appear in a new and more convenient form. We are glad to learn that the School Law has now been consolidated and that copies are being printed for the use of members of the Legislature. It will no doubt be confirmed at the approaching session of the Legislature, and be ready for distribution before the close of the present scholastic year. We trust that a good index for ready reference will be prepared for the new edition, as it will add greatly to the value of the work.

Delinquent Municipalities.—Several hundred dollars are lost to the municipalities of the Province each year by their neglecting to send in semi-annual reports to the Department. This failure is sometimes due to the neglect of the secretary-treasurer, sometimes to the decision of the school trustees or commissioners not to send the report because their share of the grant is so small. This failure, especially in the case of the trustees, endangers the legal standing of the municipality, and may lead to its being dissolved. Two such municipalities have been dissolved within a short time, and the ratepayers replaced under the control of the commissioners. There are nearly three hundred Protestant school municipalities in the Province, one half of which are organized as dissentients. Of these, the following have failed to make a report for the first six months of 1883, and several of them have not reported for two or three years past. The dissentients of Grantham, Simpson, Drummondville, Co. Drummond, St. Scholastique Co., Two Mountains, Verdun Co., Hochelaga, Town of Farnham, Co. Missisquoi, St. Michael, Napierville, Roxton Falls, St. Alphonse, St. Pudentienne Co., Shefford, Terrebonne Co., Terrebonne, and St. Justine Co., Vaudreuil, the commissioners of Dunham Village, Co. Missisquoi, Rivière Gatineau Co., Ottawa, and Orford Co., Sherbrooke. The rate-payers of these municipalities should take note of this, and see that the reports are regularly made by their secretaries.

Examination for admission to the study of medicine. A conference is to be held at an early date between the medical exam-

iners and the heads of schools, to consider the present requirements of the examination for the admission to the study of medicine. A large number of the candidates fail in the examinations and an effort is to be made to find out the cause. This is a move in the right direction, and we hope it will result in the establishment of one preliminary examination for the medical, legal, and notarial professions. So long as the medical board calls upon teachers to prepare pupils for one examination, the legal for another, and the notarial for still another, the candidates will come up to the examinations indifferently prepared. Much has been done during the past two or three years to reduce these examinations to a common standard, and we have no doubt that the present effort will still further reduce these difficulties.

The Record should be a medium of communication for teachers; teachers wanting situations and schools requiring teachers should make use of the RECORD. Questions from teachers, school commissioners, secretary-treasurers, upon educational matters, will be answered in the columns of the RECORD. In addition to this, every item of interest connected with education should be reported to the RECORD by the teacher in whose district it occurs. If each teacher will send us one local item each month, the local items page will become a very interesting and important feature of the RECORD. Let us see what can be done in this connection for our next number. In order to insure insertion, the items should be sent in not later than the tenth of each month. All communications are for the future to be addressed to THE EDUCATIONAL RECORD, Quebec.

THE ROYAL READERS, published by Thomas Nelson & Sons, and James Campbell & Son, Toronto, have been authorized for use in the schools of this Province, and notice is given that The Royal Readers and Gage's Canadian Readers will be the only authorized series after the first of July, 1885.

The Examinations of Model Schools and Academies are to be held at the same time as last year, and instructions have been given to the inspectors to hold these examinations on legal school days; to give six hours to the examination of a model

school, and twelve hours to an academy; to limit the time of the examination to six hours in a day, and not to continue it after five p.m.; and to give a week's previous notice of the examination to each school. The Protestant committee has also decided that in order to be eligible for a grant, a school must continue in session one hundred and eighty days during the year, and that to be eligible for examination a pupil must have been in attendance ninety days during the current scholastic year.

Central Board of Examiners.—It will be seen from the minutes of the Protestant committee that steps are being taken to provide a Central Board of Examiners to examine candidates for teachers' diplomas. It is to be hoped on every account that the movement will be successful. We believe that we are correct in saying that the movement will meet with the general support of those interested in Protestant education in the Province; and if it is made optional with the two committees to adhere to the present plan or to adopt the new one, it need not interfere with the present arrangements of the Roman Catholic committee. The plan outlined in the minutes does not seem to be the best possible one, and is, no doubt, the rough draft of a scheme that will be put in definite form when the proper time arrives.

The Course of Study for Model Schools and Academies, which we give on another page, has been authorized. We have now a course of instruction for the schools of the province, connecting the first class in the alphabet with the first year in college, which must exercise a very beneficial influence upon our public schools. The schools will not be examined upon this course of study for the current year, but teachers will no doubt begin at once to bring their classes into line in order that they may undertake the work to advantage the coming year.

Englishmen of Letters.—The *English Journal of Education* offered lately a prize for the best list of the ten greatest living Englishmen of letters, with the best work of each. The number of competitors was over 500, and the results of this literary voting are: Tennyson, 501; Ruskin, 462; M. Arnold, 453; Browning, 448; Froude, 391; Swinburne, 262; E. A. Freeman, 241; Herbert Spencer, 235; Newman, 192; John Moreley, 137. Mr. Gladstone stands thirteenth on the list. Among the novelists W. Black and Shorthouse (author of "John Inglesant"), come first, each gaining 50 votes, and just distancing Blackmore. The two last brackets in the list are strange triplets—W. Besant, E. Dowden, W. H. Mallock (11), and T. Hardy, Sir John Lubbock, G. A. Sala (10).

THE CLASSICAL QUESTION

IN THE PROVINCE OF QUEBEC.*

BY R. W. BOODLE.

In bringing before the notice of the Convention the Classical question in the Province of Quebec, I feel that I am touching a subject which is not merely of deep importance intrinsically, but one upon which the whole theory of education depends. The question whether superior education† in this country shall practically consist of a very imperfect knowledge of Latin and Greek, in addition to the various elementary branches of instruction about which nobody disputes; or of a more thorough knowledge of some branches of Science, the two great foreign languages and other subjects more relative than the dead languages to the needs of the day, is in itself important enough; but it is only part of a wider question. Whether education shall be *practical* or whether it shall be *ideal*, whether it shall be *utilitarian* or in a great measure *useless*, is a very fundamental point to settle when you recollect that thereby you are really deciding whether the early years devoted to improvement and training are to be wasted or not.

The action of the Protestant Committee of the Council of Public Instruction, and the tide of opinion that lately found expression in the admirable address delivered by Charles Francis Adams, at Boston, force this question upon our consideration. I will first briefly advert to the action taken by our educational rulers in Quebec.

On the 12th April, 1876, a resolution was adopted by the Protestant Committee of the Council of Public Instruction, that

*Read before the Provincial Association of Protestant Teachers in Convention at Lachute, October, 1883.

†Mr. Bain writes: "As respects the Higher Education this is the most important of all the questions that can be raised at the present time. The thorough-going advocates of Classics hold Latin and Greek to be indispensable to a liberal education. They do not allow of an alternative road to our University Degrees. They will not admit that the lapse of three centuries, with their numerous revolutions, and their vast developments of new knowledge, make any difference whatever to the educational value of a knowledge of the Greek and Roman classics. They get over the undeniable fact, that we do no longer employ these languages, as languages, by bringing forward a number of uses that never occurred to Erasmus, Casaubon or Milton."—*Education as a Science*.

“High Schools and Academies (Prot.) receiving aid from the funds for promoting superior education, will, in future, be required to satisfy the inspector that such instruction is being given as will enable pupils, who may so desire, to matriculate at a university; and that Ladies’ schools will be aided when the teaching is such as to qualify for an Academy diploma.” The recent action of the Committee is simply an attempt to carry this resolution out in practice, to turn it from a theory into a fact. That the present state of the work in the Academies is unsatisfactory from this point of view, both of the Inspectors insist in their last reports, and to remedy this state of things the Protestant Committee have taken one step and are preparing to take another. By the Regulations, adopted in May of this year, Academy Diplomas are divided into three classes, in the two first of which Latin and Greek are compulsory; and it is further enacted that, “In the distribution of the Superior Education Fund, only those Academies in which a first or second class Academy teacher has been engaged, shall be considered to be entitled to the first and second grade of subvention from the Superior Education Fund.” And then we come to Dr. Matthews’ proposed Regulations for the distribution of the Superior Education Fund, submitted to the Committee Meeting of the 26th September. In these, Latin, Greek and Mathematics are driven home by the threat of Payment by Results, the object being plainly stated as “the expending of the ‘Superior Education Fund’ on Superior Education.”

My hearers will clearly understand the mind of the Protestant Committee from the details that I have given them. First of all they identify Superior Education with a certain modicum of Greek, Latin and Mathematics. Secondly, they intend to convert the country Academies into machines for imparting this knowledge, to utilize them, in short, as feeders for our universities. In order that they may furnish a supply of graduates for the Arts courses of McGill and Lennoxville, our Academies will be forced to spend their energies upon imparting branches of knowledge which are distasteful and useless to the great majority of their pupils. In what follows, I shall first of all discuss whether the course adopted by the Educational Council is likely to be beneficial to the Academies and the people for whose in-

struction they were founded. Incidentally I shall have to pass in review the value of the study of the Classics as an element in a modern training, and as conducive to our welfare in Canada.

And here let me once for all acknowledge the diffidence with which it is natural that one, endowed with a due spirit of reverence for what is noble and time-honored, must approach a subject like this. The Latin and, much more, the Greek classics have done so much for the enlargement of men's ideas in the past, contributed so powerfully to the enfranchisement of men's bodies and souls from the chains imposed upon them during the Dark Ages; they have left us models of art, especially in the drama, so unapproachably perfect in their way, so far removed from the standards of the best modern work, that the forms of the mighty dead seem to pose before one's imagination like the grey-haired spirit upon the platform of Elsinore, and I feel inclined to cry with Marcellus :

" We do it wrong, being so majestical
To offer it the show of violence."

I confess I am little inclined to approach my task, like Mr. Charles Francis Adams, in a tone of almost irreverent scepticism, feeling as I do much more sympathy with the spirit of Ernest Renan, who in his *Recollections*, while recounting the manner in which he broke with the past, and his aspirations for the future, offers up a prayer to the presiding genius of the Athenian Acropolis for forgiveness of his backslidings against the cause to which he is drawn by sympathies against which only his better reason and love of truth caused him to rebel.

In discussing the Classical question in our province, it is something to recollect that schools were made for scholars and not scholars for schools; in other words, that schools are primarily intended to fit for the work of life the young people of the district in which they are situated, and only secondarily as feeders for universities. Regarding then our Academies as institutions for the education of young men, the great majority of whom are destined to be farmers and, what we rather strangely call, "business men," *i.e.* men occupied in mercantile pursuits of one kind or another, I venture to ask, what need these have for a training in Latin and Greek? "When one is given work to do,"

Charles Francis Adams urges in the Address* to which I have alluded before, "it is well to prepare one's self for that specific work, and not to occupy one's time in acquiring information, no matter how innocent or elegant, or generally useful, which has no probable bearing on that work." If so, what possible use can our farmers and city merchants find for the smattering of Latin and Greek they may have acquired at school? Science in all its branches is very useful, Mathematics also up to a certain extent. French they must know, and everybody should be able to read and write English. Besides these bare necessities, should they intend, as many of our business men do, to take up any special branch of study, they will require to know German. And if they merely began the study of all these subjects, there would be no time for Greek and Latin. Now, as a matter of fact, you all know that the Academies do not attempt to teach them these subjects. At least when their work is tested, no knowledge of any branch of science is required, and German is only taught by the Dunham Ladies' College. We all know the cause of this state of things. The College authorities require a knowledge of Latin and Greek, and the school cannot give training in *these*, and at the same time in the subjects which men who do go to College, as well as those who do not, really require for the work of life. Mr. Adams finds the same fault with education among our neighbours. "One thing crowding another out," he says, "there does not exist, so far as I am able to learn, a single school in the country which will at the same time prepare my sons for college, and for what I, by long and hard experience, perfectly well know to be the life actually before them. The simple fact is that the College faculty tell me that I do not know what a man really needs to enable him to do the educated work of modern life well; and I, who for twenty years have been engaged in that work, can only reply that the members of the faculty are laboring under a serious misapprehension as to what life is. It is something made up, not of theories, but of facts,—and of confoundedly hard facts at that."

It is quite possible that some one will urge that Academies are not meant for farmers and business men, but simply for those

*A College Fetich.—An address delivered before the Harvard Chapter of the Fraternity of the Phi Beta Kappa, in Sanders Theatre, Cambridge, June 28, 1883.

destined for professions. I intend to answer this objection because the great cant about the utility of the Classics comes in here. But that such a plea should be urged at all appears to me a monstrous thing. The chief school of a district should be adapted to its needs, and not to those of a minority. If this minority desires a training in the classical languages, they should be taught as extras, but should hardly be made the test work of the school; especially when we remember how small a number avail themselves of this training. The actual numbers are as follows:

NUMBER OF PUPILS IN ACADEMIES TAKING DIFFERENT BRANCHES AS PER ANNUAL RETURNS.

	NUMBER OF PUPILS STUDYING			PERCENTAGE OF PUPILS THAT STUDY	
	LATIN.	GREEK.	Some other single subject	LATIN.	GREEK.
1881....	188	40	1259	15 +	3 —
1882....	227	61	1542	14 +	3 +
1883....	231	34	1651	14 —	2 +

Not only you will observe is the percentage small, but, in spite of all efforts to the contrary, the percentage is decreasing. And the percentage would have been lower, if instead of taking the number of pupils in one subject, I had compared the numbers in Classics with the actual number in the schools. For 1881 and 1882 I have taken English, for 1883 arithmetic, as being the subjects that show the largest number of pupils. These figures will, I think, be sufficient to show how unjust must be any attempt to make results in Latin and Greek the test of the efficiency of the schools. Nay further, such a policy would be fatal, as owing to the engrossing nature of the study of Latin and Greek, other branches of study would be sure to suffer from the importance attached to these two.

But let me revert to my former point, viz., the argument that Academies should be forced to teach Latin and Greek for the benefit of those studying for professions. And here let me summon again the able witness that has spoken to us before. Mr. Adams gave his address before a cultivated audience of old Harvard students, of men, therefore, probably engaged in the

higher work of life. Yet he was able confidently to appeal to them in the following manner: "Many of you are scientific men; others are literary men; some are professional men. I believe, from your own personal experience, you will bear me out when I say that, with a single exception, there is no modern scientific study which can be thoroughly pursued in any one living language, even with the assistance of all the dead languages that ever were spoken. * * * With the exception of law, I think I might safely challenge any one of you to name a single modern calling, either literary or scientific, in which a worker, who is unable to read and write and speak at least German and French, does not stand at a great and always recurring disadvantage. He is without the essential tools of his trade." Now, surely these languages which are essential to a man's success in any of the higher branches of professional life should take precedence of two languages from which no one pretends that any direct advantage can be reaped. Even Divinity is by this time independent of its classical crutches. "Every light," writes Professor Bain, of Aberdeen, "every light that scholarship can strike out has been made to shine through the vernacular tongues; there is scarcely a text but can be understood by an English reader as the ablest scholars understand it; and the study of the original languages must be prosecuted to a pitch of first-rate scholarship before anything can be gained in addition to what everyone may know without scholarship,"—a pitch, let me add, to which few, if any, are likely to attain if they confine their study to our universities.

Let me here call another witness, with whose evidence I shall dismiss the present branch of my inquiry. Not only can candidates in the University School Examinations held under the superintendence of the Universities of McGill College and Bishop's College, Lennoxville, take the certificate of Associate in Arts without a knowledge of either Greek or Latin; but McGill University does not even pretend to make both of them necessary for matriculation in its different professional courses. Neither Greek or Latin is required of a student in the Faculty of Applied Science, and Latin alone in the Faculties of Law and Medicine. And there is, you will admit, a great difference between requir-

ing one alone and both. Yet our country Academies are required to teach both.

(*To be continued.*)

LOCAL ITEMS.

The Quebec Teachers' Association, of which Dr. Marsden is President and Miss McDonald Secretary, has held several meetings during the past few months, and has shown a determination to live notwithstanding its limited membership, which is quite praiseworthy. The Pension Act has furnished material for several interesting discussions. This Act finds strong supporters in the persons of several Quebec teachers who have retired or will soon retire from the active duties of their profession and is as strongly opposed by the younger teachers who cannot or will not see the advantages of the Act. When the Protestant Committee approved of the Government's proposal to abrogate this Act, the Quebec Association petitioned the Committee to reconsider their decision, but without success. A subcommittee of the Association was subsequently appointed to prepare a workable form of the Law. That Committee has never reported. The programme of the February meeting of the Association is to include a paper by Miss Wilkins and one by Dr. Harper. This Association sustained a serious loss in the death of Miss Edwards of the Girls' High School, as did also the general Educational work of the City. Miss Edwards was one of our most successful teachers and contributed in no small degree to the success of the Girls' High School of Quebec.

The trustees of Three Rivers, have applied for and obtained authority to devote a sum not exceeding a thousand dollars in any one year to the support of Superior Education.

THE TRUSTEES OF CHELSEA, (Ottawa) have been looking into their financial position and find that no reports have been sent to the Department, and consequently no grants received for the past two or three years and that their finances are consequently in a very unsatisfactory condition.

U. E. Archambault, Esq., Secretary and Superintendent of Roman Catholic Schools of Montreal has left for Europe on account of his health, and on the occasion of his departure was presented with an address and a handsome purse, as a slight recognition of his long and valuable services in connection with Education in Montreal.

Miss Bothwell, who was engaged by the School Commissioners of Quebec, to replace the late Miss Edwards in the Girls' High School, Quebec, is doing excellent work in her new position.

Sylvanus Phillips, of Huntingdon Academy, who holds a Certificate to teach a High School in Ontario, has been granted the same standing in this Province by resolution of the Protestant Committee.

Pension Fund, the income of the Pension Fund from all sources for the year ending 30th June, 1883, was \$16,238.67, which makes the total amount of the Fund, \$52,455.32 as the result of three years' collections.

Clarendon, The teacher of district No. 7 reports that her school has been re-seated with modern desks, that the pupils are delighted with Gage's new Canadian Readers, just introduced, and that the pupils long for Friday to come to hear another Chapter from Dr. Richardson's Temperance Lesson Book.

Hatley Academy, is making a strong and praiseworthy effort to secure a high standing among the Academies of the Province and is making known the advantages which it can offer through the columns of the Daily Press.

BERGERVILLE.—A very nice festival and Xmas tree was given to the S. S. children of St. Michael's Church, also to the pupils of the Dissident School, on Monday evening, the 7th instant. A large number of children were present, and many of their parents and friends. The programme commenced with the scholars singing "O happy band of pilgrims," as they marched into the room. "Shall we gather at the river" and "Praise God from whom all blessings flow" were also sung. About forty-five young people had the pleasure of partaking of a nice tea, which was done ample justice to. This was followed by an address from Mr. Lloyd, the teacher, which was very much applauded. The Rev. A. A. VonIfland also addressed the children. Owing to the kindness of the trustees and other friends, prizes were given to the pupils attending the Day School, which were presented to them by their pastor. Some songs were then sung by the boys and girls under the kind and efficient aid of Miss Treggett, viz: "Welcome," "Always do wright," "What shall the harvest be," "The Hunter's call" and some others. Miss S. Kennedy also sang a song, which was much applauded. Colonel Rhodes then appeared on the scene dressed as Santa Claus, heavily laden with numerous gifts, to the great delight of the scholars, who greeted him with great cheering; each one then received a present, and kind words were spoken to them by the able representative of Santa Claus. A little girl called Gertrude Treggett then presented an address to Mr. Lloyd, expressing to him the best wishes of his pupils for his welfare, followed by the gift of a splend tea set. Mr. Lloyd thanking them in appropriate terms. A bonus of forty dollars had also been given to him by the trustees in the earlier part of the festival. Some games were then gone through, and about nine o'clock the proceedings terminated with "God Save the Queen" being sung.

In Inspector Hubbard's district, very fair progress has been made towards carrying out the instructions of the *circular* of April last. "Boarding around" is nearly if not wholly, "a thing of th past," and nearly all the municipalities have adopted series of authorized text books,—in most

cases, the list suggested by the Inspector, and these are being generally introduced as rapidly as circumstances will allow. In many cases there is uniformity now, and it is hoped that at the time stipulated, the uniformity will be general.

As regards the *Course of Study*, less progress has been made, not, however from any opposition to the scheme, the subject requires to be pressed more strongly upon the attention of Commissioners. Other changes have required so much effort that this has not received due attention. As the *Course* is now printed in the new School Registers, it will be brought more distinctly to the attention of teachers and thus will be introduced.

As to the "continuous year," or yearly engagements; there were previously, about eight municipalities,—mostly towns and villages,—following the yearly system. This year, at least twelve others, mostly rural, have "come into line," in this respect.

Several Schools have reported quite successful Christmas examinations, among these were the Hatley Academy, the Danville Graded school, and the Sherbrooke Young Ladies' Academy. The last, (under Miss Kate Wilson), showed excellent indications of thorough and successful work.

THE GEOGRAPHICAL SOCIETY REUNION.—That was a very pleasant reunion of *savans* and public men which Col. RHODES, President of the Geographical Society, gave at the Russell House, on Wednesday evening last. It was the first of its kind this winter season, and attracted a very large number of persons. There were some clever speeches, and abundance of good feeling, and a supper which would have delighted the heart of LUCULLUS. The Colonel was, of course, in his element. Naturally enough he felt proud of his position. He certainly did it honor, and convinced every one, before a great while, that the Geographical Society of Quebec had a field of usefulness before it. The Society has a large roll of active members, comprising many of the best names in the city, while its honorary and corresponding membership is influential and important. The Society is going to work in the right way. It is confining itself to studies relating altogether to our own country, and taking an active part in the development of certain natural resources of the Province of Quebec. There is ample room for the Geographical Society of Quebec, and we are very glad that it receives aid,—not half substantial enough, however,—from both the Federal and Provincial Governments. The object of the meeting, last Tuesday evening, was to present to the public an idea of the Society's programme, to tell something, in fact, of its mission, its *raison d'être*. Col. RHODES spoke pretty fully on the subject, and dwelt particularly on the part which the Society is taking with regard to the proposed survey of that vast unknown region in the direction of Lake Mistassini and James' Bay. The expense of this survey will be about ten thousand dollars, and afford employment for eighteen months or two years. The Geological Bureau of Canada will furnish \$6,000 of this amount, and it is proposed to solicit the balance from the Govern-

ment of Quebec, by a direct vote of the Legislature, that is \$4,000 payable in two years. The sense of the meeting was in favor of this expenditure, and though the honorable Commissioner of Crown Lands gave a very non-committal expression of opinion on the subject, the Bishop of Quebec was so well satisfied with Mr. LYNCH'S speech that he almost felt that the money had been voted. Mr. CHOUINARD read a most exhaustive paper on the functions of Geographical Societies in general, and read largely from various authorities in support of the position he assumed. Mr. DOBELL spoke well. We have seldom heard him to greater advantage, and it was easy to see that he was deeply interested in the question. The Mayor pretended to know very little of the subject immediately in hand, but he contrived to make a very good speech for all that, and dwelt for some time on the importance of the work which the Society had undertaken. Prof. LAFLAMME, F.R.S.C., of Laval University, spoke so well, that even gentlemen who understood French in a limited way, succeeded in getting the drift of his remarks without any trouble. Mr. LAFLAMME has been over the territory in the vicinity of Lake St. John, and has made some geological surveys of the district. He gave the audience an idea of the rocks to be found there, and though there were no carboniferous belts to describe, there might be valuable minerals in the great unexplored regions, which would yield their riches in time. Other speeches were delivered by Mr. J. G. Scott, of the Lake St. John Railway, the Lord Bishop of Quebec, Dr. HAMEL, F. R. S. C. and Rector Laval University, and Hon. W. W. LYNCH. After this the guests adjourned from labour to refreshment, and enjoyed a hearty repast which lasted about an hour and a half. We presume these reunions are monthly occurrences with the Geographical Society of Quebec, though of course that point was not brought out by the President.—*Quebec Chronicle*.

Protestant Board of School Commissioners, Montreal.—January Meeting.—The regular monthly meeting of the Board was held at the usual hour and place on Wednesday afternoon, 9th instant.

After the reading and the confirmation of the minutes, the hon. treasurer reported that he had received from the City Treasurer the school tax due for 1883, so far as it was possible to estimate it, except probably a small balance, and that he had renewed the insurance policy on the Royal Arthur School.

In the cadastration of the Logan's farm property, Mr. Stephens reported that the matter was being retarded in consequence of a misunderstanding with the department at Quebec, whereupon he was empowered to go to Quebec as representative of the Board in the matter.

The CHAIRMAN read a statement on the Pension Fund, which he had caused to be forwarded to the Superintendent of Public Instruction, with the hope of placing the relations between the Board and Government in this respect upon a fair and intelligible basis.

The Rev. Drs. Norman and Stevenson were appointed a committee on

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revision of the common school curriculum for the coming year, this committee being asked to make special report (1) on the question of military drill (2) on the study of Scripture history.

Reports of attendance for the month of December were submitted, showing a slight increase of numbers in the High schools, but a decrease of 51 in the total enrolment.

Mr. Stephens was appointed to superintend the seating in the new building.

The motion to discontinue the subsidy now granted to the St. George's Model School was discussed, but decision postponed to a subsequent meeting.

The Board was met by a deputation of ladies from the Christian Temperance Union with a request that it would introduce into the schools Dr. Richardson's "Temperance Lesson Book." The consideration of this request naturally falls to the Committee on revision of curriculum.—*Gazette.*

OUR NEIGHBOURS.

During the past six months very important changes have taken place in the Education Departments of our Sister Provinces.

Manitoba has lost the hand that has guided her educational affairs for the past twelve years. During these years Archdeacon Pinkham "initiated and nursed into healthy and prosperous existence the most excellent and successful system of education of Manitoba." On the occasion of his retiring to devote himself to church work he received several complimentary addresses and substantial testimonials, the Provincial Secretary presenting in the name of the Government of the Province the sum of \$1,000 to the retiring Superintendent as a small recognition of his services to the country.

John B. Somerset, Esq., late Inspector of Schools for Winnipeg, is the new Superintendent.

New Brunswick has also changed Superintendents; Dr. Rand has retired after twelve years of active service to become Professor of the Principles and Practice of Education in Acadia College.

Ontario, following the example of the two other Provinces, begins the new year under a new Minister of Education in the person of G. H. Ross, LL.B. This appointment, which places a practical teacher at the head of the educational affairs of Ontario, seems to have been received with great favor by those interested in education.

Massachusetts.—Our practical cousins appear to make use of the Christmas holidays for teachers' conventions.

The State Teachers' Association assembled in Boston, December 27th, for their 39th annual meeting. Among the subjects receiving attention we notice: The Recess Question; Practical Work in the School-room;

Reading; Teaching of History; Kindergarten Methods in Primary Schools.

The Illinois State Teachers' Association met at Springfield the same week and undertook a great deal of practical work. The classical question was duly discussed, and Col. Parker gave an address on the "New Education" to a large and appreciative audience.

National aid in addition to State aid for educational purposes was urged in President Arthur's message to Congress, and the principle is evidently gaining favor. It has also been suggested that the Dominion Government should devote some of its surplus revenue to the encouragement of higher education.

ENQUIRIES.

Q.—What is the month of a teacher's engagement?

A.—The Calendar month. If your engagement begins on the fifth of September your first month ends the fourth of October, and the Saturdays as well as the Sundays are holidays. If you begin an eight months' engagement on the first of September your engagement terminates on the last day of April. Teachers should never agree to teach a given number of days for a month. The law does not require it and it frequently leads to difficulties. The number of teaching days in the calendar months is not the same. For the current year August has 21, September 22, October 23, and November 20 days.

Q.—Is the form of engagement contained in the act the only form that can be used, and must copies of all engagements be sent to the Department?

A.—The form contained in the School Law is a legal form but we are of opinion that any form drawn up in accordance with the general principles of the School Law would be considered a legal engagement. We are of opinion that very few copies of the engagements of teachers find their way to the Department.

Q.—Do the new regulations concerning Academy Diplomas prevent a third class Academy teacher's drawing an Academy Grant?

A.—As the Grants to Academies are divided up into three classes the Academy taught by a teacher holding a third class Academy Diploma, though excluded from receiving the first or second Subvention, may receive the third. It is not clear, however, from the wording of the regulations whether teachers holding Academy Diplomas before the adoption of the new regulations are included in the new classification or not.

Q.—Is an undergraduate who has passed the intermediate examination and subsequently passed before a Board of Examiners for an Academy Diploma, entitled to a second class Academy Diploma under the new regulations?

A.—The Protestant Committee has decided that he is entitled to receive the second class Diploma.

Q.—The schools of our municipality have not been supplied with copies of the Authorized Course of Study. Whose duty is it to attend to this?

A.—Each municipality was requested by circular of the 3rd of April last to adopt the Authorized Course of Study, or to provide a course for its own schools and to send notice to the Department of the same. A subsequent circular of the 15th November made this compulsory upon each municipality.

We understand that the Grants now due for the last six months of 1883 will not be paid to the municipalities until they forward to the Department a list of the books adopted for exclusive use in the municipalities, and a notice that a course of study has been adopted for use in their schools. When notice is received by the Department that the Authorized Course of Study has been adopted, copies of the same will be forwarded to the Secretary-Treasurer for each school of the municipality.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant-Governor has been pleased by order in council, dated 25th November last (1883), to appoint the Rev. Louis Charles H. Tremblay, priest, school commissioner for the parish of Saint Mathieu de Rioux, in the county of Rimouski, in the room and stead of the Revd. Thomas Gravel, who has definitely left the limits of the municipality.

His Honor the Lieutenant-Governor has been pleased by order in council dated 26th November last (1883), to appoint Mr. Fréman L. Eldridge, dissenting school trustee for the village of Roxton Falls, in the county of Shefford, no election having taken place in July last.

His Honor the Lieutenant-Governor has been pleased by an order in council, dated 29th November last (1883), to make the following appointments of school commissioners, to wit:—

County of Arthabaska, Arthabaskaville.—Messrs. Basile Théroux, Jr., and Louis Ovide Pepin.

County of Beauce, Sainte Agnès of Ditchfield.—Messrs. Revd. T. Charbonnel, J. S. Wilson, Andrew Meade, Ferdinand Picard and Paul Roy. New municipality.

County of Gaspé, Rang Saint Paul (Barre-à-Choir).—Mr. Jacques Rail, instead of Joseph Miriou, deceased

County of Mégantic, Sainte Sophie d'Halifax.—Revd. Charles S. Richard, instead of the Revd. A. Pelletier, who has left the municipality.

County of Quebec, Saint Félix du Cap Rouge.—Revd. Placide Beaudet, instead of the Rev. P. Drolet, who has left the municipality.

County of Rimouski, Saint Joseph de Lépage.—Mr. Joseph Labbé, instead of Mr. H. J. Bernier, who has left the municipality.

County of Saguenay, Mille Vaches.—Mr. Octave Côté, instead of Mr. Henri Saint-Gelais, who has left the municipality.

County of Stanstead, Barford.—Mr. Cyrus Dana Dyko, instead of Mr. Charles A. Baldwin.

County of Témiscouata, Sainte Françoise.—Mr. Joseph Côté, instead of Mr. Léandre Rioux, who has left the municipality.

County of Terrebonne, Saint Hippolyte.—Mr. Léon Lauzon, instead of Mr. Magloire Quevillon, who has left the municipality.

His Honor the Lieutenant-Governor has been pleased by an order in council, dated the 29th November last (1883), to annex for school purposes to the municipality of Lingwick, the lots from eleven to eighteen inclusively, in the first range, the lots from eleven to eighteen inclusively, in the second range, the lots from thirty-seven to forty inclusively, in range C, and the lots from thirty-seven to forty inclusively, of range D, of Lingwick, now forming a portion of the municipality of "Hampden," in the county of Compton,

His Honor the Lieutenant-Governor has been pleased by an order in council, dated the 29th November last (1883), to order that a new school municipality be erected under the name of "municipality of the Banlieue of Quebec," in the county of Quebec, comprising the following limits:—The whole of the "Banlieue" of the parish of Notre Dame of Quebec, included within the limits which divide the said "Banlieue" from the city of Quebec, the parishes and municipalities of "Saint Sauveur," "Sainte-Foye" and "Saint Colomb de Sillery," and detach it from the said parish and municipality of "Saint Colomb de Sillery," for school purposes, from the first of July next.

His Honor the Lieutenant-Governor has been pleased by an order in council, dated the 3rd December instant (1883), to appoint Messrs. Adam Simard, Joseph Bouchard, Antoine Fortin, Joseph Thibault, and Ildebert Simard, school commissioners for the school municipality of Saint Urbain, in the county of Charlevoix, the election not appearing to have been legally made.

Dissolution of the dissentient school municipality of "Saint Stanislas de Kostka," in the county of Beauharnois.

Order in Council, of the 14th December, 1883.

His Honor the Lieutenant-Governor in council has been pleased to order that whereas the dissentient trustees of the municipality of "Saint Stanislas de Kostka," in the county of Beauharnois, have allowed one year to expire without having a school, either in their own municipality or jointly with other trustees in a neighboring municipality, and have not put the school law into execution, and have adopted no measures to establish school, and declare that the corporation of dissentient school trustees for the said municipality of "Saint Stanislas de Kostka," in the

said county of Beauharnois, is dissolved, and it is by these presents dissolved in conformity with the statute in such case made and provided.

His Honor the Lieutenant-Governor has been pleased by an order in council, dated the 19th December instant, (1883), to appoint the Revd. Joseph Hoffman and George Huard, school commissioners for the parish of Saint David de l'Aube Riviere, in the county of Levis.

SUBSCRIPTIONS RECEIVED.

We acknowledge with thanks the receipt of subscriptions to the RECORD from the following:—

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