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EDUCATION AND SOCIOLOGY.*

In these days there have come to be so many ways of looking at things, that one has to be careful in making his selection of a direction in which to look; and this possibility of bewilderment is perhaps becoming as imminent in our educational investigations as in any other investigations.

The teacher, in his novitiate, when he thinks do deal with the being of the child as a unit, finds no difficulty, in laying down a simple basis for his operations in school-work. The beginning and end of school-work is the improvement of the child's mind, the storing up of knowledge, the furbishing and furnishing of the memory; and the method which secures this, along the lines of the least possible resistance, is the only true method. Is there anything more simple as a science than this, is there anything in any art so easy to get at as such a pedagogic?

Even when there comes to the young teacher the revelation of the trinity in himself and in each of his pupils,—when he becomes convinced of the wider scope his pedagogy must take, he is still able to circumscribe for himself a simple basis for his professional operations, for his practical investigations of child-nature. The body, the mind, and the *ego*, and their inter-relationships have been the

* An address given at the late Buffalo Convention by Dr. J. M. Harper, Inspector of Superior Schools.

theme of all educationists, a simple theme in itself, and, as the young teacher used to think, one easy to be understood as a safe guidance in school-work. But is it not a fact that so widely,—I was almost going to say so wildly,—have we continued to discuss this same trinity and its relationships, that our teachers are beginning to beseech us to simplify rather than amplify our pedagogic disquisitions. In a word, the query that stares us in the face at a convention such as this is to be found in the cry of the young teacher: Has the science of education in these later times come to be the endless chain of the seer, is there any limit to the sphere of its theories,—are we ever to find rest for the soles of our feet?

The discussion which the preceding papers are likely to provoke, brings to my mind an article I once wrote, in which an endeavour was made to strike an analogy between society as an organism and the tripartite being of the child. The steam-engine, taken as an exponent of the manufacturing arts and physical comfort-promoters of the times, indicates in its effects the marvellous physical development of the world, just as the printing-press may be taken as an exponent of intellectual progress, or just as the Christian religion may be considered as the highest type of the moral forces that are guiding mankind towards a higher ground of right-doing. As the pupil has to be subjected to his three drills,—body-drill, mind-drill, and soul-drill,—in order to secure for him an even development of his whole being, so has the world or society been subjected to three great social forces or processes, to bring about its nineteenth century development. In this sense God stands as the first of schoolmasters.

Education means the fullest development of the whole being of man. As a branch science of sociology, the *scientia scientiarum*, its history may be likened to the history of science itself. Science had its birth in the investigation of the physical or the fixing of a Cosmology, when men, surprised to find that a fish had weight in water as out of it, began to run away from a faith-reading of the spheres; and education as an *ology* had its beginnings in the mere physical arrangements by means of which the old pedagogue was said to run a tidy school with a moderating use of the thong. But refusing to stop short in its identifications of natural law in the physical constitution of things, while

tabulating them in the sub-sciences of physics, chemistry, geology, astronomy, science saw man himself and his environment affected by the forces of heat, light, and electricity, and finding in these the evolvers from a lower to a higher condition of life, from the jelly-fish to the kings of men, laid the foundation-lines of a new branch of science and called it Biology; and so in the same way, education, having tarried long near the outs and ins of empiric methods, came to discern its foundation-lines in the "new education,"—in the psychology that was ready to father the true pedagogy, and took to indentifying the natural laws that affect the mind on its way from a lower to a higher activity. With Cosmology as a classifying knowledge of the world in its physical aspects, and with Biology as a knowledge of the laws of nature found in the activities of its vital order, science had to take a further step in advance when it came to see that the present was but a developed past or an undeveloped future, when it came to detect the laws within us and without us but not of us, that are said to work for righteousness; and that step, it is needless to say, was the movement in favor of the "new philosophy" that fathers the science of Sociology.

In these three great families of sub-sciences, Cosmology, Biology, and Sociology, we have the right hand terms of a second striking analogy between the developing stages of the world's knowledge, and the developing stages of the sub-science of education. And as Sociology may be looked upon as the crowning glory of all science, in which the function of the individual is identified as the issue of a natural law, co-ordinating with the other social energies in the environment, so may the moral value of the individual be considered the most seriously important of the problems the educationist has ever been called upon to consider. Sociology is the science of the sciences, including Cosmology and Biology, just as character-building includes physical culture and mind development. The close inter-relationship is undeniable in both cases. A sound mind in a sound body is a necessary part of moral responsibility. The three go hand in hand. *Mens sana in corpore sano* is a good enough adage to force us to keep always in view the necessity for physical culture in school, be it vocal drill or calisthenics. And, as I have another adage, with a reform twinge about it to guide me in the right while working for

an improved mental activity in the young, namely, "It is not that which goeth into the child's mind that educates but the manner of its coming out," so have I, while seeking to raise the standard of school morals, urged upon all, "To follow the argument (that is the right of it) wherever it will lead." These three adages I would inscribe on every teacher's heart and soul. They embody the all and the be-all of education. A great principle in each, they are the three greatest of all principles ever laid down in the hearing of teachers. Repeat them to yourselves, repeat them to others, repeat them everywhere, until you feel as if you were guilty of mortal sin in not having at work the best of plans, invented or borrowed, to mature through school-work the value of the individual, physically, intellectually and morally.

It is with the moral aspect of education that I am personally most seriously engrossed at the present. I have been doing my best to introduce into the schools down our way a series of school exercises or drills that have for their object an improved physical and intellectual development among the children, and it is my intention, with the co-operation of the teachers, in my inspectorate, to introduce this coming year some definite processes for improvement in applied school-ethics. There is not a boy or girl in our schools who has not to learn the Ten Commandments and the precepts of the Sermon on the Mount. Our schools are neither separate, sectarian, nor godless. They are public schools in which the Bible is read and studied as the best of all moral codes. Hence our boys and girls are expected to learn off by heart large portions of the sacred volume. They are expected to know the Ten Commandments thoroughly and the prominent precepts of the Christian religion as well. And yet I do not know that the standard of our morality is any higher than it is elsewhere. Down our way, just as over your way, we have men, who have been to school, who worship the mammon of unrighteousness just as sedulously as their forefathers worshipped the only living and true God, who bow down in their whole being before the idols of some palatial way of living, who swear like troopers, who worry some poor unfortunate creditor of theirs to the death, who joke over the sacredness of the marriage vow, who take advantage of their neighbour every time, and laugh over their own smartness

in doing so, who daily utter falsehoods more hideous than those of Ananias or Baron Munchausen, and who are as full of jealousies and all manner of unsavoury prejudices as a neglected egg is full of noisomeness. They know that Christ said "An eye for an eye" ought to have no place in a civilized world, and yet "Tit for tat" is one of the first principles of their lives. They know that the key-note of Christ's message was and is,—“Love your enemies;” and yet they continue to be better haters than Philip II. or Bluebeard. Nor are these people tabooed by society. They are respectable people. They are invited out everywhere. They are not moral by any means. Indeed they make no pretensions to religion or even a mediocore morality, beyond going to church on Sunday or sending a female proxy. What does it matter to them whether a man's soul is nasty or nice, as long as its outward adhesion to the respectabilities of society is all that society demands? No, they are not moral, though they have been to school. But they are intelligent. They are heirs to wealth through birth or marriage, or they have succeeded in their tradings. No, they are not all politicians, though many of them are possessed of even less than a moiety of the morals required for that professional way of living. They are not even the heathen at home. They have been to school. They have had a moral training in school, and now all that we can say of them is that they are sociological forces at play with other sociological forces. Whether for good or bad we know each has his value; and it is for us as educationists to find out what that value is in order that we may put some estimate on the moral training given to them while at school, to find out how it works for good or bad, and how it may be revised or verified, how it may be converted into a means toward an end, the end being the enhancing of the value of the individual in the economy of nature. This enhancing of value is the legitimate work of education, and applied school-ethics is the force that will bring about the enhancement. In a word, as far as education has to do with sociology as one of its sub-sciences, its work is to define the maximum value of the individual, and to formulate and foster methods that will raise the citizen to the highest ethical standard of communal worth.

I do not think that the individual as a force co-ordinating with other social forces can ever work only for good.

Sociology teaches us that, of necessity, that is not the way of the world. Good and evil are necessary to the sociological order of things, the world assimilating the one and excreting the other. The maximum value of the individual is therefore variable. There is no mathematical certainty about it. And this arises as much from the within as the without of the man. As a creature of circumstances, with himself as one of them, his function is not always at its fullest tension for good or for evil. A man is neither all bad, nor can be all good. The conscience grows by absorption, and so does the tree, but a maple is not a beech nor is a birch an oak. There is within every living organism an individualizing force, a force within us and not of us that makes for righteousness, that makes for good or evil, for growth or decay, for beauty or rottenness in all that we see around us; and we teachers and educationists are ever longing to lay hands on this nucleotic force, eager to fashion in our own way this fashioner of fate, notwithstanding the lion in the way. Which came first, the egg or the bird? Answer me, and I will tell you which came first, man or his environment. And when we see society saturated with so many false beliefs, when we see a false coin examined so scrupulously and an unworthy opinion allowed to go Scot free on its way of evil, when we see the lesser logic hurrahed over, while the ground-work of the truth of things is only listlessly thought of, the task of discovering the general solvent of ethics becomes the task of the alchemist when science was in its babyhood.

Is it a natural law that men for the most part love the things they ought to hate? Is the doing of things we ought not to do and the leaving undone things we ought to have done a fixed decree necessary for the safety of society? Is it a sociological principle that people should so seldom make the most of their mind and moral energies? Is there none good, no not one, and why? Does wrong-doing always hurt some one? Does right-doing ever hurt anyone? Does the leaven of good leaven more than the leaven of evil? What is moral force? Is there a conservation of moral energy as there is a conservation of physical energy? What is a belief? Is it a cause or an effect? What is a dogma. Is it a product or a creator? What is a motive? Is it primary or derived? These are problems, sociological

problems which the "new education" has to investigate with fear and trembling.

Why is that girl of a pouting temperament? Have you seen her mother? Why is that boy so stupid or evil-disposed? Have you seen his father? Why is this school worse to manage than another? Have you any knowledge of the community? Have you seen the homes of your pupils? Have you met the fathers at church and market? The law of heredity lurks in every one of these queries, and the teacher who knows not how to come into close quarters with that law, to wrestle with it as part and parcel of the law within working in the individual for good and evil, has not yet learned the alphabet of his calling, knows nothing of education as a branch of sociology. As the whole duty of man is to love one another, so the whole duty of the teacher is to enhance the value of the individual, with all the elements of the environment in hand during the process of school training, in other words to train up the child, by example and precept, to lead a clean life.

And let us be careful to know this which John Tyndall has said in the true spirit of the truth-seeker:—Facts rather than dogmas have been the ministers of human development, hunger and thirst, heat and cold, pleasure and pain, fervour, sympathy, shame, pride, love, hate, terror, awe,—such were the forces whose inter-action and adjustment throughout an unmeasureable past, wove the triplex web of man's physical, intellectual and moral nature, and such are the forces that will be effectual to the end."—*The Canada Educational Monthly*.

PROBLEMS OF THE COUNTRY SCHOOL.*

BY BESSIE M. FRASER.

The problems which face the teacher of the country school are many and puzzling, and at times, no doubt, to many, the possibility of meeting and solving them seems lost in the mists of the future. In some districts so much is expected of the teacher, she—I say she, because, as a

* A paper read at the Educational Institute of New Brunswick, held at Fredericton, in July last.

rule, the country schools are in charge of female teachers—if willing to work, can find plenty to do, as others are perfectly willing she should do all in her power and a little more besides. Among other things with which the teacher of the country school has more especially to contend, may be mentioned: The attitude of parents, irregular attendance of pupils, lack of apparatus.

The Attitude of Parents.—This may take different forms. On the one hand, parents sometimes manifest utter indifference as to the school and its working. As a rule, in country districts, people live at long distances from the school-house. Parents send their children to school, but give them not a thought after they have left. They never think of visiting the school and take not the slightest interest. The question is, how can we arouse in them an interest in the school? This may seem, and it generally is, a long and difficult task, but patience and perseverance will accomplish much. In this case, it would be a good plan for the teacher to visit the parents at their houses. Perhaps they will not be found very willing to talk of school matters, but talk to them and make them talk. Tell them of their own children, what they are doing, how they are getting along in their studies. Praise them a little, this will always touch a parent's heart, and perhaps there will be a warmer feeling for the teacher. Ask them to call at the school-house. At first, no doubt, many excuses will be made, but in time you will find them taking a real interest. Then it will be much easier, the children will be provided with text-books and everything they need.

On the other hand, people sometimes take too deep an interest, or of the wrong kind. They wish to rule in everything, and of course, a poor young school teacher needs some one to advise her how to conduct the school. She needs an older head to direct her, and they think it their duty to tell of any mistakes they may think she makes, etc. If you try to do anything for the benefit of the school, you must consult them. With such people I would say, leave them entirely to themselves, give them distinctly to understand that you are able to manage your own affairs. Do not speak unkindly or in any way hurt their feelings, but be firm, listen to their friendly (?) advice and do as you think right yourself.

Irregular Attendance of Pupils.—How very trying it is, we probably all know, to have a pupil or pupils, who attend irregularly. In the country especially, pupils are kept at home for such trivial things. A little extra work to be done, one of the children must be kept home. They get behind their classes and a great amount of work must be done over again by the teacher or the pupils lose a great deal. After a time, they lose their interest in school and do not want to go. You must try to make the parents see of how much more lasting benefit, of how much greater importance a boy or girl's education is to be to them in after life, than the little saved by their work. Youth is the time of storing for after years, and if the time is wasted then regrets will fill the years to come. Urge the trustees to give prizes and clearly impress upon the minds of the pupils that regular attendance is the principle thing. They will all be anxious to work for prizes. I often wish compulsory attendance were the law throughout the land. It would be the very best thing that we could have and I hope it will not be long in coming.

Lack of Apparatus.—How often do we find the necessary apparatus wanting. Maps are few, black-boards poor, and many other things unknown. Here the teacher has a grand chance to work. In many little ways may the supply be added to, and the pupils greatly benefitted at the same time. Take for instance, a school concert. No small amount of work is implied—but it is a pleasure, and the results amply repay one for all the trouble. It is a great help to the children. The training and study necessary to an appearance in public, strengthens the mental powers and improves their reading, beside the confidence in themselves given by an appearance on the stage, a certain amount of which is necessary. Then the fact that certain articles in the school-room were obtained by their own work, gives a delightful feeling of ownership and a right to take special care of them.

There are many other ways in which the school apparatus may be improved, and I think every teacher should consider it his or her duty to do something in this line. I will say in conclusion, that I am proud to have my name enrolled in the ranks of the noble army of county teachers of Canada, as I think we are given a grand work to do, and a wide field in which to work. From among our country

boys have come, and are still coming, some of our greatest men. We may have under our charge one whose name will yet be famous. Let us, then, not think lightly of our work; but rather consider the great responsibility resting on our shoulders. Let us strive to do our best, and, if we have no other, will surely have the love of our pupils, which is worth a great deal, and will finally receive the reward of the faithful.

Editorial Notes and Comments.

THE *School Journal*, a most enterprising educational weekly, published in New York, has arranged for a series of articles by the most eminent educational thinkers at home and abroad, giving in concise form their fundamental pedagogical ideas. This series of articles bears the general title "My Pedagogic Creed," and begins with the statement of Col. Francis Parker, of the Chicago Normal School. The thoughts of those who have given the best of their lives to the digging out of educational truth should be of such interest to teachers and friends of children generally, that we have thought it well to reproduce for our readers, Col. Parker's confession. In reply to a letter from the editor of the *Journal*, he says: "First, I have unbounded faith in the development of the human race. I believe that the path and goal of mankind is education. The end and aim of education is community life. The child should be a citizen to all interests and purposes, the moment he enters the school-room; or, in other words, he should become through teaching and training an efficient citizen of his little community. I believe that the past has given us a vast inheritance of good that we should use for the future. I also believe that, comparatively speaking, we have just begun to study the science of education and apply art: that most things done in the past and that which we are now doing are comparatively crude. I believe that the only consistency in this world worthy the name is constant change in the direction of a better knowledge of humanity and of the means by which humanity rises to higher levels. I believe that the art of teaching is the art of all arts, it surpasses and comprehends all other arts, and that the march of progress is upon the line of the realization of infinite possibilities for the good and growth of

mankind. I believe in personal method in this sense that each teacher must discover methods by the study of psychology and all that pertains to the development of the human being; that he must apply that which he thinks is for the best good of his pupils, and by supplying the best he will learn something better. The future of education means the closest study and diagnosis of each personality and the application of means to develop that personality into the highest stature of manhood or womanhood. I believe that no teacher, no one, can study the science and art of education and remain in the same place, applying the same methods more than one day at a time. I believe that what we need in this country, to-day, is a close, careful, unprejudiced, thorough study of education as a science. I believe that dogmatism should have an end and in its place should come scientific methods of study and a tentative mode of application. I began to keep school forty-two years ago. I began to learn how to teach some twenty-five years ago. And, to-day, I feel deeply that I have not yet learned the fundamental principles of education. I believe in universal salvation *on earth* through education. I believe that man is the demand, God the supply, and the teacher the mediator, and when the day comes that this mediation shall approach perfection the human race will enter into new life. I believe that no teaching is worthy the name if it does not have a moral and ethical end. There are only two things to study, man and nature; there is only one thing to study, and that is the Creator of man and nature, God. The study of God's truth, and the application of His truth, are the highest glory of man. Herein lies the path and the goal of education."

—TEACHERS, do you ever doubt whether your calling is of sufficient importance to warrant your spending the best years of your life in the school-room? Let the following words, from one of our educational exchanges, sink into your minds. "The true nobleness of the teacher's calling is seen from the character of the material upon which he operates. The architect who builds a noble cathedral, the artist who carves a breathing statue, the painter who makes the canvas glow with the semblance of living forms, are all working for posterity. But canvas, marble, granite, all are perishable. The plastic material with which the teacher has to deal is imperishable, and the impress of his moulding

hand must endure so long as the mind on which he works shall continue to 'flourish in immortal youth.' It is inconceivable that an impression once made for good or evil, upon a living mind, can ever pass away, so as to leave no trace in that mind's history."

—IN his recently published book, "The Common School System of Germany," Dr. Levi Seeley says: The three most important lessons taught the world by Germany are, 1, that all teachers must be professionally trained, and therefore have a professional standing; 2, that they must receive permanent appointments; and 3, that children of lawful school age must attend school every day of the year that it is in session, the parents being held accountable for such attendance. All of these propositions are practically and successfully worked out in Germany.

—THE editor of the *School Moderator* makes the following remark: "If a layman is asked to take charge of an electrical plant, or advise as to the proper conduct of a critical case in surgery, he at once declines and expresses great surprise that anyone should suggest such a thing, knowing his lack of preparation. There are, however, few people in each district that do not consider themselves capable of telling just how the school should be managed." He then goes on to ask, "Is this an evidence that teaching is not a profession?" What do our readers consider the proper answer to such a question?

—IT is always interesting, if not always agreeable, to hear what other people have to say about us—to "see ourselves as others see us." We have lately come across two articles in outside journals concerning our educational systems, one on "Education in Canada," in a recent number of the *Scottish-American*, and the other on "Canadian Normal Schools," which appeared lately in the *School Journal*. From the former we take the liberty of selecting a few extracts. "The principle upon which education in Canada is based is, to a great extent, that which John Knox laid down for Scotland, and which did so much for that country. It is not, in all sections of Canada, by any means perfect yet. That could hardly be expected in a young and growing country. But, especially since our late honoured countryman, Sir Daniel Wilson, bestowed his great energies to the task of its full development, education all over the

Dominion has made wonderful strides ; and now it is not surpassed, if it be equalled, in any other part of the American continent. From primary school to university it is thoroughly equipped to meet every modern requirement, and some institutions, notably McGill University, Montreal, rival—in equipment, faculty, and in bursary and scholarship aids and rewards—the best and most popular of such educational establishments in the Old World. Then in institutions, like the far-famed Knox College of Toronto, Canada has theological seminaries which are as thoroughgoing in their curriculum and as complete in their methods as are any of the great theological colleges in Scotland ; and that we know is the highest meed of praise. Throughout Canada the leading principle of the educational policy is, that it should be open to the entire population. It is held that it is the business of the State to provide for the educational training of the young, and also to see to it that the facilities thus provided shall be fully taken advantage of. Each province makes and enacts its own laws on the subject, and so there are minor differences, but the leading principles are the same from Halifax to Vancouver. Possibly the greatest perfection is to be found in Ontario. They boast there, in fact, that they have the grandest common school system in the world ; but the other provinces are not far behind. There is not a boy or girl in Canada who can grow up ignorant of at least the Three R's for want of facility, and there is not a young man or woman in the Dominion who need be debarred from a university course for lack of "siller" if they show themselves worthy of such higher training and go the right way about getting it. Many an honoured Canadian minister now "wags his paw in a poopit" whose education in dollars and cents cost him, comparatively, a trifle..... As regards female education Canada should be a delightful field to contemplate, even for the most "advanced" woman. The facilities for the education of girls seem as complete as can be devised. In the lower schools, as in the high and other institutions for older pupils, females pass through the same curriculum as the males, varied of course a little in details. Then all the advantages of higher education are open to them, and they have no difficulty in securing as good a university training as the males. Education in Canada may be summed up as being cheap, thoroughgoing and practical. People who

desire that their children shall command the best scholastic training cannot do better than take up their abode in the great Dominion."

From the article in the *School Journal* we take the following description of the McGill Normal School. The facts given are practically correct. "The McGill Normal School was established by the Government of the then united provinces of Upper and Lower Canada, in the year 1857, in the city of Montreal, to provide for the training of teachers for the Protestant schools of Lower Canada. The direction of the school was committed to the superintendent of education, the Hon. P. J. O. Chauveau, and the authorities of McGill College jointly. The first principal of the school was Doctor, now Sir Wm. Dawson. The present principal is S. P. Robins, LL.D. Since Confederation the school has been maintained by an annual grant from the Legislature of the Province of Quebec. It is now under the control of the Protestant Committee of the Council of Public Instruction of Quebec, which, however, commits its immediate administration to the Superintendent of Public Instruction and to a committee chosen by the corporation chosen by the McGill University. The school is thus kept closely in touch with and receives valuable assistance from McGill University. The Government revenue is increased by a grant of \$3,000 from Montreal Protestant Board of School Commissioners, making a total of about \$17,000 per annum. Sewing, modelling in clay, and cooking are taught, and a workshop is maintained in connection with the school. The full normal school course extends over two years of nine months each. At the end of the first year, successful students are granted an elementary school diploma, and at the end of the second year, a model school diploma. The majority of the students take the two years' course. The literary qualification demanded at the end of the two full years' course is almost exactly equivalent to that of matriculation into McGill University, and with a certain specified standard is accepted by that university as matriculation *pro tanto*. The literary qualification demanded for entrance to the normal school may be said to be slightly inferior to that of a student who, with a year's study, could take McGill matriculation. Last year there were 11 male and 156 female students in attendance. There is also in connection with McGill Normal School a short course in

pedagogy for what is called the academy diploma. It consists of forty lectures and forty half days' teaching in the practice school. For entrance to this course students must be either university graduates, or under-graduates of two years' standing holding the model school diploma previously described. Last year ten male and fourteen female graduates of McGill University took this course."

—SPEAKING of benefactions to our colleges, attention may be drawn to the Victoria College, which is in course of erection in Montreal. This institution had its origin in the endowment of the Donalds Arts Course for ladies in connection with the McGill University. The endowment was given by Sir Donald Smith, at present High Commissioner of Canada, and now he intends spending half-a-million in maturing the original idea into an institution which is likely to become complete in its efficiency. The scientific side of McGill is well looked after by Mr. Macdonald, the millionaire manufacturer, who, as his means accumulate, is always ready to give a half-a-million now and again to develop his favourite institution as a school of science. The principal of McGill has been doing his best to foster the Arts Course, and it is very likely that in the near future a large endowment for building purposes and other developments will be secured. The smaller institution of Morrin College, which has for many years been in a kind of moribund condition, and which some people have always been declaring to be unnecessary, has received a new principal in the person of the Rev. Dr. Macrae, an ex-Moderator of the Presbyterian Church, together with two new professors from Nova Scotia. The endowment from the Dr. Morrin estate has always been held to be inadequate to carry on the business of a college; but since the Ross estate has yielded a further sum, there has arisen the hope that better things are in store for the college. With McGill so near, however, the institution can hardly ever be expected to become more than a secondary school, for the education of students from the poorer sections of the Province who wish to prosecute their studies at the least expense possible. There is a possibility that the divinity classes may be re-opened, with the local clergymen as professors.—*Educational Monthly*.

From the latest reports concerning Morrin, it would seem that the College is to open this year with bright

prospects for a successful session. The increase in the endowment and completion of the professorial staff, it is hoped, will bring the desired increase in the number of attending students.

—“THE June-July number of the *Educational Record of the Province of Quebec* well maintains the high standard of literary excellence and educational usefulness which has for some time characterized it.” The EDUCATIONAL RECORD is not given to saying much about itself, but the above-quoted kindly expression from the pen of a brother editor has inspired us to say a word or two in our own behalf. We have always done, and hope always to do, our best for our readers, the great majority of whom are teachers in our provincial schools, though we must confess that the want of support at the hands of our friends sometimes makes it up-hill work. From time to time we venture to ask the well-worn question, Why do our teachers not take a greater interest in the RECORD? but, so far, the asking has been without effect. We will now vary the form of the old question and ask them, Do you take *any* interest in your school paper? Would you miss it were its publication to cease? Are you not aware that its pages are open to receive anything you may have to say to your fellow-teachers, so long as what you have to say is of general interest? Do you never *think* anything about your life work worth transmitting to your companions in the educational field? We sometimes wonder whether our teachers expect the editor of the RECORD to write and publish monthly a work on pedagogy for their benefit. If the remuneration were adequate we might be tempted to try it, but we doubt whether our supply of educational knowledge would long stand the drain upon it. Our readers must recognize the fact that the conditions under which an educational paper is published in this province are very different from those in larger communities, where such journals are to a large extent self-supporting. They must recognize the fact that these conditions are such as to preclude any remuneration, in a pecuniary sense, for contributions of any kind. This being the case, we do not ask our teachers to expend their time and energy in the preparation of exhaustive theses, to receive nothing in return for their labour; but we do ask them to let their fellow-readers of the RECORD have the benefit of any devices or methods they may have found of

practical value in the every day work of the class-room. In the past, we repeat, the teachers of this province have taken too little interest in their own professional magazine. We hope for better things in the future. With this number the time unavoidably lost at the beginning of the year will be caught up, and we hope to have the October issue in the hands of our readers *in October*. And here let us take the first opportunity that presents itself of greeting our teachers and pupils on their return to work after the summer vacation. We trust they have all profited by the temporary release from toil, and are prepared, mentally and physically, for the joys and sorrows of the school year which has just begun.

Since writing the above, we notice that the editor of the *Educational Journal* has been addressing his readers to the same effect. In greeting the teachers after the summer holidays, he says: "There is, however, one request which we beg leave to make of our friends in the profession. Some of them have expressed a desire that *The Journal* should become, to a greater extent than hitherto, a medium for the interchange of thought among teachers. This suggestion is in entire accord with our own views and wishes, but the improvement is one which cannot be brought about without the aid of our friends and subscribers themselves. We, therefore, cordially invite teachers of every grade to make free use of our columns in any and every way whereby they can promote that desirable end. If one would describe in our columns a method of teaching this or that particular subject which he or she has tried and found successful; if another would point out some difficulty or danger to which new teachers, of whom there will, no doubt, be a large number among our readers this term, are specially exposed, and how to avoid it; if others would give us helpful notes on literature lessons, or point out modes of interesting classes more successfully in geography, or grammar, or spelling, and so forth, until many shall have exchanged ideas and experiences on a wide variety of practical educational questions, the desired end would be attained, and both our readers and ourselves would be much the better for it. Come on, friends. There is no better culture for yourselves than that which you will gain in striving to express your thoughts in the best manner, for the benefit of your fellow-teachers."

Current Events.

THE Protestant Teachers' Association meets in the Normal School, Montreal, on the 15th, 16th and 17th of October next. The programme, so far as outlined, is as follows:

Elementary Schools, by N. T. Truell, Esq., and Inspector McOuat. All inspectors are invited to contribute to this discussion. Mr. T. Stenson, M.P., and Inspector Demers are to be invited to speak on this subject.

Teaching French, Mr. H. H. Curtis.

A Class in Reading, Mr. E. W. Arthy.

Moral and Religious Training in Schools, Dr. J. M. Harper.

Self-Culture, Dr. S. P. Robins.

Discussion to be led by Mr. J. A. Dresser.

The Hon. M. F. Hackett, Provincial Secretary, is to be invited to give an evening address. The President's address will be given on the same evening. The programme for the second evening will be provided by a committee of teachers residing in Montreal. There is material enough provided already for a successful convention, and there is no doubt that the attendance will be as large as usual.

—THE School Commissioners of Westmount have, during the summer vacation, been endeavouring to place the school almost on an entirely new basis by reorganizing their staff and compiling a new course of study. The course of instruction covers a period of ten years, the first seven of which are devoted to the work of primary education, the last three to that of secondary education, leading up to the A. A. examination, and matriculation into all the faculties of McGill College. The kindergarten class has been discontinued, but the teachers of this class last year will conduct the preparatory class on kindergarten principles. With regard to the new staff, the securing of the services of the Rev. T. Z. Lefebvre, B.C.L., and the engagement of Miss F. R. Angus, B.A., will equip one of the best teaching staffs in the province. Too much praise cannot be given to the Westmount Commissioners for their endeavour to bring education in their municipality to the highest level. Mr. Lefebvre will take especial interest in the teaching of the French language in all classes. Westmount is also to have another new school building, which, when completed, will

be a nine-roomed structure of a splendid design, including the most modern improvements. At present it is the intention of the Commissioners to complete four rooms only, which will give accommodation to at least one hundred and sixty pupils. The elementary course of instruction will first be taught, but on the completion of the building no doubt it will be extended to that of a model school.

—THE school authorities of Lennoxville have received the Medal and Diploma awarded to Lennoxville Model School at the World's Fair, Chicago, in 1893, for an exhibit of work done by the pupils.

—AMONG the changes in connection with our Superior Schools, news of which has so far come to us, is the appointment of Mr. Von Iffland, who had charge of the Buckingham Model School last year, to Cowansville Academy. Mr. Rivard, for some years principal of the academy, has gone to his father's home in the United States. Miss Kate E. Cole, who did such good work at St. Hyacinthe last year, has been replaced by Miss Mackie, of Montreal. From the still incomplete Directory of Superior Schools, we learn that many of the old faces will be seen this year in the old places. This is as it should be, indicating, as it does, the much to be desired permanency of position in the teaching ranks of our province. Our head-teachers should send in their names and those of their associates as soon as possible, so that the Directory may be complete for publication in the October number of the RECORD.

—IN a letter to the editor of the *Canadian Gleaner*, Mr. Louis Simpson, of Valleyfield, says:—"Should the citizens of Valleyfield so desire and are prepared to work, I have no hesitation in saying, that it is possible, within three years' time, to place the Valleyfield school in the front rank of the educational institutions of the province. But nothing comes without work.....I would ask them (the citizens of Valleyfield), Do you want the best education for your families and for your future citizens? If so, are you prepared to work for it, with a single eye, with a view of obtaining it?" These words have the right ring about them and indicate a spirit which every public-minded man should have and express towards the district school and all that concerns it.

—THE Kingston, Ontario, School Board, becoming convinced that practical as well as theoretical education would be advantageous to the pupils under their care, have prepared a scheme of manual training for introduction after the holidays. With this in view, Miss Jennie C. Shaw was sent to New York to study methods, and she has returned fully versed in the elementary plans, so that a beginning may be made in all junior classes. Sewing will also be introduced, the Cleveland, Ohio, system being employed.

—WE are informed that there are no changes this autumn in the Montreal High School staff. In the High School for Girls, the Saturday session has, owing to so many complaints on that score, made by parents of the pupils and others, been abolished entirely. The hours of study will in the future be, for senior classes from 9 a.m. until 2 p.m., and for the junior classes from 9 a.m. until 1 p.m., for five days in the week. Provision has been made to supply lunch to the pupils during an intermission. The Board of Commissioners have instituted kindergarten classes in the Ann street, Berthelet street and Royal Arthur schools. The introduction of classes in cookery at the Aberdeen school has met with so much success that a class of instruction in the same will be opened at the Riverside school, to be attended by pupils from the Riverside, Lorne and Ann street schools.

—A DEPARTMENT of Architecture has been established in connection with McGill College, Montreal, and lectures will begin this year. The Department of Chemistry and Mining will also be placed in a thoroughly efficient condition. The erection of the new building, to be donated by Mr. W. C. McDonald, will be proceeded with immediately, and will be fully equipped with the most recent apparatus for the study of chemistry, mining and metallurgy.

—THE following new appointments have been made in the Faculty of Applied Science at McGill: Professor Stewart H. Capper, M.A., of Edinburgh, to the recently endowed McDonald chair of architecture; Professor John B. Porter, Ph. D., of Columbia University, New York, to the McDonald professorship of mining and metallurgy; Mr. Herbert W. Umney, of London, to be assistant professor of civil engineering; and Mr. Henry F. Armstrong, of Leeds, and more recently of London, to be assistant professor of

descriptive geometry and freehand drawing. These gentlemen are all well qualified for the positions they are to fill, and it is said that the testimonials and reputations of Professor Capper and Dr. Porter are such as to ensure the success and rapid development of the architectural and mining departments.

—MANY of our Academies and Model Schools have issued neat and tasty calendars for the session which has just begun. Among the schools worthy of mention in this respect are Stanstead Wesleyan College, St. Francis College, Compton Ladies' College, Lachute Academy and Compton Model School.

—BUFFALO, N. Y., is to have a truant school, which will be a temporary home for boys who persist in running away. Arrangements are being made to enforce the new truant law. Every patrolman will carry a book of blank reports, which will be filled out and returned each day to the superintendent of schools. These reports are worded as follows:—"The following children, apparently between the ages of eight and sixteen years, have been found wandering about the streets and public places of the city during the school hours of the school day, having no lawful occupation or business and growing up in ignorance, and are reported as proper subjects for investigation by an attendance officer of the department of education....." Each truant officer is required to send a written notice to the parent or guardian of a non-attendant. If the notification be to an employer of child labour, it is sent by the superintendent, and warns the employer that if he continues to employ a child who has not attended school eighty consecutive days during the present school year, he will subject himself to a fine of \$50. When the parents or guardians are unable to compel the child to attend school, they must present a certificate to that effect to the superintendent, who will send the boy to the truant school.

—THE annual convention of the National Educational Association, held in Buffalo in the early part of July last, was from all accounts a great success. The most distinguished educationists of America were there, and gave freely of their ideas on educational subjects to the great body of teachers assembled from all parts of the Continent.

An exchange says: One remarkable feature of the convention lay in the fact that the faddist had no place given to him in the discussions. The broad questions of child nature, the true function of the school, and the legitimate developing lines from school-work to citizenship, were never lost sight of, and in this fact is to be found the hope that the proceedings, when published, will be read by the tens of thousands of the members with interest and the highest beneficial effect. It would be of excellent service to us in our conventions were the vainglory of the individual to give place, in this way, to the importance of the subjects. The man who can advise the practical teacher is the man who has been a practical teacher, and not the theorist whose name and fame may provide the newspapers with his biography and the ragged outline of his physique, after he has delivered what can but be styled perhaps the most excellent of addresses, but one in which there is no sound, practical advice to the young teacher struggling from day to day with the practicalities of the school-room.

—DURING the school year last past, there were 4,334 children in 68 kindergartens in the State of Massachusetts, 38 of these being public kindergartens.

—THE educational institution for coloured pupils founded at Tuskegee, Ala., by Booker T. Washington, has 78 teachers and an attendance of 1180. The pupils earned \$45,288 last year in their shops and dairies, and the school received in gifts nearly \$60,000. Here is an instance of what can be accomplished by a capable and resolute leader in a good cause.

—HELEN KELLER, the marvelous deaf, dumb and blind child, will enter the preparatory school for Radcliffe College at the beginning of the fall term. This decision was reached by Dr. Gilman, principal of the Gilman Training School for Radcliffe, who for a week had under consideration the proposition made him by Miss Annie Sullivan, the life-long friend and teacher of Helen, that her young charge be admitted as a pupil to the elementary course.

—THE latest report of the proposed charter of the municipality of Greater New York has a chapter which provides for the creation of a teachers' retirement fund. This fund is to be drawn upon to retire, and furnish annuities for, female teachers who have served thirty, and for male

teachers who have served thirty-five years, and are certified by the city superintendent of schools as being either physically or mentally unsound.

—A MOVE has been made in the right direction in connection with the schools of Brookline, Mass. The commendable attempt made last year to train a limited number of college graduates for the work of teaching met with such success that it has been decided to continue it during this year. It may confidently be expected that with the experience already gained, the facilities offered for gaining a knowledge both of the science and art of teaching will be ample and efficient. Those joining the "Brookline Training Class for College Graduates" are expected to give their time for the entire year, beginning September 22, unless some unforeseen necessity arises for doing otherwise. The elements entering into the training are as follows:

1. Observation in all grades of the Brookline schools from the kindergarten to the high school. Special times will be appointed for this purpose.

2. Teaching under the direction of experienced instructors. Special attention will be given to interest, correlation, questioning, and reproduction.

3. Weekly lectures, with collateral reading upon (a) The History of Education; (b) Psychology applied to teaching; (c) Principles of teaching and school management; (d) Methods of teaching the various branches; (e) Attendance upon general meetings of teachers and the meetings and public lectures of the Brookline Education Society.

4. The preparation of a thesis upon some educational topic.

Among those who are expected to give lectures or instruction during the year are many prominent educationists of the United States.

—THE London, England, School Board has employed an expert oculist to examine the eyes of school children, in order to ascertain whether school work is causing "progressive myopia." Dr. Carter, the examining oculist, reports that out of 8,000 children examined less than 40 per cent. have normal vision in both eyes; that 12.5 per cent. had normal vision in the right and subnormal in the left eye; 8.6 per cent. had normal vision in the left eye and subnormal in the right. The per cent. of subnormal vision in both eyes was 39.7. Over 64 per cent. of the children

tested had astigmatism. Dr. Carter finds very little progressive myopia, and he thinks that the eyes of pupils are not seriously affected by the conditions of school life. The sight of London children is not cultivated by their environment. They see only the other side of the street, while the country child has an expanse of landscape before him. His sight is exercised, and no doubt if a test of the sight of country children were made it would be found to exceed the normal, as much as that of the city children falls below it.

—AT the last Edinburgh graduation, Professor Prothero made an excellent speech on the character and value of a liberal education. He pointed out that professional education generally ceased to be liberal in proportion as it became practical. The special instruction which fitted a student for the church, the bar, medicine, and education, in so far as it was limited or specialized in its aim—in so far as it conduced to success and distinction in a certain walk of life—was not liberal. He did not say that professional education was better or worse than liberal, but it was not the same. The distinction is often lost sight of in this exceptionally practical age. If it were not for the rapid development of our universities, side by side with the exclusively technical and scientific institutions, we might well despond over the future of liberal education and the decay of the humanities. Not that the scientific and the technical are of necessity divorced from liberal culture, for, as Mr. Prothero says, the mind that has habitually fed upon what is worthiest in science and literature acquires a combined firmness and sensitiveness, a grasp and subtlety, a decision and a delicacy of touch, which are the mental equivalents of vigorous bodily health. "The furniture of the cultivated mind was not facts, not what we called learning, but rather the ideas which were the deposit of facts well pondered; its peculiar characteristic was that mental courtesy and polish which sprang from intimacy with the great works of the intellect in all time. This was the ripest fruit of a liberal education; a university was the garden where it ought most easily to grow." The humanity born of facts may be riper and more wholesome than the humanity born of imagination; but the first kind is not born at all until the facts have crystallized into ideas.—*The Educational Times*.

Literature, Historical Notes, &c.**HELEN KELLER.**

BY CHARLES D. WARNER.

The story of Helen Keller is too well known to need repetition here. My own excuse for increasing the publicity of it, which she and her judicious friends have never sought, is the exceedingly interesting mental and moral problems involved in it. A child of great apparent promise and most winning qualities, she became deaf, dumb, and blind at the age of nineteen months. Thenceforward, till her seventh year, the soul within her was sealed up from any of the common modes of communication with the world. It could only faintly express itself, and there seemed no way that knowledge could reach it. What was it during that silent period? Was it stagnant, or was it growing? If it was taking in no impressions, usually reckoned necessary to education, was it expanding by what used to be called "innate ideas"? When her teacher, with infinite patience, tact, and skill, at length established communication with her, she found a mind of uncommon quality, so rare that in its rapid subsequent development one is tempted to apply the epithet of genius to it. It was sound, sweet, responsive to a wonderful degree. The perceptions, if I may use that word, were wonderfully acute; the memory was extraordinary; in short, there was discovered a mind of uncommon quality. Was it really a blank that the teacher had to work on, or was there a mind in process of developing, independent of contact with other minds? The development or the growth was very rapid. Helen Keller is now fifteen, and better educated in literature and languages, with greater activity of thought, more vivacity, quickness of appreciation, and greater facility of happy expression of her thoughts, than most girls her superiors in years. Considering her limited facilities for acquiring information, the result is very puzzling from a merely materialistic point of view.

Another train of thought is suggested by her character and disposition. She is what her infancy promised. Great amiability and sweetness of disposition have been preserv-

ed in her intellectual development, and I believe that she is the purest-minded human being ever in existence. She has never known or thought any evil. She does not suspect it in others. The world to her is what her own mind is. She has not even learned that exhibition upon which so many pride themselves, of "righteous indignation." Some time ago, when a policeman shot dead her dog, a dearly loved daily companion, she found in her forgiving heart no condemnation for the man; she only said, "If he had only known what a good dog he was, he would not have shot him." It was said of old time, "Lord, forgive them: they know not what they do." Of course, the question will arise whether, if Helen Keller had not been guarded from the knowledge of evil, she would have been what she is to-day. But I cannot but fancy that there was in her a radical predisposition to goodness.

I said that Helen is what her infancy promised. This point needs further explanation. Up to the time, at the age of nineteen months, when illness left her deaf, dumb, and blind, she was a most amiable, tractable child, not only winning and lovely, but with apparently an even, sweet temper and an unselfish disposition. From that date until in her seventh year, when Miss Sullivan found means to communicate with her, she had been isolated from the world. She could only express herself as an animal might. She could only be influenced by physical means—there was no way of telling her what to do or what not to do but by laying hands on her. She could make signs if she were hungry or thirsty. Her soul was absolutely shut in from influence or expression. In this condition she began to be more and more like a caged bird, beating its wings and bruising itself against the bars, to its physical injury. When Miss Sullivan took her it was almost impossible to control her. The fiery spirit within exhibited itself in outward violent temper. How could it be otherwise in what must have been an internal rage at the want of ability to make herself understood? But from the day that communication was established with her all was changed. She apprehended at once the means of communication, and was docile and controllable, only eager to learn more. And then she became again what she had promised to be in infancy, sweet tempered, loving, and gentle. All the investi-

ture of the years of seclusion fell off her as if it had been an ill-fitting garment. And never since for an hour, for a moment, has she been impatient or variable in temper, never otherwise than amiable and unselfish, and always happy.

And this opens the way to what, after all, is the radical question in this case—the educational question. In all her education Helen has been put into communication with the best minds, with the best literature. She has known no other. Her mind has neither been made effeminate by the weak and silly literature, nor has it been vitiated by that which is suggestive of baseness. In consequence, her mind is not only vigorous, but it is pure. She is in love with noble things, with noble thoughts, and with the characters of noble men and women. It is not a possible condition for most of us in the world, but, nevertheless, the experiment of her education is very suggestive. If children in the family and in the public schools were fed with only the best literature, if their minds were treated with as much care in regard to the things sown in them as our wheat fields, what a result we should have! It is not possible to guard any normal person from the knowledge of evil and from the thoughts of a disordered world, but it is possible to encourage the growth in education of love for the noblest literature, for that which is pure and stimulating. And this result we shall have some time, when education is taken out of politics, out of the hands of persons who are untrained in psychology or pedagogy, and committed to those who are experts in dealing with the vital problem of the character of the generations to succeed us. Any one who converses with Helen Keller will find that her high training in the best literature has not destroyed her power of discrimination, her ability to make quick deductions and distinctions. On one occasion she repeated for me Longfellow's "Psalm of Life" with proper emphasis. She has learned to talk so as to articulate words with fair distinctness. In order to test her loyalty to Longfellow, who is one of her heroes, as Bishop Brooks also is, I asked her if it had never occurred to her that the "sands" in the poem was a poor material upon which to leave enduring footprints. "No," she said, "I have never thought of that ;

but the waves tumbling in on the seashore do obliterate the marks on the sand." And then her face lighted up with imaginative comprehension, and she added, "Perhaps it is different with the sands of *time*." Such a mind as that, in time, can be trusted to make acquaintance with any literature, for it will be equipped for judgment.—*Harper's Magazine*.

EDUCATION IN CHINA.—They have no conception of learning as understood in the West—of mathematics, chemistry, geology, or kindred sciences, and of universal history. Indeed, they have a very imperfect knowledge of geography. Their curriculum of study embraces the Chinese classics and philosophy (a voluminous compilation, especially holding in eminence the teachings of Confucius), the theory of government, and Chinese poetry and history. It is the standard fixed 2,000 years ago, and has undergone little change in the succeeding centuries.

One of our diplomatic representatives tells of a conversation had with one of the most distinguished scholars and highest officers in the empire, in which they canvassed their respective systems of education; and he reports that his Chinese friend had never heard of Homer, Virgil or Shakespeare; knew something of Alexander having crossed the Indus, had a vague knowledge of Cæsar and Napoleon, but none whatever of Hannibal, Peter the Great, Wellington, or other modern soldiers, and he was ignorant of astronomy, mathematics or the modern sciences. When the American Minister expressed surprise at these defects in Chinese education, the mandarin replied: "That is your civilization, and you learn it; we have ours, and we learn it; for centuries we have gone on, satisfied to know what we know. Why should we care to know what you know?"

Yet it must be conceded that the Chinese scholars and officials are usually men of decided intellectual ability, and they cannot be set down as uneducated because they have not followed the curriculum of study marked out by European civilization. It is a source of natural pride that they possess a literature and philosophy older than any similar learning in the West, and which even at this day are not obsolete, but exercise an elevating moral and intellectual influence on a vast multitude of the human family.—*The Century*.

WESTERN FACES THROUGH ORIENTAL EYES.—Lafcadio Hearn writes in the August *Atlantic* of Faces in Japanese Art. Illustrating the striking difference between the drawing of Western and Eastern artists, he tells of two experiments where he showed copies of European illustrated papers to some Japanese children.

The first was with a little boy, nine years old, before whom he placed several numbers of an illustrated magazine. After turning over a few of the pages, he exclaimed, "Why do foreign artists like to draw horrible things?"

"What horrible things?" Mr. Hearn inquired.

"These," he said, pointing to a group of figures representing voters at the polls.

"Why, those are not horrible. We think those drawings very good."

"But the faces! There cannot really be such faces in the world," the child exclaimed.

"We think those are ordinary men. Really horrible faces we very seldom draw."

He stared in surprise, evidently suspecting that his Western friend was not in earnest.

"To a little girl of eleven," Mr. Hearn explains further, "I showed some engravings representing famous European beauties."

"They do not look bad," was her comment. "But they seem so much like men, and their eyes are so big! Their mouths are pretty."

The mouth signifies a great deal in Japanese physiognomy, and the child was in this regard appreciative. He then showed her some drawings from life in a New York periodical. She asked, "Is it true that there are people like these pictures?"

"Plenty. Those are good, common faces, mostly country folk, farmers."

"Farmers! They are like *Oni*" (demons) "from the *jigoku*" (Buddhist hell).

"No, there is nothing very bad in those faces. We have faces in the West very much worse."

"Only to see them," she exclaimed, "I should die! I do not like this book."

Practical Hints and Examination Papers.**SPELLING.**

In noticing the spelling work of children from the first to the fourth grade inclusive, it seems quite evident that the great majority of the words which they misspell are the words which are entirely familiar in meaning, but to which their attention has not been especially called, and which they have formed the habit of spelling wrong in many cases. To, too, two are frequently misspelled, so also are new and knew, no and know, there and their. Then such words as dirt, turn, leaves, and stalk, words which the children constantly use and which occur in their written work are (I was about to say), usually misspelled. In looking over all these written exercises (the exercises from the lower half of the grades especially, and comprising all phases of work), I believe I am safe in saying that the misspelled words are, four out of every five, those which the children have frequently used from their earliest period of talking and which they constantly use in their common conversation.

Because, of this fact, we have undertaken to make our spelling work for the lower grades include, at least for one phase of it, those common words which the children use both in their talking and writing. We have undertaken, to begin with, the words which are most frequently used in written work, and to continue the spelling of such words as long as we find they misspell them. Each teacher is supposed to keep a list of the common words which her children frequently misspell, and to bring them into succeeding spelling lessons again and again until the correct form is fixed. These words are, of course, very different in form and sound. They comprise words that might be spelled according to rule and those which are "a law unto themselves."

The second idea in the spelling work in the lower grades (especially in the work of the latter half of the first year and all of the second and third years) has been to group words that have some particular sound and to study these words in the groups. No special attempt is made to dwell upon each particular word, but the entire group, or as many as it is practicable to take, are studied, and when

sufficient time seems to have been put upon these, if there are any exceptions to this common order of spelling, and if these exceptions are such that the children need to have their attention called to them at present, they are also taken. In the group of words, tool, school, spool, fool, and cool, the sound ool represented by ool. In connection with this, I do not think it is well to call their attention to such words as rule, where the sound ool is shown by ule—the u after r having the sound of long oo. The other words with the long oo had best be given fully and clearly, and no suggestion made as to any word that sounds the same, but is spelled differently. After this ending is pretty well associated with the particular words, then it is all right to suggest other words.

The third fact that we are also trying to insist upon as a key to spelling and pronunciation is what is commonly called some of the rules of spelling. We are trying to have little people see that c and g are hard and soft when they occur before particular letters; for instance, they are both hard before a, o and u, and both are usually soft before e and i. We also wish these little people to learn, if possible, before the close of their first year, that the final e in most words makes the preceding a, e, i, o, or u long. The knowledge of these simple principles is a very great aid in the pronunciation of new words learned in spelling.

So it seems to me there are three ideas to be kept in view in primary spelling, and these are the three which I have just given. First, that children should learn to spell the common words which they constantly use in their written work, and the teacher should make a special effort in seeing that all these little words are completely mastered by every child in the school. Second, it is a great saving of energy to teach words in groups; for instance, head, dead, spread, dread, and thread can all be learned by taking them in a group almost as quickly as any one can be learned alone. In the third place, the very easy and common principles of pronunciation should all be taken as quickly as the child can understand them. By learning that c before o is hard, and that there is not a single word which they ever use (or which any of them will probably use for several years) beginning with the letter k before the o, the child ought to know how to begin the spelling of any new word that begins with this particular sound.—*Indiana School Journal.*

INJUDICIOUS PUNISHMENTS.

In reproducing the following notes on injudicious punishments, from "Raub's School Management," the *Educational Journal* says:—"We seriously question whether the word 'punishment' is not a misnomer in this case. We doubt whether the teacher has anything to do with punishment. Punishment is pain or penalty inflicted for past wrongdoing. What has the teacher to do with that? His duty is, we hold, simply to prevent repetition of offences. What he should seek is to obtain sureties that the annoyance or wrongdoing shall not be repeated. The first requisite to this is to bring about such a state of mind and will in the offender that he will not desire to repeat it. Whether this or anything like this is the normal result of the so-called 'punishments' about which so much is said, let the thoughtful observer judge. To our thinking, one of the soundest and best test-questions, with regard to any given act of discipline—and discipline must, of course, be maintained—is, What is the temporary or permanent effect of the treatment adopted in the direction of bringing about such a state of mind and will in the pupil as will take away the wish or inclination to repeat the offence? No discipline which does not conduce to this end can be salutary or permanently effective. In other words the thing to be chiefly aimed at in all discipline is to change the will of the offender, not momentarily, through fear, but permanently, through the action of mind and heart and conscience—in a word, the moral nature."

The number of injudicious punishments is very great. All of them ought to be avoided under all circumstances. The following may be named as the most prominent:

1. Scolding.—This is never a proper punishment. Indeed, a scolding teacher soon loses the respect of his pupils. The less the teacher scolds and the less he threatens, the greater the number of friends he will have among the students, and the easier will he find the discipline. When threats are made they should be executed without fail. Both scolding and threats soon lose all force except to irritate a class and make it noisy and disrespectful.

2. Ridicule.—The teacher has no right to ridicule either the defects or the mistakes of a child. Such conduct makes a teacher deserving of all the contempt that pupils can

heap upon him. It is the teacher's business to encourage, not to discourage—to help to correct mistakes and train the pupils, instead of making sport of them. Sarcastic remarks with reference to a pupil's ability, calling him a dunce, a numskull, an ignoramus, or other equally offensive names, is contemptible conduct in the teacher.

3. Confinement.—Solitary confinement in a cell is among the most severe of prison punishments, and it is applied only to hardened criminals. Shutting a child in a closet, putting him in the coal cellar, and like punishments, are no less cruel. To a child of vivid fancy or nervous organization serious injury may be wrought by a punishment of this kind. Solitary confinement is not only injudicious as a school punishment, but it is also unwise.

4. Personal Indignities.—Among personal indignities may be mentioned all those annoying punishments which, though not severe in themselves, serve to irritate a child, such as pulling the ears, snapping the head, pulling the hair, compelling the child to wear a dunce-cap, and the like. All of them are improper.

5. Personal Torture.—All kinds of torture are improper punishments. Many of the old-fashioned punishments were little less than barbarous. Such punishments as compelling a child to stand on one foot, hold a book at arm's length, kneel on the sharp edge of a piece of wood, walk barefooted on peas, hold a nail in the floor without bending a knee, etc., ought to belong to the dark ages.

6. Performance of Tasks for Misconduct.—No pupil should ever be asked to study a lesson for misconduct. There is no connection between the two, and a love for learning is not instilled in this way. The boy who is required to write two hundred words after school as a punishment for pinching his neighbor or whispering in school does not see the relation of the punishment to the offence, and he must come to regard his teacher in the true light, as being tyrannical or ignorant of the art of school discipline.

7. Degradation of the Offender.—No pupil has ever been reformed by degrading him. One of the chief ends of punishment is reformation, but this end is directly defeated by attempting to visit on the pupil a punishment which will degrade him either in the eyes of his associates or in his own estimation. His self-respect must be cultivated, not destroyed. Teachers who subject pupils to degrading

punishments are inhuman in their nature, and they should not be employed in any school.

8. Worrying a Pupil.—The teacher has no right to worry his pupil by irritating or vexatious talk. The kind of grumbling in which some teachers indulge hardly rises to the dignity of scolding. It is rather of the nature of fault-finding. If the child makes a mistake, the teacher is sure to complain. If he is guilty of some trivial offence, the teacher has an unkind remark to thrust at him. His conduct toward the pupil has a constant tendency to vex the child, and make him feel that the teacher glories in his mistakes and shortcomings.

9. Vindictive Punishment.—Here, again, the teacher forgets the object of punishment. The aim of punishment is not to gratify one's ill-temper or revenge, and the teacher must not punish in a spirit of this kind. It is safe, therefore, to say that he should never punish when angry, because all angry punishment is more or less vindictive.

10. Cruel Punishments.—All punishments that exceed the limits of moderation must be avoided. The statutes of most States make cruelty of punishments a penal offence for which the teacher may be indicted. But cruel punishments do harm also by lessening the respect of both pupils and patrons for the teacher and his methods of government.

CAUTIONS.

Do not make threats of punishment in advance.

Adapt the punishment to the offence.

Do not try to make pupils learn by whipping for unlearned lessons.

Never inflict a punishment which is likely to make a pupil feel he ought to resent it.

Seek to use the minimum of punishment.

Be patient with the shortcomings of your pupils.

Do your utmost to prevent faults, so as to avoid the necessity of punishment.

Punish only for wilful misconduct.

Do not reprove those who try but fail.

Do not expect perfect order in the school-room; children are children.

HINTS ON SCHOOL DISCIPLINE.—The routine work of the school-room should be so arranged as to present friction.

and disorder, thus avoiding the necessity of reproof or punishment, and leaving the time free for study, instruction and recitation. Lessons should be given in the first days of the term to teach the pupils how to move together, to come and go to and from the recitation, to stand and to work at the board, to go out and in at recess. The pre-arranged order of movement will prevent collision and disturbance. In the first exercises, when the pupils are practising the movements, the directions should be definitely and quietly given. After the children have become accustomed to the order of movement, a signal may be substituted for the complete direction. This should be slight and quiet. Noise does not command attention. Let the voice be low, clear and decisive, impelling quiet, thoughtful attention to the exercise. All directions, whether by word or signal, should be exactly followed by every pupil. The school should move as a unit. Reiteration of commands makes them meaningless. Many occasions of disorder in the school-room would be prevented by a right apportionment of lessons, adapted to the capacity of the children, and varied from day to day so as to secure interest. The mischief found "for idle hands to do" can be banished by work alone. Careful preparation of the day's lessons beforehand makes the teacher ready with task, material and directions. Each pupil knows just what to do, when to do it, and how. The need of questions and comment is obviated by the concise directions. Pupils can be trained to distribute pens, pencils, paper, etc., quietly and expeditiously in some definite order, thus relieving the teacher for more important work, and creating in them the spirit of helpfulness. The teacher's preparation for the teaching exercise or recitation enables her to present her subject in a manner interesting to the pupils, to illustrate vividly, and to be free from all need of reference to the book. Thus she can hold the attention of the pupils. Beyond the careful preparation for her lessons and the details of the school-room work, the teacher needs sympathy with child life, and power to put herself into the child's place. Many an offence against the rules of school is committed thoughtlessly, yet is treated by the teacher as if it were an act deliberately intended. Such an assumption on the part of the teacher leads to wilful disobedience later, for it stirs a sense of injustice, which rankles in the child's

heart long after the teacher has forgotten the offence. She should learn to judge from the child's standpoint, in order to see both sides, and to deal justly. The wise teacher often shuts her eyes to misdemeanors which would be emphasized by open reproof. The attention of the school is attracted by the reprimand to faults which otherwise would never be seen. A quiet word to the offender, a look or sign, a conversation after school, when nobody else knows, are better than the open correction. The teacher's manner, in necessary direction, should assume the intention to obey, not antagonism. Her attitude towards the child does much to determine his. Rules of action should be decreed only when occasion demands them. The reason for them will then be apparent, and they will not seem to the pupils arbitrary exercise of authority. Once made, they should be carefully followed. Penalties should be in line with the offence when possible. The child who cannot play with his mates without quarrelling must take his recess alone. The abuse of a privilege should be followed by its withdrawal. Punishments may and should be slight but certain. The teacher's even and steady persistence in the course she considers right counts for more than undue severity.—*Way-marks for Teachers*, by S. C. Burdett & Co., Boston.

PICTURES.—An exchange says there are two main uses for pictures in schools; one to exercise and develop the æsthetic sentiment, or the feeling for beauty—with which object the walls of the class-rooms, halls, and corridors should be hung with pictures; the other to convey information to the mind, to fix it there, and to exercise the faculty of constructive imagination. With regard to the latter use it may be pointed out that it has long been accepted as an axiom that the best explanation of a thing is the sight and study of the thing itself; and the next best is a photograph or exact unembellished picture of the thing. This mode of explaining and conveying information has been largely used from quite early times, but is still capable of considerably greater development—especially in the departments of geography and history. But besides conveying information, pictures may be used, and indeed are almost indispensable, for the cultivation of one of the most valuable of the intellectual faculties—the constructive imagination; both when the mental images constructed

are exact or nearly exact copies of some original which exists or has existed (as in geography and history), and when the constructions are new combinations of material already acquired (as in science and in art, both literary and pictorial); in which latter case—when the combinations are new—pictures serve the purpose of suggestive models. The use of pictures as aids to the memory is too widely recognized to need more than mention. There is one *misuse* of them, however, which cannot be too often protested against; and that is in lessons of *observation*. In such cases pictures can never be properly used except when pictures themselves are the things to be observed. To study a picture instead of the thing itself differs hardly at all from studying a written account of the thing.

BREATHING EXERCISE.—The following breathing exercise, from the *Teachers' Institute*, will, if properly and persistently used, do much towards strengthening the pupils' chests, and will prevent to a large extent the so common and yet so dangerous contraction of the lungs, which one sees on all sides:—

1. Place hands on hips; draw long breath; expel air suddenly. Repeat twice.

2. Draw long breath; raise hands to shoulders; expel suddenly. Repeat twice.

3. D. B. (deep breath). Stretch out arms horizontally; bring hands back to shoulders; expel. Repeat twice.

4. D. B. Send hands straight up in the air; bring back to shoulders; expel. Repeat twice.

5. D. B. Drop hands suddenly, letting arms be straight down at sides; expel at the same time. Repeat twice.

6. D. B. Drawing hands up to shoulders; expel. Repeat twice.

7. D. B. Place hands on hips; bend body forward from the waist; come back to erect position and expel the breath. Repeat twice.

8. D. B. Bend body backward from the waist; come back to erect position and expel. Repeat twice.

9. D. B. Bend body to right with hands still at waist; back to position; expel. Repeat twice.

10. D. B. Bend body to left in similar manner; position; expel. Repeat twice.

11. D. B. With hands hanging easily at sides, bend forward from waist, then back; expel. Repeat twice.

12. D. B. Bend back, from waist, then back; expel.
Repeat twice.
13. D. B. Bend body to right and expel. Repeat twice.
14. D. B. Bend body to left and expel. Repeat twice.

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL OR I. ACADEMY).

SECTION I.

1. Write out one after the other, each separate from the other by a line, the clauses of the following passage from "The Deserted Village":—

*Thus to relieve the wretched was his pride,
And e'en his failings leaned to virtue's side;
But in his duty, prompt at every call,
He watched and wept, he prayed and felt for all;
And, as a bird each fond endearment tries
To tempt its new-fledged offspring to the skies,
He tried each art, reproved each dull delay,
Allured to brighter worlds and led the way.*

2. Give the particular analysis of all the clauses that are not in the last sentence. Underline the predicates of these clauses.
3. Parse the words printed in italics.

SECTION II.

4. "Birds fly." Parse both words in full and explain every grammatical term you have to use in doing so.
5. Write all you know of the Indefinite Pronouns, as they are treated in Meiklejohn's Grammar.
6. What is an auxiliary? Name five auxiliaries and write a note on each of them.

SECTION III.

7. Give the first person plural of the verb "to strike" in all the tenses of the indicative mood passive.
8. Enumerate the various forms of the relative pronoun and write a note in connection with each.

9. What parts of speech are not to be found in the last sentence of the above extract (Question 1)? Write a sentence of your own containing all the parts of speech.

ALGEBRA (GRADE III. MODEL SCHOOL OR I. ACADEMY).

SECTION I.

1. Find the value of $\sqrt{a^2 b^3} + \sqrt[3]{a^3 b^3}$ when $a=5$ and $b=25$.
2. Find the H. C. Factor of $x^4 + 7x^3 + 6x^2 - 32x$ and $x^2 + 9x + 20$.
3. Divide $a^4 + a^2 b^2$ by $a^2 + ab + b^2$.

SECTION II.

4. Resolve into factors:—

$$3x^2 - 2x - 5 \text{ and } 4x^2 - 14xy + 10y^2.$$

5. Find the value of:—

$$\frac{x-3}{2x+2} + \frac{x-2}{3x+9} + \frac{x+3}{x^2-1} \text{ when } x=5.$$

6. Simplify the fraction:—

$$\frac{x^3 - 2x^2 + x - 12}{x^2 + 2x - 15}$$

SECTION III.

7. Solve the equation:—

$$\frac{x-1}{2} + \frac{x+3}{4} = \frac{2x-7}{6} + \frac{8x-1}{12}$$

8. If I add 25 to 3 times a certain number, I obtain the same result as if I subtract 25 from 8 times the number. Find the number.

9. Divide \$720 among A, B, and C, so that B may have twice as much as C, and A as much as B and C together.

FRENCH (GRADE III. MODEL SCHOOL OR I. ACADEMY).

SECTION I.

1. Translate into English:—Peu d'instants après, les voleurs firent leur apparition, mais ne trouvant presque rien dans les bourses, ils déclarèrent aux voyageurs d'un ton menaçant que si on ne leur donnait sur le champ la somme de cent livres, ils les fouilleraient tous.....Les voleurs suivent ce conseil, prennent l'argent et partent.....Quand la diligence arrive le soir dans la ville, le vieillard disparaît sans se faire remarquer. La jeune femme passa une nuit affreuse.

2. Translate into French :—But, as his adversary was stronger than he, he waited for a favourable occasion to avenge himself. At first the big elephant was frightened, but the fear soon passed away, and he found the water so fresh that he thought the little one had rendered him a great service. The temptation was too strong for the elephant and he decided to leave the place which he had found so agreeable.

SECTION II.

9. Ask in French five questions and give answers to them. Each question and answer must contain at least eight words.

4. Give in all their forms the possessive adjectives in French. What is the difference between the possessive adjective and the possessive pronoun in French?

5. Give with examples the general rules for the formation of the plural of nouns and the feminine of adjectives. Give two exceptions to each rule.

SECTION III.

3. Write out in full, with English, the past (preterite) definite of *punir*, the present subjunctive of *rendre* and of *recevoir*; and the present conditional of *aimer*.

7. Give with English the first person singular of all the simple tenses active of a representative verb in each of the four conjugations. Name these tenses.

8. (Must be taken by all pupils.) Write from dictation the passage read to you.

ARITHMETIC (GRADE III. MODEL OR GRADE I. ACADEMY).

SECTION I.

1. An imperial gallon contains 277.274 cubic inches. How many gallons would a vessel contain whose capacity is $98\frac{1}{4}$ cubic feet?

2. Simplify :— $\frac{4\frac{1}{3} \text{ of } \frac{2}{5} \text{ of } 7\frac{3}{4}}{12\frac{1}{3} - 2\frac{3}{7}}$

3. In buying calico a man gives $\$3\frac{7}{8}$ for 20 yds., and in selling it gives 25 yds. for $\$4\frac{3}{8}$; what does he gain on every yard?

SECTION II.

4. A man's annual income is \$2,400; find how much he may spend per day so that after paying a tax of two cents on every dollar of income, he may save \$582 a year (365 days).

5. What is the interest of \$6,509 for 19 years 6 mos. at $9\frac{3}{4}$ per cent. ?
6. At what rate per cent. will \$1,520 amount to \$1,733.75 in $2\frac{1}{4}$ years ?

SECTION III.

7. How many yards of carpet 2 ft. 1 in. wide will it take to cover a floor that is 19 ft. 7 in. long by 18 ft. 9 in. wide? Give answer in yds., feet, &c.
8. Divide the square root of 86007076 by 89. And multiply the square root of $\frac{A^2}{T}$ by 36485.
9. What is the area of a circle whose diameter is 18 rods? Of another whose radius is 25 yds. ? Of a third whose circumference is 20 ft. ?

MENTAL ARITHMETIC (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

- | | |
|---|----------|
| 1. What is 25 per cent. of \$26,000 ? | Ans..... |
| 2. What is the cost of 648 yds. at 25 cents a yd. ? | Ans..... |
| 3. Reduce 12 pounds to ounces. | Ans..... |
| 4. Multiply the square of 25 by 25. | Ans..... |
| 5. Subtract one guinea from £19. | Ans..... |
| 6. How many feet are in 25 miles ? | Ans..... |
| 7. Add $6\frac{3}{4} + 8\frac{5}{8} + 9\frac{1}{2}$. | Ans..... |
| 8. Deduct 5 per cent. from \$3,500. | Ans..... |
| 9. Multiply 123,456,789 by 51. | Ans..... |
| 10. Simplify $\frac{2}{3} \times \frac{1}{3} \times \frac{6}{7} \times \frac{1}{2} \times \frac{7}{7} \times \frac{1}{3}$. | Ans..... |

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil,.....

Grade,.....

ENGLISH (GRADE III. MODEL SCHOOL OR I ACADEMY).

SECTION I.

1. Quote the passage beginning :

“Where then, ah! where shall poverty reside,” and give the derivations of the words: *poverty, reside, escape, pressure, contiguous, fenceless, limits, divide, common.*

2. Write nine sentences of twenty words in length, each containing one of the above words respectively, and each showing that you know the meaning or full force of the word.

3. To each of the following lines give five additional lines of the context :

(a) Now lost to all : her friends, her virtue fled.....

(b) Farewell ; and oh ! wherein thy voice be tried.....

(c) And thou sweet Poetry, thou loveliest maid.....

SECTION II.

4. Write notes on the words, *Auburn, swain, bower, hawthorn-bush, tilled?*

5. Enumerate in as many sentences five of the principal events in the life of Oliver Goldsmith. (Each sentence must contain twenty words, and the kind of sentence it is must be stated.)

6. Write out a short composition on the character of the village clergyman as he is described by Goldsmith.

SECTION III.

7. Give an account of any battle the events of which you have read about. (Your composition should indicate (1) where it was fought, when and by whom, (2) why it was fought, (3) how it was won, and (4) what results followed from it.)

8. Give an account of any country you have read about. (Your composition should indicate (1) its geographical position with respect to other countries, (2) its general physical aspect as seen from a height, (3) its mountain ranges, (4) its valleys and plains, (5) the rivers that drain these plains respectively, and (6) the towns on or near these rivers and the coast waters.)

9. Reproduce in your own words the paragraph read to you twice by the examiner. (The same paragraph as in Grade II, Model School.)

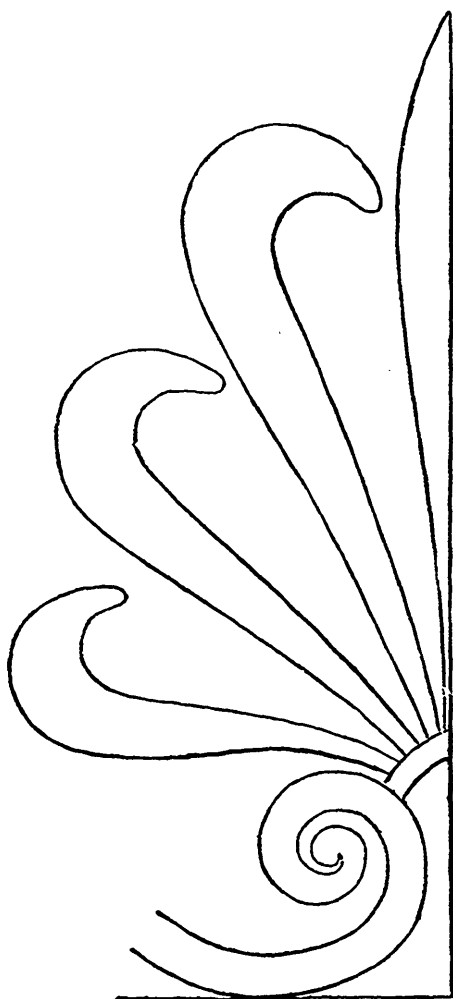
DRAWING (GRADES I. AND II. ACADEMY).

1. Draw a regular hexagon within a circle five inches in diameter, and on each side of the hexagon describe an equilateral triangle.

2. Draw a square prism in perspective whose length is three times the side of its base.

3. Represent on paper a plough or head of any animal. (Do not attempt this by way of caricature.)

4. Enlarge this figure a third, and complete both sides of it in balance with the usual finishing line. (The paper used must be drawing paper.)



GEOMETRY (GRADE III. MODEL SCHOOL OR
I. ACADEMY).

SECTION I.

1. Give the meanings and derivations of the following technical terms used in geometry: *Enunciation, isosceles, parallelogram, postulate, demonstration.*

2. Write out the enunciations general and particular of the seventh proposition, drawing the figure of course for the latter.

3. Draw the figure of the twenty-fourth proposition.

SECTION II.

4. Prove that the line which bisects any of the angles of an equilateral triangle also bisects when it is produced, the side opposite that angle.

5. What is an axiom? Quote the axioms that are made use of in the first five propositions.

6. What are the four distinct parts of a problem. Write out the third proposition, preserving these four divisions.

SECTION III.

7. Construct a triangle which shall have its three sides equal to three given straight lines. Under what circumstances would it be impossible to do this?

7. Draw a triangle equal to a given triangle with compasses and ruler and describe the various steps you take.

9. If two triangles which have two sides of the one equal to two sides of the other, each to each, have the base of the one greater than the base of the other, the included angle of the one which has the greater base is greater than the included angle of the other.

LATIN (GRADE III. MODEL SCHOOL OR I. ACADEMY).

SECTION I.

1. Translate:—*Multos et altos muros ædificabant oppidani. Liber vini erat deus et in Italia templa multa habebat. Mores mali ab hominibus bonis contemnuntur. Omnes terras fortibus viris aperuit natura. Tandem Proserpinæ permissum est, ut per partem anni dimidium apud matrem, per partem alterum apud inferos esset. or*

Translate:—*Quum rex urbem intravit, omnium civium domus floribus ornatae erant. Monemini ut diligentiores sitis. Phæthon vehementer optavit ut patris curru vehatur. Corpora*

eorum qui in pugna ceciderunt sepe iunguntur. Omnis hic mundus a Deo regitur.

2. Translate into Latin:—In summer the trees are clothed with leaves. The maidens were weeping because they had lost their flowers. The fathers of the young men are soldiers. The names of all his soldiers were remembered by the king. Do you remember the names of the Roman poets and their names?
or

Translate into Latin:—I took care that my son should be trained by a diligent master. It is easy to make verses; it is not easy to make good ones. In that great battle, the town was thrown down. The bodies were buried with the highest honour. The cities were fortified with stone.

SECTION II.

3. Parse the nouns in the first three sentences and the verbs in all of them, in either of the above Latin extracts.

4. Decline *multi muri*, and *bonus rex*.

5. Give in full the imperfect indicative, active and passive of the representative verbs of the four conjugations.

SECTION III.

6. Select a neuter noun of the third declension and decline it; select a feminine noun of the second declension and decline it; select a masculine noun of the first declension and decline it.

7. Decline *deus*, and *respublica*.

8. Write out the numerals up to thirty-two.

SACRED HISTORY (GRADE I. ACADEMY).

SECTION I.

1. "There was a certain man in Casarea, called Cornelius, a centurion." Tell what you know about him.

2. "Then entered Satan into Judas." Give an account of this Judas.

3. "Behold, I bring you good tidings." In connection with what incident are these words given? Narrate the incident.

SECTION II.

4. Write out ten of the commandments from the Sermon of the Mount.

5. Give a description of the Resurrection of Our Saviour.

6. Enumerate ten of the miracles performed by Christ, and describe any one of them.

SECTION III.

7. Write what you know of the lives of the four evangelists.

8. Who were the following:—The Pharisees, the Sadducees; Simeon, the Baptist, Nicodemus?

9. Where were the following places:—Joppa, Cæsarea, Jericho, Bethlehem, Nazareth? Narrate one event connected with each place.

ALGEBRA (GRADE II. ACADEMY).

SECTION I.

1. Simplify:—

$$\frac{x^2 - 5x + 4}{x^2 + 2x - 24} \text{ and } \frac{1}{a+b} + \frac{1}{a-b}.$$

2. Find the L. C. M. of:— $a^3 - a b^2$, $b^3 - a^2 b$, $a b^2 - b^3$, $a^2 b - a^3$.

3. Reduce to its lowest terms:—

$$\frac{x^3 - 2x^2 + x - 12}{x^2 + 2x - 15}$$

SECTION II.

4. Solve the equation:—

$$\frac{1}{21} (5x - 13) - \frac{5}{14} (x + 3) + 4 + \frac{1}{6} (5 - x) = 0.$$

5. Find the H. C. F. of $x^3 - 3x^2 - 13x + 15$ and $x^2 + 9x^2 + 11x - 21$.

6. Solve the equation:—

$$\frac{x}{a} + \frac{a}{b} = \frac{x}{b} + \frac{b}{a}$$

SECTION III.

7. What number is that to which if 36 be added the sum shall be equal to three times the number?

8. Find the price of an article, when as many can be bought for 16 cents as can be bought for 24 cents after the price has been raised 2 cents.

9. A company of men, arranged in a hollow square 4 deep, numbered 144. What was the number in a side of the square?

FRENCH (GRADE II. ACADEMY).

SECTION I.

1. Translate into English:—On faisait à Londres une quête pour la construction d'un hôpital. Ceux qui étaient chargés de la faire arrivent à une petite maison dont le vestibule était ouvert, et de ce vestibule ils entendent un vieux garçon, le maître de la maison, gronder sa servante parce qu'elle avait jeté une allumette. Après s'être amusés du sujet de la querelle et de

la véhémence des reproches, les commissaires se présentent à la porte du vieux célibataire, qui, instruit de l'objet de leur mission, leur remet cent guinées, en disant, "Vous vous étonnez de bien peu de chose. J'ai ma manière de ménager et de dépenser. L'une fournit à l'autre, et toutes deux font mon bonheur."

2. Translate into French:—In order to make the elephant come out, his master threw him a large quantity of faggots and pointed out to him that he must slip them one after another under his feet. The elephant soon found himself on a level with the ground, nevertheless he did not hasten to come out. Then his master held out to him things good to eat. The temptation was too strong and he at length decided to leave the place which he had found so agreeable.

SECTION II.

3. Give in full the past (preterite) definite of *aller*, and *venir*, the imperfect subjunctive of *voir*, and the imperfect indicative of *vouloir*.

4. Name the simple tenses active and give the second person plural of all these tenses of *pouvoir* and *dire*.

5. Ask five questions (of at least ten words each) in French and give in full suitable replies to these questions.

SECTION III.

6. Write in the plural *canal*, *cheval*, *œil*, *clou* and *chou*; and in the feminine, *muet*, *blanc*, *long*, *frais*, *ferux*. How are the degrees of comparison expressed in French?

7. Explain, with examples, the use of the expressions, *on*, *en*, *y*, and *ne.....que*.

8. (Must be taken by all the pupils). Write from dictation the passage read to you.

MENTAL ARITHMETIC (GRADE II. ACADEMY).

- | | |
|---|-----------|
| 1. What is 25 per cent. of \$3,600 ? | Ans..... |
| 2. What is the cost of 640 yds. at \$6.25 cents a yd. ? | Ans..... |
| 3. Reduce £22 to pence. | Ans |
| 4. Multiply the square of 25 by 25. | Ans..... |
| 5. Subtract 19 shillings from £20. | Ans..... |
| 6. How many inches are in 2 miles ? | Ans |
| 7. Add $6\frac{2}{3} + 8\frac{3}{8} + 9\frac{1}{2} + 3\frac{1}{4}$. | Ans..... |
| 8. Deduct 3 per cent. from \$35,000. | Ans..... |
| 9. Multiply 123,456,789 by 91. | Ans..... |
| 10. Simplify $1\frac{2}{3} \times \frac{1}{6} \times \frac{7}{9} \times 1\frac{2}{3} \times \frac{7}{12}$. | Ans..... |

ENGLISH (GRADE II. ACADEMY).

SECTION I.

1. Quote the stanza in the "Lady of the Lake," beginning "Merry it is in the good greenwood," or "Ave Maria! maiden mild," and give the derivations of the words: *despair*, *suppliant*, *stature*, *crescent*, *prelude*, *solstice*, *privilege*, *oppressor*, *mortal*.

2. Write nine sentences of twenty-five words in length, each containing one of the above words in italics respectively, and each showing that you know the full force of the word.

3. To each of the following lines give five lines of the context:

(a) When here but three days since I came.....

(b) The heart-sick lay was hardly said.....

(c) Far up the lengthened lake were spied.....

SECTION II.

4. Write notes on the words: Beal 'an Duine, Lincoln green, bonnet-piece, Fleming, Achray.

5. Enumerate in as many sentences five of the principal events in the life of Sir Walter Scott. Each sentence must contain twenty-five words, while the kind of sentence it is must be stated.

6. Write out a short composition on the character of Dame Margaret as she is described by Sir Walter Scott.

SECTION III.

7. Give an account of any battle the events of which you have read about. (Your composition should indicate (1) where it was fought, when and by whom, (2) why it was fought, (3) how it was won, and (4) what results followed from it.)

8. Give an account of any country you have read about. (Your composition should indicate (1) its geographical position with respect to other countries, (2) its general physical aspect as seen from a height, (3) its mountain ranges, (4) its valleys and plains, (5) the rivers that drain these plains respectively, and (6) the towns on or near these rivers and the coast waters.)

9. Reproduce in your own words the paragraph read to you twice by the examiner. (The same paragraph as in Grade II. Model School.)

LATIN (GRADE II. ACADEMY).

SECTION I.

1. Translate into sound English sentences:—

Cæsar, primum suo, deinde omnium ex conspectu remotis equis, ut, æquato omnium periculo, spem fugæ tolleret, cohortatus suos, prælium commisit. Milites, e loco superiore pilis missis, facile hostium phalangem perfregerunt. Ea disjecta, gladiis dextris in eos impetum fecerunt. Gallis magno ad pugnam erat impedimento, quod, pluribus eorum scutis uno ictu pilorum transfixis et colligatis, cum ferrum se inflexisset, neque evellere, neque, sinistra impedita, satis commode pugnare poterant; multi ut, diu jactato brachio, præoptarent scutum manu emittere, et nudo corpore pugnare. Tandem vulneribus defessi, et pedem referre, et, quod mons suberat circiter mille passuum, eo se recipere cœperunt.

2. Translate into Latin:—The hill was taken and our men enclosed the rear of the enemy. They attacked our men on the open flank. The Helvetii in the meantime had betaken themselves to the rising ground. There they began to renew the battle.

SECTION II.

3. Write in three columns all the nouns in the above extract, according as they are masculine, feminine or neuter.

4. Give the principal parts of all the verbs in the first half of the above extract.

5. Parse all the words in the last sentence.

SECTION III.

6. Where was Helvetia? Give a description of the country through which Cæsar passed.

7. Write out a list of English words that have their origin in *primum, omnis, conspectu, remotis, equis, æquato, cohortatus, commisit, milites, loco.*

8. Decline *multi muri, bonus dux, deus* and *respublica*.

• **Correspondence, &c.**

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—I have been requested to send to the RECORD a copy of the questions set by me at the close of the Normal Institute at Aylmer, in July last, together with answers to the same. I am pleased to comply with this reasonable re-

quest; and I take this opportunity to thank those who have attempted their solution. Some of the papers sent in show much labour and intelligent thought. The first prize goes to Miss Lucy M. Edey, and the second to Miss Ida G. Morrison, both of Billerica, Que.

I am, etc.,

A. W. KNEELAND.

Montreal, Sept. 5th, 1896.

QUESTIONS.

1. Is the division of the earth into zones natural or artificial?
2. What determines the width of the zones?
3. What would be the results if the earth ceased to revolve on its axis?
4. What, if its axis were not inclined to the plane of its orbit?
5. Under like physical circumstances, why should it be hotter in the southern hemisphere during summer than in the northern during summer there?
6. Seeing that the earth is 3,000,000 of miles nearer the sun during our winter than in summer, why is winter not warmer than summer?
7. How could tropical plants and animals have once lived in the frigid zones?
8. What makes it rain?
9. Why does snow fall in crystals?
10. Why are our springs drying up?
11. What are the effects of cutting down our forests?
12. Why are river floods more frequent as the country becomes more fully settled, seeing that the rainfall becomes less?
13. Why do earthquakes and volcanoes go together?
14. What causes a constant flow of polar waters towards the equator?
15. How can it be said that every variety of climate is found in Mexico?
16. Why is it hotter at the tropics than at the equator?
17. Why does the wind blow after very hot weather?
18. Why should there be islands along the east and west coasts of Canada?
19. Why should the climate of British Columbia be warmer than that of Newfoundland?

20. Why has southern France a semi-tropical climate, while southern Ontario, in the same latitudes, has a cool, temperate one ?
21. Why is the bottom of the Po thirty feet above the level of the plain on either side ?
22. Why does one of the rivers connected with Lake Athabasca flow uphill at a certain period ?
23. Punctuate Matt. IX, 9-12 inclusive.

ANSWERS.

1. Natural.
2. The inclination of the earth's axis to the plane of its orbit.
3. Day and night would no longer be, and one side of the earth would cease to have life ; possibly both sides would become lifeless.
4. There would be no changes of the seasons ; and day and night would always be equal.
5. Because the earth is 3,000,000 miles nearer the sun during the southern summer than the northern.
6. Because of the angle at which the sun's rays strike the earth.
7. From internal heat and a lower elevation, what are now frigid zones, were once hot.
8. The condensation of invisible water-vapour by its meeting with colder strata of the air.
9. Because liquid bodies, which solidify under favourable circumstances, assume that crystalline form peculiar to their kind.
10. Because of the cutting down of our forests.
11. Our climate becomes more subject extremes, rainfall less and floods more frequent.
12. Because the water is not held back by the spongy, vegetable mould of the forests.
13. Because the same forces produce both.
14. The great amount of evaporation in the hot regions, reduces the level of the sea ; and an inward flow is the result.
15. Because at the level of the sea there is a tropical climate, while one reaches eternal snows on going up the mountain sides.
16. Because the sun remains overhead a much longer time than at the equator.

17. Because the heated air expands, therefore becomes lighter, rises, and there is an inward rush to supply its place. (See No. 14.)
18. Because these regions are the terminations of mountain systems, between the peaks of which the sea has found a way.
19. Because of the absence of cold and the presence of warm currents in the one and the contrary in the other.
20. Because of the presence of warm winds off the Atlantic and from the African deserts in the one case and not in the other.
21. Because the bottom is constantly filling up with detritus from the mountains, compelling the raising of the dyke higher every year.
22. Because the lake has several inlets, one a branch of the Peace, which, during low water in the lake, flows into the lake, but before the floods from the Rockies begin to affect the Peace, the lake has become filled from other sources, and the water runs back up the branch of the Peace into the main channel of the river, and finds its way into Slave River, hence at one season it is an inlet, and at another it is an outlet.
23. And as Jesus passed forth from thence, he saw a man named Matthew, sitting at the receipt of custom; and he said unto him "Follow me;" and he arose and followed him.

And it came to pass, as Jesus sat at meat in the house, behold, many publicans and sinners came, and sat down with him and his disciples; and when the Pharisees saw it, they said unto his disciples "Why eateth your master with publicans and sinners?" But when Jesus heard that, he said unto them "They that be whole, need not a physician, but they that are sick."

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Canadian Magazine* is coming to be regarded as our national magazine, and the September number goes far to establish its position in the van of Canadian current literature. Hon. J. W. Longley has a paper on "The Silver Question," and the editor discusses "Bi-Metallism." One

of the most interesting contributions is the first instalment of "Through the Sub-Arctics of Canada," by J. W. Tyrell, who, in 1893, travelled 3,200 miles, by canoe and snow shoe, from Edmonton to Winnipeg. Several good features are announced for the October number. Ian Maclaren's story, "Kate Carnegie," is still running, and will be concluded by January.

Massey's Magazine continues to improve with each new number. The September issue contains a quantity of most interesting matter, and the illustrations are very good. B. R. Atkins' article on "Placer Mining in British Columbia," and Frank L. Pollock's paper on "Cuba in War Time," are timely and readable. *Massey's* is published in Toronto by the Massey Press.

The *Kindergarten News* has been enlarged and improved, beginning with the September number, and the price has been advanced from fifty cents to one dollar. In its new form, the magazine is well worth the increased price to those interested in kindergarten work. The *News* is published by the Milton, Bradley Company, Springfield, Mass.

The *Atlantic Monthly* for September contains an interesting educational article on "Teaching the Spirit of Literature," by Professor W. P. Trent, in which the ground is taken that literature is valuable only as appealing to the imagination of children. Professor Trent also advocates the doing away with examinations in the subject entirely, and believes that the teacher's duty is to enable the pupil to appreciate literature first, and to criticise it afterwards. "The Problem of the West," by Professor Frederick J. Turner, and "The Election of the President," by the historian, John B. McMaster, have a timely hearing on the political situation. Kate Douglas Wiggin's new novel, "Marm Lisa," is to appear serially in the *Atlantic*, the first instalment being given in the September number. It promises to be a most interesting story.

Under the able editorship of Dr. A. S. Johnson, *Current History* sustains its enviable reputation in the number for the second quarter of 1896. An unusually clear statement of the positions taken by the various parties in the political war which is at the present time going on in the United States, is given. The remainder of this splendid number of

269 pages covers the usual world-wide range of topics—a complete cyclopedia for permanent reference on all subjects of interest to-day in every country. This publication should be within reach of every one, young and old. A sample will be sent by the publishers, Messrs. Garretson Cox & Co., Buffalo, for ten cents.

A novelette by Richard Wagner, the musical composer, entitled "A Pilgrimage to Beethoven," is begun in No. 470 of the *Open Court*, Chicago. It takes the form principally of a discussion with Beethoven, and in it is drawn a powerful picture of the master. The novel has never appeared in English before, and was never published in cheap form even in Germany. The *Open Court* is edited by Dr. Paul Carus and is devoted to the "religion of science."

The *Northwest Journal of Education*, published at Olympia, Washington, completes its seventh volume with a special illustrated number for July-August.

The directors of the Old South Work, Boston, are doing a good work by publishing what are known as the *Old South Leaflets*. These are valuable historical papers carefully edited, and furnished at five cents a copy, the mere cost of printing. Thus placing in the hands of the people papers of the highest value and importance, otherwise almost inaccessible to most, they are a boon to all students and to the public. Among the most recent issues of this series are: Cotton Mather's "Bostonian Ebenezer" (No. 67); Governor Hutchinson's account of the Boston Tea Party (No. 68); Columbus' memorial to Ferdinand and Isabella (No. 71); and Captain John Knox's account of the Battle of Quebec (No. 73). It is interesting to know that these leaflets are finding their way by thousands into the schools, and so stimulating the habit of studying history in its original sources.

ELEMENTARY AND CONSTRUCTIONAL GEOMETRY, by Edgar H. Nichols, A.B., and published by Messrs. Longmans, Green & Co., New York. This book, which is based on the author's class-room experience during the last twelve years, is designed for pupils beginning the study of geometry at the age of twelve. The work embodies a good idea, that the first year's study should be mainly to make the pupils perfectly familiar with the use of their tools, so that

in the study of theoretical geometry, the construction of the figures will present no difficulty. The plan of the book is good and, if well carried out by the thoughtful teacher, should be found most valuable in the class-room.

HIGH SCHOOL HISTORY OF GREECE AND ROME, by W. J. Robertson, LL.B., and John Henderson, M.A., and published by the Copp, Clark Company, Toronto. At first sight, the book seems rather voluminous for the purpose for which it is intended; but, on closer inspection, taking into account the ground that has to be covered, one is more apt to congratulate the authors on the success which has attended their efforts to give a concise and yet connected history of the two nations, a history suitable in every way for use in the school. The book is well arranged, with side and foot notes, and excellent maps engraved expressly for this work. The price of the book is only seventy-five cents, though it contains over five hundred pages.

Official Department.

McGILL NORMAL SCHOOL,

Montreal, August 27th, 1896.

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

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; the Ven. Archdeacon Lindsay, M.A., D.C.L.; George L. Masten, Esq.; the Rev. Principal Shaw, LL.D., D.D.; A. Cameron, Esq., M.D.; Prof. A. W. Kneeland, M.A.; E. J. Henning, Esq., D.C.L., Q.C.; the Very Rev. Dean Norman, D.D., D.C.L.; Peter McArthur, Esq.; the Rev. E. I. Rexford, B.A.; N. T. Truell, Esq.; Principal S. P. Robins, LL.D.

The secretary read the notice calling the special meeting for the consideration of the school law and of the proposed amendments thereto. It was then agreed to take up *seriatim* the sections of the confidential memorandum that had been prepared by the Chairman. After discussion the memorandum was passed in the following form as resolutions of the committee :—

QUEBEC SCHOOL LAW.

AMENDMENTS PROPOSED BY THE PROTESTANT COMMITTEE.

ADMINISTRATIVE CLAUSES.

1. *That there should be a considerable increase in the grant for Elementary Education.*

The Committee, on the 28th December, 1895, declared that an increase in the grant for Elementary Education was both desirable and imperative.

It was deemed imperative on account of the pressing needs of the Elementary Schools. The statements in the public press and the reports of the School Inspectors point out that the standard of the Quebec Elementary Schools is behind that of the other Provinces of the Dominion. The population of the Province has increased since Confederation, but the grant for Elementary education has diminished. In 1868 the common school grant was \$174,000. In 1895 it was \$160,000. By the census of 1871 the population numbered 1,191,516. In 1891 it was 1,488,535. This is not progress but retrogression.

2. *That the method of distributing the grant should be changed.*

The Committee are convinced that the system under which the common school grant is now distributed, fails to meet the exigencies of the case. They urge, therefore, that it be replaced by a method similar to that adopted for the distribution of the grant and funds for superior education, which method has worked successfully, and has enabled the Committee greatly to increase the efficiency of the Academies and Model Schools. By the course adopted, the needs and the merits of each school are tested and made known through a proper system of inspection, and the grants made under this system tend to stimulate the governing body, whether commissioners or trustees. The teachers are also found to take much more interest in their work by the publication of the comparative standing of the schools.

3. *Prize-book money.*

The amount of the grant for prize books (so far as the Protestant schools are concerned) is so small that only the very cheapest books are available, with the natural conse-

quence that they are of no value whatever as rewards of merit. The Committee recommend that the amount be so distributed, according to regulations of the Protestant Committee, as to increase the equipment of deserving schools.

4. *Appointment of an experienced teacher on the staff of the Department of Public Instruction.*

The necessity of supervising the work of the Elementary Schools, by a competent person trained in the Quebec school system, was made apparent to the Committee at its session of the 28th November, 1895, after an examination of the bulletins of the inspectors. From enquiry made it was clear to the Committee that so far as the Protestant schools are concerned the English-speaking members on the staff of the Department are too few in number properly to undertake this duty, and the Committee feel it incumbent on them to suggest and strongly to recommend that an additional English-speaking officer be appointed, who shall undertake this special work, and report to the English-speaking Secretary the result of his examination. In fact, he should act as assistant to the English Secretary. It must be borne in mind that the Secretaries are *Deputy-heads*, with all the responsibilities attached to such an office. An experienced teacher only can accomplish this task.

The following resolution was passed at the meeting in relation to this subject:—

Moved by Rev. E. I. Rexford, seconded by the Venerable Archdeacon Lindsay, and resolved:—

“That after careful consideration of the best means of promoting the interests of our Elementary schools, this Committee recommends that an experienced teacher be appointed to the Department of Public Instruction to superintend wisely and intelligently the work of the Protestant elementary schools, through school bulletins and others (as is now done for the Roman Catholic schools), and to relieve the English Secretary of some of the routine work, in order that he may be able to devote more time to the work of elementary schools.”

5. *A Special grant for the payment of the expenses of holding the Institutes.*

The Committee have found it necessary (there being but one Protestant Normal School for the training of teachers,

and that very properly placed in the City of Montreal) to supplement the work of training by the holding of Institutes, for the instruction of teachers in the rural districts in the "science and art of education and school management." (Vide Art. 113 of the Regulations of the Protestant Committee.)

These institutes are held annually, during the long summer vacation, and have proved of the greatest service to teachers in the rural districts.

The work has been performed very ably by the Professors of the Normal School, the English Secretary of the Department and the Inspector of the Superior Schools, who have brought all the knowledge and experience incidental to their position to bear on those isolated teachers who carry on their work often in comparatively remote places. The benefits have proved to be great in many ways. Hitherto, the bare expenses of holding these Institutes have been defrayed in part by the already overburdened Normal School and in part from the contingent fund of the Protestant Committee, but the Committee consider that a special grant to defray these expenses should be voted by the Legislature so as to relieve the Normal School funds to the extent needed.

The amount required, about \$500, is not large, and the Committee feel that if the Government will lay the matter before the Legislature the necessary vote will be freely passed.

6. With regard to the numerous changes in the boundaries and limits of school municipalities.

The Committee deem it proper, and even necessary, to draw attention to the constant changes being made in the boundaries and limits of school municipalities. During the first five months of the present year there were twenty-three such changes (vide the *Quebec Official Gazette*), a considerable number of which were in the Eastern Townships. The demand for these changes has come almost entirely from the Roman Catholic population, and there is a growing feeling of discontent and dissatisfaction among Protestants as they see their municipal limits and boundaries disappearing. The law which declares that such changes may apply to the religious majority, or the religious minority only, provides no proper remedy. Apart from

confusion a conflict of sentiment is likely to arise on such important questions imperilling the harmony now so happily existing between the two main divisions of the people.

In order to obtain a proper understanding of the question, a brief reference to the School Code, together with a slight sketch of the law as it exists in relation to the *municipal system*, seems to be necessary.

Under Chapter IV, of the School Code. "Division of the Province into Municipalities and Districts for School purposes," Art. 122 provides for the *erection* of School Municipalities at the request of the "interested parties" by an order of the Lieutenant-Governor in Council, upon a report of the Superintendent of Public Instruction. Art. 123 provides for the *alteration* of the limits of such school municipalities in a manner similar to that specified for the erection of the same. The second part of this article makes it possible to have the erections or changes apply to the Roman Catholics alone, or to the Protestants alone.

Even here, it must be evident, that a possible confusion may arise, for the "interested" Roman Catholics may not desire the same limits as the "interested" Protestants. If, however, the assimilation of the school and the municipal system be, as recommended by the Government, adopted; and if at the same time the system of school administration which is now in force in the cities and towns of the Province be extended to the rural districts, all trouble will be avoided. This last named system would do away with "Dissentient" schools, and would in lieu thereof provide for two Boards, the one Roman Catholic the other Protestant, each administering the affairs of its respective schools.

Under such a system, the elementary and model schools in the rural districts could be placed at the most convenient centres, and, if provision be made for the conveyance of the children to and from the schools—a system successfully carried on in portions of New England, and even (as the Committee are informed) in part of this Province—the school buildings would not only be better, but there would be a better class of teachers, and consequently more successful results, than can be expected from the present system.

But even here a serious difficulty presents itself. Under the present *municipal law*, Article 32 of the Municipal Code provides that "The County Council may..... erect into a *parish municipality*..... any territory included in one

or more townships or parts of townships, whether or not erected into municipalities, and which has been constituted into a *civil parish*, provided that such parish contains a population of three hundred souls, and is wholly situated in the county."

The effect of this clause is to destroy the original divisions of the Eastern Townships. This is no vain fear, for it is actually now being done.

At the time of the cession of Canada to Great Britain the people were settled in the seigniories under the feudal tenure, and the country, for ecclesiastical purposes, was divided into dioceses and sub-divided into parishes, canonical or civil, for religious oversight and administration. The unconceded territory was surveyed into *Townships*, and the lands conveyed according to the English tenure of free and common soccage. The first settlers in these townships came from the United States and from the British Isles, and were in great part, if not entirely, Protestant in religious belief. Lands were set apart for Protestant religious maintenance, called "clergy reserves," and the Church of England had its dioceses and some "patented" parishes. Since then, under its "Temporalities Act" and its Synods, the Church of England has established rural deaneries and parishes. But such divisions were intended for religious oversight and administration only, and the Church of England authorities have never sought to have such parishes converted into municipal parishes. Again, other Protestant religious bodies in the Eastern Townships have also divided the country into districts for their religious ministrations and oversight, but without any intention or desire to have these converted into municipalities for the making and maintenance of roads, etc., etc.

So long as the "*municipal parish*" was confined to the seigniories no trouble ensued, but as time wore on the French Canadians migrated into the Townships, Roman Catholic Dioceses were established, and these again were divided into parishes for religious oversight and administration. So long as the parish system of the Roman Catholic Church was confined to religious oversight and administration, all was satisfactory, but the power given under the Municipal Code to convert a "*civil*" parish into a municipal parish by a mere resolution of the County

Council must necessarily introduce confusion, threatening educational interests.

Again if the Roman Catholic Church has power under the Municipal law to seek for such conversion of their parishes, why should not other religious bodies have the like power? The privileges granted to the French Canadian people at the cession were, as a matter of course, not intended to prejudice other British subjects, and the very fact that what is called Protestant faith is guarded by law equally with Roman Catholic faith, is a clear proof that the law was not intended to work exclusively for the interests or at the demand of any one class, to the disadvantage of others.

The Protestant Committee are of opinion that the only remedy is to revoke Article 32 of the Municipal Code, and to allow perfect freedom of action both to Roman Catholics and Protestants for the purpose of religious oversight and administration.

7. The question of audit of the accounts of Secretary-Treasurer was omitted, it having already been approved by the Committee.

CONSCIENCE CLAUSES,

CONSIDERED TO BE MOST IMPORTANT BY THE PROTESTANT COMMITTEE.

1. *That the right be given to every man to support such schools, Roman Catholic or Protestant, as he can conscientiously approve.*

The motion of Dr. Hemming was passed in the following form:—"That a clause enacting that all the rate-payers of a school municipality shall pay their respective assessments to the schools of the municipality in which they reside, according to their respective beliefs, Protestant or Roman Catholic, as the case may be; and in no case shall a Protestant rate-payer be obliged to pay for a Roman Catholic school or a Roman Catholic rate-payer for a Protestant school; and that the same be inserted in the proposed revision of our school law, so as to afford full liberty of conscience to all parties concerned.

That in order to carry out said principle it will be necessary to modify or amend all clauses in our present school law in conflict with the same; and to that end the

two Secretaries of the Department are hereby instructed to prepare a draft of such amendments to our present school law as may be necessitated by the adoption of such principle, so as to submit the same to the joint sub-committee at its next session, in order that such action may be taken thereon as may be deemed advisable."

Further, it was resolved that it be a recommendation to alter the present school law so that

(1) The Lieutenant-Governor in Council shall establish the "Panel System," as in use in several cities and towns of the Province, in any school municipality having two school corporations, upon the demand by resolution of either of said corporations.

(2) That in a school municipality having only one school corporation, it shall be competent for any rate-payer belonging to the religious minority of said municipality to designate the school corporation of his own faith to which his school taxes shall be paid. Upon the receipt of such notice it shall be the duty of the secretary-treasurer of the municipality, after deducting his percentage for collection, to pay over the amount of such taxes to the secretary-treasurer of the school corporation thus designated.

(3) That in the case of school assessments levied upon joint stock companies, the taxes paid by such companies shall be divided between Roman Catholic and Protestant schools in the municipality in the proportion determined by the said companies at their annual meetings. In case no such division of taxes be then made by the said companies, the taxes shall be divided according to the school population of the municipality.

The report of the joint sub-committee on legislation was then submitted.

Dr. Cameron asked that it be of record that he wished the report of the joint sub-committee on legislation to be translated into English before consideration.

Attention was also drawn to two omissions in the report, viz. :—1. A reference to Dr. Hemming's motion in regard to a conscience clause, which motion had been discussed and referred to the two committees for separate consideration, and (2) the latter part of a resolution concerning the division of the common school fund between the two committees. The second part provides that each committee shall distribute its share amongst the schools of its own

faith according to regulations that may be approved by the Lieutenant-Governor in Council.

The meeting then adjourned till the 28th, on which day it met at ten o'clock, A.M.

Present:—Dr. Heneker, in the chair; Mr. Masten, Dean Norman, Dr. Robins and Dr. Hemming.

The report of the sub-committees on legislation was again taken up. It was recommended that the article, page 5, concerning pensions, be amended so as to exclude all but certified teachers.

It was also recommended that in the interpretative clauses it should be stated that the word Protestant is used in this law in a special sense to indicate all persons not professing the Roman Catholic faith.

It was agreed that article 1981 R. S. Q. should be amended by adding "except in cases where provision is made for conveying pupils."

R. W. H.

The meeting then adjourned till the 25th of September.

It was resolved that next meeting be held on the 25th of September.

GEO. W. PARMELEE,
Secretary.

The Central Board of Examiners will issue diplomas in July, 1897, as usual.

The proposal to make normal school training compulsory has caused many to enquire whether such proposal can come into effect next year. The first sentence answers those who wish to know.

In August, 1895, a list of authorized text-books was sent to each Protestant School Board in the province, and in the September number of the RECORD, same year, the list was printed. In each case the following regulation was added to the list :

☞ The attention of school boards and of teachers is specially directed to Reg. 161; viz. :

"Each school board shall, during the year following each quadrennial revision, select from the authorized books a list of text-books for use in the municipality, naming one book, or one graded set of books, in each subject of the

course of study, and shall insist upon their use in the schools of the municipality to the exclusion of all others. A copy of this list shall be placed in each school of the municipality, and a copy shall be sent to the English Secretary of the Department of Public Instruction. (An additional series of reading books may be selected for supplementary reading.)”

Many teachers imagine that they have the right to select any books they like from the authorized list for use in their schools. Even a hasty reading of the regulation should dispel that error. So far as the teacher is concerned there is but one authorized list, that prepared by the school board. Of course the school board should be guided largely by the advice of the teachers who know the relative value of the various books, and know also how a change will affect the pupils, but it is the school board that must make the list after due consideration.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 1st, 1896.

PENSION FUND STATEMENT, 1895-1896.

Receipts.

Stoppages of 2 per cent :—

On Public School Grant.	\$ 3,200 00
On Superior School Grant.....	1,000 00
On salaries of Normal School Professors	349 30
On Salaries of School Inspectors.	700 22
On Salaries of teachers in schools under control.....	15,388 36
On Pensions in 1895-96.....	725 75
Stoppages paid by teachers them- selves.	60 38
Interest to 30th June, 1895, on capital account.....	8,761 35
Government subsidy for the year 1895-96	1,000 00
Transferred from the surplus to cover deficit.....	6,623 46

—————\$ 37,809 32

Expenditure

For pensions.....	\$37,518 20	
For instalments remitted.....	18 62	
Ordinary expenses.....	272 50	
		\$ 37,809 32

1895, July 1.

Balance in hands of Provincial Treasurer, in trust.....	\$12,437 22	
Less deficit of year 1895-96.....	6,623 46	

1896, July 1.

Balance in trust to credit of fund available for the payment of pensions.....	\$ 5,813 76
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Capitalized Revenue.

1895, July 1.

Accumulation of revenue since 1880 capitalized, the interest only available for the payment of pensions.....	\$180,589 89
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Revenue for 1895-96.

Stoppages on pensions belonging to capital.....	\$ 1,791 94	
Less amount remitted on capital.	29 45	
		1,762 49

1896, July 1.

Revenue accumulated to date.....	\$182,352 38
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True extract.

GEO. W. PARMELEE,
Secretary.

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The New Royal Readers. [Six Books.]
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The Royal Standard Readers. [Six Books.]
The Royal Standard Authors.
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The Royal Upper Class Readers.
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