

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.

- 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

Additional comments: /
Commentaires supplémentaires:

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

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

VOL. VII. NOVEMBER, 1887. No. 11.

SUBSCRIPTION:

PER ANNUM, \$1.00.

SINGLE No. 10 Cts.

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.

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

CONTENTS:

	PAGE
ARTICLES: ORIGINAL AND SELECTED:	
The Convention	295
EDITORIAL NOTES AND COMMENTS	308
CURRENT EVENTS	310
LITERATURE AND SCIENCE	314
PRACTICAL HINTS AND EXAMINATION PAPERS	319
CORRESPONDENCE	320
BOOKS RECEIVED AND REVIEWED	321
OFFICIAL DEPARTMENT:	
Report of the June examination of Model Schools and Acad- emies, 1887	323

Montreal:

DAWSON BROTHERS, Publishers.
1887.

MCGILL NORMAL SCHOOL

32 BELMONT STREET, MONTREAL.

THIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1887. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1887 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 11.

NOVEMBER, 1887.

VOL. VII.

Articles: Original and Selected.

THE CONVENTION.

When the Provincial Association of the Protestant Teachers of Quebec decided last year to hold their annual convention for 1887 in the town of Huntingdon, there were some who had misgivings in regard to its suitability as a centre for such a gathering. These misgivings, as it now happily appears, were ill-founded, inasmuch as the convention of this year takes rank among the most successful in the history of the association. The Executive Committee had made arrangements with one or two educationists who labor beyond the limits of our province to address the convention, and the assistance thus received helped to swell the programme a little beyond the usual length. The several meetings were held in Moir's Hall, a very convenient place for such gatherings. The arrangements made by the local committee of management seem to have given every satisfaction; indeed, much of the success of the convention was doubtless due to the people of Huntingdon, who offered so freely of their hospitality to the teachers in attendance. The Montreal newspapers had representatives at the meetings, who, with the editor of the *Huntingdon Gleaner*, have already given, *in extenso*, excellent reports of the proceedings to the public. From the interesting account of the convention published in the *Gazette*, we have been largely guided in making our synopsis of the principal events.

The inaugural meeting was held on the evening of the 19th of October. The President, Dr. Cameron, M.P.P., and member of the Protestant Committee of the Council of Public Instruction, was accompanied to the platform by Rev. E. I. Rexford, Secretary of the Department of Public Instruction; Dr. S. P. Robins, Principal of the McGill Normal School; Dr. J. M. Harper, Inspector of Superior Schools; Rev. Mr. Sparling, Inspectors MacGregor, Hubbard and McLaughlin, Dr. Kelley, of the Montreal High School; Mr. E. W. Arthy, Superintendent of the Montreal Schools, and others. The audience was large and attentive. Dr. Cameron, in his inaugural address, referred to the honour which had been conferred upon him by the teachers of Quebec, an honour which he modestly claimed to be hardly his by right. Yet he had determined to fulfil the duties of President to the best of his ability. He had taken a great interest in the Huntingdon Academy, and was proud to say that the record of its thirty years' career was one which no one need be ashamed to contemplate alongside the achievements of its students at the McGill University and elsewhere. The Teachers' Association was an important institution, representing, as it does, the common school as well as the higher education, which rests upon the common school as a pyramid rests upon its base. The improvement of the country school within the past few years is very marked. The schools of twenty years ago had nothing of beauty about them, neither in management, buildings, furniture nor apparatus. Now there are comfortable school-houses, well warmed in winter and well ventilated in summer, and furnished with improved seats, maps, globes and blackboard. The teachers are better paid, though even now their salaries are by no means as high as they should be. It were well if the school funds of the province were so increased that larger grants for common school purposes could be made by the Government, and possibly the time is an opportune one to press the justness of such a claim on the attention of the Government. The Premier and delegates from the different provinces of the Dominion are about to meet in conference to discuss among other matters the necessity for a larger subsidy from the Federal treasury for provincial purposes. This demand is no less just than would be the demand for an increased subsidy for school purposes. The duty

of the teacher is fourfold in its object: (1) to the state; (2) to the parent; (3) to the school commissioners; and (4) to the pupil. After pointing out the importance of the teachers' work, the speaker proceeded to point out the nature of education in its various aspects, and concluded his address in the following spirited tone:—No education can be complete without the cultivation of the conscience. Intelligence is no doubt essential to the progress of a people, but so is morality. We need wisdom, but we need righteousness, too. It is righteousness that exalteth a nation. Duty is a sacred thing, because it comes to us based on the authority of God. His will is the law of conscience, and that will is given to us in its highest manifestation in His Word—in that Book, the grandest text-book the world ever saw, because in it is contained the lessons that pertain to and that can alone make men wise to salvation. With increase of information, let there be increase of reverence for God and things divine. This is an age of progress. We have the sun for our photograph, electricity for our winged Mercury and steam for our motive power to carry us over seas and continents. We have many vexed problems to vex and annoy us. Whither is this progressive age leading us? Rightly directed, it should lead us to a larger intelligence and a larger faith in God as our Creator and Ruler, and Christ our Redeemer.

The Rev. Mr. Sparling, at the conclusion of the President's address, came forward and welcomed the teachers of the province to Huntingdon, a welcome which drew responses from Dr. Robins, Dr. Harper and Mr. Rexford, and after which, the gathering broke up for the night in the best of good humor.

On Thursday morning the convention resumed its session at half-past nine, the President in the chair. After devotional exercises, Mr. Kneeland read a paper on "What of Arithmetic should be taught in public schools." All instruction had a two-fold object in view—firstly, to fit the child for the active duties of life, and secondly, to cultivate his intellect, strengthen his memory, draw out his reasoning powers and enlarge them. In the words of Fitch, there are two distinct uses of arithmetic: (1) its direct or practical use as an instrument for the solution of problems, and (2) its indirect or scientific use as a means of calling out the reasoning faculties. From a utilitarian point of view it was

necessary that a tradesman should know how to calculate his pay by the week or year, check a grocer's bill, he should know how many inches there are in a foot, ounces in a pound, how to find the one-half, one-quarter, one-third or one-eighth of any number, how to add and multiply a simple fraction by a whole and a fractional number. This was all that was actually required in the ordinary duties of life. Time was too short and life too valuable to spend the one and confuse the other by learning anything about the scales, French ells, chains, degrees and seconds. As to the use of these in cultivating the reasoning powers, he said the piling up of stones would have the same result, as they were both mechanical. The exercises possible under the four simple rules of arithmetic furnished all the material necessary for the cultivation of the reasoning faculties. All the arithmetic they could profitably teach in the elementary schools might be included in the following summary: The four simple rules, the weights and measures in common use, the simplest forms of vulgar fractions, and so much of decimals as is necessary to reckon easily dollars and cents. They should let copious exercises under these rules, in all possible forms, take the place of the ridiculous, confusing, aggravating exercises given in compound numbers, vulgar and decimal fractions, and they would give a more useful education and make a hundred-fold better thinker.

The discussion which followed was an interesting one and was of very great benefit to the practical teacher, in as far as it proved that the course marked out for the schools in Quebec represented a satisfactory mean between the practical and the mind developing intention of arithmetic as a school exercise. The discussion was continued for some time by Mr. Arthy, Inspector McLaughlin, Mr. Rexford, Miss Robins, Dr. Harper, Dr. Kelley and a number of the lady teachers.

Dr. Robins then read a paper on "English Grammar." He drew the attention of the teachers to the present unsettled state of terminology of grammar, and proposed that they should adopt a certain set of expressions that teachers could use generally, so that children would not be confused in passing from teacher to teacher and from school to school.

There was a lengthy discussion on the paper, in which Messrs.

Kneeland, Rexford, Howard and Holiday took part. A committee composed of Messrs. Holiday, McOuat, Jackson, Miss Walker and Dr. Harper were appointed to consider the question of grammatical nomenclature in use in the province, and report its decision to the convention next year in regard to the assimilation of terms in use. The following committee on nomination of place of meeting was appointed:—Dr. Harper (convener); Miss Wilkens and Mr. Arnold, of Quebec; Messrs. Kneeland, of Montreal; Inspector Hubbard and Mr. Howard, of Sherbrooke; Mr. Jackson, of Waterloo, and Inspector McGregor, of Huntingdon.

The afternoon session was opened at two o'clock, Dr. Robins presiding. Mr. Jackson, Principal of the Waterloo Academy, read an excellent paper on "Practical Education," which with other papers read at the convention will be published in future numbers of the RECORD.

Rev. J. B. Muir delivered a spirited and eloquent address on the importance of elementary education and the necessity of an increased Government grant to foster it. He believed in teaching the pupils what would be of use to them in after life. At the present time there was a tendency to have too many subjects taught, but if they taught only the essential subjects, and them well, it would be much better. He believed in the adage, "Read much but not many books." As many of the pupils did not go to the university, it was of importance that they should have elementary education, as ignorance was a menace to free institutions. It was only in ignorant communities that they saw the one-man power and tyranny. The boys and girls at school were the hope of church and state, and should be fitted for the responsibilities of citizenship in this free and glorious Empire. He had often heard of the freedom of labor, but not so often of the labor of freedom, though there were duties in connection with it that could only be fulfilled by educated and intelligent people. There never was a time when Governments had given so much in grants for education as at present. This was as much the case in Europe as in America. He commended the school system of Ontario, and went on to compare the Province of Quebec with the Maritime Provinces. In this province the grant was only \$160,000 for elementary education,

or 11½ cents per head of the population, while in Nova Scotia they gave 40 cents, and in New Brunswick 50 cents per head. The grant in this province had increased only \$15,000 in thirteen years. In Quebec there was a large amount of illiteracy, not only among the French, but among the English, and grants should be given, not on account of the efficiency of the schools, but on account of the illiteracy of the people. If we were going to have good teachers, we must give larger salaries, and \$200,000 a year would be necessary. Teachers wielded a mighty influence on the people, for they created in them a thirst for knowledge. It was essential that we should have good teachers, so that they might send forth men and women of sound intelligence and loyal to the constitution.

The discussion which followed culminated in the appointment of a committee consisting of: Rev. Mr. Muir, Dr. Kelley, Dr. Cameron and Inspector MacGregor to draft a petition for an increased subsidy to the Common School Fund, the petition to be subsequently signed by the commissioners and trustees and endorsed by the Protestant Committee.

Mr. McOuatt, Principal of Lachute Academy, read a paper on the "Country Academies," which we will lay before our readers in a future issue, and another was read by Prof. DeKastner on the "Study of Languages," which to be appreciated must also be printed *verbatim*.

At the evening session of Thursday, Inspector Hughes, of Toronto, delivered an address on "The True Aim of Public School Education." Teachers had to deal with two elements of power, the being and the knowledge the being has to receive. They had formerly been giving too much attention to the adage that "knowledge is power." Man was the greatest object God had created in the world, and the being was of vastly greater importance than the knowledge they secured to him or enabled him to receive. Schools should give a symmetrical training, for a well trained gymnast, who is nothing more, is no better than a physical gymnast. Indeed, in some respects, the latter was to be preferred, for he was not so likely to become a crank or a dangerous member of society. It was impossible to develop one or two faculties without the others, for the mind reacted on the body and the body on the mind. Thus it was necessary that we

should cultivate the pupil's physical powers to relieve the weariness caused by sitting too long, to prevent deformity from the same cause, to promote physical endurance, and to develop grace of figure and dignity of bearing. It was a very good thing to get dancing lessons to give one full power over the limbs and acquire gracefulness of motion, but very often one also got levity of bearing which too frequently produced levity of character. It was a shame that the dancing school should be considered a necessity. Drill would serve the same purpose, for dancing only gave superficiality and levity, while drill gave solidity, definiteness and precision of character. He also advocated the sublime oratory of gestures, and said that appropriate gestures gave more expression than the voice. He also urged the training of the hand, in order to give the fingers greater flexibility. He favored no particular trade, for that would influence the boys towards it, and this the school had no right to do. Besides the girls could not learn a trade. The hand was the most important instrument in executing the purpose of the will, and the training of it should be done when the child is from five to seven years of age, just the time when we were blunting their mental faculties by over study and giving them a dislike for school. We should not confine needle work to girls, for it was the boys who needed hand training the most. It was impossible for pupils to work sixty minutes in an hour, and the attempt to do it would result in depriving them of some of their speed in study. Five minutes in every hour should be given to rest, and the best kind of rest would be hand training of some kind. The teacher should communicate knowledge, but not weaken the desire or power of the pupil to acquire it for himself. He should teach the child to climb up the hill of knowledge and not carry him up. The old plan of whipping him up would be preferable to that. One of the most remarkable gifts God had given to children was the power to solve the problems around them. They solved thousands for themselves and only brought to us the few they could not solve; but at school this natural order was reversed, for the teacher brought the problems to the child. Thus it was that the child lost the power of recognizing problems. Moral training was the most important part of educational work. If a pupil consciously violates the laws of the

school, he will not respect the laws of society, and a man who did not respect the laws of man would not respect those of God. It was of the utmost importance that they should train the will power and give the pupils an honest faith in themselves, for half the powers of mankind was lost from want of self-confidence. Mr. Hughes is a speaker of great power and carries his audience with him. Few who had the privilege of listening to his dulcet tones will forget the words of light and truth which fell from his lips on the subject of education, during the days of the Huntingdon convention.

Dr. Worman, of Brooklyn, who had been invited by the Executive Committee to be present at the convention to explain his method of teaching French and German, addressed the teachers in general terms, pointing out the importance of their calling and the increased intelligence of the times. Dr. Worman is a devotee of the natural method of sustaining the attention of the pupil through the eye and ear. The object or the action should precede the name of the object or the action.

After Dr. Worman's address, Mr. Dawson, of Montreal, gave a practical illustration of his method of teaching the tonic sol-fa system, and during the evening, Mrs. Chambers, of Montreal, rendered several songs in exquisite taste. The meeting adjourned at 10.30 p. m.

The morning session of Friday was taken up with a protracted discussion on the work of the Academies, during which, the Rev. Mr. Rexford said there should be a uniform standard for admission to the legal, medical and notarial professions, which would recognize the educational system of the minority. This was a question for the Protestant people of the province, as the professional bodies practically refused to allow the conduct of these preliminary examinations to be taken out of their hands. The programme imposed by these bodies was directly opposed to the educational rights of the minority. Unfortunately, legislation introduced to rectify this state of affairs had been defeated through the opposition of some prominent English members of the Bar. Examinations for study should be based on the educational curriculum of the province drawn up by the two boards, or let students choose which they shall be examined on.

During the afternoon session, Mr. Rexford read the report of

the administrative commission, which showed that there were 125 pensioners on the new pension fund, 76 were placed on the list on account of ill-health, 43 on account of old age and 6 as widows. One hundred and nine are Roman Catholics and 16 Protestants. There are 74 men applicants for next year. The total amount paid is \$12,706, and the revenue amounts to \$23,067, leaving a balance of \$10,361. Mr. Humphrey submitted the financial statement, which showed revenue, including balance of \$270.90 brought forward, to have been \$608.03, and expenses \$255.88, leaving a balance of \$452.15.

Mr. Curtis, of the Montreal High School, pointed out the principles of the natural method in teaching French. In the first stage, oral lessons are given in the language itself, names of objects being connected with the objects themselves, then the simplest constructions used by the teachers and repeated by the class; then a text-book is introduced in the language itself and carefully progressive. Systematic grammar is taken up later in French, finally general literature and general studies. It is based upon the principle of connecting language with thought, and those teachers who are to-day using the method in schools in the United States, report that students unanimously enjoy rather than detest the work.

After Mr. Curtis' explanations, a paper from the Rev. Canon Norman, chairman of the Montreal Board of School Commissioners, was read on the same subject, which with one read by Mrs. Holden, of Cowansville, we will try to secure for future publication.

At the same session, Prof. O. M. Brands, of Paterson, N.J., read an interesting paper on physiology. He impressed upon his hearers the importance to all individuals of a common sense knowledge of the principal laws of his being; that the young should and can be taught to have regard for many such laws; that education should combine, not only the intellectual, but also the moral and the physical, and should be symmetrical and useful; that the teacher is responsible for many matters pertaining to the hygiene of the school, and should be prepared to supervise and advise intelligently regarding them; to avoid emotional and brain strain as far as possible; to keep in order the instruments with which the brain works by proper rest in work, in recreation

and in sleep; to avoid over-taxing the immature brain of the child. He urged that physiology and hygiene, to include special instructions as to the effect of alcoholic drinks, stimulants and narcotics on the human system, should be taught as a regular branch in all the schools. It could be taught to the youngest children in simple language and could be made interesting to them.

The Rev. H. Pomeroy read a paper on "How to influence the out of school life of our pupils," which was well received, and thereafter Dr. Harper, as convener of the committee on nominations, presented his report, according to which it was recommended that the next place of meeting be Waterloo. The election of officers then took place and resulted as follows:—President, Mr. S. A. Fisher, M.P.; vice-presidents, Dr. Kelley, Messrs. McOuatt and Howard; recording secretary, Mr. C. A. Jackson; corresponding secretary, E. W. Arthy; treasurer, Mr. C. A. Humphrey; executive committee, Messrs. H. H. Curtis, A. W. Kneeland, M.A., Inspector McGregor, G. L. Masten, McArthur, Mabon, Arnold, Misses Robins, Peebles, Wilson and Wilkens. Representatives upon the executive commission for the pension fund, Dr. Robins and Rev. E. I. Rexford. Curator of apparatus and books, Miss Robins.

The following resolutions were then put to the meeting and adopted unanimously:—

Moved by Mr. J. W. McOuatt, seconded by Mr. H. J. Silver: Whereas, it would spread a wider knowledge of the best methods of teaching and tend to remove an abundance of error as well as create a friendlier disposition amongst our schools, to allow some time to each teacher for the purpose of visiting other schools in operation; that two days, at least, be asked for the purpose above stated.

Moved by Mr. G. R. Howard, seconded by Mr. R. J. Hewton: Whereas, it is important that the work of bringing about an assimilation of studies should be done with a definite knowledge of its difficulties and requirements, it is desired that a committee be appointed for the purpose of preparing a statement of the particular difficulties under which the teachers of the academies belong, said statement to be submitted to the members of the different professions in the Province, accompanied by a petition to be signed by these members, asking the Legislature to take their difficulties into consideration. That this committee be composed of all the academy teachers in the Province.

Moved by Mr. G. H. Howard, seconded by Mr. C. A. Jackson: That

the teachers of the county academies in convention assembled desire to express their opinion, that whereas the means in operation are inadequate to provide for proper teaching in the model school grades in connection with the course of study, it would tend to remove the difficulties experienced in doing the work of the academies if the result of the examinations of the model school grades should be taken into consideration in determining the standing of the academies.

Moved by Mr. R. J. Hewton, seconded by Mr. G. H. Howard: Whereas (1) two systems of education obtain in this Province; (2) a different examination is necessary for the admission to the study of each profession; (3) these examinations are not in accordance with the English system of education in this Province; (4) these different examinations offer a serious obstacle to the progress of our High schools and academies;

Be it therefore resolved: (1) That in the opinion of this convention the examinations for admission to the study of the profession should be uniform where subjects are common. (2) That these examinations should be based on the course of study authorized and subsidized by the Legislature of this Province.

That a copy of these resolutions be forwarded to the secretary of the Board of Examiners of each of the professions.

The hall being in total darkness, the meeting adjourned till evening.

The evening's session was attended, not only by the teachers, but also by a large number of the residents, and the hall was crowded to its utmost capacity. Dr. Cameron presided, and on the platform were Sir William Dawson, Hon. W. W. Lynch, and several other prominent gentlemen. The programme for the evening comprised addresses from these gentlemen, readings, vocal and instrumental music, an excellent orchestra being in attendance, and the passing of the usual votes of thanks. The proceedings opened with a practical illustration of Dr. Worman's method of teaching foreign languages.

Prof. Andrews then gave a humorous reading, which convulsed the audience with laughter.

The Chairman then called upon Hon. Mr. Lynch, as one who had done so much for the cause of education in the province of Quebec, to make an address.

Hon. Mr. Lynch made a forcible address, referring to the work that had been done for the cause by Rev. Mr. Rexford, Dr. Robins and Sir Wm. Dawson. He had succeeded in getting them a representative on the Board of Public Instruction, but element-

ary education also required representation. He was no demagogue, but he believed in the will of the people intelligently expressed, and there was no surer, safer and better means of expressing it than through the representation of education. At last session of the Legislature, he had introduced a bill for a uniform and general examination for students to enter the study of the professions, but he encountered opposition on the part of people he did not expect it from, and when he desired to place the educational institutions of the country on a strong and sure foundation, he was met with a refusal. Any man who had the degree of B.A. should be admitted to the study of a profession, and he would keep the matter before the Legislature until they recognized the fact that the educational institutions of a country must be respected. The association had his heartfelt and best wishes, and in whatever way he could help them they had only to ask him. The teachers as a body should command respect, for they wield the destinies of a country.

Sir Wm. Dawson sympathized with the work of the association, and recognized every teacher as a co-worker. He congratulated the people of Huntingdon on the honourable position their academy had taken, and on its having sent more men to the university than any other. He condemned the manner in which the professional bodies had interfered with the examinations. When a man had taken the degree of B.A., he was surely fit to enter the study of any profession. Such men were recognized everywhere, except in the Province of Quebec, but a change of opinion was taking place here, and he hoped for better things. Each professional body should not have a different examination of its own. Hon. Mr. Lynch had introduced in the Legislature a bill providing for the establishment in the province of a board of examiners in two schools, one French and one English, but the professional bodies had defeated it. Perhaps they would consent to nominate examiners to a board appointed by the Government, or they might do as now, but send details of the subjects on which the students are to be examined to the Council of Public Instruction to decide whether it was in accordance with the studies. Such a reform was much needed, and he hoped Mr. Lynch would persevere. Mr. Mercier had promised that the control of education should be reserved to the clergy.

No statesman dared do that in any of the Catholic countries of Europe, but he could do it here because this was not a Catholic country, and Protestant education had a curious reflex on the education of the majority. In France or Italy they would trust their eternal interests to the clergy but not their temporal. They were driven to a secular system of education because they had no Protestant system to fall back upon, and if Canada were to become a Catholic country, the clerical system would be swept away in a few years. The Protestants were a small, and, as some said, a decaying people in this province, but they were bound to uphold their system of education by all means in their power. A larger sum was necessary for the support of elementary schools, and it had been suggested that an increased grant be asked for. That would be better in some respects and worse in others, for out of the extra sum raised only one-sixth or one-tenth would come to us. We paid more than the share we got, and if more was necessary, we would do better to raise it ourselves. Elementary education must be sustained, and elementary schools should be brought under the control of the Council of Public Instruction. A union should exist between the schools and the universities, the elementary schools for the universities and the High Schools provided teachers for the elementary schools. Referring to the Bible in schools, he disapproved of the published selections as in Ontario. The whole Bible should be given. We must also have the personal influence of truly Christian teachers. We could then say, "So long as you keep up your own system of education, we shall not be afraid of you, no matter how you may surpass us in number, but when you adopt our system, we shall have reason to fear."

Votes of thanks were passed to the people of Huntingdon, to the speakers and to the retiring officers, and the meeting adjourned after singing the national anthem.

—RUSKIN ON KINGSLEY.—What a rough man Ruskin is! Writing of Charles Kingsley he says: Kingsley liked east wind; I liked west. Kingsley stepped westward—Yankee way, I step eastward, thinking the old star stands where it used to. There was much in Kingsley that was delightful to raw thinkers, and men generally remain raw in this climate. He was always extremely civil to me, and to Carlyle, but failed in the most cowardly way when we had the Eyre battle to fight. He was a flawed—partly rotten, partly distorted—person, but may be read with advantage by numbers who could not understand a word of me, because I speak of things they never saw or never attended to. I extremely dislike Kingsley's tragedy myself, but if other people like hearing of girls being devoured or torn to pieces, that is their affair.

Editorial Notes and Comments.

—The contemplation of progress as a wave motion, leading, as it does, the student to the recognition of what has been called by Carlyle, the open secret of nature, has always the effect of drawing the plodding worker from his experience-ruts. The past is as often belittled by the present as is the present discredited by the past. The new becomes a prejudice as soon as it is born,—a prejudice often as intolerant as the conservatism which threatened to strangle it at its birth. And in nothing is this law of sophistry seen more openly at play than in the discussions among teachers on method. For example, one of our contemporaries, the other week, discovered that the so-called “New Education” is simply *education*, neither more nor less, and from the discovery seeks to formulate a justification of the editor’s opposition to some of the modern methods adopted in the school-room of to-day; while from a remote corner of this Canada of ours, there comes a cry against the innovations in the art of teaching, not because they are good, bad, or indifferent, but simply because they are not the methods of the past. The past centuries, as the history of our literature bears witness, produced great men, hence the training which developed such training must have been good. The example, however, has been lost upon us. We of the present epoch in the history of education, have dropped out of our school curriculum many of the old subjects, and have introduced others, hence the modern systems of education, from Russia to British Columbia, are founded upon a wrong principle,—on school methods radically pernicious. As falsehood often is more highly seasoned, and hence more attractive than the truth, so does a *non-sequitur* of this type become sweet as the cream of logic to the unthinking. We hear it from day to day, from the pulpit, the platform, the newspaper press. From one to another it is tossed, until its force becomes all but axiomatic. Nor is the advanced educationist of our times more cautious in his animadversions. He often fails to remember the refrain of Tennyson’s brook. His strut is as the strut of chanticler when he found the jewel. With his *Eureka* there is to be seen the nakedness of his self-conceit and over-confidence. “I have found it; hence, the method must be the best to the exclusion of all others.” The

true man is neither an old foggy nor a new foggy, and the teacher can only become a true teacher when he becomes a true man. As a teacher he must know himself and his relationship with the times in which he lives. As a student of that human nature which Solomon studied and Shakespeare sublimed, he must recognise the stability of its instability, the truth afloat on the wave-motion of law, if he would know the child aright. His problem is not himself alone, but himself and his pupil, the adult in relationship with youth. His energy is to be directed through an organization, the school, upon an organism, the child; and it is only by the broadening light of nature's law, that he can find his way to true success in his work. Let him extract the good from the bad of every method. There is a remedy for bodily disease in nearly every poison, just as there is sickness and death in the most wholesome food. The true teacher never despises a method before he understands it: he sets it aside or adopts it, not because it is new or old, but because it is bad or good, pernicious or wholesome to the welfare of the school over which he presides.

—The inauguration of a movement which has for its object the increasing of the provincial subsidy in behalf of education, is a step in the right direction. The earnestness of the Rev. Mr. Muir's address at the late convention, will not readily be forgotten by those who heard his words of eloquence in behalf of an improved elementary education. The preparation of a petition was placed in the hands of a committee, which has been continued to carry out the arrangements for its distribution throughout the province. That it will be largely signed no one for a moment can doubt. It is a question for the people to decide. A good school, as we have pointed out before, is an enterprise which realizes immediate returns to the community in which it is established. The expense connected with its support is not all of it bread cast upon the waters that returns only after many days. Leaving out the question of an improved intelligence for the moment, the value of property is immediately enhanced by the establishing of a good school near it. Men, nowadays, will not pay a high price for a farm which is remote from church and school, and thus even when seeking an argument in favour of an increased subsidy to our elementary schools in the lowest phase of man's manner of testing what is good and bad, we find it.

What arguments may be advanced against the movement it is impossible to say. That there is no money to be had for such a purpose will hardly hold good at the present moment. Where there is a will there is a way ; and assured as we are that the Hon. Mr. Mercier and his cabinet have the will to foster elementary education, we have no misgiving as to the devising of a way, should the people decree in favour of the movement. The statements made to the effect that in some cases the subsidy is so small, that the school district neglects to collect it, and that at the present moment there are over seven hundred schools in the province, in the hands of teachers who have no diploma, are sufficient in themselves to excite public attention towards the question of increasing the subsidy. The necessity is apparent to everyone who has an interest in elementary education.

Current Events.

—During a late visit to the Montreal High School, the Rev. Canon Norman, Chairman of the Protestant Board of School Commissioners of that city, intimated his intention of making provision for the perpetuation of the prizes he has been accustomed to give to the boys for many years past. The visit was a very pleasant one. Dr. Norman was accompanied by Alderman Holland, Rev. Mr. Rexford, Dr. Harper and Mr. Arthy, all of whom were very much pleased at the appearance of the school, with its two hundred and fifty students, and nine or ten masters. Afterwards were visited the Preparatory High School under the supervision of Mr. A. N. Shewan, M. A., the Berthelot Street School, under the principalship of Mr. S. P. Rowell, and the Senior School, which has for its head-master, Mr. W. McKercher. Dr. Norman takes a lively interest in all educational movements in the province, from the elementary school to the university. As is known to many of our readers, he is a member of the Protestant Committee of the Council of Public Instruction.

—The first meeting of the Argenteuil Teachers' Association was lately held in the school-house at St. Andrews. The subjects taken up were *Class Discipline*, *Book-keeping* and *School Management*. The various parts of the country were well represented,

and the newly organized Local Association of Teachers is in every way likely to be a success. The movement is one in the right direction, and we trust it will be thought worthy of emulation by the teachers of other counties than Argenteuil. Lately, there was also held in Lachute Academy an exceedingly interesting meeting of the School Commissioners of this county. This meeting was held at the instance of the Secretary of the Department, in order that he might have the opportunity of explaining to school officials, and others interested in the proper administration of the school-law, certain modes of procedure in connection with school organization and government. The meeting was largely attended.

—A curious anomaly regarding taxation is that one of the Dissentient School Commissions in Hull, has been taxed for the support of the Roman Catholic Schools. Such is the cost of neglecting to sign the Dissentient roll. Others of the Protestant persuasion, who have not signed, had better take warning by the above. The taxes for the Dissentient school in Hull, are two mills on the dollar, the Roman Catholic, one cent on the dollar.

—The death of Mr. R. T. Phelps brings regret to the hearts of all who were acquainted with him. During the past year he had charge of the Farnham Model School, where his faithfulness as a painstaking teacher was fully appreciated alike by parents and pupils. Early in September he was appointed to take charge of the Bedford Academy, but had only entered upon his duties, when he was seized with the serious illness which culminated in his death. As a young man of thoughtful habits and careful training, his loss is a serious one to the calling which he had so wisely chosen and which he was so well fitted to adorn.

—It is not often we hear of the schools of Newfoundland, where they have no less than three Superintendents of Education. But lately a breeze has blown a message across the waters from the outlying colony to New Brunswick, and in the columns of our contemporary, the *Educational News*, we have an interesting reply from the Rev. Dr. Milligan, one of the superintendents, to the strictures which had lately been published in the *News* against the school system of the sister province. From this reply we learn more of the internal virtues of the separate school system than is usually accredited to that system by those provinces

which claim to possess a special blessing in the non-sectarian system. Dr. Milligan claims for the school system of Newfoundland, that great progress has been made every year since 1876, in everything pertaining to educational advancement. Better school-houses have been erected, school furniture has been revolutionized and school work has been rendered more attractive and effective by the introduction of maps, apparatus, and needful equipments, teachers have been trained and certificated according to standards of qualification, that the unbiassed cannot fail to respect and to encourage them in this. The legislature has made a liberal appropriation. They are not "cheap" uneducated men, but trained men and women receiving salaries comparatively respectable. Schools have not only multiplied, but attendance has marvellously increased and the average greatly improved. In short, facts and figures undoubtedly prove that, when the previous condition of Newfoundland is taken into account, especially on the French shore (so called,) and when difficulties to be overcome and means at command are borne in mind, the progress in the past decade has been marked and solid, and will compare favorably with what has been done elsewhere under more favorable conditions, and as a result in very many of the populous centres, the public schools are quite as effective as in the provinces or England. Higher education is also showing signs of great hope. Our academies have prepared students for matriculation in Europe and America, and are prepared to do so regularly.

—A good deal of attention was given at the late Convention of Teachers at Huntingdon, in connection with the teaching of French in our schools. There were no less than three papers read on the subject, followed, as they were, by the illustrations of Dr. Worman and the lucid explanations of Mr. Curtis, of the Montreal High School. Of Mr. DeKastner's paper we have heard nothing but the heartiest encomiums. His treatment of the subject was attractive and expressed a fine literary spirit in the writer. Mr. DeKastner has already favoured the *Record* with his essay on Milton and Voltaire, or rather on the chief poems of these authors, and no doubt he will be willing to allow his last paper to appear among our original articles.

—The largest Sunday-school in the world is that in connection with the North Side Central Church, in Chicago. It has 5,000

scholars, with an average attendance of 3,000. Every week-day morning there is a kindergarten with 500 attendance; on Saturdays, a sewing class, 800 girls attend; and on Mondays a class of boys for manual training. All the classes are free.

—The pupils of the Quebec High School have organized a Museum Club, for the purpose of making a collection of things curious and instructive. The Student's Literary Society of the Lachute Academy is in a flourishing condition. The boys of Bishop's College, Lennoxville, have made an appeal through the press to the "Old Boys" for contributions for their library. All movements such as these promote a healthy feeling among the pupils of our schools.

—The McGill University has a larger number of students this year than ever before in its history. The success of the Donalds Course is now assured, over a hundred female students being in attendance at the classes. The McGill Normal School has also opened with an increase in the number of its students.

—Many people will rub their eyes when they read as follows in one of our educational contemporaries:—"The average pay of French primary schoolmasters is £1,200 a year, with lodging and firing free. Some of them gain double that sum. The schoolmistresses receive the same pay as the masters. Thirty-five years ago, under Louis Phillipe, schoolmasters' pay averaged from £12 to £16 per year." If for "£'s" the word "francs" had been used, the information would have been nearer the mark.

—The feeding of the dinnerless school children of Vienna commenced last week, when 3,000 were served in different soup-kitchens with a dish of warm pea-soup and bread. Three times a week they will receive meat and vegetables. The total number of school children going habitually without dinner in Vienna exceeds 5,000. The fund for the dinners has been raised by subscription.

—The first general meeting of the Quebec Local Association of Teachers was held on Saturday afternoon, the 29th of October. The principal subject under discussion was the programme for the winter's study. After due consideration, it was decided that Chaucer's Works should be the subject selected for study. In the absence of the President, the chair was taken by Mr. Arnold of the High School.

—The first general meeting of the year 1887-88, was held in the Normal School Hall, on Friday evening, Nov. 4th, at a quarter to eight o'clock, the President, Mr. Arthy, in the chair. The meeting having been opened with prayer by the Rev. E. A. King, the minutes of the last regular meeting were read and approved. After the election of fourteen new members, the President proceeded to call the attention of the audience to the outline of work (as subjoined to this report) for the season 1887-88. The evening being devoted to the subject of Shakespeare, Prof. Andrew's selection from Henry V., and Miss Porter's song, "Who is Sylvia?" were quite *en rapport* with the lecture of the evening, which was delivered by Prof. Moyses, of McGill University. He confined his subject to the consideration of Shakespeare's England and Literature, leading into a synopsis of the play of Henry V. The lecture was followed by a second reading by Prof. Andrew, after which the meeting adjourned until Nov. the 18th.

Literature and Science.

—A wonderful change has been observed in the last decade in school architecture. Formerly school buildings were all modeled upon the same ugly plan—a maximum of stairs and stories and a minimum of convenience, light and ventilation. Some of the most beautiful of the public buildings in our growing western cities are the school buildings; buildings which are deservedly pointed to with pride. Plenty of light, scientific ventilation and heating, few stairs and broad, and an artistic exterior make the modern building a thing of beauty as well as a pleasure to work in.

—What fitter study for the teacher than the study of the mind? It is mind that we have to deal with in our work, and how absurd to attempt to superintend the growth of that concerning the science of which we are ignorant. A knowledge of Psychology is as necessary for a teacher as a knowledge of Mathematics is to a civil engineer. What worse spectacle than a teacher directing the development of an immature mind, who is himself probably ignorant of the laws of such development. And yet it is no uncommon occurrence. There is no excuse for such a state of affairs now-a-days. Texts on Mental Science are many, and adapted to all grades of teachers. Classes may be formed by the teachers or the study may be done privately, but it should be undertaken in some way.

—The Rev. Dr. Hatch recently lectured in St. Phillip's church, Regent street, London, on the subject, "Is the World Growing Sadder?" In his

discourse he said the struggle of life now in the middle and upper ranks of society "is not so much for bread to eat from day to day, but for money enough to be able to keep up a position in society, or to rise to a higher position. The strain of human life among the middle classes is a dark and painful and growing factor. It has led to the creation of a class of nervous diseases which, if not absolutely unknown, were certainly unimportant a century ago. If we turn to the working classes, we find analogous phenomena pointing in the same direction. First, there is a tendency to over-population, to early and imprudent marriages, and consequently a deterioration of race. Whether we look at one side or another we are in sight of, if not face to face with, a time of greater depression than our generation has yet known, which, unless some means be found to deal with it, may lead not only to social but to political disaster."

—Looking from Denver towards the west, or, better yet, from almost any part of the great plains in Colorado within fifty miles of the Rocky Mountains, are seen the foot-hills, then the mountains, rising higher and higher until lost in the distant snow-caps. Looking towards the east are the green and grassy plains falling in gentle undulations, north, south, and east, as far as the eye can reach, and for hundreds of miles beyond. These are the great plains of America, bounded by the Rocky Mountains on the West, the Arctic Ocean on the north, the Gulf of Mexico on the south, the Missouri and Mississippi rivers on the east. The great plains reach their culminating point between Denver and Colorado Springs,—at the divide between the waters of the North Platte and Arkansas rivers. From the elevation of 7,000, feet they slope north-easterly into Wyoming and Canada, towards the Arctic Ocean, easterly to the Missouri river, and southerly into New Mexico. The land, only fairly watered on the east, becomes arid towards the foot-hills of the Rockies, and, though rich and fertile, cannot be cultivated without irrigation. The rivers grow larger towards their sources, as the rainfall on the plains is insufficient to supply the loss by evaporation and irrigation; but there is no portion of these plains that deserves the name of desert, or that is comparable in degree of sterility with the canyoned country west of the mountains. It is only a few years since it was called the "Desert of America," and it was then believed that the great plains were unfit for cultivation or habitation. Then they began to be used for pasturage of cattle. Now, by a judicious system of irrigation, larger crops of wheat are grown in the great prairie States, while the dextrus from the irrigating water more than compensates for the exhaustion of the soil by the crops.—*Science*.

—The following is an outline of work in connection with the Montreal Teachers' Association:—

Literary Work.—Shakespeare's Henry V.

Professional Work.—Text book. Baldwin's School Management. (Canadian edition.)

Topics recommended for discussion : 1. Geography. 2. Text book used at present. 3. Subjects to be taught. 4. Discipline, including corporal punishment of girls and keeping in a'fter school hours.

The professional and literary work will be taken alternately on the evenings as assigned above, the second of each month to be devoted to professional topics. The first ten minutes of such meetings will be devoted to a review giving a synopsis of recent educational events.

—The *Bulletin Pédagogique* gives a picturesque account of the troubles of the communal teachers in most parts of the Valais, occasioned by the two annual migrations of the inhabitants, who follow their cattle to the mountains in spring and return to the valley in the autumn. Those who have never lived in Valais, says the correspondent, can form no idea of the difficulties we meet with in our teaching. Our topographical position, and the nomadic life of part of our people, place us in altogether exceptional circumstances. At the day fixed for the departure for the mountains in spring, the teacher has to follow his pupils. Whether they go down into the valleys or up the mountains he has to follow them. The school committee fixes the day of migration, and sends the teacher a waggoner, or more frequently a muleteer, to take his effects, his kitchen utensils, etc., for, on moving, everything is taken away. When the school begins to move, everybody gets ready for the journey, and in three or four days the village is emptied of its inhabitants and cattle. All the houses are shut up, and, as the peasants say, left to the care of *le bon Dieu*. The teachers soon get accustomed to these removals, which, after all, are not an unpleasant break in their lives. As for the school children, who love a change of any sort, they all look forward to the migration with pleasure. On such days there is a general amnesty of culprits, and home lessons are not enforced. Once arrived at his destination, the teacher resumes his ordinary work, and lessons go on just as before. A few of the poorest, who cannot afford two houses—one on the mountain and one on the plain—remain behind, and their children diminish the number of attendances by a few ; but, mostly, these vary very little, for a few children of the very poor left behind at the last migration come back to school and fill up the gaps. But rapid progress under such conditions is difficult to attain.

—Lichens and Mosses ! how of these ? Meek creatures ; the first mercy of the earth, veiling with hushed softness its dintless rocks ; creatures full of pity, covering with strange and tender honor the scarred disgrace of ruin—laying quiet finger on the trembling stones, to teach them rest. No words that I know of will say what these mosses are. None are delicate enough, none perfect enough, none rich enough. They will not be gathered like the flowers for chaplet or love token ; but of these the wild bird will make its nest, and the wearied child its pillow. Yet as in one sense the humblest, in another they are the most honored of the earth's children. Strong in lowliness, they

neither branch in sun nor pine in frost. To them, slow-fingered, constant-hearted, is entrusted the weaving of the dark, eternal tapestries of the hills. Sharing the stillness of the unimpassioned rock, they share also its endurance, and while the winds of departing spring scatter the white hawthorn blossoms like drifted snow, and summer dims on parched meadow the drooping of its cowslip-gold, far above among the moun-ains the silver lichen-spots rest, star-like, on the stone, and the gathering orange stain upon the edge of yonder western peak reflects the sunsets of a thousand years.—*John Ruskin.*

—The Academy of Medicine in Paris discussed on August 9 the conclusions come to by a committee appointed to report on intellectual overwork in school and other places of education. M. Trelat thought the question of hygiene should receive more attention, and that the Academy should enumerate various bodily exercises which would improve the physical development of the young. There should, in his opinion, be more liberty, more recreation, and more activity among them. Walking in the courts of a college did not supply what was wanted, but gymnastics would do so. After some further discussion, the following conclusions were adopted:—"The Academy of Medicine calls the attention of the public authorities to the necessity of modifying, in conformity with the laws of hygiene and the necessities of the physical development of children and young people, the present arrangements of our scholastic establishments. Without dealing with the course of study—which it desires to see simplified—the Academy calls special attention to the following points:—Increase of the time for sleep, as regards young children; for all the pupils a diminution of the time devoted to study and classes—that is to say, to sedentary occupations—and a proportional increase of the time for amusement and exercise.

—The secret of "who wrote Shakespeare's plays" has often been threshed out. It has been left for a commentator to propound the secret of "who wrote Longfellow's poems." According to a correspondent of the *New York Tribune*, who is presently going to publish his analytical statistics, they were chiefly written by John Smith, a professor of mathematics in a small college. It appears that Smith wrote a poem, but he was afraid to publish it under his own name lest it might harm his mathematical reputation. Longfellow consented that the effusion should bear his name. It "struck oil." John Smith was tempted to carry on the deception; but he was 'cute. He set his seal on all that he wrote afterwards. To wit: on page 65¹ of Osgood's edition of the poems the word "Long" twice repeated and capitalized will be found. Multiplying the number of the page (65) by two twice gives 260, and in the sixty-fifth line of the two hundredth and sixtieth page are the words "strike here." From the letters of the verse in which these words occur can be formed the name John Smith. This is but one of the problems. Another may be found in "The Psalm of Life," in "The Village Blacksmith," and in "Hiawatha," "To a Child," "The Voices of the Night," and "The Courtship of Miles Standish."

"ACADIA."

Far, far away, and shadowy as a dream,
Beyond the surging of the billowy sea,
The distant shores of sweet Acadia gleam,
And thoughts of other days come back to me.

Among thy rugged hills, oh distant land,
That now are veiled in soft blue mystery,
How often, when a boy, I loved to stand
And read in ancient rocks thy history.

How often by the river intervalles
The hours of twilight grey I loved to spend,
And breathe the fragrance of thy summer gales,
Where leafy elms their graceful boughs extend.

Peaceful and quiet through the summer morn,
From Port la Joie I see thy friendly shore,
Where earthquake wild and fierce volcanic storm
Spent terribly their force in days of yore.

But now thy life with all that man desires
Of peace and joy and happiness is blessed,
Thy life that once through wild volcanic fires
And coldness of chill Arctic berg had passed.

Oh distant hills that gleam so clear and fair
With azure loveliness this summer day,
Within your girdling zone of ambient air,
Among your shadowy vales my old friends stray.

Dear sister land, I look across the sea
From loved "Abegweit" our sea-girt home,
And bid a fond good-bye to thine and thee,
For misty shadows from the ocean come.

And clouds arise, and sun, and moon and star,
For us their glimmering fires will cease to beam,
And through the cold grey languor of the air
The Acadian hills will lose their azure sheen.

But clouds will melt away, and happy light
Will clothe again thy hills with radiant gleam,
As tender as sweet visions of the night,
That cheer some wandering exile's happy dream.

Practical Hints and Examination Papers.

—What if God should place in your hand a diamond, and tell you to inscribe on it a sentence which should be read at the last day, and shown there as an index of your own thoughts and feelings; what care, what caution would you exercise in the selection! Now this is what God has done. He has placed before you the immortal minds of your children, more imperishable than the diamond, on which you are to inscribe every day and every hour, by your instructions, by your spirit, or by your example, something which will remain and be for or against you at the judgment.

—In all teaching, the teacher needs to have in view the physical welfare of the child. He needs to have studied the subject with all the particularity with which he has prepared for the usual branches taught. We are more and more satisfied that the teacher needs to personally know his pupils. A half-hour spent with each when no recitation is on hand, will reveal much not so easily acquired in the routine of the school-room. Each child is an individual study. What is called mental strain is often such merely because the body is not able to endure the work. A good authority has said that all education is ultimately but a training of the nervous system. It is the acquirement of such habits of thought and action as give a system to the working of the mind. This secured, acquirement becomes comparatively easy. It is in this way that many acts of thought become as automatic as many of our physical movements. Education is, therefore, as much reflex as it is direct. We are less and less anxious as to the actual amount acquired in the first years of study. He is the best teacher of children under twelve years of age who studies most of all to establish an equilibrium between the physical, the intellectual and moral, as we call them. We only wish that parents could be more impressed that the amount of book gone over is no test whatever of the progress of the pupil. If it were, an investigation would need to be made to find out whether it had been at the expense of the body or the moral sense.

—Children are like small-necked bottles. If you pour in they are not filled, but if you put in a drop at a time you get something in after a time.

—The best teacher is one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself.

EXPERIMENTS.

1. *Illuminating Gas*.—Fill a glass or tin tube, one-half full of sawdust, fit a cork and straight glass tube into the tube, heat the sawdust from above downward, apply a lighted match to the escaping gases.

Repeat the experiment, using soft coal instead of sawdust.

2. *Structure of a Flame*.—Thrust the phosphorous end of a match into the centre of the lowest part of the flame of gas or alcohol lamp, withdraw it rapidly. Observe the effect on the phosphorus and on the wood of the match.

3. *To Show the Hot Part of a Flame.*—Press a sheet of white paper down on the flame, withdraw before it takes fire. Repeat at various heights. Observe the shape and size of the places where it is charred.

4. *To Show how the Illuminating Gas of a Flame Rises.*—Insert one end of a glass tube in the lower part of the centre of the flame, hold it at an upward angle, apply a lighted match at the upper end. The gas rising through the tube can be lit at the end of the tube and will burn the same as at the candle.

5. *Consumed and Unconsumed Carbon.*—Hold a piece of a saucer in the yellow part of the flame. Observe what collects on the saucer. Sprinkle finely powdered charcoal in the flame. Explain this Experiment.

6. *Carbonic Acid the Result of Combustion.*—Hold an inverted bottle over the gas flame. Observe what collects on the sides of the bottle. Quickly invert, add limewater, and shake. Observe the color of the limewater. The carbonic acid is converted into carbonate of lime.

7. *Wire Gauze over a Flame.*—Hold a piece of wire gauze, which can be obtained at any hardware store, over a flame. The flame is cut off by the wire gauze, but the escaping gas can be lit on top of the gauze.

8. *To Draw Out Thin Glass Tubes.*—Heat a glass tube in the middle over a good sized flame, that of an alcohol lamp is best. When it begins to melt, pull gradually at both ends. Very fine tubes can thus be made.

Correspondence.

Erratum.—The numbers in the tabular form of the Model Schools, referring to the Berthier Grammar School, should be under the Third Grade, and not under the First Grade.

To the Editor of the EDUCATIONAL RECORD.

SIR,—As I find some uncertainty prevailing with regard to the validity of Teachers' diplomas for Protestant Elementary Schools, I beg to submit the following as a brief statement of the matter, and one which may remove all uncertainty :

1. All diplomas granted by the McGill Normal School, and all Academy, Model School and first class elementary diplomas granted by Protestant divisions of Boards of Examiners of this Province, are valid without regard to their date.

2. All second class elementary diplomas granted by Protestant Boards previous to July, 1884, and subsequent to 1st July, 1887, are valid without regard to their date.

3. All second class elementary diplomas granted by Protestant Boards, between July, 1884 and July, 1887, were valid for only one year from their date. From this it is evident that no second class elementary diploma granted within that period, will be valid after Nov. 1, 1887. All third class diplomas now given, are also limited to one year.

4. Diplomas of whatever grade, class or date, granted by Roman Catholic divisions of Boards of Examiners, are not valid for Protestant schools. The same is true of all other diplomas or certificates, except those enumerated above.

It may be observed that all diplomas to be valid, must be granted in accordance with law, and with the regulations under which such diplomas are given. For example, a diploma which stated upon its face that the holder was only 16 years of age, would have no validity.

H. HUBBARD,

Inspector of Schools.

Sherbrooke, Oct. 14, 1887.

Teacher.—Your remark is to the point. The course is, to some extent, retrospective. Pupils who have passed creditably in Grade II, will not forget the work of that grade when they come up for examination in Grade III. Some exception was taken to the Arithmetic paper of Grade II last year, but had it been other than it was, in all probability, it would have gone beyond the part prescribed, seeing such is so limited. Your suggestion will certainly be adopted.

Books Received and Reviewed.

A POPULAR CHEMISTRY, by J. Dorman Steele, Ph. D., and published by A. S. Barnes & Co., New York and Chicago. If simplicity of style and arrangements leads to popularity, then this text-book carries with it its proper title. The first edition of the book has evidently received a very kindly reception at the hands of teachers, and through their criticisms, the revised edition has been made almost perfect. The experiments are given in the clearest terms, a matter of the greatest importance to teacher and pupil. In preparing for an examination on the subject, the student could hardly find a better introduction to science than through Dr. Steele's text-books.

THE AUTOBIOGRAPHY OF FREIBEL, published by Messrs. E. L. Kellogg & Co., New York and Chicago. This volume is one of the Reading Circle Library, a series which ought to be subscribed for by every professional teacher. It contains materials to aid a comprehension of the work of the founder of the Kindergarten. We heartily endorse the words of the introduction, which declare that the teacher's profession is rising from the depths of apathy in which it has been so long. There is a spirit of enquiry abroad; in fact the public are beginning to be amazed that the teacher knows so little of the eminent men who have studied the subject of education, that he owns no books and reads no journals devoted to education. To know the secret of a man's success we must know the

man himself, and it is the purpose of this book to tell us of Froebel and his life-work.

HARPER'S CLASSICAL SERIES, under the editorial supervision of Dr. Henry Drisler, Professor of Greek, in Columbia College. The volume before us contains *Cato Major* and *Laelius*, and a neater text-book one could not wish to put into the hands of a boy. The introduction, which is from the pen of Mr. Austin Stickney, M.A., contains a concise account of the great orator and his achievements, leading the student naturally from a study of the man to the study of two of his finest productions. The *De Senectute* and *De Amicitia* are the standard specimens of the great Roman's style, and have been handled by boys for purposes of study ever since they were written. We have not seen a neater edition than the one before us; with its lucid notes and explanations it is sure to become the favourite.

HOMER'S ILIAD.—The three books, edited by Professor Seymour of Yale College and published by Messrs. Ginn & Company, Boston. This is another of those classical text-books which makes us think we were born too early. The ways of the student are now of a truth made smooth for him by books such as this. The edition is on the basis of the Ameis-Hentze edition, but with many additions, in order to adapt it more perfectly for the use of students in America. The editor has not sought to usurp the teacher's functions, but to aid him in doing scholarly work with his classes. The notes are on the same page with the text, which we think is a great improvement. There are two editions, one of 66 pages, the text edition for the class, and the text and note edition of 230 pages for the class and the teacher. The volume is one of the splendid series of Greek authors issued under the editorial supervision of Professors White and Seymour.

ELEMENTARY TEXT-BOOK OF PHYSICS, by Professor William A. Anthony of Cornell University and Professor Cyrus F. Brackett of the College of New Jersey. Published by John Wiley & Sons, 15 Astor Place, New York. This is a volume of over five hundred pages, having for its purpose the enunciation and explanation of the fundamental principles of Physics. The authors have omitted to use the illustrative method from the fact that they believe experiments should be performed by the lecturer in the lecture-room. We hardly think they will be supported by many teachers in their belief. Compared with Balfour Stewart's book, it is a little more difficult to read, though many of the demonstrations are clearer and more satisfactory. In the discussions, the method of limits has been recognized, but the methods of the calculus have been avoided in order that the discussions may be understood by pupils who have not advanced far in the study of mathematics. The work is a credit to both authors and publishers.

GERMAN LESSONS.—A Practical German Grammar, by William Eysenbach, and re-written by William C. Collar, M.A., of the Roxbury Latin

School. Published by Ginn & Company, Boston. Eysenbach's book is well known to be the work of a man who has a genius for teaching. As Mr. Collar in his excellent introduction remarks, no book is so ingeniously and admirably adapted to secure the first great requisite, a perfect practical mastery of forms. It is also one of the best for acquiring a ready command of materials for conversations and the common modes of expression. The Collar edition of Eysenbach, it need hardly be said, is a great improvement on the original work. The exercises are not of the usual senseless kind, but lead to the reading of simple narrative as soon as possible.

Official Department.

REPORT OF THE JUNE EXAMINATIONS OF MODEL SCHOOLS AND ACADEMIES. 1887.

The written examinations in connection with the inspection of the Model Schools and Academies, under the direction of the Protestant Committee of the Council of Public Instruction, have this year been held simultaneously at the various schools with the most favorable results. The papers containing the questions for the various grades were issued from the Department some days previous to the first of the month, and with but few exceptions, the examination papers were placed in the hands of the pupils on the morning advertised. The exceptions included the schools in the remote districts of the province, with which there is no direct connection by means of the express, yet all the examinations were concluded before the end of the week, in the lower grades at least. The manner of conducting the examination seems to have given very general satisfaction, and there have been sent to the Inspector several letters from the leading teachers in the province in which the new plan is commended in terms which point to a desire for its perpetuation. One teacher says: "We are highly pleased with the questions and the time allotted for answering them. I believe these examinations will have a very beneficial influence. I see an awakening up here already amongst both pupils and parents." Another says: "I think if this new plan of examination be carried out strictly every year, the schools must improve in time very materially." Mr. Howard, of Sherbrooke, says: "I am delighted with the sys-

tem of examination which has been adopted this year, and I trust the results from the different sections will prove sufficiently satisfactory to justify a renewal of the same system.' Mr. Jackson, of Waterloo, writes: "Allow me to express my hearty appreciation of the examination questions. They were fair, and ample time was given in which to answer them. I think this will tend more than anything else to encourage the pupils in all grades to take the full course another year." And as none of these opinions were solicited, but came from the teachers themselves, altogether spontaneously, there may be found some excuse for placing upon record the following additional evidence that the satisfaction is general. Mr. McQuat, of Lachute, says that his pupils are now all alive to the grading of the classes, and some who would not fall in line to prepare were in a sad condition on the day of the examination. "When I prohibited some of them," he continues, "from writing they expressed their willingness and desire to do all they could, nor did the interest of those who wrote flag during the whole three days. I expect to have a fully graded academy to open with next spring. Whatever may be the result of these examinations, I am confident they are just what we want, and I wish them every success. They may press a little heavily at first upon some, but in my opinion they are exactly what was needed in this province, and I shall ever be ready to co-operate in every particular to make the plan successful." Mr. Holiday says of the papers: "In my opinion they were the best set of examination papers since these examinations were established. I like the plan of dividing into sections and selecting from each. I hope it will be followed in July examinations; while Rev. D. W. Morrison, of Ormstown, one of the sub-examiners," writes: "Whatever may be the result, so far as the standing of our school is concerned, we are agreed that the method adopted, if faithfully carried out, is an improvement on the last, and must lead to much more satisfactory results." In regard to the time of holding the examinations, there seems to be a very general feeling among the Academy teachers in favor of the first of June. This, however, is not the case among our Model School teachers, who generally find the number in attendance at its lowest towards the end of May. As it is the purpose of these examina-

tions to test the schools when at their best, it would probably be well to consider whether the Model Schools could not be examined on the first of April rather than on the first of June. The grading would be about the same, as far as the status of each school is concerned, but it would certainly lead to an increase in the number of pupils presented.

The report of the University Examiners has dealt minutely with each subject, and the progress indicated by the results from the examination in each subject. This example I shall not follow, as I shall consider it a part of my duty to take note of the standing of each school in the various subjects respectively, and by private advice to the teachers during my personal visitations I will endeavour to encourage them to improve where improvement is most required, without bringing their work into contrast with the work of others on any given subject. Generally speaking, however, for the information of the committee, the Arithmetic stands highest as a subject, while the Spelling, probably, comes next. In connection with the latter, there is very little attention given to derivation, and even in some instances none to definition of words. In connection with the Grammar, some definite plan must be adopted in the matter of analysis and parsing. The Geography is much more poorly taught than History, and this is, no doubt, owing to the character of the text-books which are in use. The History papers, particularly some of them in Bible History, were very creditable. Latin receives but little attention in the Model Schools; not until the second grade of Academies is reached, is there to be found any evidence of a fair start being given in any language modern or ancient. There is some improvement in Drawing, yet in many of the schools the general mark is very low. Nevertheless, taken as a whole the examination has been attended with favourable results, thanks to the fostering care of the Committee and the start which the schools received at the inception of payments from the superior education fund according to some definite plan. To the sub-examiners are due the thanks of the Committee for the careful way in which they supervised the work. Through them the examination has, in my opinion, been conducted on the most honourable terms,

(Signed)

J. M. HARPER,

Insp. of Sup. Schools.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased by Order-in-Council of the 27th July, 1887, to appoint a School Commissioner for the municipality of "La Pointe aux Esquimaux," Co. Saguenay. O. G. 1464.

To detach certain lots from the school municipality of "St. Dominique," Co. Bagot, and to erect them into a separate school municipality under the name of the school municipality of the "Village of St. Dominique."

To erect a new school municipality under the name of "Le Sault." O. G. 1466.

To detach certain lots from the school municipality of "Hebertville," Co. Chicoutimi, and to annex them to the school municipality of "St. Bruno," same county. O. G. 1466.

27th July. To appoint Wm. Brown, Esq., Richard Turner, Esq., and Henry Austin, Esq., members of Protestant Board of School Commissioners of Quebec, vice Commissary-General Bell Irvine, C.B., C.M.G., R. H. Smith, Esq., and Captain W. H. Carter, whose terms of office have expired. O. G. 1496.

8th August. To appoint a School Commissioner for the parish of Notre Dame du Mont Carmel, Co. Champlain. O. G. 1495.

To erect two school municipalities under the names of "Village of Pierreville" and "St. Thomas of Pierreville," Co. Yamaska. O. G. 1498.

30th June, 1884. To form two school municipalities under the names of "Ville des Laurentides" and "La Paroisse de St. Lin," Co. L'Assomption. O. G. 1498.

27th July, 1887. To erect a school municipality under the name of "St. Cyriac," Co. Chicoutimi. O. G. 1547.

17th August. To appoint five School Commissioners for the new municipality of St. Cyriac, Co. Chicoutimi, and one Commissioner for the parish of Rivière du Loup, Co. Temiscouata.

18th August. To appoint Mr. Charles Osgood a School Commissioner for the municipality of the township of Eaton, Co. Compton, in place of Mr. Ed. Montgomery, permanently absent from the municipality. O. G. 1576.

27th August. To appoint five School Commissioners for the village of St. Dominique, Co. Bagot; one commissioner for Petite Rivière St. Francois-Xavier, Co. Charlevoix; one for the town of Terrebonne, Co. Terrebonne, and five for the new municipality of the village of Pierreville, Co. Yamaska. O. G. 1653.

To appoint Mr. William Miller school trustee for the municipality of St. Canut, No. 1, Co. Two Mountains.

To order that the following lots be detached from the municipality of St. Alphonse de Granby, Co. Shefford, to wit: The lots Nos. 16 and 17 and the south half of the lot No. 18 of the sixth range of the township of East Farnham, Co. Brome, as well as the lot No. 15, and the south third of the lots Nos. 16 and 17 of the first range of the township of Granby, Co. Shefford, and also the lot No. 14 of the first range of the township of Granby, in the municipality of the said township of Granby and annexed to the township of East Farnham, Co. Brome, for school purposes. O. G. 1690.

28th July. To erect a new school municipality under the name of "St. Michel de Rougemont," Co. Rouville. O. G. 1466.