

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/  
Couverture de couleur
- Covers damaged/  
Couverture endommagée
- Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée
- Cover title missing/  
Le titre de couverture manque
- Coloured maps/  
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur
- Bound with other material/  
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/  
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/  
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments: /  
Commentaires supplémentaires:

- Coloured pages/  
Pages de couleur
- Pages damaged/  
Pages endommagées
- Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées
- Pages detached/  
Pages détachées
- Showthrough/  
Transparence
- Quality of print varies/  
Qualité inégale de l'impression
- Continuous pagination/  
Pagination continue
- Includes index(es)/  
Comprend un (des) index
- Title on header taken from: /  
Le titre de l'en-tête provient:
- Title page of issue/  
Page de titre de la livraison
- Caption of issue/  
Titre de départ de la livraison
- Masthead/  
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

Vol. IV, No. 9. }

OCTOBER, 1884.

} \$1.00 per annum.  
10 cts. per No.

THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC,

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF  
PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS  
AND OFFICIAL ANNOUNCEMENTS.

---

CONTENTS :

	PAGE
Proceedings of the Protestant Committee of the Council of Public Instruction .....	247
Inspectors' Returns.....	252
Reports of Protestant Superior Schools.....	254
Summary of Annual Reports.....	255
Examinations for Model Schools and Academies .....	257
Inspector McGregor's Report.....	263
Hints on Teaching, &c..... <i>Miss Freeman.</i>	268
Editorial Notes.....	271
Local Items .....	272
Personals .....	272
Book Notices.....	275
Provincial Association of Protestant Teachers.....	275

---

MONTREAL:  
GAZETTE PRINTING COMPANY.  
1884.

# THE ROYAL READERS.

## SPECIAL CANADIAN SERIES.

Authorized by the Superintendent of Public Instruction for use in the Protestant Schools in the Province of Quebec.

This New Series of Readers has been specially prepared for our Canadian Public Schools. The Minister of Education of Ontario in authorizing them for use in the Schools of that Province pronounced them

### FIRST IN ORDER OF LITERARY MERIT.

First Book, part I., .. .. .	Price 5 CENTS.
“ “ II., .. .. .	“ 10 “
Second Book .. .. .	“ 30 “
Third “ .. .. .	“ 45 “
Fourth “ .. .. .	“ 60 “
Fifth “ .. .. .	“ 75 “

**JAMES CAMPBELL & SON,**

Publishers, TORONTO.

# CANADA PAPER COMPANY

(LIMITED).

THOMAS LOGAN, - - - PRESIDENT.

JOHN MACFARLANE, - - - VICE-PRESIDENT AND MAN. DIR.

Manufacturers and Dealers in every description of

# PAPER

AND

## IMPORTERS of STATIONERY.

MILLS AT

WINDSOR MILLS, P.Q. | SHERBROOKE, P.Q.

OFFICE AND WAREHOUSES:

Nos. 374, 376 & 378 St. Paul Street, MONTREAL.

WESTERN BRANCH: 11 Front Street West, TORONTO.

Sup. Ed. Fund. 9. 700  
Balance Recd. 7. 400

Total Sup. Ed. Fund. 17. 100

THE

# EDUCATIONAL RECORD

OF THE

## PROVINCE OF QUEBEC.

No. 9.

OCTOBER, 1884.

VOL. IV.

### PROCEEDINGS OF THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

{ DEPARTMENT OF PUBLIC INSTRUCTION.  
Quebec, 24th September, 1884.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held in the library of the Department of Public Instruction ;

Present: The Right Rev. the Lord Bishop of Quebec in the chair, the Rev. John Cook, D.D., LL.D., the Right Rev. the Lord Bishop of Montreal, R. W. Heneker, Esq., D.C.L., E. J. Hemming, Esq., D.C.L., Sir William Dawson, LL.D., F.R.S., the Hon. James Ferrier and the Hon. W. W. Lynch.

The Secretary read letters from the following parties :—

1. The Hon. L. Ruggles Church, stating the cause of his being unable to attend the present meeting.
2. The Rev. E. I. Rexford announcing the appointment of the Hon. L. Ruggles Church and the Rev. Dr. Matthews as members of the Council of Public Instruction.
3. The Rev. E. I. Rexford in reference to unexpended balance of the McGill Normal School.
4. Dr. Hemming, notice of motion in regard to school law.
5. Dr. Kelley, Secretary Provincial Association of Protestant Teachers, regarding the annual gathering of said Association and inviting the attendance of the members of the Committee.

Mr. Rexford, Secretary of the Department of Public Instruction, read letters from the following parties:—

1. Gage & Co., concerning copy books.
2. Dawson & Co., concerning new Canadian edition of Bullion's Grammar.
3. J. W. McOwat, concerning second class academy diploma.
4. Robert N. Hall, Sherbrooke, recommending Mr. Parkin, of Sherbrooke, as school inspector.
5. W. H. Mayo, applying for position of school inspector.
6. The Rev. M. M. Fothergill, concerning appointment of member of Board of Examiners for Quebec.

It was agreed to request the Hon. the Superintendent of Public Instruction to recommend His Honor the Lieutenant-Governor in Council to appoint the Rev. Robert Theu, Rector of Trinity Church, Quebec, a member of the Board of Examiners, Quebec, in the room of the Rev. C. W. Rawson, resigned.

The revenue from marriage license fees for the past year amounted to seven thousand two hundred and five dollars (\$7,205), after deducting two hundred dollars (\$200) for management. Of this sum five thousand dollars (\$5,000) were appropriated for University education, as follows:—

#### UNIVERSITIES AND COLLEGES.

McGill University.. .....	\$2,500
Morrin College.....	1,250
University of Bishop's College, Lennoxville.....	1,250
	<hr/>
Total .....	\$5,000

From the balance of the marriage license fees and the annual grant from the Superior Education Fund, the Committee, after carefully examining and considering the reports and returns of the Inspectors of Academies and Model Schools in connection with the usual annual returns from the different Educational Institutions for Superior Education, agreed to recommend the payment of the following sums annexed to each:

#### UNIVERSITIES AND COLLEGES.

McGill University .....	\$1,650
Morrin College.....	500
St. Francis College, Richmond.....	1,000
University of Bishop's College, Lennoxville.....	1,000
	<hr/>
Total.....	\$4,150

ACADEMIES.

	Academy Grant.	Extra Grant.
Lachute, Argenteuil.....	\$200	\$300
Waterloo, Shefford .....	200	200
Huntingdon .....	200	200
Sherbrooke .....	200	125
Stanstead & W. L. College, Stanstead....	200	125
Coaticooke, Stanstead .....	200	125
Three Rivers, St. Maurice.....	200	100
Knowlton, Brome.....	200	100
Cowansville, Missisquoi .....	200	50
St. Johns, St. Johns .....	200	50
Inverness, Megantic.....	200	..
Shawville, Pontiac .....	200	..
Berthier, Berthier.....	200	..
Clarenceville, Missisquoi .....	200	..
Granby, Shefford.....	200	..
Lacolle, St. Johns .....	150	..
Dunham, Missisquoi .....	150	..
Eaton, Compton.....	150	..
Bedford, Missisquoi.....	150	..
Charleston, Hatley, Stanstead .....	100	..
	—	—\$5,075

OTHER SCHOOLS.

Dunham Ladies' College .....	\$300
Compton Ladies' College .....	300
Quebec High School.....	200
Total .....	\$800

MODEL SCHOOLS.

Leeds, Megantic .....	\$ 75
Ormstown, Chateauguay.....	75
Richmond (Girls), Richmond.....	50
Thurso, Ottawa .....	50
Hemmingford.....	50
Valleyfield, Beauharnois.....	50
Sutton, Brome .....	50
Ulverton, Drummond .....	50
Grenville, Argenteuil.....	50
Bristol, Pontiac .....	50
Clarendon, Pontiac.....	50.
Bryson, Pontiac.....	50
Bury (Robinson), Compton.....	50

Gould, Compton.....	50
Stanbridge, Missisquoi.....	50
St. Lambert.....	50
Rawdon, Montcalm.....	50
Sorel, Richelieu.....	50
Magog, Stanstead.....	50
St. Sylvestre, Lotbinière.....	50
Lapêche, Ottawa.....	50
Hull, Ottawa.....	50
Total.....	\$1,150

The appropriations as above amount in all to sixteen thousand one hundred and seventy-five dollars (\$16,175).

It will be observed that in this distribution the Committee have given two hundred dollars (\$200) to each of the academies. The further sums that have been given to certain of them are for special efficiency established to the satisfaction of the Committee by the reports of the Inspectors. Those schools to which a less sum than two hundred dollars (\$200) has been given are not supposed to be doing the full work of academies.

The Secretary was instructed to inform the commissioners or trustees of model schools or academies (being also elementary schools) that it will be necessary to employ two teachers—one holding a Model School or an Academy diploma and one an Elementary diploma—in order to obtain a grant from the Superior Education Fund.

After some discussion regarding the state of the Contingent Fund, it was resolved, on the motion of Sir William Dawson, seconded by Dr. Heneker—

“That the Chairman (Dr. Heneker) and Dr. Matthews be a sub-committee to represent to the Government the claims of this Committee to the grant formerly given for inspection of academies, and also the unfairness of deducting percentages for the support of institutions for deaf-mutes and from the Superior Education Fund, as well as the necessity of permanent provision for the contingencies of this Committee.”

On the motion of Dr. Heneker, seconded by Dr. Cook, it was resolved—

“That application be made to the Honorable the Treasurer of the Province for an advance of, say, four hundred dollars (\$400) to cover the deficiency found to exist in the accounts of this committee, to be repaid out of the interest due to the Committee on the 1st of January on the investment of the arrears of Marriage License Fund.”

The accounts were presented by the Secretary and found correct.

On report of the Corporation of McGill University, recommending the shortening the session of the McGill Normal School to enable the professors of the school to take part in the Teachers' Institutes, and for other reasons, it was moved by the Hon. Senator Ferrier, seconded by Dr. Heneker, and unanimously resolved—

“That the Regulations of Normal Schools be so amended as to permit the McGill Normal School to close its session on the last day of May instead of the last day of June, as at present.

“That the Hon. the Superintendent of Education be requested to submit the above amendment to the Government for its sanction.”

The following motion was submitted by Dr. Hemming:—

“That a sub-committee be named for the purpose of examining the Educational Laws now in force in the Province of Manitoba, and reporting to this committee whether or not it would be advisable to assimilate our system of education to that in force in said province, and, if so, to what extent, more particularly with a view of introducing religious instruction in all schools under the supervision of the Committee attended by Protestant scholars, and of preventing the enforced taxation of Protestants for the support of Roman Catholic schools, and *vice-versa*.”

On the motion of the Chairman, seconded by Dr. Heneker, it was resolved—

“That Dr. Hemming's name be added to the Sub-committee on School Law, and that his motion, as above, be referred to that committee.”

On the motion of Dr. Cook, seconded by Dr. Heneker, it was resolved—

“That the members of the Protestant Committee of the Council of Public Instruction do offer to Sir William Dawson their congratulations upon the honour which Her Majesty has been pleased to confer upon him, and which his great services to science and education have so conspicuously merited, and do record their satisfaction at this recognition of the claims of intellectual life to honourable distinction in the person of a colleague whose high qualities they know so well and admire so much.”

The Committee then adjourned to meet on Wednesday, the 26th of November, or earlier, if necessary, on the call of the Chairman.

GEORGE WEIR, *Secretary*.

(Signed) J. W. QUEBEC, *Chairman*.



RETURNS OF INSPECTORS OF ACADEMIES AND MODEL SCHOOLS.

Examination held May and June, 1884.

Names of Academies in order of merit as per Returns of Inspectors.	CLASSICS.			MATHEMATICS.			ENGLISH.		MODERN LANGUAGES.			SACRED HISTORY.		Average Total No. of Marks.
	Average of Marks.	Average of Pupils	Subjects taken out of 2.	Average of Marks.	Average of Pupils.	Subjects taken out of 6.	Average of Marks.	Average of Pupils.	Average of Marks.	Average of Pupils.	Subjects taken out of 2.	No. of Marks.	No. of Pupils.	
Lachute.....	74	16	2	71	27	5	84	39	6	19	1	58	34	10667
Quebec High School.....	40	27	2	41	37	4	60	51	6	28	1	40	45	8549
Waterloo.....	53	4	4	43	28	4	57	56	6	388	1	32	52	7626
Huntingdon.....	64	6	4	66	14	4	74	30	6	53	1	64	18	5773
Sherbrooke Young Mens' do Ladies'.....	55	4	3	34	14	3	55	18	6	24	1	27	3	4724
Stangstead L. College.....	20	5	5	38	12	5	53	17	6	24	1	57	15	4626
Dunham L. College.....	63	3	2	56	13	4	63	35	9	47	1	47	20	4983
St. Francis.....	46	13	2	52	11	4	69	23	9	43	1	54	16	4325
Coaticooke.....	48	10	2	59	14	4	66	23	9	49	1	49	20	3935
Three Rivers.....	75	5	1	56	13	5	67	22	6	42	1	42	18	3957
Cowansville.....	34	18	1	40	13	4	50	17	6	42	1	46	25	3694
St. Johns.....	38	5	2	47	11	5	60	27	6	31	1	42	19	3670
Inverness.....	43	13	1	41	12	3	56	22	6	31	1	47	19	2777
Knowlton.....	30	6	3	32	12	5	61	20	6	23	1	42	10	2708
Compton L. College.....	54	4	1	51	6	5	57	21	6	52	1	44	14	2454
Lacolle.....	30	7	2	44	9	4	62	17	6	40	1	44	20	2409
Shawville.....	0	0	0	30	12	5	48	24	6	29	1	31	16	2070
De'Hier.....	35	3	1	47	8	4	52	19	6	35	1	68	8	1939
Charanceville.....	40	5	5	55	5	5	67	8	6	48	1	51	11	1763
Granby.....	32	3	6	39	6	1	61	11	6	32	1	29	6	1533
Dunham.....	0	0	0	21	10	6	64	6	6	48	1	6	6	1284
Charleston (Hadley).....	53	3	1	43	5	3	62	6	6	53	1	51	7	1186
Eaton.....	65	1	1	43	3	3	54	11	6	25	1	41	7	1186
Bedford*.....	80	1	1	51	3	6	61	9	6	38	1	50	5	895

\* Closed at the time of inspection.

RETURNS OF INSPECTORS OF ACADEMIES AND MODEL SCHOOLS.—Continued.

Names of Model Schools in order of merit as per Returns of Inspectors.	CLASSICS.			MATHEMATICS.			ENGLISH.		MODERN LANGUAGES.			SACRED HISTORY.		Average Total No. of Marks.
	Average of Marks.	Average of Pupils.	Subjects taken out of 2.	Average of Marks.	Average of Pupils.	Subjects taken out of 6.	Average of Marks.	Average of Pupils.	Average of Marks.	Average of Pupils.	Subjects taken out of 2.	No. of Marks.	No. of Pupils.	
Leeds.....	0	0	0	50	19	4	71	26	39	14	1	70	56	5162
Ormskown.....	0	0	0	57	16	5	60	29	30	7	1	51	29	4369
Richmond, Glvs.....	0	0	0	27	8	6	61	21	30	7	1	36	12	2136
Cote St. Antoine.....	0	0	0	30	17	2	49	18	24	16	1	47	21	1917
Thurso.....	0	0	0	55	8	5	65	11	6	0	0	56	11	1779
Hemmingford.....	0	0	0	28	8	5	51	16	6	0	0	32	11	1362
Valleyfield.....	0	0	0	23	10	5	53	13	8	3	1	20	13	1233
Sutton.....	30	1	1	40	8	2	50	10	6	2	1	33	8	1180
Ulverton.....	30	0	1	27	5	3	63	11	6	4	1	27	6	1103
Grenville.....	0	0	1	46	6	4	53	11	6	3	1	20	2	1048
Bristol.....	0	0	0	34	7	5	45	10	33	3	1	20	0	996
Clarendon.....	0	0	0	43	6	4	66	8	35	4	1	42	0	925
Bryson.....	0	0	0	38	7	4	58	9	0	3	0	42	0	896
Bury.....	0	0	0	42	5	4	60	8	0	0	0	30	0	840
Fury.....	0	0	0	40	4	5	57	6	22	5	0	37	5	797
Gould.....	0	1	0	34	3	5	59	5	22	2	1	25	4	701
Stanbridge.....	30	1	1	31	4	5	63	7	6	4	1	31	4	698
St. Lambert.....	13	0	0	34	3	5	67	5	38	2	1	37	5	698
Rawdon.....	0	0	0	28	5	3	62	5	25	4	1	24	0	676
Sorel.....	0	0	0	28	3	3	50	0	6	4	1	24	0	520
Magog.....	15	1	1	43	3	4	50	0	38	2	1	73	2	496
St. Sylvestre.....	0	0	0	48	2	4	69	2	58	2	0	38	2	368
Lapêche.....	0	0	0	35	2	4	37	6	6	0	0	38	0	368
Sweetsburg.....	0	0	0	35	2	4	37	6	6	0	0	38	0	368
Coma*.....	0	0	0	35	2	4	37	6	6	0	0	38	0	368
Hull*.....	0	0	0	35	2	4	37	6	6	0	0	38	0	368

\* Not up to standard of Returns of Inspection.

## SUMMARY OF ANNUAL REPORTS OF PROTESTANT SUPERIOR SCHOOLS, 1883-84.

High Schools.	Revenue.	Value of Property.	Grants.		No. Teachers.	Total Salary.	The Head Teachers.			Arithmetic.	Algebra.	Geometry.	Trigonometry.	Grammar.	Composition.	English History.	Canadian History.	Sacred History.	Geography.	Drawing.	French.	Latin.	Greek.	Roman Catholic.	Protestant.	Under 16.	Over 16.	Total.
			81-82	82-83			Salary.	Diploma.	Exam. B.																			
Lennoxville.....	\$ 16646.00	\$ 30052	\$ ..	\$ ..	8	\$ 3500	\$ 800	B.A.	Oxon.	63	41	43	3	63	28	63	33	62	63	6	58	59	22	1	62	34	29	63
Montreal.....	14916.00	136499	1185	1185	17	12421	2240	LL.D	McG.	388	138	138	56	332	285	123	73	315	388	200	332	254	139	6	382	354	34	388
For Girls Montreal.	1617.79	136499	.....	.....	15	3775	800	A.	McG.	236	41	41	9	236	236	57	27	236	236	170	236	63	...	5	231	188	48	236
Quebec.....	4000.00	12000	1285	1485	5	2000*	.....	M.A.	.....	.....	71	71	4	100	100	71	80	100	100	71	100	93	10	5	95	90	10	100
For Girls Quebec...	.....	.....	.....	.....	7	2340	600	M.	McG.	110	30	30	..	102	92	92	92	102	102	40	60	.....	.....	1	109	96	14	110
Dunham, L.C.....	7022.00	10000	100	300	7	2000*	.....	M.	McG.	50	18	8	6	50	50	40	40	50	50	36	50	25	.....	.....	50	15	35	50
Compton, L.C.....	4250.00	17000	375	300	6	1050*	.....	Clergy.	.....	32	6	3	..	32	22	22	12	32	32	22	23	3	.....	.....	1	31	13	32
Totals.....	54451.79	942050	2945	3270	65	27036	4400			879	345	354	76	915	813	408	357	397	971	545	859	497	171	19	960	170	189	979

\* Exclusive of the Principal's salary.

SUMMARY OF ANNUAL REPORTS.

SUMMARY OF ANNUAL REPORTS, 1883-84.

ACADEMIES.	Revenue.	Value of Property.	Grants.		No. Teachers.	Total Salary.	The Head Teachers.			Arithmetic.	Algebra.	Geometry.	Trigonometry.	Grammar.	Composition.	English History.	Canadian History.	Sacred History.	Geography.	Drawing.	French.	Latin.	Greek.	Roman Catholic.	Protestant.	Under 16.	Over 16.	Total.	
			\$	\$			Salary.	Diploma.	Exam. B.																				
Knowlton.....	3500	275	500	1800	00	900	McG.	56	21	7	..	..	..	56	56	80	56	41	56	9	..	12	3	1	55	10	46	56	
Lechute.....	2252	2200	500	1675	00	900	McG.	187	27	22	22	..	..	130	100	80	80	58	130	110	60	26	6	6	190	166	30	196	
Watouloo.....	2500	4000	400	1485	00	800	B.Ex.	101	52	20	20	4	..	101	101	52	52	22	101	42	52	17	2	2	99	175	26	101	
Huntington.....	2323	4400	450	1300	00	900	B.A.	57	28	23	23	..	..	56	56	38	35	22	57	25	39	13	1	5	51	8	51	59	
Sherbrooke.....	680	6000	375	3800	00	750	McG.	52	28	23	23	..	..	52	33	52	52	32	52	34	34	13	2	1	51	37	13	52	
Stanstead.....	8000	5000	550	2742	50	1000	M.A.	34	20	14	14	3	..	34	34	26	24	25	34	34	34	12	6	..	149	80	89	169	
Coaticook.....	1000	3000	450	1970	00	1300	A.	151	11	8	8	..	..	78	130	30	40	12	69	..	42	12	6	2	38	17	23	40	
Fenton.....	500	1500	225	925	00	325	McG.	40	8	10	10	..	..	38	40	20	18	18	182	132	47	6	..	..	56	54	6	60	
Three Rivers.....	1460	6000	200	1350	00	800	M.A.	60	7	7	7	..	..	55	55	55	55	47	60	36	55	18	5	4	56	50	49	6	
St. John's.....	2250	5000	160	1950	00	900	McG.	56	11	7	7	..	..	55	55	55	55	55	55	55	55	25	..	..	23	19	5	24	
Berthier.....	1200	4000	200	1150	00	650	McG.	24	4	3	3	..	..	11	12	10	2	10	21	13	14	5	..	..	81	61	34	95	
Clarenceville.....	775	3000	150	630	00	530	B.Ex.	78	14	7	7	..	..	61	63	51	47	52	60	20	12	5	..	..	14	81	61	10	45
Shawville.....	836	1600	225	630	00	530	McG.	45	11	6	6	..	..	43	40	40	34	19	39	21	12	5	..	..	65	56	21	77	
Granby.....	1093	1600	275	975	00	750	A.	77	22	13	13	..	..	77	70	70	70	50	75	40	39	12	..	..	41	4	42	51	
Bedford.....	600	2000	200	600	00	600	Mont.	46	15	7	7	..	..	46	46	22	16	37	46	44	44	12	..	..	65	4	42	71	
Inverness.....	376	1000	225	640	00	550	M.A.	42	20	7	7	..	..	34	7	28	14	14	35	2	7	8	..	..	52	23	31	88	
Hatley.....	700	1063	100	630	00	500	B.Ex.	70	8	4	4	..	..	88	38	53	42	80	76	6	7	6	..	..	84	70	18	88	
Leclaire.....	950	1500	75	700	00	500	McG.	64	24	..	..	..	..	45	37	33	42	10	62	60	33	..	..	..	6	80	75	11	86
Dunham.....	600	1000	100	700	00	500	M.	46	7	7	7	..	..	46	46	46	46	46	46	46	46	10	..	..	3	43	17	29	46
Totals.....	28385	105300	5000	4850	54	20682	50	12385	1434	353	204	15	1225	1213	760	901	750	127	4731	534	226	32	98	1478	1128	540	1666		



EXAMINATIONS FOR MODEL SCHOOLS AND  
ACADEMIES.

MAY AND JUNE, 1884.

(N.B.—In each of the papers any four and only four questions might be answered.)

*Latin.*

1. (a) How many declensions are there in Latin? [b] State how they are severally distinguished? (c) Give the terminations in nom. sing. of nouns of the 1st, 2nd, 4th and 5th declensions. (15)

2. Write out (a) the ac. sing. and pl. (c), the abl. sing. and pl. of (1) porta (2) aerous (3) donum (4) parvus in all genders, (5) aeger in all genders, and also the gen., sing. and pl. of same. (15)

3. Give (a) the stems, (b) the dat. sing. and pl., (c) the voc. sing. and pl. of (1) rex, (2) miles, (3) hiems (4) rete, (5) vetus in all genders. (15)

4. Write out (a) the ac. and ab. sing. (b) the gen. and abl. pl. of (1) acutum cornu (2) serenus dies, (3) andax consilium, (4) live vulnus, (5) acris sagetta. (10).

5. Decline (1) bos, (2) domus. (10)

6. (a) How are the compar. and superl. formed? (b) Give the compar. and the superl. of (1) longus, (2) utilis, (3) liber, (4) facilis, (5) parvus. (15)

7. Give (a) the gen., sing. and pl., of ego and tu, (b) the nom. and gen. pl. in all genders of (1) hic, (2) is, (3) idem, (4) qui. (15)

8. Of *sum* write (1) the 2nd pers. sing. of all the tenses of the ind. and subj., (2) all the tenses of the infinitive. (20)

9. (a) How are the different conjugations distinguished? (b) Give of *amo*, *moneo*, *rego* and *asidio*, (1) all the tenses of the Inf., act. and pas., (2) all the participles, act. and pas. (25)

10. Of *possum*, *volo*, *nolo*, *fero*, *fit*, give (1) the principal parts, (2) the 1st pers. sing. of the pres. and imperf. subjunctive. (25)

11. Give (1) the parts of deponent verbs that are act. in form, (2) the participles and tenses of the inf. of *vereor*, (3) the imperative, pres. and fut. of *loquor*. (20)

12. Write the principal parts of *veto*,<sup>1</sup> *do*,<sup>2</sup> *video*,<sup>3</sup> *caveo*,<sup>4</sup> *jubeo*,<sup>5</sup> *haereo*,<sup>6</sup> *audeo*,<sup>7</sup> *frango*,<sup>8</sup> *mitto*,<sup>9</sup> *fido*,<sup>10</sup> *fallo*,<sup>11</sup> *pario*,<sup>12</sup> *polliceor*,<sup>13</sup> *patior*,<sup>14</sup> *utor*.<sup>15</sup> (30)

13. (a) Translate:—*Hoc proelio facto*,<sup>1</sup> reliquas copias Helvetiorum ut consequi *posset*,<sup>2</sup> pontem in Arare *faciendum*<sup>3</sup> curat, atque ita exercitum transducit. Helvetii repente ejus *adventu*<sup>4</sup> *commoti*,<sup>5</sup> quum id, *quod*,<sup>6</sup> ipsi diebus viginti, aegerimè confecerant, ut flumen transirent, uno illum die fecisse, *intelligerent*,<sup>7</sup> *legatōs ad eum*, mittunt: *cujus legationis* Divico *principes*<sup>8</sup> fuit, qui bello Cassiano dux Helvetiorum fuerat. (b) Parse fully the words in order as numbered. (25)

*Greek.*

1. Give (1) the number of declensions in Greek, (2) the terminations of the nom. sing. in nouns of the 1st and 2nd declensions. (10)
2. Write (a) the gen. sing., (b) the gen. and the dat. pl., (c) the ac. sing. and pl. of (1) *νύμφη*, (2) *Βασιλεία*, (3) *δόξα* (4) *δόλος*, (5) *φύλλου* (15)
3. How do Attic second Declension stems end? (2) Give the nom. and ac. pl. of *νεώς* and *ανώγειον*. (10)
4. Write (a) the stems, (b) the ac. sing. and the dat. pl. of (1) *κῆρυξ*, (2) *γύψ*, (3) *μητηρ*, (4) *πθλις*, (5) *γυνή*. (20)
5. What are the ac. and the voc. sing. and the nom. pl. in all genders of *πολύς* and *μέγας*. (15)
6. State (a) the two ways in which the compar. and superl. are formed in Greek, (b) the comp. and superl. of (1) *σοφός*, (2) *ἡδύς*, (3) *Καλός*, (4) *μέγας*, (5) *πολύς*. (15)
7. Give (1) the pers. prons, (2) the dat. sing. and nom. pl. of them, (3) the dat. sing. and pl. of *οἱσιν*. (15)
8. (1) Into what classes are verbs in *ω* divided according to the final letter of their stems? (2) Wherein do verbs in *μι* differ from those in *ω*? (3) Give the stems of *ἴσθμι*, *τίθμι* and *δίδωμι*, (4) write 1st pers. sing. of the fut. and 1st adv. act. of these verbs. (25)
9. (1) What are liquid verbs? (2) Give the 1st pers. sing., fut., ind., act. and mid. of *σπεύρω* and *αἰνώ*. (15)
10. Write the short paradigm of the perf., pass. and 1st aor. pass. of *τυπῶ*. (15)
11. Illustrate by examples how the fut., ind., act., is formed in the case of *labial*, *guttural*, *dental* and *pure* stems. (20)
12. (a) Translate:—*Μετὰ δὲ ταῦτα*<sup>1</sup> *Κύρος ἐξελαύνει,*<sup>2</sup> *παρασάγγας εἰθόσιν,* *ἐπίτηδον χάλλον ποταμον,* *ὄντα*<sup>3</sup> *τὸ εὖρος πλέθρον,* *πλήρη*<sup>4</sup> *διχθύων μεγάλων καίπρ*<sup>5</sup> *αἴων, οὓς οἱ Σῆροι θεοὺς ἐνόμιζον, καὶ ἀδικεῖν οὐκ εἴω*<sup>6</sup> *οὐδὲ τὰς περιστεράς. Αἱ δὲ κῶμαι ἐν αἷς ἐσκήνον,*<sup>7</sup> *Παρυσάτιδος ἦσαν, εἰς ζώνην δεδομέναι.*<sup>8</sup> (3) Parse fully the words in order as numbered. (25)
13. Conjugate the imperf. ind. act. of *γ*, giving uncontracted and contracted forms. (15)

*French.*

1. Write out the articles in all their forms, and after each a noun with which it agrees—giving meaning. (10)
2. Give the pl. of *plume*, *fil*, *jeu*, *clou*, *chou*, *cheval*, also the two forms *ciel* *œil*, *aieul*. (20)
3. Give the general rules with exceptions for forming the feminine of adjectives; give the feminine of *digne*, *mauvais*, *fou*, *beau*, *vieux*, *ancien*, *heureux*, *blanc*, *sec*, *gros*, *frais*, *public*, *doux*. (15)
4. Write in French:—The white horse is more handsome, (but) the black, (one) is the best. The mother is worse than the daughter. The cat is as large as the dog. My dearest friend. (15)

5. Write in French:—Twenty-one horses. Seventy men. Nine hats. The seventeenth man. The first horse. The twelfth day. The year eighteen hundred and eighty-four. Henry the Fourth. (15)

6. Enumerate the demon. prons., and give with examples the principal rules for their use. (15)

7. Explain the use of the following prons.:—Qui, que, quoi, dont, où, lequel. (20)

8. Write out the past definite tense, and the 3rd pers. sing. of the past conditional and pres. subj. in the active voice of any verb in each of the four conjugations. (15)

9. Write in the pass. voice 2nd pers. pl. of past anterior, of fut. indic. and of pres. conditional,—also the whole of the plup. subj. of any verb of 2nd conjugation. (20)

10. Define a reflexive verb. In what respects does their conjugation differ from that of the regular verbs? Write out the participles and the imperf. subj. of some reflex. verb. (25)

11. Write out the conjugation of falloir with meanings. Give sentences showing the two kinds of construction in which this verb may be used. (25)

12. Write in French. (1) He and I are friends. (2) My book is old—yours is new. (3) The horse you see on the road is not mine. (4) No one has come,—at least I have seen no one. (5) Have you no money? No, I have none. (6) He arrived before you and passed near me. (7) I have just come in. (8) As soon as I have written my letter, I will wash my hands. (25)

13. Translate *literally*.—D'abord que je fus à Madrid, j'établis mon domicile dans un hôtel garni où demeurerait, entre autres personnes, un vieux capitaine qui était venu solliciter à la cour une pension qu'il croyait n'avoir que trop méritées. Après avoir eu avec lui deux ou trois conversations, il m'honora de sa confiance. Je sus bientôt toutes ses affaires. Ce que j'admire dans les relations de batailles, qu'il me fit, c'est qu'il ne lui échappa aucun trait de fanfaron, pas un mot à sa louange. Les officiers qui reviennent de la guerre sains et saufs ne sont pas tous si modestes. (25)

### *Arithmetic and Mensuration.*

1. Find (1) the G. C. M. of 14, 70 and 1484, and (2) the L. C. M. of 24, 10, 33, 22, 30, 18, 45. (5)

2. Take  $5\frac{7}{10}$  from  $8\frac{1}{2}$ , multiply  $\frac{3}{4}$  by  $\frac{7}{8}$ , and divide  $\frac{1}{10}$  by 3. (15)

3. What number added to  $1\frac{7}{10}$ ,  $3\frac{9}{16}$ ,  $2\frac{1}{10}$ , and  $\frac{5}{8}$ , will make the sum total 10? (15)

4. Simplify  $\frac{3}{4} + \frac{5}{8}$

$$\frac{1 + \frac{1}{4}}{\frac{7}{8} + \frac{5}{8}}$$

5. Multiply 95.376 by .0002, and divide 55.8 by .08125 to 3 places of decimals. (15)



6. Give the rules for reducing a mixed circulating decimal to a vulgar (or common) fraction with an example of the process. (20)

7. Add together  $\bar{2}7$  of an acre;  $\bar{5}4$  of a rood, and 7.5625 of a sq. yd., result in cub. ft. (20)

8. What is the price of 17 acres, 3 roods, 25 perches of land at \$200 per acre. (15)

9. A bankrupt owes one man \$800, and another \$900, his effects are worth \$272. How much does each receive? (20)

10. If 20 horses and 196 sheep can be kept 18 days for £151 10s., what sum will keep 15 horses and 72 sheep for 8 days, supposing 5 horses to eat as much as 76 sheep? (25)

11. At what rate per cent. per an. (simple interest) will \$300 amount to \$414 in 8 years? (20)

12. Find the compound interest on \$212 for 2 yrs. 5 mos. 6 d. at 6 per cent. (20)

13. Having to pay £1,085 two years hence I invest a certain sum in the 3 per cents at 73, to accumulate interest until the debt is due, and the same sum next year. I sell out at the same price, and just pay the debt. What sum did I invest? (25)

14. What is the width of a street from a point in which a ladder  $32\frac{1}{2}$  ft. long will reach a window 26 feet high on one side and one  $24\frac{1}{2}$  ft. high on the other side? (25)

15. State the rules for finding the areas respectively of a triangle, a trapezoid and a polygon. (25)

16. Give the number of cub. ft. in a ball 5 ft. in diameter, also the number of square ft. in its surface. (25)

### Algebra.

1. Add  $3x^3 + 4y + 6x^2y$ , —  $2ax + 12 + y$ , —  $5ax + 3ax - x^2y$ , and  $x^3 + x^2y + 2y - 14$ ; and subtract —  $3abc + de - 7 + 5xy$  from  $6abc + 12 - 3xy + 4de$ . (10)

2. Simplify  $x - [4x^3 - \{6x^2(4x - 1)\}] - x^4 + 4x^3 + 6x^2 + 4x + 1$ . (5)

3. Multiply together  $a - b$ ,  $a - c$ ,  $a - d$ . (10)

4. Divide  $8a^2x + 2ax^2 - 4a$  by  $2a$ ; and  $y^3 + z^3 + z^3 - 3xyz$  by  $x + y + z$ . (15)

5. Simplify  $(x + 3)^3 - 3(x + 2)^3 + 3 + (x + 1)^3 - x^3$ ; and resolve into factors  $x^4 - 81$ . (15)

6. Reduce to its lowest terms  $\frac{a^4 - x^4}{a^5 - a^3x^2}$ ; and to their least com. denom.

$\frac{a}{xy}$ ,  $\frac{ax}{y}$ ,  $\frac{a}{x}$ . (15)

7. Add  $\frac{2b}{x^2 + b^2}$  and  $\frac{1}{x}$ ; and multiply  $\frac{x^2 - y^2}{x}$ , and  $\frac{x}{x + y}$ , and  $\frac{1}{x - y}$  together. (15)

8. Given  $\frac{x}{2} - \frac{x}{3} + 5 = \frac{6(x+2)}{8}$  find the value of  $x$ . (15)

9. A post is  $\frac{1}{3}$  in mud,  $\frac{1}{4}$  in water, and 10 ft. above the water. Find its length. (20)

10. Sold 20 shirts and 30 jerseys and for the whole received \$120,—at another time 30 shirts and 25 jerseys at the same prices, and for the whole received \$140. What was the price of each kind of article? (25)

11. Given  $\begin{cases} 3x + 2y - 4z = 8 \\ 5x - 3y + 3z = 33 \\ 7x + y + 5z = 65 \end{cases}$  find values of  $x, y, z$ . (25)

12. Given  $5x - \frac{3x-3}{x-3} = 2x + \frac{3x-6}{2}$  find values of  $x$ . (25)

13. Bought sheep for \$360, and found that if I had bought 6 more for the same money, I should have paid \$5 less for each. How many did I buy and at what price? (25)

14. Find the 6th power of  $\frac{2a^2}{b}$ ; and extract the square root of  $4x^6 + 12x^5 + 5x^4 - 2x^3 + 7x^2 - 2x + 1$ . (15)

### Geometry.

1. Name and define the different kinds of angles, and define a circle and parallel straight lines. (10)

2. Define and explain the terms, postulate, axiom, theorem, problem, corollary. (15)

3. From the greater of two given straight lines, cut off a part equal to the less. (10)

4. If from the ends of the side of a triangle there be drawn two straight lines to a point within the triangle; these will be together less than the other sides of the triangle, but will contain a greater angle. (15)

5. Parallelograms on the same base, and between the same parallels, are equal to one another. (15)

6. In what cases does Euclid prove that two triangles are equal in all respects. (15)

7. AB, CD are two given straight lines. Through a point E between them draw a straight line GEH, such that the intercepted portion GH shall be bisected in E. (25)

8. If a straight line be divided into any two parts, the squares on the whole line and on one of the parts shall be equal to twice the rectangle contained by the whole and that part together with the square on the other part. (20)

9. If straight lines be drawn from each angle of a triangle to bisect the opposite sides, four times the sum of the squares on these sides is equal to three times the sum of the squares on the sides of the triangle. (25)

10. Two circles cannot have more than two points common to both without coinciding entirely. (20)

11. On a given straight line describe a segment of a circle capable of containing an angle equal to a given angle. (25)

12. Describe a square about a given circle. (25)

13. Under what conditions are two rectilinear figures called similar? Divide a given straight line similarly to a given straight line. (25)

### *Geography.*

1. Define (1) Mathematical, (2) Physical, (3) Political Geography. (15)

2. Give (1) the great land divisions in the Eastern and in the Western Hemispheres. (2) A comparison of land and water in each. (3) The oceans by which they are severally separated. (25)

3. Describe any ten of the following: (1) Peninsula, (2) Isthmus, (3) Mountain Range, (4) Mountain System, (5) Archipelago, (6) Latitude, (7) Longitude, (8) Delta, (9) Volcano, (10) Right Bank of a River, (11) Steppes, (12) Water-shed, (13) Strait, (14) Basin of a River, (15) Meridian, (16) Estuary, (17) Inlet, (18) Sound, (19) Downs, (20) Roadstead. (20)

4. State (1) the motions of the earth. (2) The time in which each motion takes place. (3) The changes caused by each motion. (20)

5. (1) Explain the term Zodiac. (2) Name the signs of it. (20)

6. Name the Zones. (2) Give the position of each. (15)

7. Name four of the principal tributaries of either the St. Lawrence or the Mississippi. (15)

8. Give ten counties with their capitals in either Ontario or Quebec. (25)

9. State the principal towns situated on the borders of Lake Ontario. (25)

10. Name four counties in either of the Provinces of Ireland. (15)

11. Give ten of the principal cities of Great Britain and say for what noted. (25)

12. Give the position (and say for what noted) of any five of the following:—(1) Ottawa, (2) Chicago, (3) Boston, (4) Lancashire, (5) Yorkshire, (6) Moscow, (7) Lisbon. (25)

### *English Grammar.*

1. Say under what head of Grammar each of the following is included.—(1) The knowledge of *letters*, their proper sound, &c. (2) The knowledge of all the different *kinds* of words, their powers, &c. (3) The knowledge of the proper methods by which words are combined so as to express our thoughts in correct *sentences*. (15)

2. When should capital letters be employed? (15)

3. Give (1) the parts of speech—with an example of each. (2) Those that are inflected. (15)

4. Write (1) a definition of an abstract noun. (2) The names of 5 persons, 5 places, 5 things, 5 qualities. (20)

5. Enumerate (1) the different classes of prons., simple and compound. (2) The personal prons. declining any one of them. (20)

6. (1) What verbs, as a rule, have a passive voice? (2) How is the passive voice formed? (10)

7. Write the 1st pers. pl. of all the tenses of indic., act. and pass. of the verb *to do*. (25)

8. Enumerate (1) the auxiliaries of *tense*, (2) those of *mood*. (10)

9. I may *love*, I may *have loved*. How would you parse *love*, and *have loved*, on the assumption that there is no potential mood? (10)

10. Change the pass. verbs into the act., retaining the same tenses:—(1) He is loved by all. (2) The English were conquered by the Normans. (3) The ship has been borne along by the billows. (4) Taxes may have been imposed by the Government. (5) Peace had been concluded at Paris by the European powers. (20)

11. Define a simple, compound, complex sentence, giving an example of each. (20)

12. (1) What is a subordinate clause? (2) Enumerate different kinds of such with examples. (3) What is meant by a co-ordinate subordinate clause? (25)

13. (1) "And *witness*,<sup>1</sup> dear *companion*<sup>2</sup> of my walks *whose*<sup>3</sup> arm this twentieth *winter*<sup>4</sup> I perceive *fast locked*<sup>5</sup> in mine, with *pleasure*<sup>7</sup> such *as*<sup>8</sup> love. Confirmed by long experience of thy worth And well-tried virtues, *could*<sup>9</sup> alone *inspire*, Witness a joy *that*<sup>10</sup> thou hast *doubted*<sup>11</sup> long." (2) Thou knowest my praise of nature most sincere, And that my raptures are not conjured up to serve occasions of poetic pomp But genuine and art *partner*<sup>12</sup> of them all" Give (1) a simple paraphrase of 1 and 2. (2) The general analysis of 1, 3; a particular analysis of the clause beginning, And that raptures, &c. (25)

14. Parse the words in extracts (1) and (2) in order as numbered. (25)

15. The *downfall*<sup>1</sup> of Buanoparte is an *impressive*<sup>2</sup> *lesson*<sup>3</sup> to ambition, and affords a striking *illustration*<sup>4</sup> of the *inevitable*<sup>5</sup> *tendency*<sup>6</sup> of *that*<sup>7</sup> passion to bring to ruin the power and the greatness, *which*<sup>8</sup> *it*<sup>9</sup> *seeks*<sup>10</sup> so madly to increase.

16. Write (1) a general analysis, specifying the kinds of clauses. (2) The parsing of words in order as numbered. (25)

## INSPECTOR MCGREGOR'S REPORT.

HUNTINGDON, 19th August, 1884.

To the HONORABLE GÉDÉON OUIMET, *Superintendent of Public Instruction.*

SIR.—I have the honor of forwarding you the annual report on the state of education in my inspectoral district for the scholastic year; 1883-84.

The municipalities are classified and arranged in the Grand Statistical Table according to instructions, but their relative position varies somewhat from that of last year principally owing to the condition of the school-houses and the salaries of teachers. The average standing of the elementary and model schools combined, in relation to reading, spelling, arithmetic, writing, discipline and results of work, as indicated in the bulletins of inspection, can also be similarly represented. And accordingly, for the sake of comparing one municipality with another educationally, we classify and present them conjoined respectively with that of the municipalities, thus:



If it is possible to compare mental attainments with material surroundings, the above tabulated statement shows, the same system of classification having been employed, that the state of education in some municipalities is superior ; in other, equal ; and in the rest, inferior to its surroundings.

When there is but one school in a municipality, that school, if good, has the advantage, because its real standing is given ; and good schools in large municipalities have the disadvantage of their standing being reduced. Ormstown for instance has four schools not surpassed anywhere, yet the average standing of the twelve schools is only Good 10.

To say, in regard to the results of teaching, that there is marked improvement, when compared with last year, would perhaps be saying too much ; for some schools, and in some instances even whole municipalities seem to have gone back as far as others have advanced. Several reasons however may be assigned for this, such as change of teachers, the most advanced pupils having left the schools, and those who had taken their places not being so old. In fact, unless we take the average age of the pupils into consideration, which I am unable to do this year not having taken the necessary statistics, it is difficult to distinguish any great improvement, as the corresponding classes occupy the same ground and do not appear to differ much in their attainments except in those schools that have fallen behind. In the majority of schools we find thoroughness and practical work neglected, their ambition apparently being to push on rapidly from book to book regardless of apprehending and thoroughly digesting their contents. For this, parents who think and complain that their children are doing nothing unless they are thus pushed forward are greatly to blame. And in consequence of their mistaken idea, some excellent teachers have been molested in the discharge of their duties so persistently as to destroy their efficiency in their respective schools. But the import and requirements of the course of study which is now in all our county school, will, I trust, contribute largely to rectify these defects. Another common defect is—cultivating the memory at the expense of the understanding. The training of both should be simultaneous, but instead of that, we find more attention paid to those subjects requiring chiefly the exercise of memory than to those requiring the exercise of the understanding ; consequently the pupils' pro-

iciency in reading, composition, parsing and analysis, in grammar, and practical arithmetic, is far behind their standing in the subjects of memory. Another defect: the work assigned to the model schools is attempted by some of our elementary schools to their own disadvantage. In order to do away with the alleged necessity for this, I would like to see a model school established in each municipality and an Academy in each county maintained by the county with free tuition to all residents. Particularly would I recommend the following to be instituted Model Schools, and hope that the commissioners will take the necessary steps to give it effect.

COUNTY.	MUNICIPALITY.	SCHOOL.
Argenteuil.....	St. Andrews .....	The Village School.
"	Chatham, No. 1.....	Cushing's School.
Vaudreuil .....	Como .....	Como School.
Huntingdon .....	Franklin .....	Franklin Centre School.
"	Havelock.....	Vicar's School.
Chateauguay .....	Howick .....	Village School.

Teachers.—Of the private schools of Montreal only thirteen are reported, having 651 pupils and taught by 70 teachers, of whose salaries and diplomas we know nothing.

There are 301 teachers in the public schools, 41 male, all but 3 having diplomas. 260 female, all but 2 having diplomas. 177 hold Normal School diplomas. The average salary of the country female teachers was increased by nearly 15 per cent, whereas that of the city teacher was somewhat diminished. It is almost unnecessary to say that as the country will see the necessity of engaging none but well qualified teachers, the demand for Normal School trained teachers will be much greater than at present. Many fancy that an inferior teacher is good enough for little children, forgetting that "As the twig is bent the tree is inclined."

Politeness is a feature in regard to which the majority of the English schools comes far short of those of the French Canadians, and the cause of this lies at the door of the teachers. But what could be expected when there is no organized system of teaching proper deportment to the teachers themselves? Notwithstanding

the pre-eminent qualifications of the Principal and Professors of the Normal School to train the intellect, no one would assert that they are, qualified to teach young ladies how to act. But supposing they are so far as knowledge is concerned, politeness itself would prevent them from exercising their knowledge under various circumstances. It is here where young ladies trained in boarding schools and convents shine; for their deportment in every particular as well as their education is attended to. Cannot something be done to raise the standard of the Normal School in this respect? It would greatly increase the teachers' influence for good.

I anticipate grand results from the practical working of the Teachers' Institutes, and trust that some portion of my district will participate in the benefit next year.

Pupils.—The number attending during the year 12291. 651 in the 13 private schools of Montreal. 5571 in the 16 public schools of Montreal, an increase of 356 and a daily average attendance of 92 per cent. 6069 in the 183 country schools, an increase of 1113 and a daily average of 66 per cent, 12 per cent less than last year, owing chiefly to the severity of the winter.

The remarks made in last year's report are still applicable to the commissioners, trustees and secretary-treasurer.

The inspector made 272 official visits, held 8 competitive examinations, which also served as far as practicable for teachers' Meetings, and intended to have held 4 more, but time failed him. The schools in operation in Argenteuil were visited during the months of January and February. Those then omitted were visited in May, when the schools were invited to compete at examinations held at St. Andrews, Lachute, Grenville and in Chatham No. 1. The public schools of the city of Montreal were visited in the month of March, when I had the pleasure of being accompanied and assisted by the superintendent Mr. Arthy. All the other schools in operation in my district were visited twice, as reported in the bulletins of inspectors.

I have the honor to be

Your obedient servant,

JAMES MCGREGOR,

SCHOOL INSPECTOR.



## HINTS ON TEACHING LITERATURE TO JUNIOR PUPILS. \*

BY MISS ALICE FREEMAN, *Ryerson Public School, Toronto.*

There is a quaint old story told of a poor man, who having lost the spectacles adapted to his own special need, was compelled to borrow from neighbours until able to replace his loss. Very amusing are the experiences he passed through, in trying to adapt himself to the various outlooks each successive pair gave him. One pair would magnify a molehill into a mountain, another diminish a literal mountain till it appeared a relative molehill. Sometimes all nature would seem dark and sombre, sometimes full of brightness and sunshine. After becoming the victim of many blunders, through the false impressions he received, the poor man was very glad to recover the pair to which he had been long accustomed, and from behind which he felt he could view the world in comparative safety.

Under the humorous surface of this old tale lies this leading truth: we all survey life through spectacles of one kind or another, and whether they be dark or bright, whether they distort or present facts as they really are, depends to a great extent upon the sources from which we have gathered our information, in the years that have passed over us.

We welcome home a friend from a foreign shore, we listen to his stories of travel and adventure, and as he conveys to us his impressions of the lands he has seen, we are viewing this phase of life through our friend's spectacles. We sit beside the fire on a winter's evening, and cutting the leaves of a favourite magazine, read an editorial upon some vexed social question, and whether the matter be wisely discussed or not, we are taking a peep at society from behind the editor's spectacles.

But it is easy to realize, without further illustration, how the opinions of others effect our own judgment in all things;--and if this be true of ourselves, when fully developed reasoning powers, *how much more must it be true of our children.* Gazing out upon the world with wide-open questioning eyes how eagerly they seize upon any source of information that comes in their way, and how disastrous the results when these are unreliable and distorted. Parents and friends, teachers and writers, we

---

\* A Paper read before the Toronto Teachers' Association, 1884.

are constantly lending to the children around us our spectacles, from behind which they view the busy world, and receive upon mind and heart whatever impression we desire to make. Oh, that we would take more care to make it a wise and happy one!

Ever since the days that Mother Goose sprang into popularity the necessity for children's literature has been recognized; and down the years that have multiplied her numerous offspring, has come an array of stories and ballads not always intended for mature years alone; for though, until within the past twenty-five years children's reading matter was not made a speciality, we have some specimens extant that show us, they were not altogether unsupplied. Think of a book, written by a father for his daughters as early as the thirteenth century,—picture the stern Martin Luther laying aside all care, to write those charming letters to his little ones,—and you will see that the children were not forgotten amidst the turbulence and strife of earlier days. But it has remained for the present age to excel the books for children; full of charming tales, written by standard authors, and illustrated by the best artists of the day. The fact that it is not an easy or trifling matter to write for children has been duly recognized, since some of our best and purest authors have turned their attention to this special art, and not a few have received more honour for their tales of sweet child-life, than for profounder works.

The question then that comes to the puzzled child is not one of material but choice; not where shall he find a story, but what story shall he choose? And it is here, I think, we teachers may step in and do so much to give our pupils the proper mental bias, for biassed they must be in one direction or another.

Let us enter now for a little while into the school-room, close the door upon all outside ways and means, and see what we can do, within our programme of studies, to further the end we have in view.

In glancing over the subjects brought daily and weekly before our pupils, those in which we may find opportunity to give hints and suggestions regarding home reading, are Reading Lessons, Language Lessons, Memorized Selections, and lastly Stories, told simply in story form.

First of all come our Reading Lessons. Granting the importance of reading as a lesson in voice culture, we may ask is it

not possible that we pay too much attention to the mechanical part of the work; that we rest contented if punctuation, pronunciation, even expression are accurate; forgetting that there should always be a certain mental appreciation of the matter read, which cannot be reached by the pupils without our aid. We throw a few side-lights upon the bare blank narrative, and instantly it becomes a real living picture, full of unwonted interest. It is a good rule never to leave a selection, be it prose or poetry, without noting the author's name, without mentioning something interesting about his life, (in these days of journal sketches and biographies the lives of our writers are public property); and naming other writings by the same author, taking care to choose those that are within the comprehension of the children, and without making them desirous of hearing more about the subject matter of the lesson. Take our Third Book, for example. Before advancing very far we meet the names, Longfellow, Ballantyne, Mrs. Hemans, and Hans Andersen. Do not let these names remain strange sounds to the children, make them realize them. They are the names of people like themselves. It is astonishing how quickly these names become familiar as household words to them. Find a corner of the black-board whereon to write the names of various well-known and entertaining authors, as they occur in our Readers, with one or two of their most interesting poems or stories and *keep them there*. Only a few weeks ago we had finished our reading lesson and the order "close books" was given, when a murmur came from one corner of the room, "It's written by Mrs. Hemans, and you didn't put it down"—"Yes and she wrote, 'O, call my brother back to me' in the Second Book," responded another, without any regard to punctuation but with a full consciousness of his superior knowledge. The omission was promptly supplied and the boys commended for their thoughtfulness. These were voluntary comments, and the pupils were quite accustomed to make them and to give the information in a most natural manner.

(To be continued.)

## EDITORIAL NOTES.

**GRADED SCHOOLS.**—There are few movements connected with our educational work that have been more successful than the establishment of Graded Schools in the towns and villages of the Province. As the result of this movement we are able to point to our graded schools as the best rural schools. Of these, Waterloo and Coaticooke furnish the best specimens, while a large number of others are working out the same plan on a smaller scale with marked success. It is to be regretted however that more of our villages have not availed themselves of the advantages of this system. Many of the village district schools are attended by fifty, sixty, seventy pupils under one teacher, and one village district school last year was attended by one hundred pupils and they were under the charge of one teacher. In addition to large district schools some of our villages have independent Academies in which many elementary pupils are taught. Bedford and Knowlton are examples of this class. The district school teachers and the teacher of the Academy each have several classes under them and spend much of their time with small classes in elementary work. There is evidently a great loss here not only of teaching power but also of the time of the pupils. Under a graded system all the pupils of a village are gathered together and divided up into sections according to their standing and placed under two, three or four teachers according to the total number of pupils. In this way, the best possible classification is secured, a small number of comparatively large classes is obtained; each class has a small number of classes and thus the teaching power is employed to the best possible advantage. The advantages of such an arrangement are manifestly very great. No one who takes the trouble to think the matter over carefully can fail to recognize the superiority of a graded school. Incorporated villages and towns can most easily avail themselves of the advantages of the graded system and there is a special provision in the law for such cases; but any district in a municipality which has too many children for one teacher can avail themselves of the graded system because provision is made in the law for maintaining two schools in a district. It is only necessary for the Commissioners or trustees to engage a teacher in the district in question, to provide an assistant, and to instruct the teacher in charge to classify the pupils and organize them in two sections under the two teachers in order to organize a graded school. By this means the cheapest and best teaching is secured and there are many districts in the Province which would be greatly benefited by the adoption of this plan. The greatest difficulty lies with towns and villages where the elementary schools are under commissioners and the Academy or Model School under an independent School Board: the Academy containing pupils who

should be in the elementary school and the elementary school containing pupils who should be in the Academy. The result of this dual control is generally most unsatisfactory as regards the educational interests of the village. In proof of this we have only to compare the educational condition of such villages as Bedford and Knowlton where the dual control is in vogue with Waterloo and Coaticooke where the graded system is used. The people of Huntingdon have solved the difficulty and secured the advantages of a graded school by means of a contract between the Commissioners and the independent trustees. The pupils of the village are organized in several grades with as many teachers as are necessary under the control of the principal of the Academy. For his supervision the commissioners pay a small sum. The commissioners engage teachers for the elementary departments and pay the necessary expenses. In this way a regular gradation is obtained from the lowest primary class and the pupils are passed on from grade to grade according to their progress. This is as it should be and we trust that the time is not far distant when the Protestant Committee will require each Academy receiving a grant to be organically connected with the common school system of the locality so as to consist of the more advanced classes of a graded school.

---

#### LOCAL ITEMS.

The Rev. Dr. McVicar, L.L.D., has been appointed a member of the P.B.S. Commissioners of Montreal to replace the Rev. Dr. Jenkins.

*Matrimony* has a good deal to answer for in connection with our educational work, as it carries off a number of our best teachers each year. The Girls' High Schools of Montreal and Quebec seem to have been very unfortunate (or fortunate) in this respect.

A *Map of the Eastern Townships* has been issued by the proprietor of "The News." The work is well done and so far as we have been able to test it, we have found it very correct. It would be a very valuable help to the teachers of our elementary schools in the Eastern Townships. The price is \$2.25.

*McGill University* has received another \$50,000 to be used for the Higher Education of Women.

*Miss Robins* has been engaged to assist Dr. Robins and Dr. McGregor in their Normal School work.

---

#### PERSONALS.

Miss Luttrell succeeds, Miss Cleveland in the Girls' Model School at Richmond.

Miss Laberee, formerly of Robinson, takes charge of the Graded School at Waterville.

Mr. H. S. Caswell is teaching in Lennoxville.

Miss Farnsworth has begun work at Sawyerville.

Mr. D. C. Delano, a graduate of Dartmouth College, has reopened Barnston Academy.

With the exception of the above changes, the leading schools of the district of St. Francis retain the teachers of last year.

Mr. Alexander, graduate of Lennoxville, is teaching Inverness Academy.

Mr. J. Parker continues in charge of the Leeds Model School.

Miss Lord takes charge of the Maple Grove School and Miss Kinghorn has begun her seventh year at Wilson's Corners, Megantic.

In the district of Bedford a large number of the Academies and Model Schools retain the same teachers. Waterloo Academy has secured three excellent assistant teachers in Miss Mary Abbott, Miss Overing and Miss Maggie Knowlton, all of the McGill Normal School.

Miss Alma Minckler opened the East Farnham School in a fine new building.

Miss Farfield succeeds Miss Minckler at Adamsville.

Mr. Mayo, of Magog, has taken the Mansonville School.

Miss Lamb succeeds Mr. Mayo at Magog.

From the inspectorial district of Huntingdon, etc., we learn that "Changes are lightsome" and the teachers availed themselves this year more than usual of the advantages and privilege of changing. Some with a willing mind and cheerful contenance to better their condition, knowing where they were going, as their fame had paved the way; others, no doubt reluctantly, unwilling to again enter the arena of competition by the lowest bid, as is too frequently required by the advertisements: "Applications to state salary expected;" a few were obliged to retire through sickness; and still fewer from other causes over which we draw a veil. No less than fifty-four changes have been made since the schools closed last June. Of these only a few of the most important shall be specified. Mr. John Stevenson, M.A., the gentlemanly and accomplished teacher of the Grenville Model School, after two years incumbency, retired with his young American spouse to the city of New-York. The school is now in charge of Mr. Thomas Bennie. Miss Blanche Smith, of Montreal, who efficiently conducted the St. Andrews' village school for the the last three years, seems to have resigned, as the situation is advertised. Miss Kathleen Herbert, teacher of Cushing school, and possibly several others in Chatham also, has resigned. There has been almost a complete revolution among the teachers of the counties of Huntingdon, Chateaugay and Beauharnois: so far as known, only thirty-six have held their schools.

Mr. W. A. Kneeland, the wide-awake principal of the St. Gabriel dissentient school, after putting that institution on an equality with the city schools, accepted a position under the

Protestant Commissioners of Montreal. Ann St. school lost a most efficient Principal in the removal of Mr. S. P. Rowell to take charge of the "West End Private School." The situation thus vacated is happily filled by R. M. Campbell, Esq. Miss Catherine Nolan, a lady remarkable for the thoroughness of her system of imparting instruction during a period of twenty years, having graduated in McGill Normal School, in 1863, resigned her position as head-teacher of the Ormstown Model School where she has taught with grand success for the last seven or eight years, and is now engaged to conduct the Model School in Valleyfield, vacated by Mr. Orrin Rexford who has taken charge of the Lachine Model School. Mr. S. C. Haliday, B.A., a most unassuming, but thorough educator, who for the last eleven years taught the higher branches in the Lachute Academy and placed that institution in the fore-front of its class, is engaged as principal of the Huntingdon Academy at a salary of \$1150 per annum. A grand feature of improvement in connection with the last named institution is that the acquisition of the French language is placed in the category of common studies and is to be taught without any extra fee. Miss Gibb, the French and instrumental music teacher, with slight interruption, for the last sixteen years, tendered her resignation, which was accepted by the directors, who afterwards appointed Miss Jessie Shirriff, daughter of F. W. Shirriff, M.D., of Huntingdon, as instrumental music teacher. A few of the schools were opened in the beginning of August, others about the middle and the rest opened about the first of September. The object of the commissioners and trustees in keeping their schools open during the months of July and August is not easily divined, unless to punish the teachers and incapacitate the children by injuring their health and acquiring idle habits, for neither teacher can teach nor children learn during these months on account of the excessive heat."

Mr. Grant has resigned Hull Model School, and is teaching at Aylmer.

Mr. Elliot has begun work at Portage du Fort.

Mr. Rigland is trying to establish a Model School at Bryson.

Miss Stacy takes charge of the Hull Model School.

Three Normal School teachers have entered upon work in Hull Township.

Miss Ball is engaged for No. 2 school, Masham.

Miss Wilkins has succeeded Miss Bothwell at the Girls' High School, Quebec.

Miss Shanks has retired from the Boys' Model School, at the Normal School, and has been succeeded by Miss Sloan, of the Primary School, whose place has been filled by Miss Marion Taylor.

## BOOK NOTICES.

*Methods of teaching Geography, by Lucretia Crocker. Ginn, Heath & Co. Second edition.* This excellent manual of notes on geography lessons has been noticed in our columns before. The new edition contains some additions and improvements. This work should be in the hands of every teacher of geography.

*Practical method of learning Spanish, by Prof. Alijandro Ybarra. Ginn, Heath & Co., Boston. Price \$1.20.*—This is the first of a series of books teaching modern languages in accordance with YBARRA'S PRACTICAL SYSTEM. It is purely a practical book, intended to teach the speaking of the language before entering into its theories, rules of construction, etc.

*A progressive series of inductive lessons in Latin, by John Totton, Master Girls' Latin School, Boston. Ginn, Heath & Co., Boston.*—This manual is the result of an attempt to apply the inductive method to elementary instruction in Latin, by bringing the pupil in immediate contact with classical examples, that through the observation and study of such examples, the pupils may be led to the discovery of the Syntactic Laws which underlie them. Special attention is also given to derivation, and care is taken to refer each word to the root from which it is derived instead of tracing it to some complete word with which it is connected in formation.

## PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

*The Editor of the EDUCATIONAL RECORD.*

SIR,—The meeting of the Association will be held at Cowansville, commencing Wednesday evening, October 8th, at 8 p. m., and continuing on Thursday, Friday, and perhaps, Saturday.

Among the subjects which will be presented for consideration are:—County Academies; Pension Act; Distribution of Grants; Training and Examination of Teachers; Study of English; How to teach Geography; The preparation of Lessons; Higher Education of Women; The Functions of the Brain; Temperance and morals in Schools.

On Friday evening a *Conversazione* will be held: and, during the Session addresses are expected from Hon. Mr. Lynch President of the Association, Sir. Wm. Dawson, Hon. G. W. Ross of Ont.; Supt. Paterson of New Hampshire, Hon. Mr. Ominet, Rev. E. I. Rexford, and other leading Educationists.

Extensive preparations are being made for the reception of Teachers by the people of Sweetsburg and Cowansville. Private hospitality will be extended to about 200 Teachers, and the hotels will afford accommodation at reduced rates to about 100 more.

Tickets on all lines of railway, and in the boats of the Richelieu and Ontario Navigation Co., and on the Ottawa River Navigation Co., will be issued at single fare. On the South Eastern and Central Vermont Lines no certificates will be required: teachers will pay full fare going, and will receive free return passes at Cowansville; for the other lines, certificates obtainable from the Secretary must be presented at starting. South-Eastern Trains leave Montreal for Cowansville as follows: 9 a. m., 5 p. m. and 7.40 p. m. The fare from Montreal to Cowansville is 1.85, from Newport to Cowansville \$2.15.

For any further information please apply to the Secretary,

FRED. W. KELLY,

High School, Montreal.



"Neither Boston, Philadelphia, nor New York can rival them."—*Presbyterian Witness, Halifax, N. S.*

"If the books have any fault they are too beautiful."—*Montreal Gazette.*

---

G A G E ' S .

# New Canadian Readers.

---

NEWFOUNDLAND.—Recommended by the Superintendents of Education.

MANITOBA.—Authorized for use in the Schools of the Province.

QUEBEC.—Authorized for use in the Schools of the Province. Adopted by Protestant School Commissioners for use in Montreal. Introduced in the Schools of City of Quebec, Sherbrooke, Three Rivers, and many other Schools in the Province.

PRINCE EDWARD ISLAND.—Recommended by Superintendent of Education

JAMAICA, WEST INDIES.—Recommended by Superintendent of Education.

ONTARIO.—Authorized by the Minister of Education.

---

## WHAT IS SAID BY TWO WELL-KNOWN INSPECTORS.

---

*To the Trustees and Teachers of Lincoln and City of St. Catharines.*

---

As the acting Minister of Education has recently authorized two new sets of reading books, it becomes necessary, to secure uniformity in classes, to avoid confusion in buying, and to prevent loss of money to parents, that Trustees and Teachers shall, with as little delay as possible, consider the adoption of one, and only one, of these series. To exemplify this necessity, suppose that the city of St. Catharines were to adopt one, and the county of Lincoln or the town of Thorold, the other; then children of parents moving from one to another of these places would find themselves obliged to buy new books.

To be in a position to express an opinion on the merits of the two series to the many inquiring Trustees and Teachers, we have compared them carefully, and have no hesitation in stating, that Gage's "Canadian" is superior to the "Royal" series, for the following reasons:

1. The "Canadian" is cheaper by 34 cents per set.
2. The type is much larger and the spaces between lines greater.
3. The engravings are better, and in the earlier books more numerous, thus affording a greater variety and a far wider range in object-teaching.
4. The lessons are carefully graded as to matter and difficulties.
5. The books are not too large, hence may be mastered by the pupils in the two school terms of the year.
6. There is more literature, either on Canadian subjects, or written by Canadian authors on other topics.

The following excellent features of Gage's "Canadian" series seem entirely wanting in the "Royal":—

1. Pictorial tablets adopted to the most modern methods of teaching reading, and embracing admirable black-board drill on phonics, and exercises in *script*.
2. *Script*, in the earlier books, viz.: the primers and the second book, that children may practise, as well as read, *writing*.
3. A series of Bible readings and Temperance lessons.
4. Articles on "How to Resuscitate the Drowned," "How to Retain Health," &c.
5. Definitions and pronunciations of the more difficult words in the lessons, placed at the beginning of each.
6. Questions and suggestions at the end of each lesson, beginning in the second book.
7. A summary of Canadian History.

(Signed)

JAMES B. GREY,  
I. P. S., Lincoln.

J. H. McFAUL,  
I. P. S., St Catharines.