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THE
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LITERATURE IN A SMALL WAY.

The following is a paper read before one of the many teachers' gatherings on the other side of the line; and though there is a seeming exclusiveness in the matter of the selections brought before the attention of the children, there is a suggestion in the method pursued which our teachers would do well to adopt in interesting very young folks in the literature of our Reading Books.

About three years ago, wishing to have a talk about the president of our country I asked my class of little ones "Who is the greatest man you know of?" Many and varied were the answers. Some declaring in favor of Supt. Kendall, who was superintendent at the time, others thought Mr. Fee, our truant officer. One little fellow fairly danced with a consciousness of superior knowledge as he boldly came out for "Jesse James." I was surprised; but, curious to know how deeply the admiration was seated. I led him on to tell me what he knew of his hero. I found he was very well posted indeed on "Jesse and his pards," and evidently there was a full fountain somewhere at which he was at liberty to drink his fill. He had a big brother who read big books and then told him the stories. And the big brother and his "pard" had a room in the barn where secret meetings were held, and there was a *whole shelf* of books. And so little Frank, eight years old, was stocking his mind with,

and developing a taste for a class of literature that would certainly bring him into trouble some time and spoil his life.

It gave me food for serious thought, and after discarding several plans I determined to follow this one: I would become the big brother's rival, and endeavor to develop a taste for good reading and good authors, and lead him to see things truly *noble, great and good*; I would devote fifteen minutes each day to this work. I began with a little poem by T. B. Aldrich, "Marjorie's Almanac," beginning—

"Robin in the treetops,
Blossoms in the grass,
Green things are growing
Everywhere we pass," etc.

It is very pretty, and simple enough for small children to understand. I wrote it on the board, one verse at a time, scattering among the words with colored chalks, little illustrations suggested in the lines. Of course we talked about it a great deal, and the more we analyzed it the fonder we grew of it. When we had learned it I brought out a picture of the author, which I had cut from an educational paper, and had pasted on a large sheet of manilla paper tacked to a stick, and which we now called, "our author chart." We learned a few facts about him, such as: He has blue eyes, is not very tall, likes children and writes pretty verses and stories for them, lives in Boston, was born in 1845.

Next we happened to take up Stanley, because a boy brought a very good picture of him and knew something about his work, and wishing to encourage this search for authors I honored him by adding the picture he had brought, to our chart, and we learned something about the great explorer's work.

Next we looked up, "The Little Sandpiper," a poem by Celia Thaxter. We did not commit this to memory but read it, that is, I read to them, and we talked about it. We closed our eyes and dreamed of the sandy beach, the lowering clouds, the piercing cry of the bird, the ships far out on the horizon, etc., until we had picked all the meat out of the nut we could and imbibed the great thought of God's good care for all contained in the last verse:

"I will not fear for thee, though wroth
The tempest rushes through the sky;
For are we not God's children both,
Thou little Sandpiper and I?"

And so Celia Thaxter was added to the chart, and with a few facts about her life and a picture of her summer home on the

Isle of Shoals, we passed on to Will Carleton, our own Michigan poet. We became acquainted with two or three of his poems. The "Christmas Baby" became the favorite. I really think they loved it because through it they learned to measure a parent's love for his child. They felt that their parents loved them as dearly as did the father in the story love his baby, and, if the occasion offered, like him, would say:—

"There ! if all the rich men I ever saw or knew,
Would come with all their traps, boy, and offer them for you,
I'd show them the door so quick, sir, they'd surely think 'twas odd,
Before I'd sell to another my Christmas Gift from God."

With this poem we started a little exercise which the children liked very much. After they had heard it two or three times until they were somewhat familiar with it, I would read it, but leaving off the last word of each line which they would put in.

There are many interesting things to be found about Carleton's life; born in 1847; lived on a farm; walked two miles to school; wrote a long letter in rhyme to his sister when he was ten years old; didn't take to farm work very well; once, his father heard him lecturing to the sheep and cows in the barn; taught school; saved his money to go to college; now lives in Brooklyn.

I will not go into detail farther, as I fear I am taking too much of your time, but we learned that year to love—besides those named above—Longfellow, Jane Andrews (author of "Seven Little Sisters"), and Anna Sewell (author of "Black Beauty"). In third and fourth grades I have added to these Whittier, Holland, Lucy Larcom, Mrs. Burnett and Louise Alcott. We studied part of "Snow Bound;" I told them parts of "Arthur Bonnicastle" and "Little Men." One of the children brought a picture of Mrs. Holland's summer home at the Thousand Islands, which she has called "Bonnicastle." I try to have them look forward to the time when they will be old enough to read these books and enjoy them.

I have felt rewarded for my efforts several times. Once, last September, when school opened, one of my last year's boys fished a clipping from a paper out of his pocket with the announcement of Whittier's death, and a short sketch of his life. I thought, for a third grade boy, this showed a great deal of interest, especially as the clipping was made in vacation, and had been taken care of till school began. Another time was when some of my former boys came to see me, who are now in fifth and sixth grades, and told me of the old friends

they meet with now in their fourth and fifth readers; and when I brought out the author chart they immediately noticed new authors I had added since they left, and wanted to know their names. Now, I am sure they must get more good from their readers from having learned something about authors, and from having matured a desire to be better able to understand them, than if this preparation had not entered into their lives. And that same little Frank is in my room again this year, in fourth grade, and now in proud possession of "Longfellow's Poems," which his mother bought for him. Frank is as enthusiastic over Carleton now as he once was over Jesse James, and the other day he made quite a bright little speech when the subject of our talk was George Washington. When Frank found that Washington died in 1799, he said, "Oh, if he had only lived five years more, he could have seen Whittier, because he was born in 1804."

One more story, a "true one," as the children say, about Frank, who, by the way, is one of the brightest and most mischievous boys a teacher was ever blessed with. He ran up to me the other morning, saying, "Derrick and I went to Eaton & Lyon's to buy our drawing books last night, and we stayed a long time and read the names of the authors on the books."

SCHOOL EXHIBITS.

It is said that the exhibition work prepared by the pupils attending the Protestant schools of Quebec has mysteriously disappeared. The committee appointed by the Teachers' Association have therefore had to fall back upon those prepared within the past year for an exhibit at the Teachers' Convention.

The following suggestions, which were made lately by a Committee on Exhibits, may be of some guidance to the teachers' committee of this province. The plan for collecting and preparing is as follows:—

First: Let the exhibits be confined to the following subjects:

1. Kindergarten work,—paper folding, sewing, clay modelling.
2. Language work, first eight grades.
3. Geography, grades three, four, five, six. Map of North America; third grade, mere outline; fourth grade, outline with rivers and ten cities; fifth and sixth grades, a product map, with cities and rivers before mentioned, any written work deemed desirable by the teacher.

Second: All written work is to be on paper of uniform size, 8½ x 11 inches, written with pen and ink upon but one side.

Maps to be on cardboard, 22 x 28 inches (in this we have followed sizes given for the Columbian educational exhibit.

Third: Let each district school appoint a day or evening to be known as "Exhibit Day." Arrange exhibits at the school house, prepare brief exercises; singing, recitations; lead pupils to write neat notes of invitation to be sent to each parent; make it a red letter day for the district.

Fourth: Let the teacher prepare an exhibit from this collection for a competitive district exhibit to be held at the meeting of the county association, the exhibit to be under the direction of the school commissioners. Let a committee of qualified and disinterested persons judge the merits of the work, and designate the best specimens shown by any entire class in any grade and on any subject. Let the selections thus made be sent on to whatever authority has been decided upon to classify and arrange for a general exhibit.

In connection with this we may say that unless some competition is instituted among our schools, to be followed by the awarding of prizes, there will be little progress to be recorded for some time.

Editorial Notes and Comments.

No one knows better than the editor of an educational journal how difficult is the task of reform. To write anything having the aspect of novelty on education and schools, as a contemporary says, is to attack a large class, and probably to insure their hostility. Even the venerable Comenius, when his life-work was approaching its close, was assailed at Amsterdam as an arch enemy of schools and schoolmasters, and had to make a pathetic defence. "I can affirm," he says, "from the bottom of my heart, that these forty years my aim has been simple and unpretending; indifferent whether I teach or be taught, admonish or be admonished; willing to act the part of a teacher of teachers, if in anything it may be permitted to me to do so, and a disciple of disciples where progress may be possible. They say that I write *against* schools; nay, it is *for* schools that I speak and have spoken. Why, then, should any delight to molest me?" And yet if there is to be progress there must be reform, and the reformer must stand the abuse, if he would fulfil his duty at the promptings of his conscience. To resent criticism of an institution or a mode of administration as if it were a personal attack on the administrators, is not confined to the teaching profession, but it certainly has been a more active

characteristic of schoolmasters than of clergymen, lawyers, or physicians. Teachers, as a rule, do not wish to be disturbed by new ideas. Even Milton, between whom and Comenius there was a fundamental sympathy of aim and a common hatred of the traditionary methods, just because he was himself a schoolmaster, suffers from this narrow pedagogic spirit, and declines, in his letter to Hartlib, to have anything to do with new-fangled notions. "To search what many modern 'Januas' and 'Didactics,' more than ever I shall read, have projected, my inclination leads me not." It is true that he also says, "What I have benefited herein among old renowned authors I shall spare." Who the "renowned authors" may have been, however, he does not say; nor does his treatise give any indication that he ever read any of them, although we may, perhaps, not err in presuming that Quintilian, at least, was not unknown to him. Doubtless this peculiar attitude of the scholastic mind is largely due to the position of authority in which teachers are placed when yet young and unformed. They succeed to a certain traditionary way of doing things; a few years' practice habituates them to it, and this habit combines with the almost despotic position in which they are placed to produce a self-conviction to finality.

—In the attempt that is being made to increase the teacher's salary in our Province, it is to be hoped that our teachers will lend their assistance as far as lies in their power, and as a guidance we would lay before them the following suggestions which have appeared elsewhere and which cannot but indicate how such assistance may come. The hints they contain point to possible practices which ought not to continue. The writer of them says:—

"I hope you have not engaged for less than the previous teacher was getting. I hope you have not offered to take any school that you knew another teacher had a claim upon, even though it was not signed or sealed. I hope you have been no party to putting a school up at auction and underbidding any one else. See that your agreement is signed and sealed. Allow no one to dictate to you about your boarding place, especially interested trustees. Arrange, if possible, with the trustees to make some one look after cleaning the schoolroom and making the fires."

—The lack of permanency in our teachers' tenure of office is known to everybody, and the following thought from the *Toronto Educational Journal* shows why there ought to come a remedy in the near future. "We do not know," says the

editor "to what extent the practice of making annual appointments, or, in other words, "hiring" teachers by the term, or the year, prevails in Canadian public schools, but we fancy it is still the rule, especially in the country districts. No good reason can be given why the public schoolmaster's term of office should be less permanent than that of a college professor, or a clergyman. As a matter of fact, though, we believe there are still places where the churches "hire" their ministers by the year. In either case, the practice is derogatory to the dignity of the profession, and harmful to the interests of all concerned. A prominent American educator has said: 'Permanent tenure in Germany has made teaching a profession, with us it is a trade.'

—Superintendent Draper, of Cleveland, says that everything hinges upon the teacher, and whether this applies to the permanency of office or not, is a question which our teachers can readily decide for themselves. In connection with school-work, Mr. Draper is no doubt correct, as he continues: "She may be a mere mechanical automaton. She may be a living, thinking, disciplined force. She may see all the reason why things cannot be done and the reasons may appear mountain high. She may be able to see ways to surmount difficulties which will then seem only as mole-hills. Everythings depends upon her. Neatness, cheerfulness, health, discipline, interest, enthusiasm, moral sense, all corner upon her. If it did not offend my neighbor who has a common right in the school I would hold religious exercises every morning. But if the teacher is a moral force there will be a moral growth, whether exercises are held or not. If she is not a moral force no amount of exercise will produce such a result. I would put a flag in every schoolroom. But if the teacher is a real patriot there will be patriotism in the school, flag or no flag. If her soul is not attuned to the music of the nation, there will be little patriotic ardor, even in the presence of all the bullet-riddled and blood-stained battle flags. It is frequently said that there are born teachers. Such there may be, but your speaker has never had the pleasure of an introduction to one of them. Undoubtedly some persons have more natural adaptation to a teacher's work than others. Some lay hold of the true idea, and acquire teaching power more readily than others. But sympathy is wasted upon persons who cannot pass examinations, who cannot discuss educational questions, who do not attend educational meetings, or read educational literature, and yet are alleged to be great teachers. If anything has been

settled it is that good teaching rests upon a scientific basis. Persons are not born teachers any more than they are born physicians, or born lawyers, or born engineers. Teachers are produced as any professional experts are produced, by study and by training and by experience, and the first duty of the state is to go about building up a professionally-trained teaching service for its public schools. This is to be done by normal schools and pedagogical classes in the colleges and secondary schools, by institutes and by a system of examinations, all related together and all regulated and directed by central authority."

—In this connection we cannot but repeat the words of advice which a practical teacher gives to her fellow-teachers. "Cultivate your talent," she says. "Everyone has one, the difficulty is to find it. If that is impossible, adopt an accomplishment and nourish it; have a hobby and ride it. Such a person becomes tenfold more valuable to society; she has convictions, at the very least, on one subject; it is probable that she will think more in other directions too. At the same time her experience grows and her influence widens; it is the latter which makes us immortal. The method of culture must be individual; I can suggest only some directions in which one might work. If you are interested in literature, there are many well-beaten paths in those realms, many more awaiting venturesome travellers; for instance, the saga and folk-lore of the Teutonic nations are most fascinating; the development of fairy-stories; the Arthur legend as it appears in different lands, and others too numerous to mention. Science with its manifold mysteries and its alluring wonders appears as an eager rival to literature. Botany will do very well as a starting point. Suppose you set out to make a full analysis of the flora of your bit of country, beginning now to identify fungi, bare trees and naked bushes. At the very outset you are met by outcrops of rocks which turn to you inquiring faces, insisting that they have an individuality as well as the flowers. And at the next turn you find a cocoon and see a bird which also arouse inquiries. And so it goes until you are filled with wonder at the chemical and bacterial agents which modern science says are the master powers of growth and change. Thus you find amusement for a stray afternoon, but will it ever be anything more? No one can predict, but let me tell briefly an actual occurrence: About five years ago a book-keeper joined a geology class merely for the sake of the Saturday trips; she knew nothing of the subject and had done no studying for several years. Among the members of the class, she found congenial people with whom she

began work with the microscope and in biology, still continuing with the geology. The two former proved the more alluring and finally absorbed her entire leisure. Last year it was her misfortune to fall and severely injure herself; then she reaped the fruits of her former industry, for the microscope afforded constant entertainment. Upon the approach of warm weather, she was removed to the pleasant shores of Buzzard's Bay, that place where Agassiz found such rich fields for investigation. To be sure, our friend could not herself procure the desired specimens, but her table was covered with the trophies of the sands brought by the interested children, with the dredgings from the fishermen's trawls and with the produce of the yachtman's cruise. All had become interested in the lady's hobby and were themselves eager to look through the microscope and see the wonderful sights. This example is only one of many, all of which go to show the value, theoretical and practical, of my proposal. Not only is the teacher herself benefited, but her scholars feel and respond to her increased freshness. We cannot expect our scholars to be interested in what we are not; they very quickly feel our lack of sympathy. Every time that we bring life and enthusiasm to our class-work, the question of discipline, stupidity and lethargy is solved. It is one of my theories that all boys and girls in normal condition love study as mental exercise; the trouble too often is that the mental exercise is not presented attractively or is not suitable at the time. For reasons, then, selfish and unselfish, it would seem good for the teacher to have a hobby and diligently devote to it some of her leisure time."

—The record which we lately made of Dr. Rice's visits to the schools of various cities may interest our readers in learning that another visit was made after Dr. Rice's, which shows that there are always two ways of looking at a thing. The editor of the *Bloomington School Journal* has made another presentation of Dr. Rice's examination. In a modest convincing way he tells the story of a visit to the very school in Chicago that was held up by Dr. Rice as a target for ridicule and criticism by the great mass of his readers who could not visit it, and decide for themselves as to its fairness and truth. But Mr. Brown *did* go and he went as a *teacher*, fitted by experience and attainment to be just and discriminating in conclusions. It is refreshing, invigorating, satisfying, to see point after point made by Dr. Rice, considered by Mr. Brown after a personal investigation, with an eye to the real aim and purpose of the teacher in giving the same exercises that were ridiculed by the first

visitor. The material of which the school was composed, the necessity for peculiar treatment, and the results obtained, are modifying circumstances that throw another light over the same exercises so unmercifully caricatured. A *teacher* who knew the *teacher* side, viewed the matter from a *teacher* standpoint, turned it to the light and *let every side have a bearing upon every other side*, and lo! we have another conclusion of the famous Chicago school. If the *Forum* would have the courage to send a *teacher*—an expert—right over the same hunting grounds as were visited by Dr. Rice, what a clearing up of erroneous impressions and misrepresentations would follow! If popularity and profit have been the aim of the first series of articles, there would be none the less following the second. There are inspectors and inspectors and it is well that our teachers should note the fact. The inspector, who is not a practical teacher, is a little better than the specialist who has not a little of the “crank” about him.

—The *Educational Journal* of Toronto has something to say about educational affairs in Quebec, and, as in duty bound, we place its ideas before our readers: “An important movement,” that journal says, “in the direction of much needed educational reform in the Province of Quebec, has been temporarily defeated by the votes of the bishops who constitute the majority of the members of the Catholic section of the Council of Public Instruction for that Province. We say ‘temporarily,’ for it seems impossible to doubt, now that public attention has been called to the matter and the reform is being advocated by some of the ablest and most influential educationists and citizens, including the Superintendent of Education himself, that the movement can be long delayed. The reform asked for is simply this. Mr. Masson, one of the ablest and most influential of Quebec laymen, moved in the Council of Public Instruction, of which he is a member, that all teachers, whether belonging to the religious orders or not, should be required to submit themselves to examination before being licensed to teach. The motion was objected to by the bishops on the ground that the question is one which belongs to them as the spiritual advisers and leaders of the people, and their directors in educational affairs, and was consequently lost.

“That the reform is greatly needed is very evident, not only from what is generally known of the state of public education in Quebec, but from certain statements which were recently made in the Provincial Legislature, and the truth of which is said to be admitted by Mr. Pelletier, the Provincial Secretary.

These statements were to the effect that notwithstanding the very considerable amount of money expended upon them, the public schools of Quebec—we presume, but are not certain, that the allegation was confined to the Catholic schools—were in a most inefficient and backward condition; that in some municipalities it was impossible to get school commissioners who could either read or write; and thirty per cent. of the jurors in the law courts could not sign their names.

“The chief difficulty seems to be that the schools are largely taught by members of the religious orders, whose training is mainly of a theological character, and who are naturally unacquainted both with the subjects most needed for a thorough practical education and with the best modern methods of instruction. Mr. Masson, who is a loyal Catholic as well as a very able and influential man, who has held high office, is reported as having spoken as follows in reply to the remark of one of the bishops that the question was one which belonged to the clergy: “It is time that you understood, my lords, that the public demands educational reform. We want our children educated for life in this world; but you would make them all priests.”

“We have no means of knowing what is the attitude of the teachers themselves with reference to the question, but we should suppose that the public and professional spirit of the majority, at least of all who either believe themselves fully qualified for the duties of their high calling or are willing and determined to become so, would be strongly in favor of the proposed reform. It would greatly facilitate all such forward movements if the teachers of the Province were more fully organized in local and provincial associations, corresponding to those of Ontario. Such meetings would stimulate thought and enquiry, would promote study of educational methods, and cultivate that liberty of thought and speech which is one of the most potent agents of reform in all departments of public and social life.”

Current Events.

The minimum of salaries in this province is by no means anything too large, and yet there are but few of our School Commissioners who have reached it in their efforts to better the condition of our teachers. The highest salary paid a head master of a Collegiate Institute in Ontario in 1892 was \$2,500, (Toronto C.I.) The average salary of head masters for the Province was \$1,177; of assistant masters \$814; of all masters

§906. Of the masters 193 were graduates of Toronto University; 51 of Victoria; 40 of Queens; 13 of Trinity; 1 of McGill; 1 of Manitoba, and six of British Universities. The whole number of teachers employed was 484.

—Last August the Rev. I. Newnham was appointed Bishop of Moosonee. For several years he took an interest in educational affairs in Cote St. Antoine, Montreal, and his many friends in the province have greeted his preferment with much pleasure. We join them in our congratulations.

—The following have appeared as summaries in the London *Educational Journal*, which keeps its readers *au fait* with the educational movements of the world at large. The Superintendent of Nova Scotia refers to educational reform in his province when he says:—"We are placing a premium on trained teachers and giving better opportunities for good training. Hereafter the normal school will not be competing with the high schools and academies. In the normal school, the laws of the development and action of the human mind will be observed and studied. The methods of teaching the various subjects will be illustrated, discussed, and experimentally tested. . . . There are yet multitudes of teachers who cram the boys with spellings, grammatical definitions, historical meaningless dates, and, to the boys, senseless geographical lists. And instead of pointing out to the children on the roadside the beauty, virtues, wonders, and evils in each of the plants in the field or by the roadside, of unravelling in play the history of insect life now becoming so important a factor in successful agricultural or horticultural enterprise, of fascinating the wondering pupils with the fairy tales spoken by the pebbles in a gravel ridge or the clay in a swamp; instead of making the young people feel that their commonplace country is filled with a glory of wonders, they state some scientific facts to their pupils which they are told to remember. Better for the children to be running wild than having such lessons. . . . The normal school teachers will after this have, in addition, manual training. This is not to enable them to become mechanics, but to train the hand to execute what the mind can design; to enable them to understand how things may be done; to have it in the air of the schoolroom that manual work is as noble as any other kind of work."

—Prince Edward Island has the highest percentage of attendance of any province in the Dominion—58.58. It also has the power of dismissing its teachers at thirty days' notice, and refuses to elect clergymen to any school office.

—British Columbia pays the best salaries—the highest rising to nearly £300—though as yet it has no normal schools.

—The Chief Superintendent of New Brunswick concludes his report for 1892 by suggesting the establishment of a kindergarten department in connexion with the normal school, in order that the student teachers may have an opportunity of acquiring an insight into the principles which underlie its methods.

—An interesting experiment in modern-language teaching is being carried out in Jena by Mr. J. J. Findlay, M.A., whose name is not wholly unfamiliar to our readers. In conjunction with several German professors, Mr. Findlay has arranged a summer course of language teaching, to be held during August, for the benefit of English and German teachers. Lectures, advanced and elementary, will be given to German teachers in English and to the English teachers in German, and, by means of conversation classes, debates, social meetings, and botanical excursions, additional help will be given towards speaking and understanding the two languages. For social occasions English and German will be used on alternate days. Upon such a plan it would be almost impossible, one would think, to avoid learning the language, even if so disposed. For the more advanced students there will also be discussions on the best methods of teaching modern languages. About twenty English students are expected to attend this year, and more will certainly avail themselves of this most helpful scheme when it becomes more widely known.

—At the late Educational Congress held in Chicago, the writer had the pleasure of meeting Dr. Barnard, the early editor of the *American Journal of Education*. Few perhaps are aware that in many of the new departures which give to public education in America a stamp and distinction of its own, Dr. Barnard was the prime mover and pioneer. He was the first State Superintendent of Connecticut; he was the first Principal of the Normal School in the same state; he was the first United States Commissioner of Education; and, though this claim has been disputed, he is generally recognised as the father of Teachers' Institutes, which, in their turn, suggested the Oxford and Cambridge Summer Meeting of the University Extensionists. A monograph of the educational labours of Dr. Barnard has lately appeared, and it is to be hoped that ere long it will be supplemented by a full biography of the "old teacher eloquent" who is still in our midst.

—The following interesting document is from an article in

the Canadian *Educational Review* on "New Brunswick Schools of the Olden Time":—"This agreement witnesseth that I, Joseph Maductick, Governor, do hereby give up my Family (viz., Susan, Sal, Mary Demecan, Mary Angelick, Joseph Murray, John Nicola, Fransway Sal) to Mr. Burrows Davis, of Westfield, for one whole year from the date hereof, to be educated by him after the English manner, upon the condition following, viz.: He, the said Burrows Davis, providing me, my Squaw and the above-named Children with good and wholesome Provision and comfortable and sufficient Clothing, with Powder and Shot for my hunting, Tobacco, &c., to which agreement we do interchangeably set our hand and seal this twenty-eight day of January, one thousand seven hundred and ninety-one, at Sheffield, County of Sunbury." Here follow signatures and "marks." After all, the red man's provision, clothing, powder, and the rest differed very little in kind from the bribe we still offer our parents under the more specious name of "prize" or "scholarship."

—Among the measures recommended by the Dominion Educational Association, but of which we have so far heard little, are University extension; the exclusion of high school work from universities; more thorough school inspection; a unification of the courses of study in the various provinces; a more stringent compulsory attendance law; the professional training of all teachers. Possibly we may not again hear of these reforms until the men who have the exclusive working of the institution consider it high time to have a second "exaltation."

—We wonder how many schoolmasters are still accustomed to teach the theory ascribed to Dove of the Atmospheric Circulation. This theory is, roughly, to the effect that there is an upcast draught at the equator, and an overflow above the Trades, which, in the region of the *calms* of Cancer and Capricorn, *descends through the equatorially directed trade wind current* (in the old-fashion diagrams the sceptic can still see these two currents flowing amiably at right angles through the same point) to become the "Anti-Trades" of the temperate latitudes. Now this theory was disposed of by the late Professor Thomson in 1858. Unhappily, the new explanation lacks the sweet simplicity of the older one, and that may account for its remaining in abeyance.

—Something ought to be done to uphold the fame of Canada by our geologists. In a late issue of an English Journal we find the following: "There is something inevitably conservative

in things scholastic. One may find in two of the very best and most up-to-date of geographical text-books the venerable statement that all gneiss has the mineral composition of granite. Now, gneiss is really merely a coarser schist with well developed felspar, and even gabbro-gneiss is a possible thing. Speaking of lapsed science, how long will it be before the youth of this country ceases to hear of *Bozoon Canadense* that spacious foraminifer, the "dawn of life"? Drs. Johnson Lavis and Gregory, however, have got beautifully perfect specimens in erupted blocks from Monte Somma, and there can be no further doubt of the purely mineral origin of this fossil. The oldest remains of life now known are the Radiolaria described by Barrois last year, from the Archæans of Brittany."

—Mr. A. S. White expresses his objection to our current teaching of geography by saying that it is wrongly regarded as a *graphy*, whereas it is clearly an *ology*. It is made a "vehicle of description and not a body of thought"; and he pleads for a really scientific text-book still to come. He would base geography upon chemistry, physics, geology, oceanography, meteorology, biology, ethnology, history, and political economy, so leading up to the study of the "distribution and welfare of man as determined or affected by physical phenomena on the earth's surface." From this there would naturally spring cartography, demography, sociology, and philosophy. As a substitute for the existing curriculum, Mr. White's science of geography may very well pass muster, but as a two-hour-a-week school subject it seems a little too comprehensive. We have only heard of one person who could hope to get to that pitch of condensation, and *he* was in the "Arabian Nights." Genii that overspread the heavens he could seal down in little earthenware pots, but such educational skill as that is not given to everyone.

—In the issue of the *Geographical Journal* containing Mr. White's views, there is a letter from Lieutenant-Colonel Leslie Ellis. All teachers, as the public is perfectly well aware, know the latitude and longitude of every island on earth. Now there are coins, he tells us, bearing the date 1835, and an inscription in English, "Island of Sultana." Here is a holiday task; where is this Island of Sultana? Or can a place have a coinage all to itself in 1835, and have passed out of human knowledge in 1893?

—In an article in the *Educational Times*, (Eng.) the Rev. William Burnet, M.A., presents some important and startling statistics which have been gathered to show the effects of high

pressure in European schools upon the physical health and growth of children. One result of these inquiries at Stockholm was the following: "At the end of the first school year seventeen per cent. of the children medically examined were found sickly or ailing; at the close of the second year, thirty-seven percent. were so; and after the fourth year, the number of sufferers had risen to forty per cent. Similar results were reported in Denmark. In both countries the cause appeared to be the same, the mental strain augmenting in proportion as the scholars advanced in the classes, although the hygienic conditions were unchanged. This was found to be especially the case with the girls, sixty-one percent. of whom evinced signs of chronic ailments, more or less serious, and ten per cent. had curvature of the spine. The excessive length of the hours of study, at least in the colleges, seemed to fully account for this state of things."

Literature, Historical Notes, etc.

A CAUSERIE ON THRASHINGS.

Twice I received a thrashing at school. In the first instance, I was, I suppose, ten or eleven years of age. I had not been at the school many weeks; I had formed a close friendship with a boy about my own age. On leaving school one afternoon, he and I were induced by some of the older and bolder sort of boys to "have a fight"—why, I don't know to this moment. We were caught, and received a strong man's blows with the ferule across our hands. Some of those who had urged us on to the encounter were also punished; some were not—why, I don't know; there is usually something mysterious about thrashings. It happened that, for the afternoon of the day on which I received the stripes, I was asked "out to tea." So young and little was I, that I was looked upon as so irresponsible a being that it was desirable to have my hands washed, instead of washing them myself. I do not, I shall not, forget the excruciating pain of the soap and the rubbing. Never have I borne such physical pain with the fortitude I showed, or rather concealed, that afternoon.

The second occasion, some years later, was due to having a "detention lesson" on geography. Some ten or a dozen of us were amongst those brought back on Wednesday afternoon, with the understanding that we might go after saying our

lesson. The geography master was not the detention master that day. Amongst others I went up and said my lesson. Something had not pleased the master—but with this I had nothing to do. However, when I finished, he told me to go to my seat and “write it out twenty times.” I was wild with excitement; but when I reached my seat, I sat down with a quietness and satisfaction that ought to have given the master pause. I chose to obey his order literally, and wrote out the word “*it*” twenty times, and with that self-consciousness of right which leads a boy so spontaneously to dash his head against the wall, I took the twenty “*its*,” with a smile, to the master. I was not the first to be unruly, and as certainly not the last. The master was weak. By-and-by there was pandemonium. The next day, ten or fifteen of us were flogged by the headmaster, who, after the infliction of the punishment, turned as white as a lily and suddenly, apparently realizing that he had thrashed in the number some of his best boys, vanished into the playground. We were all becalmed and subdued, except one boy who had not been flogged. He turned plaintively to me: “I say, old fellow, I would so much prefer to be licked. Don’t you think I had better go and ask him to thrash me?” I remember feeling two things—over and above the smart of the pain I was suffering. First, a sense of the ludicrous, from the thought that the headmaster had so clearly had enough physical exercise, and that it would be incongruous to have a voluntary victim coming out and disturbing his reflections. More vividly still, there rose within me a sympathetic sense of the mental conflict in my friend’s mind, and a keen perception of the responsibility of his situation, for he had been one of the most rowdy. In the end, he chose the harder course of not going, and, I believe, greatly blamed himself for it afterwards.

Law and order, of course, must be secured, and flogging has immemorial tradition in its favour. In the early days of the University, when the elementary master—the *grammaticus*, as he was called—received permission to teach from the University, he was presented with a badge, not a book, as might be expected, but with a rod and a birch. One of the most frequent of the devices on the seals of early grammar schools is the picture of one of these *grammatici* with his badge of office—the birch; and on some of the more realistic of these seals may be seen the master in the very act of birching a boy spread carefully over his knee. Mr. Maxwell Lyte, in his interesting history of Oxford University, when speaking of

the "degree in grammar" which the ordinary schoolmaster had to take as a preliminary of registration, says:—

"The first act of the new master of grammar was to beat openly, in the schools, a 'shrewd boy,' who received a groat by way of reward for his sufferings."

Richard Mulcaster says:—

"In any multitude the rod must needs rule; and in the least paucity, it must be seen, howsoever it sound. . . . [Yet] ever the master must have a fatherly affection, even to the unhappiest boy, and think the school to be a place of amendment, and, therefore, subject to misses."

If report speaks true, Mulcaster indeed did not spare the rod. The following, slightly altered, comes from a law-student's commonplace-book, probably belonging to one Thomas Wateridge, of the (Middle) Temple, in the time of James I. (*Notes and Queries*, Series I., Vol. XI., p. 260):—

"*Of Monckaster, the famous Paedagogue.*—Monckaster was held to be a good schoolmaster, and yet he was somewhat too severe, and givē to insult too much over children that he taught. He being one day about whipping a boy . . . out of his insulting humor, he stood pausing a little . . . ; and then a merry conceyt taking him, he said: 'I aske y^e banes of matrimony between this boy . . . of such a parish, on y^e one side, and Lady Burch, of y^{is} parish, on the other side; and if any man can shewe any lawfull cause why y^{ey} should not be joyned together, lat y^m speake, for y^{is} is y^e last time of askinge.' A good sturdy boy, and of a quick conceyt, stood up, and said: 'Master, I forbid y^e banes.' The master, taking this in dudgeon, said: 'Yes, sirrah, and why so?' The boy answered: 'Bycause all parties are not agreed'; whereat Munkaster, likinge that witty awnswer, spared the one's fault and th'other' p'sumption."

Everyone remembers Roger Ascham's words to Sir Wm. Cecil in the charming preface to "The Schoolmaster":—

"Not long after our sitting down, I have strange news brought me, saith Mr. Secretary, this morning, that divers Scholars of Eton be run away from the School, for fear of beating. . . . Mr. Peter [Sir Wm. Peter], as one somewhat severe of nature, said plainly, that the Rod only was the sword, which must keep the school in obedience, and the scholar in good order. Mr. Wotton, a man mild of nature, with soft voice and few words, inclined to Mr. Secretary's judgment, and said, in mine opinion, the school-house should be indeed, as it is called by name, the house of play and pleasure, and not of fear and bondage; and as I do remember so saith Socrates in one place of Plato. And, therefore, if a rod carry the fear of a sword, it is no marvel if those that be fearful of nature choose rather to forsake the play, than to stand always within the fear of a sword

in a fond man's handling. . . . M. Haddon was fully of M. Peter's opinion, and said, that the best schoolmaster of our time was the greatest beater, and named the Person."

Roger Ascham makes it impossible to doubt to whom he is referring, though he skilfully avoids mentioning the name. This can be none other than the redoubtable Nicholas Udall. He has many good points in his favour. Amongst others, he translated the "Apophthegms of Erasmus," and edited some "Flowers from Terence." Tusser, the author of "The Five Hundred Points of Good Husbandry," states his experience of Udall as a headmaster, in the often-quoted lines:—

"From Paul's I went, to Eton sent,
To learn straightways the Latin phrase,
When fifty-three stripes given to me
At once I had.

"For fault but small, or none at all,
It came to pass that beat I was,
See, Udall, see the mercy of thee
To me, poor lad!"

Samuel Johnson said that Dr. Busby used to declare that his rod was his sieve, and that whatsoever could not pass through that was not the boy for him. Everything goes to show that the "ancient dead of Busby's awful reign" has been exaggerated, but Mr. W. Carew Hazlitt, in his "Schools, School-books, and Schoolmasters," tells a story too good to pass by. A Frenchman, by some chance, threw a stone through a window of the room in which Dr. Busby was teaching. The doctor, imagining that it was some mischievous boy, sent for the offender. When the Frenchman was brought in, Busby at once, as was his custom, called out, "Take him up." A flogging accordingly was given him before the school. "The Frenchman went away in a fury, and at once sent a challenge to Busby by a messenger. The doctor reads the message, and cries, 'Take him up,' and the envoy shares the fate of his employer. He, too, enraged at the treatment, returns and demands compensation from Monsieur; but the latter shrugs his shoulders, and can only say, 'Ah, me! he be the vipping man; he vip me, he vip you, he vip all the world.'"

Of course, Dr. Keate, of Eton, must not be unmentioned. One of the best stories told of him is his action with regard to the batch of candidates for confirmation. These boy's names were sent by accident to Dr. Keate, on the same-sized and same-shaped paper as that used for reporting delinquents.

Keate insisted, it is said, on flogging all the boys mentioned on the paper, "being the more angry with them for attempting to escape punishment by setting up a plea which seemed to him both false and irreverent."

The other well-known but probably quite apocryphal story must be given. The doctor was commenting on the Beatitudes. "'Blessed are the pure in heart.' Mind that; it's your duty to be pure in heart. If you are not pure in heart, I'll flog you." Of Keate, further, it is said—I quote it not as a fact, but as an indication of his flogging reputation—that he gave the order that a boy should lose his remove if flogged *more than three times in one day*.

This is an age of statistics, and I bring forward, therefore, the following (see *Notes and Queries*, Second Series, Vol. I., 1856, p. 53; quoted from Dr. Dibdin's "Bibliomania," 1811):—

"A German magazine recently announced the death of a school-master in Suabia, who, for fifty-one years, had superintended a large institution with old-fashioned severity. From an average, inferred by means of recorded observations, one of the ushers had calculated that, in the course of his exertions, he had given 911,500 canings, 121,000 floggings, 209,000 custodes, 136,000 tips with the ruler, 10,200 boxes on the ear, and 22,700 tasks by heart. It was further calculated that he had made 700 boys stand on peas, 6000 kneel on a sharp edge of wood, 5000 wear the fool's cap, and 1700 hold the rod. How vast (exclaims the journalist) the quantity of human misery inflicted by a single perverse educator!"

This passage has quite taken away the sense of almost isolated disgrace which I used to feel about my own two thrashings!

FOSTER WATSON.

Practical Hints and Examination Papers.

PHYSICAL EXERCISES:—"It may be heresy, but it seems to me, that any formal 'set' exercises in gymnastics for the two lower primary rooms are not desirable. They weary and strain the nervous force, rather than relax it. Let me ask you, teachers, as a whole, to write me what exercises you have found best adapted for your children. There will be no regular set of physical exercises for the lower rooms given in this paper this year for conscientious reasons. But if each teacher will write me what she finds best adapted for her children in the school-room, such letters will be published all together, and thus give to all the teachers each month the helpfulness of the individual experience of others. I would like to have illustrations accompany these letter-articles, and thus make this department one of the most attractive and practical in the paper. Now please don't say, 'That

is a good suggestion" and leave it for the rest to do. I mean you, my dear teacher, the very one who is reading these words this minute. Put a little of that Golden Rule that you believe in, into this matter."

A LESSON ON THE INCH—*Materials*.—A supply of one-inch sticks. To introduce the subject tell some little story which will show the necessity of an inch measure, perhaps like this. "I planted a little seed and after a few days I saw a tiny speck peeping out of the earth. I watched it and each day it was a little taller until one day it stood just so high," (designate the length of an inch on your finger and ask children to *show* you on their fingers how high it had grown. Children put their hands out of sight and *tell* you how high.) If the inch is an unknown thing to them give the word *inch*. Produce the inch sticks and after the children tell you the length of them, have them find an inch measure on their fingers. On some little hands it will be between two finger joints and on others between the end of the thumb and the joint.

In order to take the little journeys which follow, in some manner mark the starting places. One may either use brass headed tacks or place bright colored discs at convenient distances around the edges of the table. Play the index finger on the left hand is a little bug and each little bug takes his place at his mark ready to hear how far he is to go. The first trip will be short; one inch is a long way for such a little bug. (All are halting and the right hands measure with an inch stick to see how near right the little bug was.) Now he may take longer trips, three, two, five or six inches, children always measuring after the trip by laying the required number of inch sticks. The little hands may cease travelling and the teacher's finger do the journeying—Jack or Mary telling how far they think it went. This is much more difficult, but children will soon give accurate estimates. After a few have said how long they think the distance is, let the child who was least right measure it. Continue this as long as it is profitable. Then produce pencils, crayons, etc., of different lengths and estimate their lengths. Also have lines of a given length drawn on black-board and slate. At this stage of the work it would be well to have little measures made to fit the needs of the class. A thick paper will answer nicely cut in strips and the inches marked plainly (not in figures,) and in whole inches. The children can make their own measures, with help from you. I will give a few problems which will suggest others. *Have many, if not all, illustrated.*

Nellie has a plant two inches high, if it grows three inches more, how high will it be?

A fly walked up the window five inches and a spider went up three inches. Which went the further? How much further?

John has a stick of candy six inches long and Jane has one three inches long. Who has the longer stick? How much longer?

A spider and a fly were talking together. They said good bye and the spider went four inches to the right and the fly three inches to

the left and both stopped. How many inches away from each other were they ?

Tom has a stick of candy six inches long : if he gives May half of it, how long will May's candy be ?

There is a happy way of shading off the vacation delights into the first weeks of autumn school work that makes an easy, delightful pathway into the more concentrated, settled work of the year. If the teacher is full of the vacation spirit of rest and refreshment and the children, who have enjoyed their birthright, are boiling over with personal reminiscences of their "jolly good time," there will be frequent occasions when an exchange of summer experiences will light up the every day routine like the afterglow of a sunset. This rare faculty of blending sociability and study into a harmonious comradeship between teacher and pupils holds one great secret of successful school management.

ABSTRACT OF A LESSON ON ASTRONOMY.—When we entered the room Prof. Spice was describing the condition of an astronomic nebulous mass with relation to gravity. It would be impossible to imagine such a mass in a state of perfect balance, he said, and any motion toward the centre would have a rotary tendency, as is seen in water escaping through the middle of a basin. The direction of the rotation would be entirely a matter of accident. The nebulous mass, having no immediate attraction outside, would have a strong one towards its own centre of gravity. This centripetal action, with the least obstruction or interference, would result in a rotary motion, which might take a left-handed turn or a right-handed turn, according to the direction of the interfering force. Matter revolving on an axis of its own, as this mass would necessarily do, in time, has a tendency to form rings. These rings continue the rotation, until they break and roll over on themselves in one mass or more, take the globular form, as matter must when floating freely in a gaseous or fluid state, and go circling round the central mass in an orbit formerly occupied by the ring. This part of the lecture was beautifully illustrated by means of the stereopticon. A mixture of 9 parts alcohol with 7 parts water offered a medium of the same specific gravity with olive oil. In the centre of this liquid mass a disk was fixed, by means of a rod, and a thread attached in such a manner that by pulling one end or the other, the rod and disk could be rotated in either direction. Little by little, olive oil was applied to each side of this disk, until it formed a liquid globe in a liquid medium of its own specific gravity. Then the disk was rotated, gently at first. The spherical body seemed to try to rid itself of some of its mass by centrifugal action. The tendency to form a ring was very apparent. When this tendency had been observed, the rotary motion was quickened, and the ring actually separated itself, revolved as a ring for a second or two, and then broke in two places, immediately gravitating into two beautiful spheres which circled round the disk in the direction originally

imparted to the parent mass. To thus witness the birth of two twin planets being calculated to rouse a too confident sense of "Now I see how it's done!" Prof. Spice proceeded to administer an antidote to the hastiness of scientific enthusiasm in the remaining portion of his lecture. The experiment, he said, was in one respect, opposed to the nebular theory, the ring being thrown off by centrifugal action, while the process in the solar system has been rather one of shrinkage within and abandonment of the ring by the central mass. The planetary ring is formed where it happens to be, and as long as it remains unbroken, indicates the circumference of the solar sphere as it occupied space previous to the formation of the ring. The last ring abandoned by the sun became, when it broke, the planet Mercury. The solar system, he went on to say, is an island in space. Its great distance from any other system or star is known to be immeasurable even with the radius of the earth's orbit (93,000,000 miles) as the unit of measurement. It would take more than 200,000 such units to measure the distance to the nearest fixed star. The unit used by astronomers is the distance light would travel in a year, called the "light year." How long does it take light to reach us from the sun? 8 minutes (about). How many times 8 minutes are there in a year? When you have ascertained that, you will have a rough estimate of the number of miles in a "light year." With this as a unit to measure by, we can fathom the depths of space. The distance to our nearest stellar neighbor, Alpha Centauri, is said to be 3.262 light years, so that if anything should happen to this neighbor of ours, it could not be reported for more than three years, even though light travels with such inconceivable velocity. But in the case of the Pole Star, this calculation may be twenty-five per cent. out of the way. If we make a mistake of $\frac{1}{7}$ of a second of arc on taking the parallax of a star (and that is about as near as we can get) we state our distance a quarter more or a quarter less than it really is. There is no reason why we shouldn't go on trying, only don't run away with the romantic idea that these vast distances are known to the mile. The light from remote stars probably takes thousands of years to reach us. This is one of the facts that tax to the utmost our acceptance of the wave theory of light. When a stone is thrown into the water, the ripple that circles from it becomes less and less, and finally dies out. It becomes less by extension, though it expands in a circle only. The waves of light that leave a star expand in spheres, and how they can reach us with sufficient force to affect the retina of the eye is one of the marvels to which the scientific mind has to accustom itself.

A REMEDY FOR POOR SPELLING.—They are ever present, these unlucky spellers, in spite of the best method employed in teaching. The question can never be how to abolish the evil but how to lessen it. Before seeking to apply a remedy it seems well to diagnose the cases that come under our observation.

Poor spellers may be divided into two general classes, those who misspell with the utmost deliberation, from ignorance of the correct forms of words, and those who *know* but fail to perform. These last we term *careless* spellers from custom. The term is not well chosen. *Unskilful* spellers would be more appropriate, since skill of eye to notice the incorrect form after the word is written and skill of hand to follow the impulse of the brain is wanting, and not knowledge of the correct form.

This class is by no means indifferent to correct spelling, but fails to attend closely to the *form*, being occupied presumably with the *thought* of what is to be written. In considering this class the analogy between poor spelling and poor penmanship seems complete. The pupil never writes his best when thinking hard about the subject-matter written. His copy book is highly presentable because his mind is upon pen-holding, movement, and forms of letters then, nothing else. His spelling blank has scarcely an error for the same reason, namely concentration of thought upon the form of the word to be written. It is not until penmanship becomes automatic that one thinks well and writes well at the same time.

In both subjects if the attention of the pupil is drawn particularly to the defects in his work he immediately corrects them out of his own knowledge. In both subjects practice only is needed to transform unskilfulness into skill.

The poor spelling of this class is, with few exceptions, due to a wrong method of teaching spelling. The child has bent his mental energy during the spelling "lesson" to naming the letters in their order, consequently when he comes to write the words in composition the thought of a word does not *immediately* call up the *form* of the word, but instead the names of the letters, and he must translate these into their corresponding forms before the impulse to the hand is sent out from the brain. We must not wonder that he sometimes fails to make a literal translation, consequently leaves off an "e" in *have* or adds an "e" in *was*, etc. ; and yet he *knows how* to spell.

You see the remedy here very clearly. *Much writing in sentences and much studying of the forms of words until the thought of a word or sentence stimulates the form-centre for words and instantly starts a motor impulse which travels the exact path without hesitation or hindrance.* This instantaneous response we may call automatic spelling. The key to it, is development of a centre in the brain which for convenience we call the form-centre for words. The eye is the first active agent in learning to spell, the eye and hand acting in unison the second, and the hand set in motion by the thought of the word, the third.

At various times teachers having incorrigible spellers in the grammar grades have sent them to me for special drill not having the necessary time themselves. I have such a class at present. I assign to each a short paragraph of some pleasant reading containing a large

proportion of Anglo-Saxon words; Jane Andrew's book, for instance. I require the paragraph copied twice from the book, then compared with the original to detect any possible errors. I then direct the pupil to look over his copy very slowly, noting every word. I then have the whole written from memory. At the next lesson the same paragraph is written from dictation. If imperfectly written the teaching of the previous lesson is repeated. If correctly done a second paragraph is assigned and the teaching proceeds in the same way as before. Three months daily practice in this converts some most obstinate cases.

There is no help for the really poor speller outside of writing in sentences. Single words do not meet his case. Writing from dictation is used only as a test, not as a means of drill.

Drill must come through the same act as spelling itself, namely, writing words in sentences, which are themselves the expression of the thought in the mind. Every reproduction lesson in writing, whatever the subject, is a spelling lesson of the very best kind.

I have discussed at some length the "careless" spellers; the *ignorant* spellers remain to be considered. Their failure arises from insufficient teaching if they are normal children. If they are not it arises generally from a mental deficiency in form concepts. In either case knowledge must be the point at which we first aim. Given knowledge, skill follows with practice as demonstrated above. These are grammar-grade children like our "careless" spellers. They have slidden through their spelling lesson quite unharmed by any effort and untouched by daily practice, just as other children slide through their music lessons quite innocent in the end of either tone or rhythm, despite the most logical means used to impress both. Apparently they are invulnerable to any attacks upon them in the ordinary way.

Such spellers need a new sensation, as a great teacher used to say. The absurd thing is in order with them. Begin with single words. Choose phonetic ones at first. Write each plainly in large script on the board. Have a quantity of single cardboard letters. Require the pupils to select the letters needed to form a word, and arrange them in their order. Next sound the word thus formed, then write it. Continue this series of lessons until the mind has formed the habit of *attending* to words. In the second series of lessons do not confine the choice to phonetic words, but proceed with the analysis by letter and sound as at first. Next select some letter, as "a," and have ten words written which begin with that letter. Choose a sound instead of a letter, as short "a," and have ten words containing that sound written. Introduce the game of Logomachy. Choose sides, but have the words written on the blackboard instead of naming the letters aloud. All this to hold the attention and stimulate interest. With the average pupil nothing could be more useless except as an occasional game. With the less fortunate few it acts as

a tonic, and braces the mind to extraordinary energy in the direction in which they have proven weak.

Do not leave the reform incomplete. Merge the sensational instruction into steady, logical teaching of spelling by requiring the writing of sentences ; so will the knowledge of words result in skill in spelling.

BOOK DRILL.

[Pupils turn in seats, all facing one way and placing the feet in the aisles ; if more than one pupil occupies a seat, of course they must turn in opposite directions. Children begin to sing with faces to the front, with books in left hands and turn as the words indicate, keeping time to the music.]

[TUNE, "*When Johnny Comes Marching Home.*"]

We turn ourselves about this way,
 We turn about.
 Then stand upon the floor this way,
 And turn about ; *
 And now we all will make a bow,
 And show the people here just how
 We drill with books in our schoolroom every day ;
 How we drill with books in our schoolroom every day.

(Some one of the pupils strikes a bell, keeping time to the music.)

At the sound of the bell we turn † once more,
 The bell ; ‡ the bell. §
 And each one marches to the floor,
 Do well, do well.
 We stand this way, || then right about face, ¶
 Every one must keep his place.
 Oh ! we love to drill in our schoolroom every day.
 Yes, we love to drill in our schoolroom every day.

We all take out our books at once,
 This way, this way ;
 Not one of us wants to seem a dunce
 To-day, to-day.
 We turn the leaf, we find the page,
 Then must our work our mind engage,
 Oh, we love to drill in our schoolroom every day ?
 Yes, we love to drill in our schoolroom every day.

We never swing about in the class
 This way, this way ;
 We never swing about in the class
 This way, this way ;
 But very still and straight we stand,
 And hold the book in the little left hand.

Oh, we love to drill in our schoolroom every day ;
 Yes we love to drill in our schoolroom every day.

(Marching out for recess.)

Oh now it's time to play awhile,

Hurrah ! hurrah !

Our faces now all wear a smile,

Hurrah ! hurrah !

All work, no play, makes dull girls and boys,

We like our books, but we like our toys.

Hurrah, we're glad when playtime comes each day ;

Hurrah, we're glad when playtime comes each day.

MOTIONS TO BOOK DRILL :

* Faces to the front.

§ Begin to march.

† Turn half way round.

|| Halting at the word " stand."

‡ Turn so as to face back of room.

¶ Facing the front.

Pupils are now in a line at the back of the room.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD.

SIR,—Well, I for one am delighted to find one secretary-treasurer has spoken on the question of schools, teachers, and salaries. What we need is a thorough ventilating of the whole system, until we learn just where the wrong lies, and then it will be comparatively easy to decide what course to take to remedy this evil : for evil there is in the system under which we are now living and working. I approve of the suggestion of rates above actual requirements, as I am convinced the rebate would make it of importance to pay on time.

In regard of discrimination in selection of teachers, I ask : Who is to discriminate ? Now, when all our best schools require references, and give them, what are teachers to do in schools where the school officers never visit the schools ; and all the parents know of the school methods of the teacher is learned from the children, who have neither the necessary training nor the necessary ability to understand what good teaching is. In the latter case a teacher who understands "popular" methods, and the inherent weaknesses of human nature, stands a much better chance of a glowing and favorable report at home, than the thoughtful, conscientious teacher, who, instead of appealing to the weaknesses of human nature, endeavors to rouse the higher sensibilities and ambitions of the children, trying to lead them to study for the sake of knowledge, to grapple with difficulties in order to strengthen their mental thews and sinews.

Sometimes I feel as though it is the most thankless work a teacher can do, to do her best, with the limited means at her disposal, to explain mental difficulties, in any of the branches, to vacant looking faces, who seem incapable of realizing, with interest, the difference

between the meaning of *plus* and *minus*. And then, to crown it all, to have a pupil stay near you at recess, with hungry eyes, and when you talk with her, wondering meanwhile what the hunger means, to have her tell you, in confidence, that the "last teacher" (bless her politic heart, she's the woman to raise boodlers,) always used to give her candy!! *En passant*, this damsel is the daughter of the Chairman of the Board of School Commissioners!

The report given at home by the children is generally, "I like," or "I don't like the teacher." Few parents stop to enquire the reason why, and so long as the child does not reveal aught of the petty "candy" bribery and corruption, of course it is all right.

I have always found that a school accustomed to visits from the Board of Commissioners and Trustees, was a more satisfactory school to handle than one that was not, and I would advise teachers replying to advertisements to enquire if the B. of C. visits the school regularly.

In regard of selecting teachers for teaching ability, I desire to make a suggestion. Place a teacher, well-trained, full of determination to do her work well, in a wood-colored country school house, with a diminutive black-board, and the pupils' books in such a condition that the daily complaint is "the lesson is not in my book." Add to this the desks placed so that the pupils sit sideways towards the teacher, and I ask you, Is it fair to judge her ability by the work she does in that school? Give a workman poor tools, and he cannot do first-class work, despite his training.

I remember a story that used to be told of a workman, to whom had been given a poor specimen of tool for use in chopping wood. He was not satisfied with his work, and spoke to the "boss" for a better axe.

"Don't I pay you for your time?" was the enquiry of that functionary.

"Yes," was the reply, "but I want to see the chips fly!"

Make your own application.

Ste. Thérèse, P.Q.

SARA F. SIMPSON.

SCHOOL SURROUNDINGS.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—I read with delight the reports of the opening of the Hall of Applied Science, and the recent munificent gift to our University, and I am reminded by the laws of contrast of both when I enter my little school house across the street.

If mine were the only dingy school in the Province, I would hold my peace, but as such rooms for educational purposes are common, I must speak.

Can there not be something done to improve our country schools? All the University career opens to many of our boys and girls is bounded by the country school. Surely some philanthropic citizen

might take pity on them, and do something to improve our school houses and surroundings.

Give a man civilized surroundings and you control to a great extent the savage in his nature; give him the surroundings, the environment of a savage, and the barbarity of his disposition shows itself.

The rudeness of country pupils to each other at school reminds me of the re-active influences of "sans-culottism" in Carlyle's "French Revolution."

If we want real civilization for ordinary members of the community, we must have the necessary surroundings.

This subject always has a deep interest to me, as I have been contemplating school surroundings for ten years.

ELEMENTARY SCHOOL TEACHER.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 29th September, 1893.

On which day a special meeting of the Protestant Committee of the Council of Public Instruction was held, by order of the Chairman.

Present: R. W. Heneker, Esq., D.C.L., LL.D., in the chair; Sir William Dawson, C.M.G., LL.D.; George L. Masten, Esq.; the Reverend W. I. Shaw, LL.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, B.A.; the Very Reverend Dean Norman, D.D.; the Reverend Professor Cornish, LL.D.; E. J. Hemming, Esq., Q.C., D.C.L.; the Reverend Elson I. Rexford, B.A.; S. P. Robins, Esq., LL.D.

The Venerable Archdeacon Lindsay telegraphed his inability to attend.

The Secretary stated that the regular quarterly meeting of the Committee, which was called for the 15th of September, was not held, owing to the lack of a quorum.

The minutes were then read and confirmed, after amendment, by the insertion of the words "in accordance with instructions from this Committee" after the words "adjudication to be made by the Inspector of Superior Schools."

The report of the sub-committee on the distribution of grants was read by the Rev. Professor Shaw, and received for discussion after the reading of the report of the Inspector of Superior Schools and of letters from Mr. W. H. Lambly and Mr. J. A. Tipping concerning the grants to Inverness and Clarenceville, respectively.

A sub-committee, consisting of Professor Kneeland, Dr. Cornish, Dr. Robins and the Rev. Mr. Rexford, was appointed to consider the recommendations in the inspector's report and to lay the matter before the Committee at its next meeting.

The report of the sub-committee on the distribution of grants, after amendment, recommended grants according to the following list:—

UNIVERSITIES AND COLLEGES.

I.—*From Marriage License Fees.*

McGill University.....	\$2500 00
University of Bishop's College.....	1250 00
Morrin College	1250 00
	<hr/> \$5000 00

II.—*From Superior Education Fund.*

McGill University.....	\$1650 00
University of Bishop's College.....	1000 00
Morrin College.....	500 00
St. Francis College.....	700 00*
Stanstead Wesleyan College	590 00
	<hr/> \$4440 00

ACADEMIES.

	GRANTS.	BONUS.	EQ. GRANT.	TOTAL.
Huntingdon	\$200 00	\$200 00	\$40 00	\$440 00
Cote St. Antoine.....	200 00	125 00	40 00	365 00
Lachute.....	200 00	125 00	40 00	365 00
Waterloo.....	200 00	125 00	40 00	365 00
Coaticook	200 00	100 00	40 00	340 00
Sherbrooke	200 00	100 00	40 00	340 00
Granby	200 00	100 00	40 00	340 00
Knowlton.....	200 00	75 00	25 00	300 00
Inverness.....	200 00	75 00	.....	275 00
Bedford	200 00	75 00	.....	275 00
Cowansville.....	200 00	75 00	.....	275 00
St. Johns.....	200 00	50 00	40 00	290 00
Stanstead	200 00	50 00	40 00	290 00
Shawville	200 00	.....	40 00	240 00
Danville.....	200 00	.....	40 00	240 00
St. Francis	200 00	.....	25 00	225 00
Aylmer	200 00	.....	.....	200 00
	<hr/> \$3400 00	<hr/> \$1275 00	<hr/> \$490 00	<hr/> \$5165 00

SPECIAL GRANTS.

Three Rivers	\$150 00
Clarenceville.....	100 00
Haldimand	100 00
Fort Coulonge.....	50 00
New Richmond.....	100 00
Paspebiac	100 00
St. Sylvestre.....	75 00
Valleyfield.....	50 00
	<hr/> \$725 00
	<hr/> \$5840 00

* Subject to verification as to number of undergraduates passed.

SPECIAL SCHOOLS.

Girls' High School, Montreal.....	\$200 00
Girls' High School, Quebec	200 00
Compton Ladies' College	200 00
	<u> </u> \$600 00

MODEL SCHOOLS.

	GRANT.	BONUS.	Eq. GRANT.	TOTAL.
Rawdon	\$50 00	..\$100 00	..\$25 00	..\$175 00
Cookshire	50 00	.. 100 00	.. 40 00	.. 190 00
Lennoxville.....	50 00	.. 100 00	.. 40 00	.. 190 00
Hemmingford	50 00	.. 50 00	.. 40 00	.. 140 00
Leeds.....	50 00	.. 50 00	.. .....	.. 100 00
Ulverton	50 00	.. 50 00	.. 40 00	.. 140 00
Kinnear's Mills.....	50 00	.. 25 00	.. .....	.. 75 00
Lacolle.....	50 00	.. 25 00	.. 40 00	.. 115 00
Stanbridge East	50 00	.. 25 00	.. 25 00	.. 100 00
St. Andrew's.....	50 00	.. 25 00	.. 40 00	.. 115 00
Waterville.....	50 00	.. 25 00	.. 40 00	.. 115 00
Bury	50 00	.. 25 00	.. 40 00	.. 115 00
Sutton*	20 00	.. 25 00	.. 80 00	.. 155 00
Scotstown	50 00	.. 25 00	.. 40 00	.. 115 00
Frelighsburg	50 00	.. 25 00	.. 40 00	.. 115 00
Windsor Mills	50 00	.. 25 00	.. 40 00	.. 115 00
Richmond	50 00	.. 25 00	.. 25 00	.. 100 00
Mansonville	50 00	.. .....	.. 25 00	.. 75 00
Dunham	50 00	.. .....	.. 40 00	.. 90 00
Gould	50 00	.. .....	.. 25 00	.. 75 00
Lachine	50 00	.. .....	.. 25 00	.. 75 00
Hull.....	50 00	.. .....	.. .....	.. 50 00
St. Lambert.....	50 00	.. .....	.. 40 00	.. 90 00
Ormstown	50 00	.. .....	.. 25 00	.. 75 00
Marbleton	50 00	.. .....	.. 25 00	.. 75 00
Berthier.....	50 00	.. .....	.. 40 00	.. 90 00
Clarendon	50 00	.. .....	.. .....	.. 50 00
Magog	50 00	.. .....	.. 40 00	.. 90 00
Sorel	50 00	.. .....	.. 40 00	.. 90 00
Bolton Centre.....	50 00	.. .....	.. .....	.. 50 00
Portage du Fort	50 00	.. .....	.. .....	.. 50 00
Farnham	50 00	.. .....	.. 25 00	.. 75 00
Mystic	50 00	.. .....	.. 25 00	.. 75 00
Hatley	50 00	.. .....	.. .....	.. 50 00
Bryson.....	50 00	.. .....	.. .....	.. 50 00
Como.....	50 00	.. .....	.. .....	.. 50 00
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	\$1800 00	\$725 00	\$970 00	\$3495 00

* Including \$40 due for 1892.

Resumé.

Universities and Colleges.....	\$9440 00
Academies	5165 00
Special Grants	725 00
Special Schools.....	600 00
Model Schools	3495 00
	<hr style="width: 100%; border: none; border-top: 1px solid black; margin-bottom: 2px;"/> \$19,425 00

Moved by the Rev. Dr. Shaw, seconded by the Rev. A. T. Love, and resolved: "That the report of the sub-committee on grants, as amended, be adopted in the form above, and that the Secretary be instructed to submit the list of grants recommended for the approval of the Lieutenant-Governor in Council."

Moved by the Dean of Quebec, seconded by the Rev. Dr. Cornish, and resolved: "That a sub-committee of this Board be appointed to examine the specimens of work sent in by various schools, and now in the Secretary's office, and to report upon the same at the next meeting of this Committee; and also, after conference with the Inspector of Superior Schools, to submit some scheme for the utilizing of the remainder of the school year between the termination of the June examinations and the commencement of the summer vacations, whereby the interest of the scholars may be fully sustained. Said committee to consist of the Quebec members, viz., the Lord Bishop of Quebec, the Rev. A. T. Love, and the Dean of Quebec—the last mentioned being convener."

Moved by the Rev. Dr. Shaw, seconded by Sir William Dawson, and resolved: "In view of the unsatisfactory character of the books recently provided for prizes for the Protestant schools of this Province, and the right of this Committee, through its executive officers, to select such prizes as are suitable for our schools, that a sub-committee, consisting of the Chairman, the Lord Bishop of Quebec, the Rev. A. T. Love, and the Rev. E. I. Rexford, be appointed to wait upon the Government for the satisfactory adjustment of this matter."

The sub-committee on Professor Kneeland's motion concerning the Marriage License Fund, and the sub-committee on the salaries of Inspector McOuat, Mr. Paxman, etc., reported progress and asked leave to sit again. They were continued accordingly, with instructions to report at next meeting.

The motion of Dr. Hemming, of which notice was given at last meeting, was also held over.

The following recommendation from the McGill Normal School Committee was read:—

"At a meeting of the McGill Normal School Committee, held the 3rd April, 1893, it was resolved that the following recommendations

1893.	EXPENDITURE.	
May 29.	McGill Normal School.....	\$1,000 00
" "	Secretary's Salary.....	62 50
" "	Inspector's Salary.....	135 00
" "	" Travelling Expenses.....	300 00
June 22.	To pay Assistant Examiners.....	200 00
July 4.	Transferred to the Superintendent.....	3,918 44
Sept. 5.	Miss Binmore's expenses to Lennoxville Institute	25 00
" 29.	Balance in Bank.....	3,694 80
		<u>\$9,325 74</u>

NOTE.—Contingent Fund, Debit Balance . . . \$669 64
 Office furniture of Inspector of Superior Schools on hand.
 Examined and found correct.

(Signed) R. W. HENEKER.

The meeting then adjourned to meet on the third Friday in November, or on the call of the Chairman.

G. W. PARMELEE,
Secretary.

REPORT ON INDUSTRIAL EDUCATION.

To the Protestant Committee of the Council of Public Instruction.

GENTLEMEN,—Your sub-committee on Technical Education begs to report that it has carefully considered this important subject in its relations to Elementary Schools, passing in review the several topics of Agricultural Instruction, Instruction in Cooking, Sewing Classes and Instruction in Handicraft, with more especial reference to working in wood.

Your sub-committee is relieved of the responsibility of reporting on Agricultural Instruction by the appointment of a special sub-committee charged with the duty of considering this subject; and it is not prepared at present to submit a detailed scheme of instruction in the other topics of its enquiry. It, however, desires to put on record its conviction of the grave importance of technical instruction—training in handicraft—in early life, from its bearing on the development of our national resources, on the careful husbandry of their products, and on the complete education of the individual citizen.

Our chief wealth is the industry of our people intelligently directed to the development of our material resources. School instruction has, perhaps, tended too much to make pupils mere agents in the transfer of values, too little to fit them to be producers of wealth in the community. We need a course of school discipline and instruction which shall make labor, the conjoint labor of head and hand, honorable, skilful, productive and profitable.

Even more important than increase of national wealth is increase

of national comfort. Comfort renders a people contented, happy, united and powerful. Small discomforts are often more disquieting than great privations. Comfort springs from the home. The industry, the skill, the contrivance, the economy of the mother, make the comfortable home. Boys must be trained to all manual and mental dexterities, that they may be producers of national wealth. Girls must be trained in all domestic arts, that they may be conservators and wise administrators of national wealth.

Your sub-committee is well aware that education can reach masses only as it touches units, can make the industrial population more skilful and more effective only by increasing the skill and the efficiency of the individual worker. As is well known, special aptitude of eye and hand can be fully developed only when they are early trained. The period when muscle and nerve are growing and brain is developing is the period when eye and hand and brain are organized together for that perfectly concerted action which is consummate skill. The training of the violinist, of the pianist, of the fine lace worker, of the ficile art worker, which begins at fifteen years of age, is at least five years too late in beginning. Your sub-committee deems it necessary that industrial education begin at an early age; for it holds the opinion that consummate skill can find its sphere of profitable employment in every industry.

Your sub-committee does not forget that, quite apart from the industrial value of training in handicraft, the education of the eye and hand is essential to the highest development of the intellect. For the hand is that noblest instrument by which the mind bodies forth in tangible reality its concepts, and the eye is that keen and critical supervision of the hand which demands and insists on the exact embodiment of the mental concept. The highest training of the hand and eye is possible only through the intellect, and is itself a training of the intellect of inestimable value.

Your sub-committee observes that views such as those above presented prevail more and more in the wealthier and more powerful nations of the world. Among the ancient Jews labor was esteemed not only necessary but honorable. It was held to be the duty of every father to see that his son, irrespective of birth or of inherited wealth, should acquire skill in some handicraft. Doubtless the ancient tradition which attributes to our Lord participation in the labors of the carpenter's shop is no mere mythical invention. The learned and eloquent Paul was a tent-maker. This ancient appreciation of skilled labor, so long dominant in the mind of the keen, far-sighted Jew, emerges in our modern life. The trend of educational thought is more and more towards the identification of popular education with national industry. Technical schools, rising on all sides, in Great Britain, in France, in Germany, in Sweden, in the several States of the American Union, in short, in every progressive country of the Old World and the New, witness to the anxiety of all who control the destinies of

mighty nations to make popular education not only theoretically perfect but immediately and emphatically practical.

Your sub-committee, then, is fully convinced of the value of early industrial training. When, however, it attempts to devise some scheme for affording such training through our system of elementary schools, it meets with difficulties of the most serious character. It is difficult to find time. Established courses of study pre-occupy the school day. The prescriptive rights of many branches of customary school work resent all interference. It is difficult to find money. As conducted in many places, industrial classes have cost very much more than, in their present temper, school authorities are willing to supply. It is impossible to find qualified instructors. There are many skilful workmen, but they are not trained teachers. There are many admirable teachers, but they have not learned to use tools deftly.

Your sub-committee does not at the present moment see how to meet all the difficulties practically and successfully. It thinks that the first steps to their solution are the awakening of interest and the exciting of discussion among teachers. It therefore asks the Protestant Committee to tender an invitation to Miss Elizabeth Binmore, B.A., of Montreal, to submit the subject to the consideration of teachers at one or more of the forthcoming Teachers' Institutes, and to provide for the payment of Miss Binmore's expenses.

The sub-committee also asks that this may be considered an interim report, and that the sub-committee be continued and directed to report again.

The whole respectfully submitted.

R. W. HENEKER,
Convener.

TO THE CHAIRMAN OF THE PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION, PROVINCE OF QUEBEC.

Sir,—I beg most respectfully to submit my annual report of inspection and examination to you and the body over which you preside. The special reports in connection with each school which I have already presented to the Committee have given an epitomized estimate of the work done in the institutions under your supervision. The information which I have collected during my official visits has been further reduced to figures, upon which the award under the heading of "equipment grant" will no doubt be made as last year. The items to be considered in making this supplementary grant are as follows and may be explained in this way:—

(1) The number of pupils for the number of teachers is a ratio obtained by dividing the total number of pupils enrolled in the whole school by the number of the teaching staff, thirty being considered the mean of pupils for each teacher.

(2) The standing of the teachers as decided by the grade of their diploma is arrived at by taking the head teacher of an academy as being in possession of an academy diploma, the second teacher of an academy and the head teacher of a model school, a model school diploma, and the other teachers as having any grade of diploma.

(3) The efficiency of each teacher in each department of every school is an award made at the date of the inspector's visit, from which an average is struck for the whole school.

(4) The rate of salaries paid to the staff in each school is an estimate or ratio between the salaries actually paid and a given amount; \$2,000 being considered a fair minimum for the first three teachers of the higher academies, \$1,500 for the academies of the second class; \$850 for the first two teachers of the higher model schools, and \$650 for what may be called second class model schools.

(5) The character and condition of the building involves the state of repair within and without, including the pointing of the walls, painting and white-washing, etc.

(6) The permanent provision made for care-taking involves the appointment of a regularly paid janitor or caretaker, and the report from the teacher as to how he does his work.

(7) The character and condition of the furniture can obtain the maximum mark only when the furniture is of modern make and finish.

(8) The school apparatus and expenditure of bonus for such involves an adherence to the new regulation, "that no bonus for appliances be granted to a school which devotes a previously secured grant of this nature to the running expenses of the school."

(9) The character and condition of the grounds involve an award that will be kept separate and distinct from the proposed competition for the best kept school grounds, in connection with which the Committee have decided to offer three prizes for competition among the superior schools of the province for the school premises most neatly maintained, a first prize of one hundred dollars, a second of fifty dollars and a third of twenty-five dollars, adjudication to be made by the Inspector of Superior Schools, and the amount of the prize, when awarded, to be paid to the commissioners under whose control the successful school is maintained: the first competition to be held in 1895, and no school obtaining a prize to be allowed to compete again within three years, and then only on condition that the school premises have been properly maintained in the interval.

(10) The condition of the out-houses refers to their complete separation by means of a fence running from the school-building to the limits of the play-ground, and their regular supervision by caretaker and teacher.

In making up the award for "the bonus for appliances" I may say that two other items are considered, namely:

(11) The neatness of the written examination papers sent in from each school at the time of the June examinations, and

(12) The character of the specimens of school-work sent in to the department.

In connection with the above data I need hardly repeat what I know of the good that has been done in improving the condition of our schools by means of this specially awarded grant, and I am still of the opinion that it should be made larger. The schools are now fully conversant with the terms on which this grant can be secured through the publication of my report of last year, (copies of which were sent to all school commissioners who have any of our superior schools under their control,) as well as from the notices in the EDUCATIONAL RECORD, and I may say are keenly anxious to realize the highest mark in this connection. Last year no less than fifteen of our eighteen academies participated in this fund while more than half of our model schools received grants for equipments. When one considers that \$1,725 was paid for bonuses in which only twenty-one of our sixty-four superior schools participated last year, and that \$1,080 was paid for "equipment grants" in which as many as thirty-nine schools participated, there is surely some hints of a disproportion in the awarding of these grants. And when it is considered that in the nature of our "payment for results," seldom more than a third of our schools compete, whereas in the grant for "appliances," all our schools can compete, it may be worth consideration whether more money should not be given to the latter, even if it necessitate the decrease of the bonus for the literary examination of the pupils. The "payment for results" in the matter of mark-taking by pupils is a very different thing from "payments for results" at the hands of the commissioners.

In following the plan of my report of former years according to the items entered above, I have to say that only two of our schools are without the number of teachers required by regulation, namely, Fort Coulonge and St. Sylvestre. Como, Gould, Kinnear's Mills, Leeds Village and Rawdon, which perhaps ought to be grouped with the special schools, have been putting

forth an effort to respect the regulation by having an elementary teacher for a portion of the year; and it is for the Committee to say what instructions shall be given to them for the coming year in this connection. Of the model schools asking to be recognized, Valleyfield deserves approbation for its last year's work, though through some misunderstanding, no written examination was held. Sawyerville School is also worthy of being admitted as a model school, whenever arrangements have been completed for its recognition as a distinct school municipality. Levis asks, or intends to ask, for recognition for next year. Beebe Plain can no longer be considered on our list, while it is doubtful whether Sorel can be recognized much longer as anything but an elementary school of one department. In connection with the second item, "the standing of the teachers as decided by the grade of their diploma" the most satisfactory state of affairs exists. That state of affairs, I am glad to think, will not only be continued but further enhanced by the late announcement which says that, to encourage professional training, the Protestant Committee has resolved that only professionally trained teachers or those who hold first-class diplomas under existing regulations shall be placed after July 1894 in charge of any department of a school subsidized and controlled by the said Committee.

In estimating the efficiency of the teaching in the schools I have continued the plan of former years in averaging for all the departments. Thirty-three of our schools have received a very creditable mark in this connection, and I expect the average will be very much increased in the years to come when none but teachers of experience or trained teachers are engaged in our superior schools.

On the question of salaries some of our Commissioners have seen their way to reach beyond the tentative minimum used in striking the ratios, and in doing so they deserve the very highest encomiums. The efficient teacher cannot be too well paid. "The best article is the highest priced" is a maxim that may be translated in connection with school work: "the highest salary secures the services of the most skilful teacher." Yet many commissioners still persevere in thinking that the public interest lies in keeping the teacher's salary as far below the minimum as possible. As the time approaches for all our schools to be fully equipped through the grant for "appliances," I would suggest that the teacher's salary be supplemented directly by the Committee, though, only when the Commissioners have promised the minimum at the time of engagement.

The condition of the buildings may again be reported as having all but reached the maximum. No general interest can now suffer from my changing the order of my report in this respect, and therefore, instead of naming the schools that are to be commended for improved buildings, I may simply enumerate the few that have not received the maximum mark this year. These are Knowlton, Lennoxville, Leeds, St. Lambert, Kinnear's Mills, Bolton Centre and Bryson.

The improvement in the matter of caretaking continues, and next year I shall be prepared to name the schools in which the full amount of attention is not given to this matter, just as I have mentioned the schools in which building improvements are still to be looked for. The apparatus is very materially being added to in all our schools, and the expenditure of the "equipment grants" should be continued to be expended for its increase for some years yet. The words of last year's report can bear to be repeated in this connection. "Our schools are beginning to assume that appearance of tidiness and comfort which makes them pleasant places for children. With a set of maps hanging on the painted or papered walls, with well-kept furniture, and a plentiful supply of black-board, with globe and dictionary in the vicinity of the teacher's spacious desk, with the beginnings of a library in a neat book-case on the one side, and the nucleus of a museum collection on the other, with charts for oral lessons in physiology, physics and botany at hand, many of our schools present a picture which is very pleasant to the eye of the inspector, and I trust that the time is not far distant when all our superior schools will be in a position to boast of such school comforts and appliances."

The attention which the Commissioners have given to improving their school grounds in years past will give all the readier *eclat* to the competition about to be inaugurated by the Committee. In connection with this there must eventually come to be an improved closet drainage, before we can consider the outer environment anything like complete. Meantime, however, the Commissioners, as far as I can learn, are all anxious to enter upon the competition for improved grounds, whatever may be the ultimate regulations with reference to them and their attached out-houses.

The condition of the written examination papers has on the whole been declared satisfactory, the teachers evidently being determined to show that while some of their pupils may fail to answer a question or two set in an examination paper, there is no necessity for them to answer what they can answer in a slovenly

manner. And they are to be praised for this all the more in view of the fact that there are still so many people who claim that an examination in any system of education is a defect, rather than a means to improve. Even with the written papers of 1887 placed alongside of the papers of 1893 as a contrast so emphatically in favour of the improvement of the latter, such a complaint could hardly be silenced, and our teachers are now taking the only means to silence it by quietly and conscientiously preparing their pupils to write a creditable examination paper. Progress has ever had its path made pleasant by the cheer of competition, its task made lighter by the hope of reward; and progress in school-work is hardly to be distinguished in this respect from the progress of the world. The idea that there may be a pressure of study in some of our schools has been met by the further modification of the Course of Study and the requirements of the examination, and when it comes to be known that "hereafter pupils shall be considered as having passed in their respective grades, provided they pass in Reading, Writing, Spelling, Arithmetic, English, Geography, History, Scripture, French, Drawing, Physiology and Hygiene, and also in at least two of the remaining subjects of their respective grades," there will surely be some recognition of the fact that the Protestant Committee are anxious to provide a wisely devised minimum of subjects for those pupils who may not be able to undertake the maximum of subjects. As has been said, the practical effects of this modification is to make English compulsory in all grades, and to allow pupil: to take as a minimum any two of the following subjects, Book-keeping, Algebra, Geometry, Latin and Greek: heretofore Latin has been compulsory in Grade III, Model School, and in Grades I. and II. of the academy course as before, Botany, Chemistry or Physics only taken instead of Greek.

In connection with the last item in the report on appliances, I have to point out the fact that several of our schools still continue to fall short of the minimum mark on account of their failing to send in specimens of work. This ought not to be the case. It is often alleged that the date of the examinations in June is too early, and that much of the month of June is lost time. The pupils, having no longer the examination before them, seek to be relieved from attendance, and consequently the attendance falls off until, as is sometimes said, it is hardly worth while keeping the school open. The argument, however, does not hold good, when it is considered how the remaining weeks in June, after the winter examinations are over, could

be utilized for commercial work, essay-writing, drawing, preparing for commencement exercises, etc. The reproach against our schools is that too little attention is given to the lighter branches, whereas nearly a whole month could be devoted in finishing off the year by preparing what may be called exhibition-work. The whole of the specimens required might not be able to be prepared within such a short time, but what could be prepared as a supplement to the work of the year, would, when sent in, prevent the school from losing the whole "equipment grant," and with other work might also be the means of keeping the school together till the end of the school year.

In closing my report I would beg most respectfully to make the following suggestions:—

1. That instead of basing the award for appliances on the aggregate marks beyond a certain figure, no bonus for appliances be paid to any school which takes less than 40 marks in connection with any item of the inspector's report.

2. That the following be added to the items on which the inspector makes his summary, namely, singing and physical exercises as a means towards an improved discipline.

3. That as an incentive to Commissioners to pay higher salaries to their teachers, the payment for the bonus for literary work be made only when the minimum salary, as suggested by the Committee, has been arranged for from the commencement of the school year.

4. That academies as well as model schools be classified as of a first and second rank.

5. That a proportion of the bonus for literary work be paid to the teachers as a supplement to their salaries. That it be awarded on the issue of a competition among schools of the same rank.

6. That the rules and instructions for the June examinations be put in printed form, for distribution among teachers, commissioners, and deputy examiners.

7. That a special paper in mental arithmetic, and a design for the drawing-paper be prepared for the next examination.

As a final word I have again to refer to the kindly co-operation which I have always met with at the hands of the teachers of my inspectorate. If there have been prejudices and difficulties to overcome, sympathies have happily been brought into play and developed as a loyalty towards the Committee and their efforts to improve our schools. While making every effort to avoid the criticism that is mere fault-finding, I have never refrained from giving advice to teachers, commissioners and

parents, where the advice was likely to lead to school improvements or a better understanding of the system of public instruction under which we are striving to make further educational progress. I have to thank the Protestant Committee for the kindly spirit in which they discussed my recommendations of last year, maturing some of them, as has been done, into regulations, and while submitting further recommendations this year I again respectfully solicit their sympathy and support in my work.

All of which is most respectfully submitted.

(Signed) J. M. HARPER.

REPORT OF THE SCHOOL EXAMINATIONS, 1893.

The June examinations of 1893 passed off very satisfactorily, the declarations being all duly signed by the deputy-examiners. I am glad to say that the arrangements with the postal authorities have also been satisfactory this year, the return parcels being delivered expeditiously. The usual instructions were issued in the usual way from my office, and I would suggest that these instructions be printed and issued at the beginning of the year, so that the teachers may familiarize their pupils with the routine of their final examinations through the routine as practised at their partials during the year, the question papers seem to have given the usual satisfaction, as is borne out by my correspondence with the teachers. The only well-founded complaint being against two of the questions in the British History paper of Grade II. Academy, which were beyond the scope of the text-book prescribed by the Protestant Committee. At first the A. A. Examiners allowed the revisal of the papers they drew up in the preliminary subjects by the inspector as a matter of courtesy, but as this was either withdrawn or overlooked last year, it might be advisable to renew the courtesy in view of the changes in the *personnel* of the School Examination Board, who are not to be supposed to know intimately the regulations of the Committee and the necessities of the schools presenting pupils in Grade II. Academy.

The written answers were corrected before the end of June and the returns placed in the hands of the teachers, in the majority of cases, before the closing exercises were held. The Rev. Prof. Macadam, Rev. Prof. LeFebvre, Inspector Parker and the Rev. Mr. Taylor were again associated with me in the work of examining the papers, and I have again to bear testimony to the faithfulness with which they accomplished their arduous

task. They all agree with me that the manner of writing such papers has wonderfully improved in all our schools, and are keenly alive to the influence for good these examinations have on the pupils. The mark for neatly written answers, has been retained as one of the items in awarding the equipment grants and I trust will be continued as such.

In making up the bonus for the work done at these examinations, the following items have been in the past a guidance to the sub-committee on grants.

1. The ratio between the Grand Total Marks in the school taking the Highest Grand Total and the other schools respectively, found this year by dividing all the grand totals by the grand total of Huntingdon, and expressing the quotient in decimal form of two digits.

2. The Average of the percentages per grade. The marks this year for any grade were counted by the hundred, and afterwards reduced to satisfy the regulation which makes the maximum mark in Academies for Grade II. Model School, 40, Grade I. Academy, 50, Grade II. 75, and in Model Schools, Grade I. 50, Grade II. 75. The percentage is found for each grade in the usual way, while the average of the percentages per grade is found by striking an average of the various percentages.

3. The ratio between those enrolled¹ and those who presented themselves for examination, is found by dividing the number of pupils enrolled in the academy grades (including Grade II. Model, in the case of Academies) by the number presented for examination, or in the case of Model Schools in all grades, by the number enrolled, and the quotient being expressed in the first two digits of the decimal resultant.

4. Percentage of passes reckoned upon those who were presented for examination, the ratio per cent. being found by dividing the number of passes by the number of pupils presented.

5. Average number of pupils presented in Latin, Greek, French, English, Geometry, Algebra and Arithmetic, found in the usual way of striking an average.

Sometimes when the percentage taken seems to be large, it is explained from the fact that while more subjects than the number set down by Regulation 74 may be taken by the pupil, only the number therein set down is used as the quotient. In the modified form of Regulation 74, as adopted by the Committee last year, the number of subjects, in which passes must be taken to secure a pass in the grade, are Grade I. Model School, 13, Grade II. Model School, 14, Grade III. Model School, 14, Grade II. Academy, 14, and Grade III. Academy, 6, (reading being

included as an obligatory study,) though this does not prevent any pupil from taking all the subjects in his grade, and making, if he succeeds in all of them, a percentage beyond 100.

The Grand Total Marks taken by Huntingdon this year is exceptionally large, while those of the other academies is about the average. With the exception of Aylmer, Three Rivers and Clarenceville, all the grades are fully represented in the academies. In Three Rivers the numbers in attendance continue small, on account of the decline in the English population in that city, though the Commissioners deserve commendation for their efforts in carrying out the regulations. Aylmer has had an exceptional year. As an academy seems to be a necessity in this locality, and as the Commissioners have taken steps to secure better results for the future, it would be anything but encouragement to take it off the list of academies. In regard to Clarenceville there does not appear to be any likelihood of its sustaining its position as an academy. Among the model schools, I would advise the placing of Sutton and Cookshire on the list of academies, beginning with next year, whereas, if better results cannot be secured from Sorel, Como, and Hatley, I would advise their being taken from the list of model schools. I have in my general report recommended Valleyfield for a grant as a model school, and also Sawyerville, when arrangements are completed for its separation from the school municipality of Eaton.

The surmise that more attention is being given to the study of Latin, Greek and Mathematics than to what have been called the ordinary subjects, has been shown to be groundless by the numbers in the tabular form of this and last year, and the time has come to urge upon our teachers more thoroughness in preparing their pupils in what have been called the higher branches. In referring to some of the other subjects particularly, I have to say that the hope I expressed about Spelling, as judged by the Dictation paper, last year has been in a large measure realized, there being but few failures in any of the schools. In this connection I would again recommend that the marks for a pass in reading and dictation be made the same as for a pass in the other branches, and that Regulation 81 be changed to that effect, in view of the fact that a change is necessitated in the wording of the regulation at any rate by the action of the A. A. Board of Examiners at their meeting in May. I would also urge that Regulation 83 be abolished, unless it be understood that the pupils of Grade I. Academy, may take the A. A. Preliminary papers.

In regard to Writing a further improvement is evident. In the lower grades the aiming at sending in their very best was very marked, and it is to be hoped that further success will be secured next year by an effort to carry out the ambitions of examination week every week in the year. This hope may be expressed in connection with all the work. The efforts put forth to prepare for an examination in Mental Arithmetic have been, like the examination itself, only tentative. Should the Committee order the preparation of a special paper in this subject outside of the ordinary Arithmetic paper, I think a step will be taken which will meet with but few objections. The ordinary arithmetic principles have always been fairly well attended to, but Mental Arithmetic has been neglected.

Of the Drawing in our schools the highest record cannot yet be made, though there is improvement. I have elsewhere advised the preparation of designs in the examination papers, but something more than this is desirable. The great difficulty is that many of our teachers are either incompetent to teach drawing or neglect the subject during the earlier months of the year. "I am not much at the art myself, and hence I am not over fond of the branch while teaching," is too often the excuse for lack of class improvement. The papers in Geometry and Algebra have given evidence of a very different spirit among our teachers, in the teaching of these subjects, while I was very much pleased with the answers in Botany. The answers in Geography were on the whole very satisfactory, the only defect being not so much in knowing where places were as in knowing the true meaning of the ordinary technical terms used in the study.

One of the examiners, the Rev. Mr. Taylor, makes the statement, as the others have inferred, that the papers were very much an improvement on those of previous years, while the Rev. Professor Macadam in his supplementary report says, "It gives me great pleasure to say that the answering was on the whole very satisfactory, and showed considerable improvement as compared with last year's. There was a very noticeable difference in the style of answering in different schools. In some schools there was a workmanlike freedom and strength of statement, more or less evident in all the pupils, which showed an excellent style of instruction and ability to state what the pupil knows, that cannot be too highly commended or too much insisted on. In other cases running through the whole school, there is a fragmentary disjointed way of putting down what the pupil really knows, and with that, generally, a slovenly

look about the papers, to which the attention of teachers cannot be too pressingly directed.

"In regard to Sacred History the work seems to be well done in almost every school, but in this subject it is impossible to overlook a marked difference between localities where the community generally is characterized by religious knowledge, and other localities where this is not the case. Certain teachers also seem to cast themselves with an earnestness and enthusiasm into this kind of work which shows itself very distinctly in the Sacred History papers. Without going at length into the whole subject, the only other remark I think it of any consequence to make is, that these subjects afford to teachers about the best opportunities of any of correcting that tendency to inaccuracy and carelessness of statement which so vitiate the language and the thought of a large proportion of men."

The examiner of French and English Grammar, the Rev. Professor LeFebvre, says that the work of this year was very much superior to that of previous years. The pupils seemed to have a better conception of the questions, and, generally speaking, indicated in their answers careful instruction in the hands of the teachers. Besides, the writing out of the answers was as good as the substance of the answers. In the competition, the pupils of our schools are evidently beginning to recognize the necessity of studying more carefully the details of any subject.

The examiner of the papers in Physiology and Hygiene and in English says that the answers in the former were very good on the whole. The failures were fewer than last year. Evidently the subject is receiving careful attention at the hands of our teachers. In English, the papers on Scott's "*Lady of the Lake*" and Goldsmith's "*Deserted Village*" were very satisfactory. The composition is improving, though, it ought to be said, with great room for improvement yet. Spelling and Punctuation are evidently coming in for a larger share of our teachers' attention, while the extract for reproduction was in most cases well done. The appearance of the papers was a further improvement, in point of arrangement and writing, on that of previous years.

In closing this report for another year, I would again advise all our teachers to make themselves thoroughly conversant with all the requirements of the law and regulations at their very earliest opportunities, as I would recommend that the late amendments to the regulations and other changes in the curriculum should be issued to all our schools, in printed form

separately or through the EDUCATIONAL RECORD. With this report I annex the usual annual circular of instructions for the information of our teachers in the limitations of the Course of Study.

(Signed) J. M. HARPER.

CIRCULAR FOR 1893-94.

The attention of the principals and teachers of the Model Schools and Academies under the supervision of the Protestant Committee of the Council of Public Instruction is respectfully directed to the following :

1. The pupils of Grade II. Academy are expected to take Canadian History in future, as well as British History, in order to meet the requirements of examination. The preliminary papers prepared by the A. A. examiners in Writing, Dictation, Arithmetic, English Grammar, Geography, British and Canadian History, New Testament History, are used as the examination papers for this grade. The New Testament paper in Grade III. Model School or Grade I. Academy will be the same as in Grade II. Academy.

2. In English, the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definition, grammatical construction, and abstract writing, are to be found from the beginning of the book to page 152, and in the Fifth Reader from page 1 to page 157. The poetical extracts should receive careful attention, as should also the derivation of the words placed in column at the beginning of each lesson. If you use the Royal Reader, please notify this office.

4. The selections for French reading and translation are to be taken from the Progressive Reader, from page 65 to the end, the lesson on "Christophe Colomb" to be studied for re-translation by the pupils of Grade I. Academy. For Grade II. Academy the selections for French translation are to be taken from any part of the Progressive Reader, or as an alternative, from the last fifteen of the extracts selected for the A. A. Examinations. For re-translation, the lessons in the Progressive Reader entitled Christophe Colomb, L'Examen dangereux, Un Voyage en Calabre, and Mieux que ça, or as an alternative the extracts from Darey, pages 191, 182, 176 and 169.

6. The character of the Mental Arithmetic for all the Model School grades will be continued.

7. As was remarked last year, teachers should avoid carrying on the study of all the subjects of a grade at the same time : in

many of our schools a time-table, giving prominence to only four or five subjects for the time being, has been found to give satisfaction. With three such time-tables for the year, anything like overpressure is avoided. The optional subjects for each grade are explicitly defined in the new regulation, which, with others, referring to the limiting of the curriculum of Model Schools, the presenting of pupils in Grade III. Academy, the remuneration of deputy-examiners, the purposes for which the bonus for appliances is to be exclusively expended, and the competition for well-kept grounds, ought to be carefully considered while entering upon the work for the year.

8. The recognition of school libraries as important adjuncts to our Superior Schools in the award made for appliances cannot now long be delayed, and it would be well for our teachers to put forth every effort to establish, restore, or improve such adjuncts this year. Suggestions in regard to the maturing of this or any other scheme for the bettering of our schools, will be gladly received at this office, where every teacher is expected to have his or her name registered.

9. The principal or head-teacher of each school is requested to send a complete list of the staff of his or her school immediately on receipt of this circular.

Quebec, 4th September, 1893.

DIRECTORY OF SUPERIOR SCHOOLS, 1893.

- Aylmer*.—Mr. J. A. Dresser ; Miss L. Austin ; Miss M. McLean.
Bedford.—Mr. E. G. Hipp, B. A. ; Miss A. Snyder ; Miss E. Rix.
Berthier.—Mr. Max Liebich ; Mr. R. M. Newton ; Mr. J. S. Barley ; Miss M. Newton.
Bryson.—Miss E. Weldon ; Miss M. Hanran.
Bury.—Miss E. Paintin ; Miss A. Cook.
Clarenceville.—Mr. J. W. Armitage.
Clarendon.—Mr. R. W. Hodgins ; Miss Jennie McFarlane.
Coaticook.—Mr. G. L. Masten ; Miss A. Wadleigh ; Miss E. Van Vliet ; Miss S. A. Mason ; Miss Laura Van Vliet.
Como.—Miss M. Armatage.
Compton (Ladies' College).—Miss A. B. Cochrane ; Mrs. A. M. Brouse ; Miss F. Young ; Miss L. H. Murphy.
Cookshire.—Mr. J. H. Keller ; Miss M. Ayerst.
Côte St. Antoine.—Mr. J. Nicholson, B. A. ; Mr. J. Ringland ; Miss P. Steacy ; Miss M. Walker ; Miss A. Smith ; Miss C. Kerr ; Miss A. Macmaster ; Miss A. Ramsay ; Miss L. Wills ; Miss A. Kirkman.
Cowansville.—Mr. E. Rivard, B. A. ; Miss F. Moss ; Miss L. Ruiter ; Miss M. Watson.
Danville.—Mr. W. T. Briggs, B. A. ; Mrs. L. E. Delamotte ; Miss M. Hall ; Miss B. Atkinson.
Dunham.—Miss B. Grant ; Miss L. J. Millar.
Farnham.—Mr. Stanley A. Banfill ; Miss Nancy Hayes.
Fort Coulonge.—Miss A. Thompson.

- Freightsburg*.—Mr. A. J. Bede; Miss Clara Yates.
Gould.—Miss Jessie Sutherland; Miss Mary Dempsey.
Granby.—Mr. H. Townsend, B.A.; Mrs. Kimpton; Miss M. Grant; Miss M. Gill.
Hatley.—Miss Catherine M. Stevenson; Miss Kate L. Carbee.
Hemmingford.—Mr. J. Lipsey; Miss A. M. Wilson.
Hull.—Mr. Jas. Bennie; Miss M. Fyles; Miss L. Dahms; Miss M. Scott.
Huntingdon.—Mr. C. S. Holiday, B.A.; Mr. Allison Outterson; Miss Catherine Nolan; Miss C. Wills; Miss Janet McLean; Miss E. Gordon; Miss A. Dickson.
Inverness.—Mr. D. McK. Rowat; Mr. E. Butler; Miss E. Brouard.
Kinnear's Mills.—Mr. V. E. Morrill.
Knorrton.—Mr. Levi Moore, B.A.; Miss Lillie Orr; Miss E. C. Lockerby.
Lachine.—Miss M. Lee, B.A.; Miss L. Creswell.
Lachute.—Mr. N. T. Truell; Miss E. McLeod, B.A.; Miss Jessie Doig; Miss H. Paton; Miss S. McGibbon; Miss M. Barron.
Lacolle.—Miss M. R. Graham; Miss Ida Featherstone.
Leeds.—Mr. David McFarg; Mrs. Robertson.
Lewis.—Mr. Charles McBurney, Miss Edith Richardson.
Lenoirville.—Miss A. J. Wadleigh; Miss W. Brown; Miss H. Balfour.
Magog.—Mr. O. M. Derby; Mrs. M. Young.
Mansouville.—Mr. C. W. Ford; Miss H. Shepherd; Miss Rose Collard.
Marbleton.—Miss M. E. Bradford; Miss A. M. Hooker.
Mystic.—Miss A. Maude Marsh; Miss Hattie Jones.
Ormstown.—Mr. D. M. Gilmour; Miss A. Blackett; Miss E. Spearman.
Paspébiac.—Miss M. R. Caulfield; Miss L. Howitson.
Portage du Fort.—Miss Luttrell; Miss Carey.
Quebec (Girls').—Miss E. Macdonald; Miss J. Ferguson; Miss M. Wilkinson; Miss M. Bush; Miss C. E. Roudeau.
Rardon.—Miss F. Jameson; Miss Bessie Davies.
Richmond.—Miss E. Mina Smith; Miss Jessie Haggart; Miss A. E. Smith.
Sawyerille.—Miss K. Stobo; Miss J. Stobo; Miss M. McDermott.
Shawville.—Miss Cora Dunkerley, Miss C. Armstrong; Miss M. Whalen.
Sherbrooke (Boys').—Mr. A. McArthur, B.A.; Mrs. R. Berry; Miss A. Hawley; Miss M. Mitchell; Miss P. Lothrop; Miss B. Lothrop.
Sherbrooke (Girls').—Miss B. L. Smith; Miss H. Sherriffs.
Sorel.—Miss M. G. Johnson.
Stanbridge East.—Mr. G. D. Fuller; Miss J. Corey.
Scotstown.—Miss L. A. McCaskill; Miss M. S. Dennis.
St. Andrews.—Mr. Thos. E. Townsend; Mrs. R. Simpson.
Stanstead College.—Rev. C. R. Flanders, B.A.; Mr. H. W. Kollinger, B.A.; Mr. Wm. McNaughton; Mr. Geo. Ryan; Ethelwyn Pitcher; O. H. Bressée; Miss Amy Liebich; Miss Catherine Howard; Miss Kate Goodfellow.
St. Francis College.—Rev. C. A. Tanner; Mr. N. A. Honeyman, B.A.; Mr. C. W. Parkin; Mr. Armitage Ewing.
St. Johns.—Mr. J. W. Alexander, B.A.; Miss C. Bulman; Miss E. Nicolls.
St. Lambert.—Mr. James McKay; Miss B. Cameron; Miss A. Cameron; Miss L. E. Cole.
St. Sylvestre.—Miss Charlotte Woodside.
Sutton.—Mr. A. Gilman, B.A.; Mr. E. Westover; Miss A. Westman.
Three Rivers.—Mr. John Douglas, B.A.; Miss M. Douglas; Miss M. McCutcheon.
Uxverton.—Miss Tillie A. Arnold; Miss H. Hood.
Valleyfield.—Mr. D. Pettes; Miss Ahearn.
Waterloo.—Mr. James Mabon, B.A.; Miss J. Parmelee; Miss J. Solomon; Miss L. Brown; Mrs. L. H. Libby.
Waterville.—Miss E. Hepburn; Miss S. Richards; Miss M. McIntosh.
Windsor Mills.—Miss T. Jane Reid; Miss Eliza D. Armstrong.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1893 (ACADEMIES).

NAME OF ACADEMY.	Grand Total Marks.	Av. of the percentages of the Grades.	Pupils.		G. H. Mod.		Grade I.		Grade II.		Grade III.		Latin.		Greek.		Fren.		Eng.		Geom.		Alg.		Arith.		Total Marks For Appliances.					
			Enrolled.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.		Failed.				
Aylmer	6231	33.44	16	0	16	7	0	7	6	0	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	592				
Bedford	13212	70.58	32	21	8	14	7	11	10	1	6	6	0	1	1	0	21	1	3	1	28	4	32	0	18	0	17	1	30	1	947	
Charenceville	4613	58.39	11	3	8	4	3	1	3	0	3	4	0	4	1	6	1	6	3	6	8	3	0	1	5	6	8	3	556			
Conitocok	17815	76.49	87	31	6	11	11	0	9	0	9	7	2	8	4	4	32	5	3	0	34	0	37	0	26	0	31	2	291	0	1083	
Compton L. College	11118	57.42	38	12	16	11	3	8	11	6	5	4	3	1	2	0	18	10	20	8	32	4	13	2	23	5	18	8	1125			
Cote St. Antoine	28533	72.46	42	38	4	17	17	0	9	0	14	10	4	2	2	9	29	4	12	0	42	0	42	0	23	1	35	7	40	0	1125	
Cowanville	12031	71.51	33	19	4	5	5	0	9	8	1	4	3	1	4	3	11	3	2	0	18	4	21	1	6	10	19	3	17	1	1128	
Danville	9689	59.47	22	10	12	5	2	3	7	2	5	6	1	4	1	3	11	3	2	0	18	4	21	1	6	10	19	3	17	1	1128	
Granby	18239	53.59	31	37	4	8	6	2	9	0	9	8	1	5	1	3	1	0	39	2	31	0	21	1	30	1	25	1	1015			
Huntingdon	74782	81.179	103	100	8	16	14	2	39	38	1	48	43	5	5	0	19	2	27	5	108	0	108	0	92	0	38	9	29	4	160	
Inverness	11733	83.33	15	3	3	3	0	5	5	0	8	5	3	2	2	0	16	2	2	0	18	0	18	0	15	0	15	3	16	0	581	
Knowlton	17837	67.57	37	28	9	11	11	0	15	10	5	6	4	2	5	3	2	21	5	3	3	30	2	25	1	39	7	32	0	953		
Lachute	35634	73.90	63	45	18	12	8	4	32	15	7	33	18	5	6	4	2	47	16	2	0	53	10	54	9	55	8	53	10	54	3	1120
Quebec G.H.S.	22501	82.61	36	31	2	10	9	1	13	13	0	11	11	0	2	1	33	0	12	1	33	1	36	0	33	3	31	5	34	0	1090	
Shawville	9260	61.52	21	15	9	7	5	2	9	6	3	2	0	6	2	1	7	8	2	5	29	4	21	3	13	4	22	2	16	2	1021	
Sherbrooke	20739	73.71	39	31	5	9	6	3	21	30	1	5	5	0	4	3	1	39	0	39	0	39	0	29	1	38	1	33	2	1185		
Stamand Coll. Sch.	18311	67.17	39	25	14	10	8	2	10	6	4	10	8	2	9	3	6	13	10	3	4	37	3	31	6	27	2	32	7	27	3	1090
St. Francis Coll. Sch.	6707	69.52	30	8	22	12	4	8	7	0	7	2	0	2	9	4	5	13	16	1	7	16	11	23	3	15	1	36	6	15	6	1070
St. Johns	8379	57.26	21	12	9	8	3	5	6	5	1	5	3	2	2	1	11	5	7	18	3	19	2	10	2	16	5	18	1	1032		
Three Rivers	5610	39.30	16	4	12	4	1	3	9	3	6	2	0	2	1	0	1	4	12	9	7	13	3	6	6	9	7	9	6	1010		
Waterloo	26291	77.67	46	41	5	16	14	2	8	7	1	15	14	1	7	6	1	39	7	1	6	43	3	46	0	37	1	43	3	39	0	1095

