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THE
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PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

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JULY & AUGUST, 1884.

VOL. IV.

McGILL NORMAL SCHOOL.

The annual meeting of the McGill Normal School, for the presentation of diplomas to the teachers in training, was held in the hall of the school, Belmont Street, on Friday, 27th June, at three o'clock p.m., a large number of the friends of the institution being present. The chair was occupied by the Hon. Gédéon Ouimet, Superintendent of Education, and among those on the platform were Principal Dawson, of McGill University; Hon. Jas. Ferrier, Senior Governor of McGill University; Hon. W. W. Lynch, Rev. Dr. Wilkes, Mr. J. R. Dougall, Rev. E. I. Rexford, Secretary of the Department of Public Instruction; Rev. Prof. Coussirat, Inspector McLaughlin of Sweetsburg, Prof. Andrews, Dr. F. W. Kelley, Mrs. Fuller (Lady Principal of the Girls' High School), Dr. Robins (Principal), Dr. J. McGregor, Prof. Darcy, and Mr. Harrington Bird, of the Normal School.

The proceedings were opened with prayer by the Rev. Mr. Rexford, after which Miss Norman and Derick sang the duet, "Le Reveil des Roses," by Schubert, in excellent style.

The Principal, Dr. S. P. ROBINS, then announced the receipt of letters from his Lordship the Bishop of Quebec, Hon. J. G. Robertson, Provincial Treasurer (in which he expressed the hope that they would have a large attendance, and that the result of the year's operations would show not only the utility of normal schools, but their absolute necessity in view of a disposition manifested by some prominent men of our province to do away with

such institutions altogether), Chancellor Heneker of Sherbrooke, Inspectors Fothergill and McGrath, and others, expressing deep regret at their inability to be present.

Dr. Robins then read his annual report, which was as follows:

Mr. Superintendent, Ladies and Gentlemen:

At the close of the twenty-seventh session of the McGill Normal School, I have the honor to report that 108 persons have been admitted to its classes as teachers-in-training, 7 to the Academy class, 37 to the Model School class, and 64 to the Elementary School class.

From various causes, chiefly from sickness or as a result of the semi-sessional examinations, 22 students have withdrawn during the session, so that the number taking the final examinations was reduced to 86. Of these I have to-day the pleasure of presenting to the Hon. the Superintendent of Public Instruction seven persons duly qualified to receive the Academy diploma, 30 the Model School diploma, and 43 the Elementary School diploma—80 in all. In addition to these, five graduates of the University have undergone the examinations and fulfilled all conditions requisite to obtaining Academy diplomas of the first class.

That so large a proportion of the teachers-in-training have secured diplomas at the close of the year's labor gives the highest satisfaction to us who have, under your control, directed the studies of the classes. To attain this result there has been no lowering of the standards of the school, but we have the honor to present to you to-day a body of students who, in diligent application to their work, and in faithfulness to every duty, have never been surpassed in the history of this school. They go from this place determined that no effort on their part shall be wanting to teach a new generation of Canadians to think clearly, to remember accurately, to speak truthfully, and to act with prudence and promptitude.

In this connection, it is my duty to speak in terms of high recommendation of the labors of my coadjutors, and more especially of those gentlemen who take so large a part in the work of the school—Dr. McGregor and Prof. Darey. All the instructing officers of the school have not only discharged the duties proper to their important positions with zeal and success, but they have given me that loyal support and hearty co-operation, without which much of my own work would have been seriously embarrassed.

To the enterprise and perseverance of Dr. McGregor we owe a large increase of the school library. At but insignificant cost to the school itself about 600 volumes, many of them of great value, have been placed on the shelves. Many former pupils and other friends of the school have subscribed liberally for this purpose, but special grateful mention should be made of the very handsome donation of Messrs. William C. McDonald, George W. Stephens, John C. McCorkill, and Duncan McCormick. The Model Schools have maintained their accustomed efficiency under the direction of Miss Swallow, Miss Derick, and Mr. John P. Stephen, who

have all labored zealously for the interests of the schools over which they severally preside. It must, however, be our care to bring these institutions, on which so much of the efficiency of the training of teachers depends, into the closest possible relation to the Normal School. In this endeavor I know I can count on the best efforts of the staff of the Model Schools.

We have had to mourn over the too early removal from us of one whose kindly disposition and genial manner had endeared him to all his associates—the late Francis W. Hicks, M.A., Assistant Professor of History and English, and Head-master of the Boys' Model School. The duties of Mr. Hicks in the latter capacity have devolved upon Mr. John P. Stephen, the Assistant Headmaster. His duties as assistant to the professor of English have been shared by Dr. McGregor and myself with the most welcome aid of Dr. Kelley, who for four months past has lectured on physical geography and on Canadian history, much to the advantage of the school and to the delight of the classes.

During the late session of the Provincial Legislature, I was directed by the Government to prepare statistics showing, *inter alia*, the average time of teaching of Normal School graduates. By the kind aid of the Rev. E. I. Roxford, one of the Secretaries of the Department of Public Instruction, and of other friends, details of the scholastic history of about 700 graduates were collected. These have taught, on the average, five and a half years each, about 300 being still engaged in the work. Ten per cent. of the number have closed the work of life after an average service of four years each. About sixty persons, so far as I know, have not taught at all. The remainder have now ceased to teach, having taught on the average five years each. On reporting the results to the Honorable the Provincial Treasurer, he directed me to make special inquiry respecting those who have left the Normal School during the past five years.

During this time—exclusive, of course, of those who are now about to receive their diplomas—265 persons have gone forth authorized to teach. I succeeded in obtaining information respecting 238 of these persons, and found that 196 have taught, 158 being still at work. The result of the inquiry may be thus summarized. If the teachers authorized by the Normal School since the year 1878 had secured situations without delay, if there had been among them neither sickness nor death, and if all had fulfilled their engagements to teach, the total number of years of teaching would have been 542. The number of years of teaching reported to me is 443, nearly 82 per cent. I challenge any Normal School on this continent to produce a better result.

It may be expected that at the close of this, my first year of new relation to the Normal School, I should make some statements of a personal character. Having always felt myself and my own interests insignificant in comparison with the magnitude and importance of the duties intrusted to me, I prefer simply to say that if the devotion of such talents as are given to average men, and the garnered experiences of thirty-five years of active work as a teacher and director of teachers—the devotion, I

repeat, of such talents and these experiences to the work of education in this Province, and to nothing else, will fulfil the expectations of those who have, without solicitations on my part, placed me here, then they shall have no reason to regret that choice which they have honored me by making.

I thank the Honorable the Superintendent of Public Instruction for many kind words, and for all the aid that his official position affords; the Rev. Mr. Rexford, Protestant Secretary of the Department, for much encouragement and valuable advice; and the Normal School Committee of the University for the confidence they have accorded, and the unfailing help they have given. I trust it may be granted me with wisdom and fidelity to serve the country of my adoption, remembering that it is my duty in all things loyally and honestly to act as I may be directed by those whom I have already named, and by the Protestant Committee of the Council of Public Instruction, as the constituted authorities to whom I am immediately responsible.

The presentation of Academy, Model and Elementary diplomas then took place. The names of those who received these diplomas are as follows:—

ACADEMY DIPLOMAS—UNIVERSITY GRADUATES.

Samuel Rondeau, B.A.; Codefroi N. Massé, B.A.; James H. Marceau, B.A. James Mabon, B.A.; Luther M. England, B.A.

ACADEMY DIPLOMAS.

1st. Marion Allen, of Waterloo, Marquis of Lansdowne Silver medal; honorable mention in Logic, English Literature, Latin, Greek, Solid Geometry Trigonometry, and French.

2nd. Marion Taylor, of Montreal, honorable mention in Logic, English Literature, Latin, Greek, History, Solid Geometry, Trigonometry, French, and Elocution.

3rd. Anna M. Koss, of Montreal, honorable mention in Logic, English Literature, Latin, Greek, History, Solid Geometry, Trigonometry, Drawing.

4th. Mary H. Ellicott, of Montreal, honorable mention in English Literature, Latin, Greek, History, Solid Geometry, Trigonometry, Elocution.

5th. Isabella H. Ferguson, of Cazaville, honorable mention in Latin, Greek, History, Solid Geometry, Trigonometry.

6th. Isabella Grant, of La Guerre, honorable mention in Greek, History, Solid Geometry, Trigonometry.

7th. Mary Watt, of Dewittville, honorable mention in Latin, Greek, Solid Geometry, Trigonometry, French, Elocution.

MODEL SCHOOL DIPLOMAS.

1st. Maude Clarke, of Montreal, Prince of Wales medal and prize, honorable mention in Grammar, Writing, Latin, History, Book-keeping, Arithmetic, Algebra, Geometry, French, Elocution.

2nd. Harry V. Truell, of Barnston, Honorable Superintendent's Gold medal, honorable mention in Geography, English Literature, English Language, Art of Teaching, Agriculture, Latin, History, Book-keeping, Arithmetic, Algebra, Geometry.

3rd. Lavina J. Rondeau, of Joliette, Hon. Superintendent's Silver medal, honorable mention in Geography, Art of Teaching, English Literature, Latin, History, Arithmetic, Algebra, Geometry, French.

4th. Florence Wilson, of Montreal, honorable mention in English Language, Writing, Latin, History, Book-keeping, Algebra, Geometry, Instrumental Music.

5th. Margaret C. McIntosh, of Rockburp, honorable mention in Geography, English Literature, Agriculture, Latin, History, Book-keeping, Arithmetic, French and Drawing.

6th. Janet Laurie, of Montreal, honorable mention in Geography, English Literature, Agriculture, Latin History, Arithmetic, Algebra, Geometry.

7th. Maggie B. Darling, of Montreal, honorable mention in Art of Teaching, Latin, History, Book-keeping, Arithmetic, Geometry, Elocution, Drawing.

8th. Lucy A. Curran, of Covey Hill, honorable mention in Geography, Arithmetic, Algebra, Geometry, Vocal Music and Drawing.

9th. Jennie Bremner, of Montreal, honorable mention in Composition, Writing, Latin, Instrumental Music.

10th. Barbara Irving, of St. Lambert, honorable mention in Writing, Geography, Latin, History, Arithmetic, Geometry.

11th. Homer L. Rowell, of Frelighsburgh, honorable mention in Geography, Agriculture and History.

12th. Laura Binmore, of Montreal, honorable mention in Arithmetic and Algebra.

13th. Isabella M. Reid, of Montreal, honorable mention in History.

14th. Jennie Doudiet, of Montreal, honorable mention in French.

15th. Kate McGarey, of Montreal, honorable mention in Latin and Geometry.

16th. Louise Derrick, of Clarenceville, honorable mention in Arithmetic, Instrumental and Vocal Music, and Drawing.

17th. Robert T. Phelps, of Knowlton, honorable mention in Algebra.

18th. Gertrude A. Lyford, of Sherbrooke, honorable mention in Vocal Music.

19th. Lizzie C. Baird, of Ormstown.

20th. Caroline Abbott, of Boscobel.

21st. Helena Millan, of Montreal.

22nd. Jean Baird, of Montreal.

23rd. Charlotte Norman, of Montreal, honorable mention in Instrumental Music.

24th. Margaret Ellicott, of Montreal.

25th. Agnes McWilliam, of Montreal.

26th. Annie Connor, of Montreal.

27th. Florence A. Doudiet, of Montreal, honorable mention in Composition.

28th. Alice D. Bryan, of Stanbridge East, honorable mention in Instrumental and Vocal Music.

29th. Mary W. Thompson, of St. Lambert.

30th. Elizabeth Hills, of Montreal.

ELEMENTARY DIPLOMAS.

1st. Flora Taylor, of Montreal, J. C. Wilson prize and honorable mention in Geography, Art of Teaching, Botany, English Literature, History, Writing, Grammar, Arithmetic, Algebra, Geometry, Mensuration, French.

2nd. Janet McG. McBratney, of St. Jean Baptiste, honorable mention in Geography, Botany, History, Writing, Grammar, Algebra, French.

3rd. Louise H. Sohns, of Montreal, honorable mention in Geography, English Literature, History, Writing, Grammar, Algebra, Geometry, Mensuration, French.

4th. May McConkey, of Montreal, honorable mention in English Literature, Arithmetic, Algebra, Geometry, Mensuration and Drawing.

5th. Ada B. Elmsly, of St. John's, Newfoundland, honorable mention in Geography, Art of Teaching, History, Algebra, Geometry, Mensuration, French.

6th. Henrietta Shireffe, of Sherbrooke, honorable mention in Writing, Arithmetic, Algebra, Geometry, and Drawing.

7th. Alice G. Elmsly, of St. John's, Newfoundland, honorable mention in Geography, Art of Teaching, Arithmetic, Algebra, Geometry, French.

8th. Margaret L. Knowlton, of West Bolton, honorable mention in English Literature, History, Arithmetic, Algebra and French.

9th. Janet A. McNeil, of Escuminac, honorable mention in History, Arithmetic, Geometry, Mensuration.

10th. Caroline M. Smith, of Montreal, honorable mention in English Literature.

11th. Lucie E. Ives, of Hatley, honorable mention in Arithmetic, Algebra, Geometry.

12th. Maude K. Lindsay, of Waterloo, honorable mention in Geography, Arithmetic, Algebra, Geometry.

13th. Annie Blaik, of Athelstan, honorable mention in History and Algebra.

14th. Ada G. Radford, of Montreal.

15th. Ada A. McGowan, of Montreal, honorable mention in English Literature.

16th. Clara J. Davidson, of Frelighsburg.

17th. Mary Stewart, of Cazaville.

18th. Sarah Bowles, of Montreal, honorable mention in Algebra.

19th. Annie Baker, of Dunham, honorable mention in Vocal Music and Drawing.

20th. Helen Paton, of Lachute, honorable mention in Algebra and Mensuration.

21st. Ida Ross, of Montreal, honorable mention in Writing and Drawing.

22nd. Flora E. Currie, of Montreal, honorable mention in Vocal Music.

23rd. Louise Doudiet, of Montreal.

24th. Annie Craig, of Montreal, honorable mention in Elocution and Vocal Music.

25th. Hermine Duval, of Grande Ligne, honorable mention in French.

26th. Jessie M. McIntosh, of Cazaville, honorable mention in Algebra.

- 27th. Christina Huddell, of Lachine, honorable mention in Writing.
 28th. Annie F. Clarke, of Stockwell.
 29th. Constance Dowling, of Covey Hill, honorable mention in Geometry
 30th. Margery McMartin, of Grande Freuiere, honorable mention in Arithmetic.
 31st. Laura Higgs, of St. Henry.
 32nd. Wilhelmina S. Somerville, of Montreal, honorable mention in Writing.
 33rd. Sarah Ainslie, of Holton.
 34th. Elizabeth Holiday, of Montreal, honorable mention in Elocution and Writing.
 35th. Mary M. Gauthier, of South Lancaster.
 36th. Dina C. Rondeau, of St. Elizabeth, honorable mention in French.
 37th. Harriet Lord, of Maple Grove.
 38th. Archibald C. Galbraith, of Waterloo, honorable mention in Vocal Music.
 39th. Maggie Burns, of Montcalm.
 40th. Albee Lewis, of Iberville.
 41st. Hannah J. Kelly, of Avoca.
 42nd. Jane M. Houston, of English River.
 43rd. Martha Grasby, of Edwardstown.

Miss Taylor, of the Academy class, then read the following valedictory on behalf of the graduating class:—

Mr. Chairman, Ladies and Gentlemen :

We, the Teachers-in-training of the McGill Normal School, tender to you all our hearty thanks for your presence here to-day. We cannot but be pleased that so large a number of friends have assembled to show their interest in our work.

It is now our turn, fellow-students, to say "Good-bye" to this Normal School, with its old associations, its anxieties, and its hopes; but though we are leaving the walls behind, we shall often call to remembrance both our learned professors and our genial companions, in whom we have found at once wise counsellors and firm friends.

We leave this institution with mingled feelings of regret and joy: regret, because we are parting from those who have grown dear to us; joy, to think that we are now ready to embark on the ocean of real life. We hope sincerely that we may hereafter be an honor to this place, and that our principal and professors will be proud to point to us as their former pupils.

We are deeply indebted to you, our professors, for the efforts you have put forth to prepare us for passing the "Higher Examination for Women." This has been done to such good purpose that, by availing ourselves of your very kind offers to assist us in difficult points, and with considerable private study, we may hope to be able to obtain the certificate of "Senior Associate in Arts." Let us trust that your efforts in this matter will not

be thrown away by us, but that, in the near future, some of us will compete for that certificate.

With this end especially in view, under your guidance, beloved and respected Principal, we have fathomed some of the astounding truths of Logic—astounding, really, though to the untutored mind ridiculously simple. "Whatever is, is"—"Everything must either be, or not be." By the aid of the valuable rules of Logic, we have discovered where the fallacy lies in "No cat has nine tails—one cat has one tail more than no cat—therefore one cat has ten tails," and all other forms of false reasoning, no matter how plausible.

We have passed with Æneas through the horrors of the lower world, and coming out at the very gate, we have continued our way with Tacitus through the lands of Germany, and have formed the acquaintance of its various tribes.

To most of us the very name—French—has become dear, even though the defects of the English language have been enlarged upon, and—"Les Beautés de la Langue Française"—have been held up to our admiration; but we must forgive these thrusts at our barbarous English, knowing that natural wit and humor dictate them.

Great pains have been taken to get us to speak French, but we shall not venture to say to what extent the efforts have succeeded, notwithstanding the famous

" Je ne dois pas parler Anglais en classe,
Tu ne dois pas parler Anglais en classe,
Il ne doit pas parler Anglais en classe,"

to be written in all its moods and tenses in the case of some poor unfortunate betrayed into speaking English.

Xenophon has succeeded pretty well in making us both generals and judges. We have contented ourselves with reading one book of his Hellenics. It is bad enough when we are calling "w" "omega," "n" "eta," "p" "rho." We will not forget the putting of heads together, night and morning, to master the construction, accents, contraction, elisions, dialects, *και τα λοιπα* of the Greek.

Cones, Cylinders and Spheres have played a small part, but Resultant, Moment, and Fulcrum, are little more than names, for it was considered, in the case of Mechanics, that "Ignorance was bliss."

" How doth the little busy bee
Improve each shining hour
By gathering honey all the day
From every opening flower."

Here the bees work on with continual buzz and hum, laying up stores to serve as food for themselves, and as delight to mankind. But it is noticeable that most of the bees are queens, and into the third compartment of the hive no drone has dared to enter; the queens have worked together

in solitary state; only *seven* of them indeed, but would not the addition of another have broken the sacred spell? The bees all encourage one another in their industry. We hope that the future occupants of this hive will have as pleasant and as profitable a stay as these have had during the past year.

One part of our work, the religious instruction classes perhaps the least recognized by the public, but certain, by us considered a most precious part—has been undertaken gratuitously by several ministers. If these gentlemen only knew how often they have strengthened the weak ones, cheered the low-spirited, and been the means of bringing to our hearts sweet peace and contentment, they would rejoice and feel that their labors have not been in vain. They have given us many precious words, both of warning and encouragement, and we shall remember them as long—may I not say?—as we live.

Our Normal School library has been largely filled up since September last, owing especially to your energetic labors, Dr. McGregor: to your work for the library this year many and many a teacher will be deeply indebted. You have succeeded in increasing the library by about six hundred volumes, and these, books of a most useful kind—Dictionaries, Encyclopædias, Atlases, Classic Works, etc. It is quite true that, as yet, we have not been largely benefited by these books, for the simple reason that our other work has left us no time for extra reading. However, we are glad to hear that arrangements are being made so that, even after leaving this institution, we may be able to profit by them. We congratulate the movers of this improvement on their success, and assure them that they have our most hearty sympathy, which we hope to have an opportunity of showing in a more substantial manner than by mere words.

Permit us, dear friends who may intend to enter this McGill Normal School, to address to you a few lines. Nothing was ever well accomplished by half-heartedness: do all you have to do with all your might, whether you work or play. Indeed, dear fellow-students, we can apply these lines to ourselves just as appropriately as to those who are to succeed us as teachers-in-training, for now especially do we need to be earnest, *now* that we are going forth as teachers: our responsibilities are heavy; in our hands lie, to a great extent, the character and destiny of many a child; our influence over those we instruct will be life-long. When we get fairly launched upon life's turbulent stream, then we shall look back to the haven of the Normal School, and wish that we were once more safe in its harbor. But though we may, at times, be Normal School sick, yet, let us bravely resolve to be men and women, to put on a bold face against all trials, "To bend and let the wave wash over us," to live, gathering from each passing moment its joys; let us learn not to fret over disappointments, but to gather *wisdom* from all our joys and sorrows, and let us learn to know

"There's a divinity that shapes our ends,
Rough-hew them how we will."

Prof. Darey delivered the address to the graduating class in French, and began by welcoming the Superintendent of Education, Hon. Mr. Ouimet, Dr. Dawson, and the other friends present. He referred to the death of Prof. Hicks, and to the retirement of Principal Hicks, and alluded to the high qualifications of Dr. Robins, the present principal. He then spoke of the rumour current last winter of the suppression of the Normal School, which he considered an impossibility in the present state of education. The Normal School was in a most prosperous state of efficiency, and was greatly needed in this country. Its discontinuance would be the most terrible blunder, and also a great detriment to all the interests of the people—material, moral, and educational. He concluded an able address with a few timely and heartfelt counsels to the graduates.

A part song, "I Would that My Love," having been sung by the pupils,

Principal Dawson, being called upon, assured them that it gave him great pleasure to appear again at the annual public meeting of the school for the presentation of diplomas, as the representative of McGill University, and to say to them how gratified they were that the University had the honour of being associated with the Superintendent of Education in the administration of the Normal School. After referring to the retirement of Principal Hicks, who has now a well-earned repose, and to the death of an old officer of the school, Prof. Hicks, he said they had great cause to rejoice to-day at the close of one of the most successful sessions the school had ever had, and they had also to rejoice that the province had been so fortunate as to secure such a man as Dr. Robins to be principal of the school. Dr. Robins came to them in 1857, recommended by the late Superintendent of Education for the Province of Ontario, as one of the most able and sound educationalists of that province, and since that time he had, in one capacity or another, been a great educational power amongst them, and he (Dr. Dawson) trusted that in the position which he now occupied, he might still do greater things. The position of principal of the McGill Normal School was the most influential educational position in the province. This session just closed had been a most successful one, and was an indication of the great usefulness of the institution in the future. The importance of having thoroughly trained teachers had long been

felt in the United States and Canada, as also the necessity of training women for the profession of teaching. Even in England they were beginning to find that they needed a new style of teaching, and also a great many more teachers than in former times, and they were finding out that the old training schools were neither sufficient in quality nor quantity for the work required. They had found that the method which suited them best was to establish colleges for women, and multitudes of these institutions were being established. He referred to the energy and enthusiasm which was being displayed by women in the highest ranks of society in England in this movement, including such women as Miss Helen Gladstone (daughter of the Premier), who was vice-principal of the Women's College at Cambridge. He saw in this, he said, the beginning of a great revolution, and said that instead of the schoolmaster of Great Britain there would be the schoolmistress, and women would be entering in large numbers upon the duties of this most noble profession. The same kind of agitation that was going on at present in Great Britain with regard to the higher education of women, was also going on in France and Italy, and even in the Eastern cities, such as Beyrout in Syria, great progress was also being made in this direction. In some of these places, where, under Moslem rule, the woman was kept in the background, the principle was generally being recognised that the women should get their fair share of education as well as the men, although the schools now established were at present mainly attended by Christian women. Referring to the work of the Normal School, he said that the women would not be content with the associate in arts, and for himself he would not be contented until they came up and took the degree examinations. He was present at a great convocation at Oxford in the month of May, when over 800 graduates of the University voted upon the question of whether women should be admitted to the university or not, the women carrying the day by an immense majority. The influence of the women, and particularly the young women, would tell far more than all the arguments which might be used, and the education of the normal schools should be brought up to such a point that it would go to the highest level of university training. He referred to the fact that the young men in the normal school were in a very small minority, and concluded by congratulating them on what had

been done, and wishing them, both on his own behalf and on behalf of the University, the greatest possible success in the future.

The Chairman, Hon. Mr. Ouimet, then made a short address in French, in the course of which he alluded to the importance of the study of French and English. Referring to the rumoured abolition of the Normal School, he said the adoption of such a course of action would greatly injure the cause of education. He paid a high tribute to the worth of his old friend the late principal of the school, and concluded by addressing a few words of encouragement to the pupils.

Hon. W. W. Lynch, after referring to the retirement of Principal Hicks, whose deeds would live long in the memories of those who took an interest in education in the Province of Quebec, said it must be a source of great satisfaction to Principal Robins to find that his year's labour in connection with the school had been so successful. Allusion had been made in the course of the afternoon to the rumour that had been started that it was the policy of the Government of this Province to suppress the Normal School with the view of economising their resources. With reference to this, he said that he was hardly prepared to give a declaration of principles so far as the Government was concerned, but he would say that so far as he himself was concerned, and so far as he might be able to modify the policy of the present or any future Government in this connection, they might rely on him to do his best for the school. It was true that there did exist in the public mind a feeling that the results obtained were not sufficient for the amount of money expended upon it. The occasion was inopportune for the discussion of this question, but there could be no doubt but that the McGill Normal School occupied a position to-day which would not justify this or any future Government to cripple its position. They were, however, to-day as they had been in the past, using the best means to make it an impossibility for any Government to do that; they were sending forth teachers who would convince the people of the Province of Quebec that the Normal School was doing a most useful and necessary work. He himself agreed with what had been so well said already that the usefulness of the school should be rather extended than restricted, and it was a question which should occupy the serious attention not alone of the teaching

body, but of the Government, whether or not there could not be some means devised to reach that class of teachers who were unable, from one cause or another, to enter the doors of this institution, but who were at the same time engaged in a most important work for the welfare of the Province. He concluded by expressing the great satisfaction which he felt at seeing on the platform Principal Dawson, of McGill University, the great friend of education, and said it would be impossible that the history of Quebec, or the educational part of it at any rate, could be written in such a way that the name of Dr. Dawson would not occupy that proud position which his valuable services in the cause of education so justly entitle him.

The proceedings were brought to a close by the singing of "God Save the Queen."

TEACHERS' NORMAL INSTITUTES.

The first Teachers' Institute ever held in this Province was opened at Richmond on Tuesday, July 8th, in the commodious rooms of St. Francis College. There were fifty teachers in attendance at the first session and the number soon reached eighty. The programme of the institute consisted of half hour lectures upon different subjects, alternating with half hour discussions of the same. Dr. Robins, of the McGill Normal School, gave a lecture each day upon child nature and the methods of teaching the simple rules of arithmetic. He also took up vocal music. The Rev. Elson I. Rexford gave a lecture each day upon the methods of teaching reading and upon school organization. In addition to these lectures Mr. Mastin of Coaticook, took up the subject of the teacher's preparation for daily work of the school-room. Mr. Parmlee, of St. Francis College, the subject of geography. Mr. Passmore, Principal of St. Francis College, some difficulties in English parsing. Mr. Ewing, of St. Francis Agricultural College, the subject of school discipline. Inspector Hubbard, the teaching of spelling and Mr. Irwin, of Danville, the teaching of writing.

The discussions upon the subjects brought before the institute were lively and interesting and formed a very important feature of the Richmond Institute. The teachers were very regular in their attendance at the eight sessions that were held and they took

great interest in the subjects brought before them. At the close of the institute certificates of attendance were issued to the teachers present, signed by the Secretary of the Department of Public Instruction, Dr. Robins and Inspector Hubbard.

Votes of thanks were passed to those who had conducted the institute, to the authorities of St. Francis College and to the residents of Richmond and Melbourne, for the generous hospitality extended to the members of the institute. The following were in attendance at the Richmond Institute :—

Inspectors Hubbard, Stenson and Thompson. Messrs. Passmore, Parmlee, Ewing, Stratton, and Misses Jessie Haggart, Effie Hill, Agnes Patieson, Helen Rankin, Emma Rankin, Gertrude Bonner, Isabella Barlow, Mary Q. Ling, Julia Ling, Isabella Wilson, Belia Wilette, of Richmond; Mr. and Mrs. G. L. Masten, of Coaticook; Charles W. Parkin, Esq., Misses Emily Sutton, Lizzie Low, Ada Hague, Amelia E. Stevens, Mary E. Steere, Rosa Bompas, A. Young, Lucy Reed, Annie Stenson and Mrs. Tams, of Sherbrooke; Mr. Wm. Irwin, Misses Emma Morrill, Ida Morrill, Carrie Morrill, Bessie Atkinson, Alice Barnard, Alice Lee, Helena McLeay, of Danville; Misses Sarah Simpson, Esther C. Hill, Ada Armstrong, Mary Armstrong, Mary L. Frazer, Eliza A. Montgomery, Mary E. Campbell, Ellen Morrissy, Maggie Dohan, Eliza Lewis, Sarah Lewis, Annie Goldin, Eugenie Boisout, Bella Irwin and Marion Frank, of Melbourne; Misses Maggie E. Bayley, Margaret Pender, Mary E. Armitage, Isabella Cairnie, of Compton; Misses Wilbor G. Greenlay and Lizzie Kerr, of Brompton; Miss Janet Hepburn and Mrs. A. J. Cook, of Bury; Miss Harriet Scott, of Windsor; Misses Maggie Hall, Jennie Hall, Katie Trenholme, Minnie Armitage, Lizzie Trenholme, Hattie Trenholme, of Trenholmeville; Miss Carrie Farley, of Worden; Misses Jane Lutterel and Amanda Holland, of Montreal; Miss Mary Metcalfe, Three Rivers.

The success of the institute at Richmond caused the promoters of these gatherings to look forward with confidence to the meeting at Dunham, which opened on Tuesday, the 15th July, and they were not disappointed in their expectations. Sixty-five teachers registered their names as members of the institute. Under the presidency of Mrs. Holden, Lady Principal of Dunham Ladies' College, the same programme was carried out as at Richmond. The college rooms were placed at the disposal of the institute, the large school-room being specially prepared for the occasion. In addition to the regular lectures, Mr. Wardrop, of Dunham Academy, gave two lectures on the teaching of writing. Mr. Gray, of Montreal, the drawing master of the college, gave three lectures upon color and drawing, giving elaborate illustra-

tions upon the blackboard. Mr. Curtis, of St. John's High School, gave an outline of class-work in elementary English.

Mr. W. F. Mills, of Montreal, the musical director of the college, read a very excellent paper on music and his pupils gave full proof of his success as a teacher of instrumental and vocal music.

The sessions at Dunham were enlivened with music, readings and calisthenic exercises given by a few pupils of the college who returned in order to be present at the institute. Their contributions were highly appreciated by those present. During the evening session of the institute the village band put in an appearance and played several pieces in the hall of the college. The people of Dunham took great interest in this gathering of teachers and threw open their houses to teachers from a distance. The success of this institute is due in a large measure to the great interest that Mrs. Holden, the Lady Principal of Dunham College, took in the work. When the question was first mooted, Mrs. Holden immediately offered to place the college at our disposal for the sessions of the institute and she has continued to manifest an active interest in this new educational movement, her presence in the chair during the four days the institute was in session being full proof of this. The names of the teachers in attendance at the institute are as follows:—

Mrs. Holden, Mr. and Mrs. Wardrop, Misses Emily T. Kemp, Sarah M. Smith, Ada A. Smith, Martha Harvey, Julia Harvey, Ada E. Snyder, Helen E. Teel, Maria A. Tucker, Douchy Holden, Annie Baker, Lilian Porter, Mattie Crilly, Hannah Doherty, Hattie Shufelt, of Dunham; Misses L. Brown, Edith M. Teel, Minnie Dryden, Alma Sagar and Mr. A. L. Gilman, of Cowansville; Misses Mary Taylor, Helen Wood, Emmie Cook, Ellena L. Barnum, Carrie E. Moses and Mr. L. M. England, of Brome; Misses Edna Channel, Mattie E. Tuck, Francis S. McMannis, Ellen I. Kemp and Florence N. Greene, of Bolton; Mr. S. Eugene Salls, Mrs. John Halse, Misses Emma L. Niblock, A. E. O'Bryan, of Sutton; Misses Anna Phelps, C. Burnham, A. E. Hall, Ella Currie, of Stanbridge; Mrs. L. H. Beck, Mrs. S. A. Roy, of Bedford; Mr. H. H. Curtis, Miss Carrie M. Tyler, of St. John; Mr. John Walton, Misses Lizzie Lohmer, Maude Lindsay, of Waterloo; Miss Lizzie Douglas, of Mystic; Mr. H. M. Rowell, Misses Hattie E. Rowell, Mary E. Baker, of Frelighsburg; Misses Alice L. Toof, Mattie Thomson, of St. Armand; Miss J. P. Watson, of Pike River; Mr. Archibald MacArthur, of Clarenceville; Mr. John McIntosh, of Granby; Miss Maude Boright, of Potton, Miss Ella Fisher, of Denborough.

MECHANICAL TEACHING.

JEROMÉ ALLEN, PH. D.

That method of teaching which injects by mechanical means grammar, geography, spelling, or arithmetic with no reference whatever to the needs of pupils is not education. In this method there is a Procrustean bed and every one is made to fit it. All are machines—pupils, teachers, and school officers. The result produced is purely mechanical. This is not education. The learning of the multiplication table, the rules of syntax, the facts of geography are only the means by which the development of the growing mind may be directed.

It is not of the smallest importance in itself to know that four and four make eight, that Paris is the capital of France, or that the subject of a finite verb must be in the nominative case. Thousands of excellent men and woman have lived and died without knowing a single rule of grammar or one of the operations of algebra. But are the facts taught in the schoolroom of no importance? Should they be ignored? Certainly they should not be, but the way in which they are learned constitutes the difference between what is called the "Old" and "New Education." Under the old masters, the more facts the pupil learned the better educated he was. His mind was crammed with dates, and rules, and exceptions, and theories, and laws, and principles almost without end. The medicine was administered in large doses, and the one who could reproduce from the storehouse of an inexhaustible memory the greatest number was considered the best educated.

In this way many of our colleges taught the languages and the sciences. The tools were every thing—the commencement and the conclusion of the work. But in all this there was no development of the whole nature, no reasoning and investigation, no inspiration of a discoverer or explorer, not the slightest idea of the beauty of truth and the dignity of a personal character, in fact, nothing that in any way prepared for the active work of a busy world. There was nothing but dull, dry, grind, grind, grind. It is against this sort of teaching that there is an armed rebellion. Plain thinking men have failed to see its utility, and have declared that rather than submit to its continuance they will destroy the school itself.

But the new light of an advancing civilization has almost dispelled the darkness of the old-time school, and is hastening the brighter day of a rational education, when in harmony, the mind, the soul, and the body shall be taught to grow in a beautiful maturity.

All there is new in education is as old as Socrates, but for more than a thousand years after Christ, grinding despotism crushed out almost the last spark of independent thought. With the revival of learning a new era and a new education commenced.

From that day to this the light has been increasing, until to-day it was never more brilliant, and it is the avowed purpose of all true teachers to drive into everlasting oblivion the last teacher of that old-education, born and nurtured in the almost impenetrable darkness of the middle ages.

One of the principles of the old education was to commit much that could not be understood. It was the theory, that as the mind grew the real meaning of what was committed would dawn upon the pupil. An example of this kind of teaching is illustrated in the following incident:

A lad in England who had been required to commit to memory the answer to the question; "What is thy duty toward God?" Wrote as follows:

"My duty toads God is to bleed in him, to fering and to loaf withold your arts, withold my mind, withold my soul, and with my sernth to wirchip and to give thanks to put my old trash in him, to call upon him, to owner his old name and his world, and to save him truly all the days of my life's end."

To show that the shadow, if not the substance, of the old education still lingers in the schoolroom, I will quote a few words of the first lesson of a primary grammar, lately used in the Chicago schools. The title of the lesson is: "A few great ideas which lie as the basis of grammar and from which the science unfolds itself." Immediately after, it gravely tells the child that "language consists of many thousand words, but they can be divided into *nine* classes called parts of speech. The parts of speech are nouns, pronouns, articles, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. To those nine classes belong eight chief properties, gender, person, number, case, voice, mode, tense and comparison. These words and their pro-

perties are based mainly upon ten things or ideas—objects, actions, qualities, sex, number, relations, manner, time, place, degree.”

In this brief paragraph are thirty-six most difficult words, the meaning of which the child knows nothing, and concerning which he cannot become fully familiar without years of thorough study; yet they are given as a part of the first lesson of English Grammar which now constitutes the first text-book in the science used to-day in many schools.

At the close of this astonishing lesson we find the following remarkable note: “The teacher cannot spend an *hour* better with his class than by explaining the preceding paragraph.” How can we wonder when, in answer to the questions, “What is a vowel?” a little girl said: “A vowel is an articulate sound.” “And what is an articulate sound?” interrogated the teacher. “A melodeon,” answered the girl. The habit of learning things we do not understand is a relic of barbarism.

It is the old education that teaches children to repeat and recite and commit to memory without being taught, for teaching is the very soul and essence of the new, while repetition and copying without thorough understanding is the basis of the old.

Pupils are taught to say. “The equator is an imaginary line,” etc., but is it certain they know what an “imaginary line is?” In one of our geographies we find the following statement: “From the large bones and teeth found in this region of the country, it is supposed that it was formerly inhabited by mastodons.” On a public examination a boy in answer to the question: “for what is Kentucky noted,” said, “From the large bones and teeth found in this region of country, it is supposed that it was formerly inhabited by *methodists*.”

Let a pupil be asked the direction of Greenland from the North Pole, and the answer in many cases will be “South-east” or “South-west.”

In one of our Sabbath-schools the question was recently asked: “What was the sin of the Pharisees,” the answer immediately came from a smart boy: “Swallowing camels.” He had learned the words of Christ. “They strain at a gnat and swallow a camel,” but had not at all understood the meaning of what he had learned. All of this shows that mechanical teaching is not banished from our school-rooms. It is so easy to tell and to

repeat and to commit and to recite, but it is so much harder to train the mind in the line of the child's activities.

Instances without number could be multiplied as ridiculous as these.

A few years ago our schools were crowded with scholars learning what they did not understand.

Among the maxims of the "New Education" are: "The number of facts a pupil commits is by no means the measure of his success;" "Never teach a child what he does not comprehend;" "Lessons assigned must be in harmony with the learner's activities and adapted to the stage of his development;" "*What* a child learns is not so important as *how* he learns;" "The development of attention, comparison, and retention is more important than the mere storing of the mind with knowledge." These are a few of the principles followed by Socrates, philosophically enunciated by Bacon, and applied by Pestalozzi and Froebel.

A PRESSING WANT.—The letters that have come in reply to "what do you read?" have awakened new attention to the neglected condition of the teachers. Considering the case as it stands, it is really wonderful that we obtain as good results as we do from the schools. It must be that a very superior class of men and women as a whole are teaching in them.

It appears that many are striving to read and improve themselves, but that they have vague ideas as to the means to be used for carrying the self culture they feel they need. Beside they have such poor appliances—no libraries to appeal to, and besides, no one to stand in the relation of critic to them. The best thing that happens to any learner is to come into contact with some one who knows more than he does.

It has long been apparent that either the State Associations must come down from their stilts or some other agency will be found to supply the need the teachers feel. In these columns it has been urged again and again that a well defined plan should be made for helping the teachers to self-improvement. Mr. Vincent established the Chautauqua meeting, for Sunday school teachers, and he is flooded by public school teachers. He has laid out courses of study, prepared books, and finds thousands of teachers in cities and towns to pursue it.

Does all of this not contain no note of warning to the teachers? Does it contain no suggestion? Does it awaken no determination that 1884 shall not pass without a plan to help teachers who are desirous of self-improvement and to stimulate those who do not feel their needs? At present they are like sheep without a shepherd.—(*Selected.*)

List of candidates who obtained diplomas at the May examinations under the regulations of the Protestant Committee of the Council of Public Instruction.

NAME.	Religion.	Grade of Diploma.	Class of Diploma.	For what Language.
AYLMER.				
Armstrong John A.....	Protestant	Elementary ..	First.....	English.
Davis Isaac.....	"	"	Second....	"
Hodgins James A.....	"	"	First.....	"
Matheson James.....	"	"	Second....	"
Prentiss Jennie J.....	"	"	"	"
Robinson Mary Jane	"	"	First.....	French.
BEDFORD.				
Aseltine Sarah J.....	Protestant	Elementary ..	Second....	English.
Abbott Alice.....	"	"	First.....	"
Boright Alice R.....	"	"	"	"
Brock Jane.....	"	"	"	"
Corey Hattie P.....	"	"	Second....	"
Draper Stephen.....	"	"	"	"
Eastwood Marietta.....	"	"	First.....	"
French Weltha V.....	"	"	"	"
Fadden Mina J.....	"	"	Second....	"
Hawk Millie C.....	"	"	First.....	"
Hutchins Effie M.....	"	"	"	"
Kemp Bertha Estella.....	"	"	"	"
Kearns Stella M.....	"	"	"	"
Littlelal Mary G.....	"	"	Second....	"
Longhery Violet.....	"	"	First.....	"
Miller Eva C.....	"	"	Second....	"
Manning Cora.....	"	"	First.....	"
Millar Rebecca A.....	"	"	"	"
Mandego Julia May.....	"	"	Second....	"
Percy Mary E.....	"	"	First.....	"
Reid Mary C.....	"	"	Second....	"
Ray Edith P.....	"	"	First.....	"
Ryder Clara.....	"	"	"	"
Smith Martha A.....	"	"	"	"
Smith Ada A.....	"	"	"	"
Sargent Anson.....	"	"	Second....	"
Teel Edith M.....	"	"	First.....	"
Vosbuxgh Julia A.....	"	"	Second....	"
Willard Elizabeth.....	"	"	First.....	"
GASPÉ.				
Dumaresq Jane Amelia...	Protestant	Elementary ..	First.....	English.
Wilson Ann Bowley	"	"	"	"
MONTREAL.				
Bonnie Thomas	Protestant	Model	First.....	English.
Catton Annie	"	Elementary ..	Second....	"
Clunie Ellen M.....	"	Academy.....	First.....	English & French
Creswell Isabella H.....	"	Elementary ..	Second....	English.
Cresswell Sarah J.....	"	"	"	"
Ewart Isabella E.....	"	"	"	"
McQuat John W.....	"	Academy.....	"	English & French
Phelps, Anna J.....	"	Model.....	"	"
Steady Pauline.....	"	"	"	English,

NAME.	Religion.	Grade of Diploma.	Class of Diploma.	For what Language.
PONTIAC.				
Boshart William	Protestant	Elementary ..	Second....	English.
Cuthbertson Mary.....	"	"	"	"
Hadgins Mary A.....	"	"	"	"
Harris Elizabeth.....	"	"	"	"
McKillup Lizzie.....	"	"	"	"
McLaren Annie.....	"	"	"	"
Ostrom Ellen.....	"	"	"	"
Russell Maggie.....	"	"	"	"
Weldon Emily.....	"	"	"	"
QUEBEC.				
Allan Margaret D.	Protestant	Elementary ..	First.....	English.
Beattie Isabella.....	"	"	Second....	"
Bayne Norman M.....	"	"	First.....	English & French
Cameron Margaret.....	"	"	Second....	English.
Duffett Grace.....	"	"	First.....	English & French
Forrest Adah.....	"	"	"	"
Groy Robena.....	"	"	"	English.
Hough Annie P.....	"	"	Second....	"
Logie Isabella H.....	"	"	"	"
McKenzie Margaret L.....	"	"	"	"
McHarg Robert J.....	"	"	"	"
Solandt James A.....	"	"	"	"
Scott Sarah A.....	"	"	"	"
Scott Isabella.....	"	"	"	"
Whyte Andrew.....	"	"	"	English & French
SHERBROOKE.				
Burking Lucy.....	Protestant	Model.....	First.....	English.
Hunt Louvisa E.....	"	"	Second....	"
Osgood Tirby L.....	"	"	First.....	English & French
Stokes Minnie E.....	"	Elementary ..	"	English.
Stokes Viva H.....	"	"	"	"
Ward Annie.....	"	"	"	"
Wilford Frederick R.....	"	Model.....	Second....	"
STANSTEAD.				
Bachelor Helen.....	Protestant	Elementary ..	First.....	English.
Bachelor Lillie.....	"	"	Second....	"
Bullock Effie.....	"	"	"	"
Clark Florence N.....	"	"	"	"
Cleveland Nellie G.....	"	"	First.....	"
Cleveland Nettie M.....	"	"	"	"
Davidson Annie.....	"	"	"	"
Eaton Mary E.....	"	"	"	"
Frappied Eva.....	"	"	"	"
McDermott Nancy E.....	"	"	"	"
Reece Annie L.....	"	"	"	"
Somberger Minnie B.....	"	"	"	"
Wheeler Gertrude.....	"	"	Second....	"

NOTE.—The second class diplomas contained in the foregoing list, are, by regulation of the Protestant Committee, valid for one year only.

UNIVERSITY SCHOOL EXAMINATIONS.

THESE examinations are held in the month of June, under the joint superintendence of the Universities of McGill and Bishop's College. They are open to boys and girls under 18 years of age, from any Canadian school. This year the list of candidates is headed, for the first time, by the girls. Miss McLea, of the Girls' High School, Montreal, not only stood first among the candidates of this year, but also gained a higher percentage of marks than has been taken at any previous examination. The following is a list of candidates:—

ASSOCIATES IN ARTS.

No.		Marks
4.	Rosalie McD. McLea (Girls' High School, Montreal),	1300
8.	Octavia G. Ritchie (Girls' High School, Montreal),	1179
15.	John L. Day (High School, Montreal),	1111
44.	C. R. Hamilton (Bishop's College School, Lennoxville),	1028
46.	Henri G. Joly (Bishop's College School, Lennoxville),	987
29.	James E. Le Rossignol (High School, Montreal),	976
27.	Charles B. Gordon (High School, Montreal),	943
23.	Charles J. F. Martin (High School, Montreal),	939
7.	Hellen R. Y. Reid (Girls' High School, Montreal),	907
45.	W. C. G. Heneker (Bishop's College School, Lennoxville),	903
47.	E. A. Robertson (Bishop's College School, Lennoxville),	839
55.	Mary E. E. Hunt (Waterloo Academy),	802
48.	Charles C. Smith (Bishop's College School, Lennoxville),	781
5.	Alice J. Murray (Girls' High School, Montreal),	770
9.	Jessie W. Stewart (Girls' High School, Montreal),	768
41.	F. H. Pickel (Cowansville Graded School),	760
53.	George R. Kinloch (Lincoln College, Sorel),	754
2.	Emily C. Forbes (Girls' High School, Montreal),	749
20.	W. Archibald H. Kerr (High School, Montreal),	703
54.	George Lyman (Lincoln College, Sorel),	696
19.	Alexander M. Jeffrey (High School, Montreal),	690
6.	Lillias S. Molson (Girls' High School, Montreal),	641
1.	Hattie W. Bennett (Girls' High School, Montreal),	631
31.	John Paterson (High School, Montreal),	627
32.	Robert H. Reid (High School, Montreal),	625
43.	Edmund H. Duval (Bishops' College School, Lennoxville),	614
18.	Walter L. Jamieson (High School, Montreal),	610
36.	Reginald D. Dyer (High School, Montreal),	538

JUNIOR CERTIFICATES.

3.	Frances H. Hadley (Girls' High School, Montreal),	701
52.	Arthur L. Crawford (Lincoln College, Sorel),	622
30.	Alexander F. Mitchell (High School, Montreal),	526
49.	Frederick A. Stabb (Bishops' College School, Lennoxville),	466
51.	Minnie M. Howe (Hatley Academy),	458

TEACHERS' MEETINGS.

THE second series of meetings of teachers which Inspectors are now required to hold in each county, at least once a year, was held in the month of June. The interest which was manifested in connection with the first organization of these meetings was fully maintained. Seven meetings were held during the first two weeks of June in the districts of Bedford and St. Francis, under the direction of Inspectors McLoughlin and Hubbard. The attendance of teachers at Bedford, Lennoxville and Richmond was very large. The meetings at Waterloo, Knowlton, Magog, and Coaticook were not so large. Altogether a little more than fifty per cent. of the teachers of these districts put in an appearance at these meetings. This is very satisfactory, and yet we believe that, when the nature and importance of these meetings are better understood, there will be a much larger attendance. These are official gatherings, held by order of the Superintendent, and all teachers in the locality are expected to attend. The object of these meetings is to bring the teachers together for the purpose of consulting together concerning the best methods of carrying on their common work. It affords the Inspector a good opportunity to point out common faults and prevalent defects in the work of the elementary schools, and, by means of lectures from experienced teachers, to impress upon the younger teachers right methods and correct principles. It is, therefore, in the interest of the schools that the teachers should attend these annual meetings. Some School Boards have already requested their teachers to attend, and we believe the School Boards will soon require their teachers to attend these meetings as one of the conditions of their engagements. Such an arrangement would be just and fair, and it would certainly prove very beneficial to the schools. What School Board will secure the honor of taking the lead in this matter?

The Protestant Secretary of the Department was present at each of the seven meetings held to assist the Inspectors in their work. The time was occupied with subjects connected with the elementary schools, and the addresses given were listened to with much attention and interest. The effect which these meetings have had upon the work of our elementary schools is already very manifest.

TIME-SAVING BY GOOD TEACHING.

BY F. LOUIS SOLDAN, ST LOUIS.

It is an often heard saying, "That he is a benefactor of mankind who succeeds in making two ears of corn grow where there was but one before." It may be said with the same truth, that he bestows a blessing who shows a way by which one minute can do the labor of two, and in this form it has a direct application to the work of teaching. The years of schooling which the child receives form in all cases the *best*, and in many cases the *only*, gift which the parent can give to him when he is about to start alone on the rugged road of life. With some, education is offered in plenty to the full extent to which the child can avail himself of it; but in other cases the child is hurried from the school room to the shop or factory before he has time to finish the work of even a year. It is true in many cases, that every hour that a boy is kept in school means an act of self-sacrifice on the part of the parent, who toils day after day to give to his child the most precious gift of a good school education. Every principal or teacher knows that there are many cases when children, who are kept at work in stores or factories, return to school during the dull season, or when they are thrown out of employment to avail themselves of a few weeks of schooling as best they can, and return to their work when they can find new employment. If thus the period during which many children attend school is short, and if others are enabled to remain in school only through the self-sacrificing efforts of the parents, the most should be made of the time which these children can spend in school.

Here, indeed, the greatest blessing would be to let every moment or every year of school do the work of two, if this were possible. At any rate, there is no doubt that the attempt to make school-time and school-opportunities as valuable to each child as it can be made, is an aim that is worthy of the deepest thought, the greatest ingenuity, and the highest efforts that can be brought to bear upon it. "How can school-time be made most valuable to each child?" is the problem. The best solution seems to be to see to it that the child is taught by a thoroughly and carefully trained teacher. The child should not be allowed to become the victim of the first attempts of a novice in teaching,

who has never studied the mental or physical laws of child-nature nor given any attention to the science of education and its history. There is no business in which one would trust costly materials to the hands of an apprentice who has not yet learned his trade. The waste would be too great. Why, then, should children be used as a material for practice, given into the hands of untrained teachers? In order to make school-life as valuable as possible for each scholar, skilled teachers alone should have charge of education. It is the function of the normal school to supply trained teachers. For the last five years there were so many unappointed teachers available that the graduates of the normal school had to wait, at times, several years before they could find positions.

A complete change has taken place of late. There is no longer a larger supply of teachers than there is a demand for. The lists are exhausted, and the graduates going out to-day will, I am told, be needed at once. The supply of trained teachers from this source will fall short of the demand, and unless steps are taken to increase the size of many of these schools, it is not likely that it will again become necessary to appoint candidates to positions who have not received any professional preparation for the work of teaching.

It is true that one lesson given by a good teacher is more profitable than two lessons given by a poor one, and if trained teachers are the instruments by which the time of the children can be made most valuable, it seems evident that the maintenance of a good normal school is of the highest importance to the common schools at large.—(*The American Teacher.*)

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TIME TABLES are not so rare as formerly, but still are wanting in many schools. The *order in which* and the *time for which* each lesson should be studied, is of as much importance to the average school pupil as knowing the time for recitation. In ungraded schools, especially, a great amount of confusion and idleness often arises from children not knowing *how* to dispose of their time to the best advantage. Therefore we cannot too often reiterate the expression of need for time tables.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieut.-Governor has been pleased, by an order in council dated 8th May instant, (1884), to appoint Mr. Augustin Boucher, school commissioner for the municipality of Wolfestown, in the county of Wolfe, instead of Mr. Edmond Houde, absent.

By an order in council dated 21st May instant, (1884), to appoint Mr. Patrick Farrell, school commissioner for the school municipality of Saint Malachy, in the county of Dorchester, in the room and stead of Mr. Thos. Healey, absent.

By an order in council dated 23rd May instant, (1884), to appoint Mr. Jérôme Damien, school commissioner for the municipality of "La Nativité," in the county of Ottawa, in the room and stead of Mr. Zotique Thérien, absent.

By an order in council dated 29th May instant, (1884), to appoint Mr. Ulric Deschamps, school commissioner for the municipality of Repentigny, in the county of l'Assomption, instead of Mr. Louis Thouin, absent.

By an order in council dated 4th June instant, (1884), to appoint Mr. Israel Bergeron, dissentient school trustee of the school municipality of the township of Granby, in the county of Shefford, in stead of Mr. Joseph Malbœuf, absent.

By an order in council dated 4th June instant, (1884), to appoint the gentlemen, whose names follow, members of the Catholic Board of examiners, to wit:

For the county of Pontiac:—Cusack P. Roney, Esq., advocate, instead of Mr. James M. G. Roney, deceased, and David R. Barry, Esq., advocate, in stead of Joseph T. St. Julien, Esq., who has left the limits of the said county.

For the city of Montreal:—The Rev. S. Rouleau, priest, instead of the Rev. L. J. Lauzon, priest, absent.

For the county of Gaspé:—The Rev. Jos. Alfred Férusse, priest, curate of Percé, instead of Mgr. F. X. Bossé, absent.

And, by the same order in council, to order the erection of a Catholic Board of examiners, in the county of Ottawa, sitting in the city of Hull, to examine candidates for teaching, which shall be composed of the following persons:—The Rev. P. Eugène Cauvin, O. M. I., George Léandre Dumouchel, Esq., N. P., Eraste D. D'Orsonnens, Esq., George Ardouin, Esq., Thomas Foran, Esq., Nérée Tétreault, Esq., and Alfred Rochon, Esq.

By an order in council, dated 30th June last, (1884), to appoint Mr. Bénéoi Paré, school commissioner for the school municipality of Saint Frédéric, in the county of Beauce.

21st June, 1884.

The Honorable Gédéon Ouimet, in virtue of the powers in him vested by 41 Vic., chap. 6, sec. 11 and 47, has granted a civil engineer's diploma to Messrs. J. G. Garneau and Dominique Ducharme, the first having passed his examination with great distinction, and the second with distinction.

THE NEW EDITION OF WEBSTER'S UNABRIDGED
DICTIONARY.

In this, the last quarter of the nineteenth century, there is happily little occasion to urge upon those charged with the important duty of education, the need of a good dictionary, not only for their own edification, but also that they may be in a proper position to impart accurate information to their pupils. Of dictionaries there are many, all possessing good points in a greater or lesser degree; but of such works, sufficiently comprehensive in range of information brought down to the present day, works which a teacher may consult for needed information, conclusive and exhaustive in their nature, yet not very expensive, there are comparatively few.

There is, as we have already said, little need to impress upon teachers the importance of possessing a standard on all philological matters, especially as those who are desirous of attaining to the highest rank in their profession feel that arduous study and constant application are necessary to keep them fully informed in the science of language—a science which during the last two decades has made wonderful progress. Indeed, to such an extent is this the case, that, in a great measure, we have now a new language—a statement vouched for by the publishers of Webster's Unabridged Dictionary, which contains not less than 3,000 words not found in any other American work of the kind. In both England and America enormous research has been made, by men peculiarly fitted for the work, for the benefit of the new edition.

The literature of the ancients and the writings of the modern times have been carefully examined and the result is a great addition to our information concerning the derivation, meaning and use of language, which could not be obtained at any former period. The results of all this labour and far more than is here mentioned are embodied in the New Edition of Webster's Unabridged Dictionary, which, as a defining orthographic and pronouncing dictionary, may be regarded as a standard authority in the English Language. The work has received the highest commendation from all classes of educated men, and we have great pleasure in drawing the attention of our readers, and especially of the teachers of the Province, to this admirable work. The portly volume before us contains 2,000 large quarto pages.

Since the issue of the previous edition, it is understood that competent gentlemen have been constantly employed, receiving contributions, maintaining a wide correspondence, and collecting materials from all quarters, for the further perfection of the volume. The results appear in this new edition, and although not spread over a large additional surface, must embody no small amount of literary labor.

"To summarize briefly some of the prominent features of the Dictionary as now presented: And first, of the new matter:—The body of the work appears essentially unchanged; *i. e.*, the former plates, with some corrections, are still used; but there is a Supplement of between four and five thousand new words, or important meanings of old ones. These are largely, of course, scientific, medical, technical, etc., the propriety of their introduction in a popular work growing out of the popularization of science generally, and the higher culture of the whole community. Evolution, Pangenesis, Panspermatist, Monad, Abiogenesis, and the like, are now household words, instead of being heard only in the schools of philosophy. But these by no means constitute the whole, or the chief, of this additional list in Webster. Invention, discovery, research,—all are active in this stirring age, introducing new terms and fresh ideas, requiring new words to express them. Such words, with their proper definitions, constitute an element which no intelligent dictionary consulter can afford to be without. The total number of words now in the vocabulary exceeds 118,000.

"Another striking feature of the new edition of Webster is a condensed, but still quite extended, Biographical Dictionary. This contains nearly ten thousand names of important personages, ancient and modern (including many now living), giving the name, pronunciation, nationality, profession, date of birth, and (where deceased,) death, of each. By throwing it into a sort of tabular form, those facts are given very satisfactorily, yet briefly, and, in a great majority of cases, are pretty much all the consulter cares particularly to know. There is nothing that we are aware of this kind before the public so condensed, full, and late, as this table.

"We are reminded in this Table that there are in this dictionary, aside from the main body of the work, several important subjects, and each valuable for frequent reference, so fully treated as would form, each for itself, a volume of considerable size. The Biographical Table is one; Professor Hadley's History of the English Language; Wheeler's Table of Noted Names of Fiction, (giving the names and characteristics of the personages named in Scott, Dickens, Cooper, and other popular authors, such as are often referred to in literature or conversation); The Classified Grouping of the 3,000 Pictorial Illustrations; Table of Modern Geographical Names, etc., are others.

"The four pages of Colored Illustrations, Flags of All Nations, Coats of Arms of All Nations, Coats of Arms of the Several United States and Territories, and Naval Flags and Pilot Signals, form another useful and attractive feature.

"On the whole, probably no other single volume before the English-speaking public embodies so much information on the subjects treated, and is so valuable for frequent consultation, and so indispensable in the household, and to the scholar, professional man, and self-educator, as this; and when a dictionary is wanted, get the best."