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THE
EDUCATIONAL RECORD

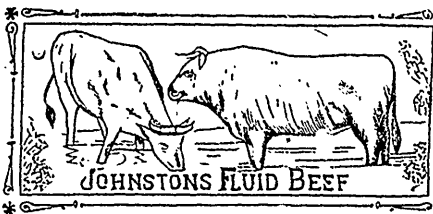
OF THE
PROVINCE OF QUEBEC,

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

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 12.

DECEMBER, 1886.

VOL. VI.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, 24th November, 1886.

Which day the quarterly meeting of the Protestant Committee of the counsel of Public Instruction was held. Present:—The Hon. the Superintendent, The Right Rev. James Williams, D.D., Chairman; Sir William Dawson, C.M.G., LL.D., R. W. Heneker, Esq., D.C.L., The Rev. Dr. Matthews, D.D., The Hon. Dr. Church, Q.C., George L. Masten, Esq., E. I. Hemming, Esq., D.C.L., The Rev. Canon Norman., D.C.L., The Rev. George Weir, LL.D.

A letter was read from the Venerable Archdeacon Lindsay, regretting his inability to be present.

The following correspondence was submitted by the Secretary for the consideration of the Committee:—

1. From the Protestant Division of the Board of Examiners for Bonaventure, suggesting the name of the Rev. F. E. J. Lloyd to replace Rev. C. D. Brown as member of said Board.

The Committee agreed to recommend the Rev. F. E. J. Loyd, of Shigawake, for appointment as member of the Board of examiners of Bonaventure, in the place of Rev. C. D. Brown.

2. From the Protestant Division of the Board of Examiners, Stanstead, suggesting the name of C. H. McClintock, Esq., to replace Dr. McDuffee, on said Board, and the name of H. C. Hill, Esq., to complete the membership of said Protestant Division of the Board.

The Committee agreed to recommend C. H. McClintock and H. C. Hill for appointment as members of the Protestant Division of the Board of Examiners, Stanstead, the former to replace Dr. McDuffee, as member of said Board, and the latter to complete the membership of the Board.

3. From the Protestant Division of the Board of Examiners, Quebec, suggesting the names of Rev. A. T. Love, B.A., the Rev. Z. Lefebvre, B.C.L., and George Lampson, Esq., to replace Rev. Robert Ker, the Rev. Mr. Allard, removed from the city, and W. D. Campbell, deceased.

The committee agreed to recommend Rev. A. T. Love, B.A. Rev. Z. Lefebvre, B.C.L., and George Lampson, Esq., for appointment as members of the Protestant Division of the Board of Examiners, Quebec, to fill the present vacancies in said Protestant Division.

4. From the Protestant Division of Board Examiners, Pontiac, in reference to the papers of a candidate at the November meeting.

The Committee declined to take any action in the matter.

5. From the Protestant Division Board Examiners, Richmond, in reference to the age of candidates.

The Committee agreed to approve the action of the Board, but the Secretary was requested to draw the attention of the Richmond Board to the Resolutions adopted at the last meeting of Committee.

6. From Mrs. Jane L. Hart Fuller, Miss Georgina Hunter, Miss Susan Rogers, Mr. Charles Humphrey, of Montreal, Mr. John Walton, of Knowlton, and Mr. John McIntosh, Granby, applying for First Class Academy Diplomas under number V of the Regulations for Academy Diplomas, and presenting satisfactory proof of successful teaching required by regulation V.

The committee agreed to recommend that the above named candidates be granted a First Class Academy Diploma in accordance with Regulation V.

7. From Messrs. Ginn & Co., Boston, submitting a number of school and college text-books for examination.

The committee agreed to refer the subject to the Committee on text-books, with instructions to make a special examination of the text book on Physics, and also of the subject of Music in the

schools, and the desirability of introducing the tonic-sol-fa system, and to report to next meeting.

8. From the Protestant Schools at Farnham and Mystic, and from Compton Ladies' College, asking to be placed on the list for special inspection.

The Committee agreed to place them on the list for inspection, and to instruct the Inspector of Academies and Model Schools, to make a special report upon the position of the Mystic school, and its relation to the School Commissioners.

9. From Dr. Kelley, Secretary Provincial Association Protestant Teachers, submitting the following resolution of the Association concerning Teachers' Institutes:—

Resolved,—"That it is desirable to have the time, the place and subject of normal institutes from year to year assigned at as early a date as possible, and that a course of reading preparatory to the institutes should be prescribed at once, and that the secretary of the committee be instructed to communicate this resolution to the Protestant Committee of the Council of Public Instruction.

The resolution was received and referred to the Committee on Teachers' Institutes, appointed at last meeting of the Committee.

The Secretary presented the following financial statement, which was received and adopted:—

PROTESTANT COMMITTEE.

FINANCIAL STATEMENT, 24TH NOVEMBER, 1886.

Receipts.

Oct. 6 Bank Balance.....	\$3,117.35
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Expenditure.

None.....
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Liabilities.

Portion of Dr. Harper's salary for six months to 31st Dec., 1886, as Inspector of Model Schools and Academies, chargeable to fund of Protestant Committee.....	250.00
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The Sub-Committee on text-books, (Mr. Masten, convener), reported progress and asked leave to sit again.

Sir William Dawson submitted, on behalf of the Sub-Committee on combining the annual examination of Academies and Model Schools with those of the Universities for the title of Associate in Arts, a draft of resolutions prepared for this purpose after consideration of the report of the Sub-Committee on Inspection.

He also reported that the Corporation of McGill University had appointed a committee with power to accept the said regulations on behalf of the University.

Dr. Adams reported, on behalf of Bishop's College, that the College Council had approved of the proposals of the Protestant Committee of the C. P. I. in reference to the Simultaneous Examination and the A. A. Examination. The Report was received, and, after certain amendments, was adopted.

It was resolved that the Sub-Committee be continued, with instructions to arrange for the examination in June next.

Moved by Dr. Heneker, seconded by Dr. Hemming and

Resolved,—"That this committee, finding that Dr. Howe has not as yet received the Academy Diploma, to which he is entitled, for his great services and high qualifications, recommend that the Protestant Board of Examination, of Montreal, do issue his said Diploma in accordance with their resolution reported to this committee, the 27th May, 1885."

Moved by Sir William Dawson, and seconded by Rev. Canon Norman that the Rev. E. I. Rexford, B.A., be appointed secretary of this Committee. Carried.

The secretary reported, in reference to the Committee appointed at the last meeting to make arrangements for the Teachers' Institutes, that the Committee was making arrangements for the Institute of 1887, and intended to publish in an early number of the Record a preliminary programme, giving the dates and places of meeting, the subjects of the lectures, with suggestions and helps, for a course of preparatory reading for members of the Institutes.

The committee agreed that as the Teachers' Normal Institutes are an extension of the work of the Normal School, the necessary expenses incurred by the Professors of the Normal School in conducting the Institutes, shall be defrayed by the McGill Normal School until a special grant is made for this purpose.

The Committee agreed that the Chairman, Dr. Matthews, Dr. Cornish, Dr. Weir, assisted by the Secretary and the Inspector of Academies, be a Committee to prepare examination papers for candidates for teachers' diplomas under regulation XI for teachers' diplomas.

Moved by Mr. Masten, seconded by Rev. Canon Norman and

Resolved,—"That the Protestant Model Schools and Academies be required to send to the Department of Public Instruction, before the 1st of

May each year, specimens of school exercises in Writing, Drawing, Map Drawing and Mathematics, prepared upon an approved form of paper, and that these specimens be taken into consideration in the distribution of the grants."

"That the Superintendent be requested to issue a circular to these institutions, giving the necessary information."

Moved by Rev. Dr. Weir, and seconded by Mr. Masten and

Resolved,—"That as a special Inspector of Academies and Model Schools has been appointed by the Government, the Local Inspectors should not examine the superior schools for the future, and that the Superintendent be requested to instruct the Inspectors accordingly."

Resolved, on motion of Dr. Heneker, seconded by Sir William Dawson:—

"That a Committee, to consist of the Chairman and Dr. Matthews, be appointed to receive from the late Secretary all books and papers in his hands, relating to the work of this Committee, and to hand the same to the newly appointed Secretary, the Rev. E. I. Rexford."

Resolved, on motion of Rev. Canon Norman, seconded by Rev. Dr. Weir:—

"That the following be a Committee to examine as to what guarantees were granted to the Protestant population of this Province at the time of Confederation, viz: Sir William Dawson, the Hon. L. Ruggles Church, (Convener), Dr. Hemming, Dr. Heneker.

The Committee then adjourned, to meet on Wednesday, the 2nd March, 1887, or earlier, on the call of the Chairman.

Confirmed.

(Signed)

J. W. QUEBEC,

Chairman.

ELSON I. REXFORD,

Secretary.

Editorial Notes and Comments.

THE EDUCATIONAL RECORD.—As our readers are probably aware, this number of the RECORD is the last monthly issue for volume six, and we may readily be excused, at this season of the year, for referring to the future prospect of the journal, in as far as its management is concerned. Within the past month or two, a few changes have been made in the editorial arrangement of the periodical, which seem to have given satisfaction to our

patrons, and the encouragement we have received at their hands, has enabled us to place the publication of the journal in the hands of regular publishers, who will attend to the printing and advertising in the future. The name of Dawson Brothers of Montreal is in itself a sufficient guarantee that every attention will be given to its future improvement, and that every facility will be given to those who may desire to make use of its pages for advertising purposes. As an advertising medium, it may be said, to be worthy the consideration of all business men. At present, it reaches every corner of the province; and we hope that the efforts to extend its usefulness and to increase its circulation will be seconded by all who are interested directly or indirectly in the advancement of the educational interests of the country. The Messrs. Dawson, who intend improving the appearance of the periodical as far as its present income will permit, will be glad to receive advertisements for the January number, being in a position to give all information in regard to the space at their disposal for advertisements and the rates of advertising. All the educational institutions of the province, private as well as public, should, in as far as lies in their power, assist the publishers in their enterprise, and it is surely not too much for the managers of the journal to ask, when they call upon every teacher and school commissioner in the province to subscribe. Such an appeal is made purely in the interests of these subscribers themselves, who, as a matter of duty, ought to be conversant with everything that occurs in the educational circles of the province. In future, Dr. Harper, the Inspector of Superior Schools, will assume the editorial oversight of the periodical, while the Rev. E. I. Rexford, Secretary of the Department of Public Instruction, will continue to act as editor of the Official Department. As has been said before, in former issues, the EDUCATIONAL RECORD is the organ of the teachers of the province, as much as it is the medium through which the Department of Public Instruction issues its various announcements in connection with the administration of educational affairs. And we are glad to notice that the teachers of the province are beginning to recognise this fact in more ways than one. The response to the appeal lately made to the teachers, by means of printed circulars, is very gratifying indeed, and we trust that, for the year which is about

to open under such favourable circumstances for the continuance of the RECORD, we will be able in a few months to announce that nearly all, if not all, of those directly connected with educational affairs have become subscribers. In regard to correspondence and the collection of historical data, we will make known our expectations in the January number. The encouragement which we have received from such a staunch supporter of our present educational system as the *Montreal Gazette*, in the matter of enlisting the sympathy of the teachers in the work of collecting material for a history of our schools from the earliest times, is of itself sufficient to prevent us from laying aside the idea. And from what we have learned, very many of the teachers of the province will be only too glad to assist in the undertaking.

—Perhaps there is no question which is of more practical importance to the teachers of academies and model schools at the present moment than the assimilation of the course of study with other examinations for which these teachers are expected to prepare pupils. The course of study which has now been in operation for some time, and which has now become, perhaps, the most important factor in the school-work and school organization of the province, has, at length, passed safely through an ordeal of criticism on the part of the teachers, in which, perhaps, the strongest element was a spirit of fair play. In their criticisms, the teachers, as a general thing, have acted with commendable moderation, and now that an attempt is about to be made to assimilate the course of study with the syllabus for the university certificate of A.A. for matriculation examination, for entrance to the Normal School, and for Teachers' Diplomas, we are sure that the teachers will consider the measure, which, if successful, is likely to be of such advantage to them in their work, in the spirit which has characterized their treatment of the course of study. The course of study is now an established fact, and the fewer attempts to modify it, at least for some time to come, the better it will be for our schools. No plant can make much progress that is ever being pulled up by the roots to see how it is growing. As has been already said, the principal objection to the course of study as it stands at present for superior schools, lies in the fact that too many classes have to be organized by the unassisted

Academy teacher in preparing pupils to pass in the various grades. This difficulty presents itself particularly in connection with the English, geography, and history subjects. Yet, in our opinion, the solution is an easy one. These subjects are in a great measure homogeneous. A pupil who can read intelligently, can undertake the study of geography and history in any of the grades, while the difference between the English of Grades II. and III. lies more or less in the author selected. And on this account there can be no objection to a system of options by means of which the whole school may accomplish the whole course in three years, beginning with the pupils who happen to be in Grade I., at the next examination. To explain: for the pupils in geography there will be three papers prepared for the examination in June, and, in our opinion, there can be no possible educational disadvantage to any one, should the teacher, of his own discretion, select one of these three papers, and only one, on the understanding that either of the other papers (prepared anew of course) be taken the following year, and that the third alternative paper (also prepared anew) be taken the third year. In this way, only one class need be organized in geography for the year, with its attention turned towards the examination provided for by any of the three grades. The same may be done in the case of history, and the same at least for the last two grades in English. Naturally enough, all the pupils will not be expected to answer the questions with equal fulness, but that is a matter which the examiners will discreetly consider in making their awards for each grade. We respectfully draw the attention of the Protestant Committee to this solution of the last of the difficulties urged against the course of study. The only regret is that the matter did not come up at the last meeting of the Committee, but the teachers, we think, may safely adopt the plan, should they find the work of preparing so many classes pressing upon them, until such time as the Committee takes action, since the question is more a matter of administration than of principle, requiring immediate adoption in view of the advancement of the work for the school year.

—The assimilation of the course of study with the examinations mentioned above, is now also an accomplished fact, and circulars have been sent to the teachers of Model Schools and

Academies, explaining how the work accomplished under the guidance of the course of study may assume a recognized value to the pupil and to the school at one and the same time. Pupils who pass in the subjects of Grade I. of Academies and Grade III. of Model Schools will in future be recognised as having passed the Preliminary Examination for Associate in Arts in connection with the University School Examinations. Pupils who pass in the subjects of Grade II. for Academies will be entitled to receive Junior Certificates, provided they take either the Latin, the Greek, or the French of Grade III. in place of those for Grade II., and pupils who pass in the subjects of Grade III. will be entitled to the certificate of Associate in Arts. Those who pass in Grade III. will be exempted from the Matriculation Examination of the Universities, and will be admitted to the Normal School class, studying for a Model School Diploma, without being subjected to any entrance examination. Pupils who have passed in any or all of the subjects of Grade III. for Academies will receive credit for such when they present themselves for examination for Academy Diplomas, in not being required to take the subjects up in which they have passed. The scheme as it stands above is a simple one, and has been adopted in the interests of the schools and the universities. If the teacher views it from the standpoint of the course of study he will have no difficulty in understanding it. Should he happen to have some pupils in Grade III. who may be ambitious to rank high in the examination for Associate in Arts, he may refer to the syllabus of the University School Examinations in the University Calendars, from which subjects may be selected in addition to those laid down in the course of study.

—The movement in favour of Reading Circles has already taken practical shape in our province in the action of the Teachers' Association in connection with McGill Normal School. A neatly printed programme of the work proposed for the coming winter has been issued, and it is to be hoped that copies of the printed form will find their way to other districts, as an encouragement to others to imitate the timely example of the Montreal Teachers. The exhaustive paper on the subject of Reading Circles, which appeared in the RECORD last month, advanced all the arguments that need be advanced to convince our teachers

that such organizations are of the greatest service to teachers, and no doubt has been in itself an incentive to the praiseworthy action taken by Montreal. It is our intention to publish the programme which has been sent to us, in order that teachers elsewhere may draw from it some hints of the greatest value and utility. In the meantime, it is only necessary to say that though the facilities in Montreal for the conducting of Reading Circles are perhaps not to be found in smaller communities, yet smaller communities should not make this an excuse for doing nothing. The programme includes a study of the lectures by Mr. J. G. Fitch, a lecture on Longfellow with illustrative readings and music, and a *conversazione* which is to take place in March. Professional subjects will receive every attention during the ordinary meetings of the Circle, while several books on these subjects, for private reading, have been recommended to the members.

Current Events.

Since our last issue, two of our best-known educationists, who were actively engaged as teachers during their life-time, have passed away,—Dr. Tassie of Ontario and Dr. Jack of New Brunswick. The latter was President of the University of New Brunswick for over forty years, and had only lately returned from Scotland, his native country, where he had gone to pay a visit, immediately after his withdrawal from active service. Dr. Jack was born at Turwald, Dumfrieshire, Scotland, Nov. 23, 1819. He took an M.A. degree from St. Andrews University in 1840. In this year he was offered the professorship of physics in Manchester, in connection with the London University, and about the same time, the professorship of mathematics and natural philosophy in the university of New Brunswick, then King's College. He accepted the latter position, being at the time but twenty-one years of age. In 1861 he became president of the institution,—a position which he held until 1885, when he retired on a well deserved pension.

Dr. Tassie, up until the day of his death, was Principal of the Collegiate Institute, Peterborough, a position to which he had been appointed two years previously. The deceased was a man to whom educational interests in Canada owe much. He was born in Dublin, Ireland, in 1813, and there, at Trinity College, he received his education. While still in the vigour of early manhood, being only nineteen years of age, he left home and came to Canada. He settled in Hamilton, and for a number of years was connected with educational institutions in that city. He left Hamilton to take charge of the Galt Grammar School, which institu-

tion he managed with marked ability. While in Galt, as in Peterborough, he had the education of a large number of boys under his personal supervision, and many of the prominent men of this Province look back and credit their success in life to their thorough grounding in essential subjects at Dr. Tassie's hands.

The new building for the Academy of Côte St. Antoine, Montreal, is near completion, and will be opened during the present month. The rooms are spacious, and provided with every convenience for school-work. In addition to the various class-rooms, there is a large hall in the upper flat, which will be very serviceable for bringing the pupils together as one class. Next month we may be in a position to give a description of the opening ceremonies.

The Province of Quebec has three agricultural schools which are maintained in part by public funds, and three private establishments, which give instruction in agriculture, without any assistance from the State. The Provincial schools are at St. Anne Lapocatière, L'Assomption and Richmond; and the private ones are at Oka, Wentworth and Sorel.

The Principal of Lachute Academy has been putting forth a praiseworthy effort in behalf of his pupils, by providing them with a club-room, and obtaining for their use the nucleus of a library. The Principal of the Three Rivers High School, Mr. Lawe, has also been encouraging his boys to organize a debating and literary society. In connection with the Quebec High Schools, a class for calisthenics has been opened, and we hear that an application will be made to the Dominion Government at an early date for a supply of miniature arms for military drill. Sergeant Lamb, a retired officer of the British army, has been appointed to take charge of the boys and girls who attend this class, and has given every evidence of his fitness for the task. Mr. J. Porteous Arnold, F.E.I.S. of the Quebec High School, has organized a class in English Literature for Ladies, in connection with the Y. M. C. A. of Quebec, and his labours have been attended with well merited success.

That the Donalds endowment, made by Sir Donald A. Smith to McGill University, Montreal, opening up a comprehensive course of study to women, supplied a keenly-felt want, is attested by the number who have eagerly embraced the opportunity for the broader and higher culture thus afforded. There are now sixty-eight female undergraduates studying under the conditions of the endowment in connection with the college. Of these, many are in their first or second year; a goodly number in their third, and of these latter, the majority propose going through the entire course and becoming candidates for honors.

Mr. G. F. Matthew, M.A., of St. John, N.B., has consented to deliver a course of lectures on mineralogy and geology, for teachers and students during the coming winter, commencing on the 4th of January next. This will be an excellent opportunity for those who wish to acquire a fuller knowledge of the elements of geology. The teachers of St. John and

vicinity will, without doubt, be glad to avail themselves of Mr. Matthew's instruction on a subject in which he is so thoroughly conversant. Further, Mr. Mathew's intimate knowledge of the local geology of St. John, on which he is a high authority, will make his lectures of the greatest value and interest to students of natural history and to teachers who have to impart instruction on this subject. We hope that a large class will be formed.

Plans are under consideration on the part of the managers of the Montreal Mechanics' Institute, to establish a technical night school, at which young men engaged in trade may be able to get training in those branches of applied science which every mechanic needs, as well as instructions from master workmen in the general principles of their own particular crafts. The *Witness* suggests co-operation with McGill University.

A member of the Stratford Collegiate Institute Board recently addressed a circular to parents, asking their views on the efficiency of the teaching staff, and soliciting suggestions as to any changes that would in their opinion seem desirable. A list of suggestive questions was appended for the parent to answer. Such intermeddling is very much akin to the action lately taken by a deputation who waited upon a teacher of twenty years standing in the province of Quebec, asking him to re-organize his school in behalf of their boys. If teachers are satisfied to be a kind of upper servant, taking the kicks with the half-pence they receive as fees, such intermeddling with old and tried teachers will not readily cease. To a respectful suggestion on the part of a parent, no discreet teacher will object, but when one or two officious parents combine to terrorize the teacher, it is time to dismiss such officiousness with the silent contempt it so richly deserves. But for this terrorism in Ontario, there would be fewer changes in the head-masterships and other educational positions, and the less of it we countenance in this province the better for all concerned.

The *Mail*, in the political platform which it submits to the country in view of the approaching provincial elections, advocates "reform of the Education Department; abolition of the political headship; return to government by a permanent General Superintendent wholly unconnected with machine politics; abolition of the Nelson and other publishing monopolies; and free competition in school books." We of Quebec ought surely to feel thankful that the discussion of educational affairs is kept in such great measure free from the arena of party politics. Notwithstanding the faith which outsiders have in the excellence of the Ontario system of schools, the people of that province themselves seem at times to lose all faith in it. Let us hope that the faith will return to them after the election is over.

Mayor Howland, at a recent meeting of the Toronto City Council, pressed his motion for a report from the School Board in reference to concurrent industrial education in the public schools. His charge against

the present system was that it was designed entirely to qualify the mental faculties for some non-laborious occupation. There are always such as Mayor Howland in the field, who are ever ready, for effect, to argue after the fashion of the world of to-day. What is the market value of the thing? The best answer to Mr. Howland, and utilitarian correspondents of the *Witness* type, is to be found in the words of Mrs. Fawcett, as reported in the *School Journal*. In her opening address to the students of Bedford College, England, she rightly rebuked the too prevalent notion that the value of education can be computed on a commercial basis. Commenting on Mrs. Lynn Linton's assumption in a recent article that money spent for the higher education of woman was thrown away if it did not increase their power of making money, Mrs. Fawcett said that some people would always take that view of education, but it was a false one. The value of education was not to be computed in pounds, shillings, and pence; but, even viewed in that sordid light, the professional careers open to women to-day show that a high education has its pecuniary value. So it undoubtedly has, but it is a degradation of the very notion of education to estimate it, in woman or man, wholly or chiefly in reference to its money value.

The annual conversazione of the Canadian Institute was held in the Institute building in Toronto a week or two since, and proved a very pleasant and successful affair. The rooms were brilliantly lighted, and objects of interest to naturalists were displayed on every hand. The lecture-room was devoted to specimens in natural history, living and dead, the reptiles being among the most admired, and the birds and mammals gaining the next share of approval and admiration. The reading-room contained the microscopes, with an unusually large and interesting collection of settings. The Institute hall contained a collection of Esquimaux skins brought from Ungava Bay. Among the most interesting curiosities exhibited this year was a French cannon, 200 years old, brought from Hudson Bay by Lieut. Gordon.

The first regular meeting of the Teachers' Association, was held in the hall of the McGill Normal School, on Friday, Nov. 17th, at 7.45 p.m.

The President, Dr. Kelley, having opened the proceedings with prayer, the minutes of the last regular meeting were read and adopted. The Misses E. Gross, M. L. Derick, and M. B. Scott, were elected members by the President casting a ballot in the name of the Association. After Dr. Kelley had made a few remarks explanatory of the winter's work, the programme, which proved an unusually instructive and interesting one, was carried out:—

Pianoforte Duett.....	Misses Gross and Taylor
Song— Daybreak.....	Dr. Bazin
Reading— Selection from Evangeline.....	Mr. Evans
Song—The Village Blacksmith.....	Mr. Bennett
Paper on Longfellow.....	Rev. W. S. Barnes

Song—The Bridge.....	Miss Porter
Reading—From Hiawatha.....	Mr. Evans
Song—King Witlaf's Drinking Horn.....	Dr. Bazin
Song—The Children's Hour :	Mrs. A. A. Murphy
Reading—King Robert of Sicily.....	Mr. Evans
Song—Serenade.....	Mr. Bennett

The programme being completed, Mr. Arthy, on behalf of the Association, tendered a vote of thanks to the Rev. W. S. Barnes, for his admirable paper, and to the several ladies and gentlemen who had so kindly contributed to the evening's entertainment. The meeting then adjourned until Dec. 10th.

Her Majesty has been graciously pleased to confer the honour of Knighthood on Mr. Philip Magnus, the able and energetic Director of the City and Guilds of London Institute. It has become the rule of late that eminent Surgeons and Physicians shall receive this recognition; and leading Lawyers are knighted as a matter of course, but this is the first time the honour of Knighthood has been conferred for services in the cause of education, apart from political considerations. The satisfaction which this fact will afford to all friends of education is sure to be all the greater, both because of the particular branch of education which is thus specially distinguished, and because the honour falls to the lot of one in every way so worthy of it as is Mr. Magnus.

After a long and acrimonious discussion, the Canterbury Board of Guardians resolved, by a majority of one, to send the workhouse children to the Board schools to receive their future education. It was stated that the probable cost would be threepence per week each child. Several communications on the subject had passed between the guardians and the Education Department.

Dr. Percival, President of Trinity College, Oxford, has been appointed to the head mastership of Rugby School, by the governing body. Dr. Percival was formerly an assistant master at Rugby, and afterwards became head master of Clifton College. He was a candidate for the Rugby head mastership when Dr. Jex Blake was appointed, and then only lost the appointment by two votes.

Mr. Samuel Smith, M.P., has adopted a novel method of educating his constituents. He has offered three prizes £2 10s., £1 10s., and £1 to the members of the Rhyl District Liberal Working Men's Club for the most points won in competitive examination in political economy. The subject matter of the examination is contained in the first three chapters of Mrs. Fawcett's "Political Economy for Beginners."

The Chair of Modern Literature in the University of Sydney has just been filled up by the appointment of Mr. M. W. MacCullum, Professor of English Literature and History in University College, Aberystwith, Wales. The electors, we understand, were Mr. Matthew Arnold, Mr.

Leslie Stephen, Mr. Max Muller, and Mr. Henry Morley. Mr. MacCullum is a Glasgow man, and of an old Glasgow family. He was educated at the High School and the University of Glasgow, at the latter of which he gained the Luke Fellowship. He also spent some semesters at Leipzig and Berlin. He is the author of a volume of essays on Low German and High German literature. The appointment is worth £900 a year, with additional sources of income.

TWENTY-FOURTH ANNUAL REPORT OF THE TEACHERS'
ASSOCIATION, IN CONNECTION WITH MCGILL
NORMAL SCHOOL, 1885-1886.

Mr. President, Ladies and Gentlemen of the Association:

There are now only seventy-one members of your Association, although thirteen new members have been elected during the past year, ten ladies and three gentlemen; but the council regrets having been obliged, under the by-law, to strike from its list of members, the names of several who are in arrears for three or more years.

There have been five regular meetings of the Association, and the improvement in the attendance of members and friends at these gatherings shows that teachers take more interest in the work. Certainly all must have felt gratified by the constant presence of the president, who for two years has so faithfully discharged the duties of his office. His address on "Manual Education and Moral Culture" was, as usual, a very excellent one, clearly setting forth the educational needs of the present generation.

Your Association has had, this year, the honor of entertaining the members of the Provincial Teachers' Association, who held a convention in March, to consider the present Pension Act, which has caused great dissatisfaction among teachers. The convention appointed a committee, who succeeded in drafting an amended Act, a copy of which has been sent to Québec, to be laid before Parliament. And here your Association wishes to acknowledge its indebtedness to Dr. Robins, who has done all in his power to secure a Pension Act which shall prove a benefit to all teachers.

The following papers have been read at the different meetings: "Music in Schools," "Mental Arithmetic," "Teachers' Reading Circle" and "Composition in Schools." In addition to these, two model lessons in Geography and Reading were given; and one meeting was entirely devoted to the discussion of the Pension Act.

The Musical Committee, though the smallest one, has been most energetic in its work of providing entertainment in the form of music and reading, and this Association has again to record the kindness of the P.B.S.C. in always lending a piano for the evening meetings.

Amateur Patchwork never fails in striving to make the programme attractive; and various patches, both instructive and amusing, have been added to the collection. There have been twelve meetings of Council, during the past year, with an average attendance of ten out of fourteen members, and these ladies and gentlemen have, as heretofore, done their utmost to promote the welfare of the Association, and merit great praise for their untiring zeal in work, which, very often, does not appear to be appreciated.

This report is submitted with all respect by your Secretary.

S. HURST

Literature and Science.

There is a perennial nobleness, and even sacredness, in work. Were he ever so benighted, or forgetful of his high calling, there is always hope in a man that actually and earnestly works; in idleness alone there is perpetual despair. Consider how, even in the meanest sorts of labor, the whole soul of a man is composed into real harmony. He bends himself with free valor against his task; and doubt, desire, sorrow, remorse, indignation, despair itself, shrink murmuring far off in their caves. The glow of labor in him is a purifying fire, wherein all poison is burned up; and of smoke itself there is made a bright and blessed flame.

Blessed is he who has found his work; let him ask no other blessedness; he has a life purpose. Labor is life. From the heart of the worker rises the celestial force, breathed into him by Almighty God, awakening him to all nobleness, to all knowledge. Hast thou valued patience—courage, openness to light, or readiness to own thy mistakes? In wrestling with the dim brute powers of fact thou wilt continually learn. For every noble work, the possibilities are diffused through immensity, undiscoverable, except to faith.

Man, son of heaven! is there not in thine inmost heart a spirit of active method, giving thee no rest till thou unfold it? Complain not. Look up. See thy fellow-workmen surviving through eternity, the sacred band of immortals.—*Thomas Carlyle.*

The true object in teaching reading should be the culture of the body and mind of the pupil. The best exercises are those which give alternate laxation and relaxation of the muscles. Good air should prevail in the school-room. The great fault of breathing with the upper part of the lungs principally, should be avoided—the chief action should be at and below the waist. A good voice is indispensable. The production of voice is a muscular action. A good voice indicates good health. A poor voice is the result of a disease. The vital nature of the voice sympathizes with the vital nature of the body. The faults of articulation are frequent and varied. The teeth should never come together, even with the lips closed. The lips should be placed evenly upon the teeth. In melody of speech the most important element is emphasis; to be effective, emphasis must not be too frequent. In teaching reading, the ear, eye and voice should be trained in unison.

It is a striking fact, the sudden turning of so many first-rate minds to the subject of education; and a great revolution in scholastic affairs, however gradual, will certainly result from it. No subject ought to be so universally interesting. If none seem so tedious to us, it may be because our own education was so bad; or that we have reflected so little about it that new suggestions find in our minds no soil to strike root in; or that the complexity and practical difficulties of it paralyze our faculties: in any case, the more reason for spurring ourselves to the study. There is

no subject more beset with popular errors, none in which science is more useful, explanatory, and suggestive. Not only every professional educator, but every father and mother (amateur educators!) ought to have some acquaintance with psychology. However absurd this seems, I defend it on the ground that nothing else enables one to interpret the faint and fragmentary recollections of having been one's self a child: without which how can other children be known, and, if unknown, how trained? At school I often used to wonder whether the masters had ever been to school, they knew so little of what we boys were thinking, feeling, and about to do. I have heard an educated woman say of her baby, squalling of course, at six months old, "I believe he knows he's doing wrong." Heautomorphism, in default of science, is ever the first resource of explanation; i.e., we judge of others by ourselves. Discipline without knowledge, and therefore without sympathy, an outside wooden machinery, hampering and crushing, is the same in schools, in homes, and in prisons.—*Carveth Read, in Popular Science Monthly.*

"Men in general," says Machiavelli, in his Prince, "judge more from appearances than from reality. All men have eyes, but few have the gift of penetration. Everyone sees your exterior, but few can discern what you have in your heart; and those few dare not oppose the voice of the multitude."

And here I am tempted to allude to an old cry which seems at present to be reiterated with more than usual zeal, that we are over-educating the people, and tempting the rising generation to forsake the desk, the forge and the plough for the learned professions. There lies at the foundation of this the mischievous error which confounds mental and moral culture with professional training. The aim of all true education is mental breadth, moral elevation and such a mastery of the great truths that furnish the best antidote to sloth and ignorance as shall awaken the dormant intellect and kindle it into living power. Of all the educational solecisms of our day, this cry of over-education seems to me one of the most foolish, as though the hope of Canada's agricultural future depended, like that of Egypt with its degraded fellahs, or of Cuba, with its prædial negroes, on the ignorance of the tillers of the soil. . . . Let us not discourage the idea that in the world's future, and above all, in this centre of freedom and industry, the good time is coming; though, doubtless, for us of the older generation at least,

"Far on in summers that we shall not see,"

when intellectual capacity shall not be thought incompatible with mechanical toil; when another Burns, dowered with all that culture can lend to genius, may "wake to ecstasy the living lyre" while following the plough; another Watt or Stephenson, trained in the mysteries of statics and dynamics may revolutionize the economic service of mechanical forces; another Hugh Miller, rich in all the latest revelations of

science, may interpret more fully to other generations the testimony of the rocks. Meanwhile we may look forward, without any dread of the fancied evils of "over-education," to a widely diffused culture, broad and thorough; with its few eminent scholars and specialists rising as far above the general standard as the most cultured of our own day excel the masses. . . . We need be in no fear that Canadian Bacons and Newtons, Porsons and Whewells, will multiply unduly; and for the rest, we may safely leave the chances of an excessive crop of lawyers, doctors or teachers to the same law of supply and demand which regulates the industry of the manufacturer and the produce of the farm. But of this we may feel assured, that in the grand struggle of the nations in the coming time, the most widely-educated people will wrest the prize from its rivals on every field where the value of practical science and the power which knowledge confers are brought into play.—*Dr. Daniel Wilson in a speech at Convocation.*

Taken all in all, intellectual education in the hands of good teachers has as much moral improvement to show for its expenditure of energy as any philanthropic reformatory, or even religious effort. There is a philosophy for this experience, and the nation may rest more hopefully in the moral and patriotic product of her schools than in any other force that she commands. The church needs the best fruits of the schools upon which to found her faith and ethical activity intelligently.

Practical Hints and Examination Papers.

PRIMARY GEOGRAPHY. Teach the significance of N., E., S., and W.,—beginning with the point from which the sun seems to rise. This the teacher may do by a number of drills, as pointing, facing, marching, locating walls of the school-room, etc.; then the points N., S., E., and W., should be applied to the walls of the room, and objects within until they are understood. A map of the ground plan of the school-room may then be begun and drawn by the teacher upon the blackboard, to be followed and practiced by the pupils. This being well understood the stove, desks, door, etc., should be added to the ground plan.

The school grounds may be taken up next, in a similar manner. Here the perceptive faculty, which predominates in childhood, will be brought into activity, and the child will be taught to observe flowers, trees, stumps, rocks, fence-corners, etc., and their relative positions. A water course or spring, if any is within the enclosure, should be noted, discussed, and its waters traced. Then taking up the surrounding town or township, deal with it in a similar but more extended manner, noticing any woods, hills, rocks, trees, brooks, islands, capes, etc., until the pupils are familiar with the surrounding country. (If the school be in a town, the opportunities for interesting the children are much greater, by taking up the streets, railroads, public buildings, homes of pupils, etc.) Then a town or township map should be used, followed by the county map.

TEACHING GRAMMAR UNDER DIFFICULTIES. At the close of the grammar class, the teacher said, "You seem to know your definitions quite well, but, when I put things the other way about, you are all at sea; *i. e.* you can tell me what an adjective is, but when I ask what is a word modifying the meaning of a noun, you fail to answer. You don't understand me now, do you John?" As John had not been paying attention, he promptly answered, "No, sir!" The patient teacher took another illustration. "If I should ask you, 'what is a bird?' you would say that is an animal with two legs; that it has wings, and is covered with feathers. But if I should say that in this box there is an animal that has two legs, and wings, and is covered with feathers, you'd know at once what it was." "A noun!" shouted the big boy in the back part of the room. The effect was overwhelming.

LONG DIVISION. In teaching long division for the first time, it is customary to use 11, 12, or 13 for a divisor. I have found it simpler to take some number like 102 or 101, as such numbers will be contained in the dividend as many times as the first figure of the dividend. Thus the child's attention will not be taken away from the process in trying to find how many times the divisor is contained in the dividend.

LONG MEASURE. Represent an inch, foot, and yard on the board. Tell the children what they are, and explain their use. Then let the table be learned thoroughly. Call upon the children to go to the board and draw the inch, foot, and yard. After they understand their value, give them rulers and let them measure books, desks, the yard, etc. Similar plans can be made for teaching square and cubic measure.

The season is now upon us when the open doors and windows of summer time must be closed, that comfort and health may not be sacrificed. Fresh air is of great value, yet might be purchased at too great a price. How to secure it is an interesting and instructive study. Proper ventilation, so important to body and mind, is, like many other good things, a very simple affair, and requires only the simplest provision to be made for it. It is very rare, however, that suitable provision is made, and while vast progress is being made in so many other things, there has been very little here. On this account it is all the more necessary to give thorough attention to it. Teachers, if you would occasionally step out of your school room during session hours, take three breaths of pure air, you would, upon returning to your school room, immediately set about ventilating it. Good habits of thought are as essential to intellectual power as good principles in thinking. Whatever you teach seek to have it applied until the doing of it or the thinking of it becomes a habit.—*American Teacher.*

PRELIMINARY EXAMINATION.

1886.

(For Candidates of all grades, except in English Grammar, instead of which a special Paper is given for the Academy and Model School Diploma.)

TUESDAY, NOVEMBER 2ND:—MORNING, 9 TO 12.

English Grammar.

1. What is understood by Accidence, Etymology, Derivative, Inflection and Analysis? (7)

2. Name and define the various kinds of nouns and illustrate by examples. In giving a lesson on the noun, what mistakes ought specially to be guarded against. (7)

3. Distinguish between a transitive and an intransitive verb, the active and passive voice, the participle and the participial adjective. Illustrate by means of sentences. (7)

4. Explain as to a class the difference between a sentence and a clause. Show by a compound sentence of your own composition that a clause may consist of two or more clauses. (7)

5. Analyse the following extracts, (first) by dividing it into clauses, and (second) by dividing each clause into subject, predicate, object, &c. Parse the words in italics. (12)

The elms toss *high*, they brush the sky,
Pale *catkins* the yellow birch launches,
But the *tree* I love, all the *greenwood* above
Is the maple of sunny branches.

6. Define the following grammatical terms:—Auxiliary, Mood, Conjunction, Strong Verb, Personal Pronoun, Infinitive, Indefinite N^omeral, Gender, Impersonal Verb, Predicate. (10)

Arithmetic.

(Only five sums are to be taken.)

N. B.—*The work must be shown as well as the answers.*

1. Explain the following terms:—Unit, Abstract Number, Composite Number, Numeration, Decimal, Interest, Proportion, Unitary Method, Greatest Common Measure, Least Common Multiple. (10)

2. Express 100100110 in words, and five billions five thousand and five in figures. Express in Roman notation fifty thousand, and read MDCCCLXXXIV in words and figures, (10)

3. If light travels 192000 miles in a second, in how many seconds will it travel 691200000 miles, and how long would it take sound to travel the same distance, were it possible, estimating its speed at 1120 feet per second. (10)

4. What are the prime numbers from 84 to 102; Divide 462 into its prime factors. Find the G. C. M. of 68, 102, and 238; and the L. C. M. of 24, 39, 62, 70, 84. (10)

5. Enumerate the various kinds of fractions and give samples. Reduce $\frac{49}{100}$ to a mixed number, and $\frac{6}{55} \frac{11}{12}$ to its lowest terms. Find the sum of $\frac{3}{8}$, $\frac{1}{6}$, $\frac{1}{2}$ and $\frac{3}{4}$. (10)

6. Find the difference between 29 lbs. 1 oz. 13 dwt., and 17 lbs. 8 oz. 19 dwt., and 12 gr., and reduce it to the fraction of a grain. (10)

7. Distinguish between Ratio and Proportion. What will 168 pounds of salt cost, if $3\frac{1}{2}$ pounds cost $37\frac{1}{2}$ cents? The answer will be the fourth term of a proportion: arrange the four terms of this proportion in their order and indicate the ratios. (10)

8. Find the simple interest of \$374.05 for two years, 9 mos., and 15 days at 4 per cent per annum. (10)

Geography.

1. Explain the following terms as to a class:—*Watershed, Longitude, First Meridian, Equator, Estuary, Coast-Waters, Physical Features, Slope, Peninsula, Cape.* (8)

2. Draw a map of the county in which you reside and enumerate six of the counties adjacent to it with their chief towns; or draw a map of the Province of Quebec, and mark the counties that touch the St. Lawrence. (10)

3. Describe the Mountain system of South America or of Europe. (8)

4. Where are the following places:—St. Louis, Havre, New York, York, St. John, St. John's, Leipsic, Victoria, Regina, Sydney, Halifax, New Glasgow, Glasgow, Kingston, London. (8)

5. Name the Maritime Provinces of Canada and write opposite each name, the names of six of the most important towns in each of those provinces. (8)

6. Describe the natural features of the North-West Territory of Canada; or write a short account of British Columbia. (8)

Sacred History—Old Testament.

1. Describe two of the most important events in the life of Abraham. For what was Abraham chiefly distinguished? (5)

2. Give an account of the tabernacle, describing particularly the Holy Place. (5)

3. Name six of the kings of Israel and describe the reign of any one of them. (5)

4. Who were the following?—Ishmael, Aaron, Ezra, Ahaz, Jeremiah, Daniel, Joab, Elisha, Nathan, Enoch. (5)

5. Who was Ruth? To whom was she married? Trace David's descent from her. (5)

Sacred History—New Testament.

1. Narrate the parable of the Pharisee and the Publican. What lesson is taught by this parable?

2. Describe the meeting of the Apostles on the day of Pentecost.

3. Name the High Priests mentioned in New Testament history. What was the character of Pontius Pilate?

4. Enumerate six of Christ's miracles and describe any one of them.

5. What was the transfiguration, the ascension, the passion, the temptation of our Lord?

Correspondence.

A. E. M.—The complaint is a serious one, and yet without the facts and names it would be impossible to reach a definite conclusion. Apply to the Department of Public Instruction for information and lay the case formally before the authorities who have the settling of such matters.

M. McD.—You will find all the information you ask for in the last RECORD. In this issue you will see how the examination for A.A. is to be arranged in the future.

B. M.—We shall try to find space for the problem in some future number.

To the Editor of THE EDUCATIONAL RECORD.

In the *Stanstead Journal* of December 11th, 1856, I find the following notice, which may possess a slight historic interest for the readers of the RECORD:—

(COPY.)

"TO TEACHERS AND FRIENDS OF EDUCATION GENERALLY:

"All who are interested in the cause of Education, and who are willing to co-operate in endeavoring to elevate the character of our schools, are requested to meet at Barnston Corner, on Thursday, the first day of January next, at ten o'clock a.m., for the purpose of forming an Educational Association. Teachers and parents are respectfully urged to attend. Addresses on educational subjects may be expected.

"(Signed) Henry Hubbard, Principal of Barnston High School.

"Denison Gage, Jr.,

"Stanstead Seminary,

"Henry F. Pierce.

"Compton High School."

At the meeting of which the above notice was the inception, a Teachers' Association was formed, which was, the following year, enlarged into a District Association. If I mistake not, this was the first movement of the kind in the Province. If I am in error, some of your readers will please correct me.

H. HUBBARD.

SHEBROOKE, October 4th, 1886.

To the Editor of the EDUCATIONAL RECORD:

SIR,—In regard to the Teachers' Reading Circles, I beg to suggest that it might be a good idea for those teachers who are engaged in elementary work in district schools throughout the province, and who, consequently, seldom meet, much less associate with, those whose education is superior to their own; to follow as far as they can the course of study followed by some association of teachers. An effort for self-culture is absolutely necessary if they desire to keep up to the requirements of the profession, not to speak of the growing demand for intelligent teachers, capable of judging for themselves, and doing their duty, whether appreciated by all among whom they labor or not.

In the *Montreal Daily Witness* I recently saw a notice to the effect that the members of the Montreal Association had decided to study Longfellow's Poems for general literature, and Fitch's "Lectures on Teaching" for professional study, during the winter of 1886-7. In view of the examination in July, I have substituted Morrison's "School Management" for Fitch's "Lectures" for my professional study. It gives me a sensation of loneliness when I take my Longfellow and think of the different

conditions under which others are studying the same thoughts, and wonder if those lines come to them fraught with promise of noble development as they do to me,

"Oh, fear not in a world like this,
And thou shalt know ere long,
Know how sublime a thing it is
To suffer and be strong."

I sympathize with "Excelsior" in his remark that lonely studies are apt to become desultory. We require the society of others, particularly of those who are superior to us, either in attainments or natural abilities, to bring out our best efforts, to ensure our doing the best work of which we are capable, and lacking this necessary stimulus in the society around us in country district schools, we should endeavour to find something as conducive to the desired result as possible. Until Reading Circles are established on a satisfactory basis among us, I would submit my method of regulating my studies to the consideration of my fellow-teachers, hoping it may be of some use to them in helping to remove to a slight extent the desultory nature of their lonely studies.

Trusting that all the teachers in the Province may unite to render the Reading Circles a success.—I am, yours truly,
Dec. 9th, 1886.

STUDENT.

To the Editor of the EDUCATIONAL RECORD.

I sent you last month, as an item of our educational history, a brief statement of what I claimed as the first movement in the way of *Teachers' Associations* in this Province. With the same object, though at the risk of appearing egotistical, I now submit a reference to an effort which was, if I mistake not, the first attempt in the direction of *Teachers' Institutes* made in this Province.

Twenty-five years ago, that is, in the fall of 1861, I appointed, and with the aid of local teachers, held three *Teachers' Institutes* of two days each, with a public meeting in the intervening evening. The first effort was made at Durham (now Ulverton) Model School, where I had the valuable co-operation of the teacher, Miss Costigan (now Mrs. Morton) and others. The other two were held at the Hatley Academy and the Stanstead Academy; at the former, I had the assistance of the teacher, Mr. C. D. Hall and of Rev. Cyril Pearl, an experienced educator. The following editorial note, clipped from one of the local papers at the time, while, doubtless, unduly flattering, will perhaps give an idea of what was attempted, and how the effort was regarded:—

"TEACHERS' INSTITUTES.—Mr. Hubbard, the Inspector of Schools for this district, appears to be indefatigable in his efforts to promote the cause of education. It was mainly through his efforts, while teacher in the Barnston Academy, that the St. Francis Teachers' Association was organized, which has become a most efficient and popular instrumentality in exciting an interest among teachers and the public, and diffusing more correct principles in regard to the best method of imparting instruction in our common schools. He is now engaged in holding *Teachers' Associations* in connection with the academies in the district. It is but a few weeks since we published an account of one held at Durham. In the last *Stanstead Journal* we find a report by our friend Pearl, of another held at Hatley in connection with the Charleston Academy, now under the management of Mr. C. D. Hall. The session lasted two days. The attendance was large, the pupils of the Academy, numbering 120 for the term, and the teachers of the vicinity, furnishing good material for a class. The time was occupied in lectures and addresses by the Inspector and others, and in exercising the class in the different branches of study. Rev. Mr.

'Pearl made the closing address, which was highly complimented in the resolutions of thanks passed; as was also Mr. Hubbard and Mr. Hall for their zeal and assiduity in their respective departments.'

It may naturally be asked why this favourable beginning was not followed up. The reasons were very definite and effective. The result of the experiment fully satisfied me that, important as was the work which might thus be done, unassisted, without not only the full countenance but also the efficient aid, financially and otherwise, of those in authority, without professional help in conducting Institutes, I could not look for permanent success, or lasting results; and it is sufficient here to say, without even an implied censure upon anyone, that my efforts to secure such countenance and assistance entirely failed; and while I had even then conceived the idea that by some arrangement the professors of the Normal School might aid in such a movement, the fear was expressed that the movement might be regarded by the Normal School authorities as an interference with, or encroachment upon, their proper work of the Normal School. How groundless was this apprehension, the readiness of the Normal Schools professors to respond to the suggestion, when after a long delay, presented to them, and the result of the last three years' work at Institutes, may be regarded as sufficient evidence.

Nov. 1, 1886.

H. HUBBARD.

Books Received and Reviewed.

Of our contemporaries, *Education* is ever the most welcome. The issue for November is one of the best we have seen, containing articles of high merit, from the most prominent educationists in America. Now that Teachers' Reading Circles are being organized, we can think of no periodical which would be more valuable to such organizations than *Education*. It is published in Boston. The editor is Mr. William A. Mowray, No. 3 Somerset Street.

Another of our exchanges, the *Teacher's Aid*, ought to be in the hands of every elementary teacher, who may wish to have hints every month on the art of teaching. Its office is 13 Red Lion Court, Fleet Street, London, E.C. *The Canada Educational Monthly*, has issued its table of contents for the year, and subscribers who examine it will hardly be inclined to say that they have not had the worth of their money. This journal is exceedingly well conducted, under the supervision of Mr. A. MacMurchy M.A., of the Toronto Collegiate Institute. *The Educational Weekly* is another periodical, published in Toronto, which has attained to a high position as a Teacher's organ. Its matter is always fresh, while its various departments are arranged in a manner the most attractive to a thoughtful teacher. Others of our contemporaries we will notice next month.

HANDBOOK OF ZOOLOGY. By Sir William Dawson, F.R.S., *Montreal, Dawson Brothers*. The reproach that Canada can neither make a book nor print it, is a thing of the past, and in no way may our country's progress in this respect be witnessed more definitely than by an examination of the beautiful little volume whose title is recorded above. Written by one whose record as a writer on scientific subjects is a matter of pride to all Canadians, it is needless to say, that the arrangement is all that a student can desire, while the numerous illustrations serve to lighten up with increasing interest the author's fluent style. As a textbook, it is a model in every respect, the publishers having issued it in a manner which does credit to them and enhances the distinguished author's efforts to introduce, in the pleasantest way possible, his many readers to the study of Zoology.

ENTERTAINMENTS IN CHEMISTRY. Among the issues in the educational line of the new Interstate Publishing Company is a volume prepared by Professor H. W. Tyler, of the Massachusetts Institute of Technology, called **ENTERTAINMENTS IN CHEMISTRY**, designed for young students. Professor Tyler has aimed to make clear to the minds of pupils exactly what chemistry is, and the best methods of studying it. In the performance of this task he has described a series of experiments which can be performed without the aid of costly apparatus, at home or in the school-room, but which demonstrate the main principles of the science just as accurately as those involving greater skill and knowledge. The book is written in a clear and lucid style, without the use of more technical terms than are absolutely required. 16 mo, cloth. Price 60 cents.

THROUGH A MICROSCOPE. By Samuel Wells, Mary Treat and Frederick LeRoy Sargent. Chicago and Boston: The Interstate Publishing Company. 16mo, cloth. Price 60 cents.

This attractive little handbook begins at the beginning, and tells the young student of the microscope exactly how to proceed in his investigations, what to do, and how to do it, and the reasons therefor. There is no study so fascinating, or so instructive withal, as that of natural history with the aid of the microscope. It opens a new world to the pupil, and reveals to him wonders and beauties which are unseen and unknown to the natural eye. Mary Treat has long been known as an interesting writer on natural history, and the valuable series published two or three years ago in *Harper's Monthly* were from her hand. Naturally, she has had great experience with the microscope, and so, too, has Mr. Wells, who gives suggestions as to outfits, preparation of objects, and methods of experiment. Mr. Sargent tells how home-made microscopes may be prepared and used. The book is well illustrated.

THE MAKING OF PICTURES. By Mrs. Sarah W. Whitman. Boston and Chicago: The Interstate Publishing Co. Price 60 cents. *The Making of Pictures* is the title of twelve short talks upon art with young people, by Mrs. Sarah W. Whitman. They deal with the principles which underlie the various branches and processes of art—oil and water-color painting, etching, engraving, photography and the reproductive processes. This instruction is prefaced by a chapter upon "The Beginnings of Art Training," and supplemented by one upon "Exhibitions and Sales." Although the volume is not a large one, it contains more sound, practical sense regarding art than most of the elaborate and costly works that have been written upon the same subject. Its author is an artist and understands fully what she is writing about. She has a direct, straightforward style, opinions based on study and experience, and competent reasons for them. She insists that in art, as well as in morals or in mathematics, there are great laws to go by, and that without a knowledge of these laws one cannot speak of pictures intelligently. Art is not mere imitation; it is the expression upon canvas or paper, not only of what the artist sees, but of what he feels and thinks, and this is done in accordance with the laws of composition, of form, of color, and of light and shade. However simple a picture may seem to be, the making of it involves careful and obedient intelligence to all these laws. In the chapters upon the processes, Mrs. Whitman does not attempt to instruct farther than the broad, underlying principles of each, so that the book is not in any sense a "handbook." To the young reader with a taste for art in any of its forms it will afford valuable assistance.

HANDY HELPS. No. 1. A Manual of Curious and Interesting Information. By Albert P. Southwick, A. M., Author of "Quizzism," etc. New York: E. L. Kellogg & Co. \$1.00. To teachers, 80 cents, and postage, 8 cents.

This volume contains five hundred questions that are of more or less interest to every reading man and woman in the United States. To hunt up an answer to every one of these would require sometimes days of research. The author has gathered these inquiries during the past few years, and sought out the replies, and here presents them to the public. The volume will be valuable to all sorts of readers; the teacher, especially, will welcome it because he is surrounded with an inquiring set of young beings (if he is good for anything). For instance, "What is the origin of the term John Bull?" If asked this, the teacher might be unable to answer it, yet this and many other similar queries are answered by this book. Such a volume can be used in the school-room and it will enliven it for many young people are roused by the questions it contains. It will be useful, too, in every household, and handy to have on a railroad journey.

HOW TO STRENGTHEN THE MEMORY; OR, NATURAL AND SCIENTIFIC METHODS OF NEVER FORGETTING. By M. L. Holbrook, M. D. Price \$1.00. New York: M. L. Holbrook & Co. The author of this book believes that the memory can be strengthened so as to be many times stronger than it would be without culture, and he goes to work in a plain, straightforward way to point out the most suitable methods. These we find to be perfectly simple and strictly in accordance with the nature of the mind. There is nothing but what every one can understand and adapt to his own requirements. The author makes free use of the suggestions and opinions of others, but is not without methods of his own. There are chapters on The Memory of the Aged; The Memory of Names and Localities; The Musical Memory; The Culture of Memory in Schools; The Lawyers' and Clergymen's Memory; The Relation of the Health to the Memory, and a multitude of suggestions and hints of the greatest value. Prof. Edward Spring, the sculptor, has contributed an original chapter on Memory of Forms and Faces. Prof. Gaillard, the eminent teacher of languages, contributes a chapter on The Best Methods of Cultivating the Memory for Words, and the author has extracted from Prof. Edward Pick's book, long out of print, the chapter on How to Learn a New Language. This chapter is full of interest, and gives in minute detail a method of comparing words, etc., so as to fix them indelibly in the mind. One of the most instructive papers in the work is an account by Dr. N. S. Townshend, of the Ohio University, of the training of his own memory, which was in boyhood very poor, and which was made to be remarkably vigorous. This alone is worth the price of the book. The work may be very highly commended to all classes of persons, be they young or old, learned or unlearned. The paper, press-work and binding are unusually good.

CONTRIBUTIONS TO THE SCIENCE OF EDUCATION, by William H. Payne, M.A.; New York, Harper and Brothers; Montreal, Dawson Brothers.

The discussion of the philosophy of education is beginning to change hands, and not a few of our teachers will be inclined to cry out, "not before it was time." From the days of Locke, many treatises of high pretension have been written on the subject, yet the greater number of these treatises have emanated from the minds of philosophers who knew little or nothing of the practical working of a school. Against the work before us, there is no such objection to be urged. The author of these contributions has been a practical teacher and at present holds the position of Professor of Pedagogies in the University of Michigan. The book is exceedingly well written, and ought to be in the hands of every intelligent teacher who desires to take counsel from the causes behind the effects in school-work. That there is a science of education, Mr. Payne proves with a clearness of enunciation which at once interests the reader. The fact that the child's nature when analyzed, is seen to consist of three parts, the physical, the mental and the moral, forces the intelligent

teacher to investigate,—if he would know all that there is to be known about the children under his care, the principles of physiology, psychology, and ethics. The medium of his intercourse with his pupils is language, and the laws of language are to be known only through the principles of logic; and hence, the science of pedagogics has to do with the science of logic. The branches of human knowledge are not all of equal value, hence the science of education has to deal with education values. It has also to deal with school organization and school systems, and this involves the differentiation of child nature in the many and leads to the investigation of history, sociology, and legislation. Then there is method, and without the science which explains and guides the art, method in imparting instruction is empirical and its failures misunderstood. In a word, Mr. Payne treats this part of his subject with the acumen of a thinker of matured experience. He evidently knows how to speak the truth that is within him in a manner the most attractive to the reader, and when he says in his introduction, "I wish I might gain the ear of young men who are ambitious to rise in the world through the doing of good," we feel that there is in the expression an honesty which will induce our teachers to read his pages on the *mode of Educational Progress* and *The Teacher as a Philanthropist*, if not to study carefully the whole volume. It is needless for us to say that the work is in attractive form, as all the Harper's books are, in point of printing and binding.

SHORT STORIES FROM THE DICTIONARY. By Arthur Gilman. Boston: The Interstate Publishing Company. Price 60 cents. Large books are not always the most instructive, however entertaining they may be, and a small work, with a special purpose, is often worth a shelf full of ordinary volumes. That fact is true of Mr. Arthur Gilman's **SHORT STORIES**, which have a double value, that of simple interest, and that of teaching readers to think. Although they were prepared for young readers, there are very few who will not find in them much that is of genuine profit. To the reader of the old English classics, they will furnish a series of hints for study and research. Bible readers will find a key to many difficult passages, and children can turn what seems to them like dry study, into a very agreeable pastime by taking, as Mr. Gilman does, words at random from the dictionary, and tracing their various changes in form and meaning down to the present day. As an example of what one may learn from these little stories, we are told that centuries ago the word "sad" meant simply solid, substantial, and that the word "earing," which occurs in the Old Testament and in Shakespeare, and which is generally regarded as synonymous with harvesting, really comes from the Latin *arare*, and means to plough. The author shows us that our modern word "bureau" originated in an ancient Greek word, *pur*, fire; the Latins made it *burrus*, red; then the French turned it into *buire*, a reddish brown; in modern French it became *bure*, the name of a coarse brown woollen cloth. This cloth was used to cover tables for writing, which were called bureaux. The name finally became attached to the room, and as these rooms were used by officers of Government, the word finally was applied to departments of government. Some of these tables held drawers and gradually took a distinct form, still keeping the name. Here we have the regular evolution of the name of a common article of modern furniture, through many centuries, from the Greek "fire." That is but a single example of the strange changes of meaning which occur in words, numerous examples of which are given by Mr. Gilman. The titles of some of the chapters will suggest some of the detail of the book—"Names of Countries," "Parts of the Body," "Names of Noises," "Handy Words," and "Dwellings and Other Places." Although not prepared for school use, **STORIES FROM THE DICTIONARY** would make an admirable book for supplementary reading or study in our grammar schools.

Official Announcements.

MINUTES OF THE ADMINISTRATIVE COMMISSION.

[Translation.]

At a meeting of the Administrative Commission of the Pension Fund of Officers of Primary Instruction established by Act 49-50 Vic., chap. 27, held at the Department of Public Instruction, Quebec, 19th November, 1886, there were present, the Hon. Gédéon Ouimet, Superintendent of Public Instruction, President of the Commission *ex-officio*, in the chair; Mr. U. E. Archambault, delegate of the Teachers' Association, in connection with the Jacques Cartier Normal School; the Rev. E. I. Rexford, B.A., and Mr. S. P. Robins, LL.D., delegates of the Protestant Teachers of the Province of Quebec, in convention assembled, and Mr. Candide Dufresne, delegate of the Teachers' Association of Quebec.

The notices of the nomination of members of the Commission were read.

Moved by Rev. E. I. Rexford, seconded by U. E. Archambault, and resolved:—

“That Mr. F. X. Couillard be named Secretary of the Administrative Commission.”

The Commission took into consideration the different sections of Act 49-50 Vic., chap. 27, and adopted the following resolutions:—

“That a teacher holding a diploma becomes an officer of Primary Instruction. He can, in consequence, in accordance with the provisions 7 and 14 of said Act, count all his years of service from the age of eighteen whatever may be the date of his diploma.” (Sec. 1).

“That the words elementary, model and academy, in sec. 2 of said Act apply to the school and not to the teacher.” (Sec. 2).

“That, in the opinion of the Administrative Commission, the word ‘pendant’ in the French version and the word ‘during’ in the English version of sec. 9 of said chap. 27, should be interpreted in a liberal sense in the case of a teacher who has not been able, for reasons beyond his control, to teach during a certain part of the five last years preceding his application for a pension.”

The meeting then adjourned to the 20th of November.

MEETING OF THE 20TH NOVEMBER.

Present: the same members.

The different sections of chap. 27, of Act 49-50 Vic., were taken into consideration and the Commission adopted the following resolutions:—

“That as no grant is allowed for a series of more than thirty-five years, it follows that no stoppage can be made on the salary of an officer of primary instruction after he has paid stoppage for thirty-five years.” (Sec. 4).

“That the average salary is obtained by dividing the total amount of the salary upon which the officer has paid his stoppage by the number of years of teaching, the quotient obtained by this division cannot exceed fifteen hundred.” (Sec. 5).

“That the years passed as a Normal School pupil are in the number of years of service, but the officer pays no stoppage for these years as he receives no salary.”

“That the Hon. the Treasurer of the Province be requested to furnish this Commission with a statement of the total amount of the Capitalized Fund from the date 30th June, 1886, including Government Grant, stoppages deposited from time to time by the Department of Public Instruction and the accrued interest thereon, established by sec. 18, chap. 27, 49-50 Vic., and also the amount of the revenue from said Capitalized Fund which will be available for the payment of pensions on the first of January, 1887, and that the Superintendent of Public Instruction be requested to transmit this resolution to the Hon. the Treasurer of the Province.” The meeting then adjourned to the 22nd November.