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PERSONAL QUALIFICATIONS OF THE TEACHER.

What manner of man should he be, what manner of woman should she be, whose life is to affect so many young lives with a great power for good or evil; whose spirit is to be imbibed by them, whose moral character is to be impressed upon their moral natures, whose loving and hating is to set the current of their affections, whose taste is to have so much influence in forming tastes, whose intellectual peculiarities are to guide their intellectual activity, whose personal habits are to be a constant help or hindrance in forming good habits, and whose personal bearing is to touch in them the springs of attraction or repulsion?

The teacher and his art are so closely related, the art is so much in the teacher, the use of all the means by which right activity in the child is excited and sustained depend so entirely upon what the teacher is in himself, that we cannot properly consider the art of teaching without first considering the personal qualifications of the teacher.

The unspoken, unconscious influence of the teacher, which gives tone, quality, power to all his instruction, enters so much more deeply into the life of the child than what he says, that we cannot emphasize too strongly the necessity of personal fitness in the teacher for his work. He needs to magnify his work, he must have a high ideal to stimulate him to his best effort or he

will give way to, or be overcome by, the many difficulties, the depressing influences from within and without, the petty details, and the trials of patience, which he must meet in the performance of his daily work.

THE RIGHT SPIRIT.—There are those who enter the school-room saying, "I will do simply what is required." They feel that they have done their whole duty, according to their business contract, if they secure regular attendance, keep good order, and hear their pupils recite their lessons in all the branches of the prescribed course. They "keep school," thinking of the benefits which shall accrue to themselves. Others come to their work seeking to control their pupils by right motives, to train them to good behaviour, and to teach all the subjects in the school course in the best possible way. These "teach school," aiming to secure to their pupils good manners, intellectual power, and well-digested knowledge. There are others who seek to conduct their schools so as to educate their pupils, by bringing the higher principles of action which men have learned from God, or from experience, to bear first upon their moral and spiritual being, so that they shall love and hate aright, shall choose the higher good, and the right course of action, and by training the intellect and the body so that they shall be instruments of power in carrying on the work of the true life.

The spirit which should actuate the true teacher, in the words of another, is "a spirit that seeks not alone pecuniary emolument, but desires to be in the highest degree useful to those who are to be taught; a spirit that elevates above everything else the nature and capabilities of the human soul, and that trembles under the responsibility of attempting to be its educator; a spirit that seeks that highest of all rewards, an approving conscience and an approving God; a spirit that earnestly inquires what is right, and dreads to do what is wrong; a spirit that can recognize and reverence the handiwork of God in every child, and that burns with a desire to be instrumental in training it to the highest attainment of which it is capable. Such a spirit is the first thing to be sought by the teacher, and without it the highest talent cannot make him truly excellent in his profession." With such a spirit the teacher will love his work, will have a strong personal interest in his pupils, will be willing to work, and willing to

sacrifice for their welfare. It is the spirit of living for others rather than for self; of seeking to make other lives, fuller, richer, through our life.

It is important that the teacher should remember the ways in which his spirit is unconsciously expressed. The first is in his temper. His inner feeling, through all its delicate shadings from anger to amiability, is going out from him through all the day, like fragrance from a flower, and insensibly affecting the feeling of every pupil. His face is another avenue of expression. How intently the young child studies the expression on his mother's face which wakes the feeling of joy or sadness in his young heart! How readily the pupils of every village schoolmaster read "the day's disaster in his morning face!" "The eye itself alone, in its regal power and port, is the born prince of a schoolroom." The voice, in its tones, its quality, volume, pitch, force and modulation, unconsciously reveals the spirit of the inner man or woman. The manner is another open way for the unconscious expression of the inner life. Every sign, movement, attitude, tells its story to the child, who is always ready to receive the message. It is what the teacher has become as the product of all his foregoing life that thus finds unconscious expression in all these ways.

SELF-CONTROL is next in importance. It is that power of will which enables one to rule himself, to control his feelings and his tongue under sudden and strong provocation, which makes him "swift to hear, slow to speak, slow to wrath," which holds the reins upon the natural impulses of appetite, desire, or affection, to command his intellect and his body so that he can make the best use of them as the occasion calls. This silent power of self-possession, constantly manifested, commands the respect, esteem, and faith of the pupil, and moves him to like endeavour.

CHEERFULNESS in the teacher is to the school life of his pupils what the sunshine is to the growing plants. The cheerfulness which comes from a sunny disposition, good digestion, sweet sleep, and bodily vigour, which looks on the bright side of everything, gives colour and smoothness to school life as marked and as beautiful as that which the sunlight gives to the foliage of the trees. The teacher who brings to his pupils the cheery words, the pleasant smile, the kindly interest in their sports, who is not

afraid to share a hearty laugh with them when it comes in opportunely, commends himself, his requirements, and the work of the school to his pupils in a way which meets with a ready response from them.

SYMPATHY, the power to enter into the feelings and ways of children, is indispensable to success in teaching. The little child runs to his mother when he is in any kind of trouble, because he knows she will enter into his feelings and soothe his troubled spirit. Many a teacher of limited intellectual attainments has secured excellent work from pupils because he made each one feel that he had a personal interest in him. Many a teacher of brilliant intellect and ready wit, but tempered with sarcasm, has failed to gain the hearty co-operation of his pupils. They admired his learning, but were afraid of him. Teacher and pupil must be in sympathy.

QUICKNESS OF PERCEPTION.—The teacher has to arrange and assign full work to each member of the class and school, and follow each pupil to see that it is well done. To this end, his lines of communication with each pupil, which are through sight and hearing, must be maintained unbroken through the class exercise and the school session. His position must be where he can see every eye in his class and in the room, every act and movement which takes place. In the class exercise he must watch every face in the class, to observe the action of each mind and to see the effect of what he says and does. He must be able to instantly fix his gaze upon any pupil who needs correction, and as quickly to transfer and fix his attention upon any other. He must be quick to see.

The teacher must notice every sound, promptly distinguish between the necessary noise of school work and that which ought not to be, and check the latter. He must attend to every word and tone of the pupil as he speaks, that he may secure correct thought and expression. There can be no prompt obedience, no live teaching, no thorough training, unless the teacher is quick to see and hear.

GOOD JUDGMENT.—The teacher is called upon to decide promptly what is best, what is right, what ought to be, in the selection of the proper objects of thought for teaching in their arrangement in the natural and logical order, in directing the

observation, thought and expression of his pupils, in the use of motives, in managing the school, in all his dealings with his children. If he judges wisely concerning all these matters, everything goes on well ; if unwisely, trouble comes.

No person should attempt to teach without having, to the full measure of his ability, these most important personal qualifications ; and if he is not conscious of possessing them in a good degree, let him not enter the school-room as a teacher ; it is a grievous wrong to the child.—*Journal of Education.*

A SECOND LAURA BRIDGMAN.

The recently issued report of the Perkins Institution for the Blind, where Laura Bridgman has spent fifty years of her life, adds another most interesting and promising record to the accounts of persons afflicted with the loss of both sight and hearing.

Helen Keller is the daughter of cultured and well-to-do parents, and was born in Alabama on June 27, 1880. When about nineteen months old she was attacked violently with congestion of the stomach ; and to the effects of this disease are referred her total loss of sight and hearing. Previously she is said to have been of perfect health, and unusually bright and active. She had learned to walk, and was fast learning to talk. The loss of her senses thus took place about seven months earlier than in the case of Laura Bridgman, though Helen seems to have been as much if not more developed at nineteen months than was the latter at twenty-six months. In both cases a slow recovery was made, and a painful inflammation of the eyes set in. It is recorded of Helen that she "soon ceased to talk, because she had ceased to hear any sound."

As her strength returned, she gave ample evidence of the soundness of her mental faculties. She learned to distinguish the different members of her family and her friends by feeling their features, and took an especial interest in the affairs of the household. The little hands were constantly busy in feeling objects and movements of those about her. She began to imitate these motions, and learned to express her wants and meaning by signs, to a remarkable degree. Just before completing her seventh year, a

skillful teacher from the Perkins Institute—Miss Sullivan—was engaged for her. At this age Helen is described as a “bright, active, well-grown girl,” “quick and graceful in her movements, having fortunately not acquired any of those nervous habits so common among the blind. She has a merry laugh, and is fond of romping with other children. Indeed, she is never sad, but has the gayety which belongs to her age and temperament. When alone, she is restless, and always flits from place to place as if searching for something or somebody.” Her sense of touch is developed to an unusual degree, and enables her to recognize her associates upon the slightest contact. Her sense of smell is very acute, enabling her to separate her own clothes from those of others; and her sense of taste is equally sound. In this respect she has an advantage over Laura Bridgman, in whom both these senses were reduced almost to extinction. She speedily learned to be neat and orderly about her person, and correct in her deportment. The first lesson is an interesting epoch. A doll had been sent Helen from Boston; and when she had made a satisfactory exploration of it, and was sitting quietly holding it, Miss Sullivan took Helen’s hand and passed it over the doll; she then made the letters d-o-l-l in the finger-alphabet while Helen held her hand. “I began to make the letters a second time. She immediately dropped the doll, and followed the motions of my fingers with one hand, while she repeated the letters with the other. She next tried to spell the word without assistance, though rather awkwardly. She did not give the double l, and so I spelled ‘doll’ correctly. This process was repeated with other words, and Helen soon learned six words,—‘doll,’ ‘hat,’ ‘mug,’ ‘pin,’ ‘cup,’ ‘ball.’ When given one of these objects, she would spell its name, but it was more than a week before she understood that all things were thus identified.” In a surprisingly short time Helen completely mastered the notion that objects had names, and that the finger-alphabet opened up to her a rich avenue of knowledge. Every thing had to be named and she seemed to remember difficult combinations of letters, such as “heliotrope” and “chrysanthemum,” quite as readily and securely as shorter words. In less than two months she learned three hundred words, and in about four months she had acquired six hundred and twenty-five words,—a truly remarkable achievement. She still used her gesture-signs; but as her knowledge of words increased,

the former fell into disuse. Next, verbs were taught her, beginning with such as Helen herself could act, as 'sit,' 'stand,' 'shut,' 'open,' etc. Prepositions were similarly mastered. Helen was placed *in* the wardrobe, and the sentence spelled out to her. 'Box is *on* table,' 'Mildred is *in* crib,' are sentences which she constructed after little more than a month's instruction. Adjectives were skillfully introduced by an object-lesson upon a large, soft worsted ball and a bullet. Helen felt the difference in size at once. "Taking the bullet, she made her habitual sign for 'small;' that is by pinching a little bit of the skin of one hand. Then she took the other ball, and made her sign for 'large' by spreading both hands over it. I substituted the adjectives 'large' and 'small' for these signs. Then her attention was called to the hardness of the one ball and the softness of the other; and so she learned 'soft' and 'hard.' A few minutes afterward, she felt of her little sister's head, and said to her mother, 'Mildred's head is small and hard.'" Even so arbitrary elements of language as the auxiliary 'will' and the conjunction 'and' were learned before two months of instruction had passed, and on May 1 she formed the sentence, "Give Helen key, and Helen will open door."

From this the step to reading the raised type of the blind was an easy one. "Incredible as it may seem, she learned all the letters, both capital and small, in one day. Next, I turned to the first page of the 'Primer,' and made her touch the word 'cat,' spelling it on my fingers at the same time. Instantly she caught the idea, and asked me to find 'dog,' and many other words. Indeed she was much displeased because I could not find her name in the book." She soon added writing her accomplishments, and carefully formed the letters upon the grooved boards as used by the blind. On the 12th of July she wrote her first letter, beginning thus: "Helen will write mother letter papa did give helen medicine mildred will sit in swing mildred will kiss helen teacher did give helen peach," etc. This well justifies the statement that she acquired more in two months than did Laura Bridgman in two years. Letter-writing is quite a passion with her, and, as she is also able to write by the Braille system, she has the pleasure of being able to read what she has written. Her progress in arithmetic is equally remarkable, going through such exercises

as "fifteen threes make forty-five," etc. As examples of her powers of inference, the following will do service: She asked the teacher, "What is Helen made of?" and was answered, "Flesh and blood and bone." When asked what her dog was made of, she answered, after a moment's pause, "Flesh and bone and blood." When asked the same question about her doll, she was puzzled, but at last answered slowly, "Straw." That some of her inferences are not equally happy, the following illustrates: "On being told that she was white, and that one of the servants was black, she concluded that all who occupied a similar menial position were of the same hue; and whenever I asked her the color of a servant, she would say, 'Black.' When asked the color of some one whose occupation she did not know, she seemed bewildered, and finally said, 'Blue.'" Her memory is remarkably retentive, and her powers of imitation unusually developed. One of her favourite occupations is to dress herself up,—a performance which she accomplishes not always with success according to our ideas. Her progress continues, and each letter is a marked improvement upon its predecessors. A letter to Mr. Anagnos contains the following sentences: "My doll nancy is sleeping. She is sick. Mildred is well uncle frank has gone hunting deer. We will have venison for breakfast when he comes home. I did ride in wheel-barrow and teacher did push it," and so on. Enough has been said to indicate the remarkable powers of this unfortunate child, and to give basis for the belief, that if her training is continued in a wise direction, and with a proper appreciation of the value of detailed and accurate investigation, the world will be able to read in the life of Helen Keller a most momentous psychological lesson.—*Science*.

Editorial Notes and Comments.

We have been informed by the Secretary of the Provincial Association of Teachers, that the Annual Convention will take place this year, on the 18th and 19th of the present month. The time of meeting of our Convention is exceptional, all the annual gatherings of teachers in the other provinces of Canada, and for the most part in the United States also, taking place during the months of the summer vacation. The prospect of having a large gathering is a good one, and the Executive have been doing what they could to provide an interesting programme. The place of meeting is the town of Waterloo, and as a centre well-known for its interest in educational movements, and local school enterprise of its own, the selection is well-spoken of by the teachers who propose to be present. It is very important that all who intend to be present should communicate with the secretary beforehand, in order that all the arrangements for billeting the members may be completed before the day of meeting. It is hardly necessary for us to point out the benefits to be derived from attending such gatherings as the Waterloo Convention of Teachers. If there is to be found at such a meeting a common ground for the public discussion of questions pertaining to the success of school work, there is also to be found at such gatherings the social intercourse in which a contrast can be made of school experiences much more freely than from the platform. Indeed the experience, we feel assured, of many of our teachers, after a convention held in the province of Quebec, is often akin to that of the lady who attended the great meeting of teachers lately held at San Francisco, and of which she thus pleasantly gives us an account in the *Virginia Educational Journal*: "We were a little ahead of time, arriving in San Francisco the week before the meeting of the National Educational Association, so we enjoyed, with the residents, the coming of the throng, which was an interesting spectacle. We also had the pleasure of seeing the city, under a clear, bright sky, which greatly enhanced its appearance. We have never seen anywhere such complete arrangements as were made for the entertainment

of the guests. Aside from the generous greeting and hospitality everywhere met, one could feel that in this congregation of people there was more intelligence and refinement than would be found among the same number of people from any of the other walks of life. Vanity may be wicked, but I think this pardonable wickedness. I have brought away with me the remembrance of many accomplished, genuine women, and earnest, thoughtful men."

—We cannot do better this month than curtail the usual space given to comments on educational topics, and insert the following references to our Universities, and their forecast for the coming year. The following statement about McGill University has already appeared in the *Montreal Gazette*, a newspaper which is ever foremost in its kindly references to our institutions of learning: For the session of 1888-89 some changes have been made which are steps in advance. In the Faculty of Arts, arrangements have been made for matriculation examinations, coincident with those for the Associate in Arts, and which may be held at local centres anywhere in the Dominion. The regulations respecting honor studies have also been revised in such a manner as to give a higher value than heretofore to the second-class honors, and to simplify the arrangements for so called "additional" subjects in the ordinary course in the third and fourth years. The classes for women will be continued as heretofore, but hopes are entertained that, before those now entering shall have completed their course, the Donalda special course will be erected into an independent college for women, in every respect equal to McGill College, and with an endowment and staff which may enable it to re-act advantageously on the course for men. The Faculty of Applied Science, which with its late improvements, may fairly be said to be the most important school of the practical application of science in the Dominion, has outgrown its present accommodation, and is provided with new class rooms in the east wing of the college building, while the addition of a separate building for work-shops and machinery is contemplated. The Medical Faculty announces no additions to its already very thorough course, except in the appointment of Dr. Alloway as instructor in gynæcology, but has now completely arranged and systematized the laboratory work in its new

building, and has added to its apparatus and appliances. Several of its junior members are spending the vacation in Europe, with the view of bringing back the latest improvements in their several specialties. The Faculty of Law has commenced the new session with several re-arrangements of its work and in more commodious rooms. Its number of students has been reduced by rival schools recently established, but its work is growing in extent and thoroughness, and deserves more appreciation and support from educational benefactors than it has hitherto received. The calendar invites the attention of business men to the facilities afforded to occasional students not intending to enter the profession of law, but to whom legal knowledge may be useful in managing their affairs."

—Bishop's College, Lennoxville, has also opened with bright prospects for the future, and in connection with the opening exercises, the Principal (Rev. Dr. Adams) made the following statement:—"As regards particulars that seem of interest to us on this opening day, we note with pleasure in the College new students from the academies, some of whom have come through the avenue of the A. A. examination. We welcome all signs that this University is becoming recognized as the educational centre of the Eastern Townships, and not only as a Church University. Of the ten new students of the present term, more than half are not candidates for holy orders. While we hope the Divinity Faculty will always flourish, we are all anxious to develop the general arts training and shall gladly welcome the lay element as well as the clerical in the arts faculty. The number of students this session will, I think, not fall short of 30. The science teaching begun well last session, will be continued and extended. It is to be hoped that the endowment of the science chair may grow to the dimensions of that for the chair of Pastoral Theology. I can imagine no better use of money than the founding and endowing of religious institutions of learning, where daily worship, daily study, daily investigation and daily manly exercise shall go on side by side for all time, each in its own health-giving way. Such institutions shall form the character, mould the minds and strengthen the fibre of this and future generations. In the school we have a decided increase in the number of boys—(at present we have 52 old ones and 36 new ones, making 88 in all)—and a

decided decrease in the average age of those who enter. Perhaps we shall learn as some others have learned, that an eight years' course from at least twelve to at least twenty or thereabouts is really necessary for the educational equipment of a boy for life through the help of School and College. A boy who would enter the lowest grade at eleven or twelve and work up through six grades (I hope we shall have six grades with six form masters before very long, as we have now five grades and five form masters) till he is 17 or 18, should then take a three years course in the College for Arts, then if he is so minded, he can, if he choose the clerical profession, have the two years in the Faculty of Divinity, or if he choose the medical profession, he can pass on to be under the care of our Medical Faculty in Montreal, where he will receive a thorough training in medicine and many advantages in practice. In any case he should take the regular school curriculum and not wish to escape this, that, or the other study, but strive to grapple with the difficulties. If he wishes when in one of the higher grades to specialise, he might then be allowed to do so with a view to some special course, as for example, Kingston entrance; but the main body of the school should, if possible, pass on into and graduate in the College. I hope many of the younger members present will form and keep that ambition, and that thus Lennoxville may be to them, as it has been to not a few in the past, a double Alma Mater."

—Of our other colleges, we have not received special reports, but there is every evidence of increased activity in all of them. The Stanstead College, under the guidance of its new principal, the Rev. Dr. Henderson, has entered upon a new era of usefulness and efficiency. The St. Francis College, an old institution which is beginning to emerge from its earlier struggles, and take high rank among our other institutions for classical and commercial studies, has entered upon the new scholastic year with a prospect of increasing importance which must be encouraging to Principal Bannister and his associate teachers, while the authorities of Morrin College of Quebec have been putting forth efforts to increase its endowments, and thus promote efficiency in its departments of collegiate work. In the Normal school, the retirement of Dr. McGregor and the appointment of Prof. Parmelee have permitted some re-arrangement of the subjects of study and

an important advance has been made in transferring the academy class to the arts course of the university, whereby a more thorough preparation will be secured, and time will be set free for the further improvement of the courses of study for the elementary and model school diplomas.

Current Events.

—As has already been intimated, the Provincial Association of Protestant Teachers' will take place at Waterloo on the 18th and 19th of October. We have received the following intimation from the Secretary, Mr. Arthy, of Montreal: "It is proposed to hold three sessions on each of these dates, but owing to the late arrival of trains on the evening of Wednesday, 17th, and their early departure on the forenoon of Saturday, 20th, no sessions can be held on those days. During the forenoon session of Friday, the Convention will divide itself into two sections, one of them devoting its attention to the discussion of matters pertaining to the Academies, and the other to the work of the Elementary Schools. The Executive Council desires to devote as much time as possible to the discussion of methods and to the practical work of the school-room, and with this end in view, has arranged for a series of Model Lessons. Among the subjects to be handled in this way will be French by Madame de Sternecke; Geography by Dr. Kelley; Elementary Drawing by Mrs. Simister; Advanced Drawing by Mr. Thomson; Tonic Solfa by Mr. W. H. Smith. It is not intended that these lessons shall exceed 20 minutes each in delivery, and the same length of time at least will be spent in discussing them. Other topics that are likely to be brought forward are "The Normal School and Non-Professional Work" by Mr. McOuat; the regulation that "Only Protestant divisions of Boards of Examiners shall have power to grant diplomas valid for teaching in Protestant Schools", by Inspector Hubbard, "The Educational Record", by Inspector McGregor; "Examinations and Examination Papers", by Mr. Wardope," and the question of representation on the Protestant Committee of the Council of Public Instruction. The proceedings

of the Convention will open with a report from the Corresponding Secretary upon the work of the Executive Committee during the year. Altogether, a full programme of papers is being prepared, and the prospect of a successful gathering this year is encouraging. Several educationists of prominence from outside the Province have been invited to be present, among whom are Mr. Mowry, editor of *Education*, and Principal Putney of St. Johnsbury Academy. It is also hoped that Inspector Hughes, of Toronto, will be able to come again.

---"It is confidently expected that ample accommodation and hospitality can be provided at Waterloo for all visitors, but in order to facilitate arrangements, teachers who desire to accept the hospitality offered by residents are requested to send their names as early as possible to the Secretary, Mr. Arthy, High School, Montreal. The Grand Trunk, the Canadian Pacific and the Central Vermont Railways have all agreed to issue return tickets at one fare and a third, under the following arrangement, viz :--- That teachers must purchase full fare tickets while travelling to Waterloo, and obtain a receipt for purchase of ticket from the railway agent at the starting point. A return ticket, on certificate from the Secretary that the teacher is a member of the Convention, can then be purchased at Waterloo for one-third fare. The form of certificate, which must be signed by the agent on purchasing the ticket at starting point, can be obtained from the Secretary, Mr. Arthy, from any of the Inspectors, or from Dr. Harper, of Quebec. Those who prefer to travel by the Richelieu & Ontario Company's boats between Montreal and Quebec can do so at one fare for the double journey, but on purchasing their ticket they must present a certificate signed by the Secretary of the Association."

---Among the changes in our schools, we notice with much satisfaction, that Mr. S. L. Gilman has returned to the profession of teaching, having been appointed to the Principalship of Three Rivers school. The Rev. E. A. W. King has returned to the province, after spending the summer months in Great Britain. Mr. W. D. MacGregor continues to labour in Mansonville and expects soon to see the fruits of his zeal in advocating the erection of a new building, fully realized. Mr. Wardrop, late of Cowansville, has become Principal of the school at Beebe Plains. Dr.

MacGregor, so long Professor in the McGill Normal School, has retired from active service to enjoy his *otium cum dignitate* in the far west. He has been succeeded in office by Professor Parmalee, as has been noted elsewhere. Mr. James S. MacKay has been placed in charge of the Lacolle Academy. Miss Ross, Preeptress of Compton Ladies' College, has been succeeded by Miss Jennie Scroggie. Mr. J. A. Dresser has been appointed Principal of Shawville Academy. Of the various changes in the Model Schools we have not been able to complete our list.

---Certain important changes have taken place in the *personnel* of McGill University. The new Governor-General, Lord Stanley, replaces Lord Lansdowne, as visitor. The Chancellor, Hon. Senator Ferrier, the oldest member of the Board of Governors, and the last of the original Board under the new charter, has passed away; and a well-merited tribute to his memory has appeared in front of the title page of the calendar. Another very able and useful member of the Board, Hon. Judge Mackay, has also gone to his rest, and two new members have been added, who, it is hoped, will worthily fill the places of the departed. They are the Honourable Judge Church, one of the senior graduates of the University, and Andrew F. Gault, Esq. The University has also lost by death the Dean of its Law faculty, Dr. Kerr, but his place has been worthily filled by Dr. Trenholme, who has long been one of the leading members of the faculty and is now its senior member, while Archibald McGoun, jr., B.A., B.C.L., has been appointed a professor. The genial and estimable secretary and registrar, Mr. Baynes, has also gone to his rest. The vacant post has not been filled, but his late assistant, Mr. Brakenridge, has been published as acting secretary. A serious and unexpected loss is that of the instructor in gymnastics, Major Barnjum, whose devotion to the work of physical culture was so well known and highly esteemed. To these losses by death must be added that of the library assistant, Mr. Taylor, who is replaced by Mr. Mott.

—One of our contemporaries says: "Reciprocity ought to exist, not only between counties, but also between states on the certificate question. Some states are generous enough to recognize the Normal diplomas of other states, but the cases are rare. We believe the State of California recognizes the Normal diplomas of other States, with some added guarantees, at least in

granting a first grade certificate. She is, however, more generous in this than are most of the other states. Why could not all the various states be induced through their individual legislatures to make valid all certificates coming from states which are willing to reciprocate?" The same question may well be asked in regard to the certificates of teachers in Canada. The province of Quebec has inaugurated a movement in this direction, which ought to be taken up by the other provinces.

—The *Century* for September makes its best bid for the teacher's interest and patronage. This magazine has made itself an international reputation, second to none in the world, by dealing with popular subjects in a grand way, and when the management follows the great Mid-summer Number by an Educational Number, it shows the appreciation of the purchasing power of the schoolmaster and the importance of a great interest. We direct the attention of our readers to the advertisement in connection with this splendid issue of the great American magazine.

—A large company of ladies and gentlemen visited Chertsey for the purpose of witnessing the opening of an extension of the School of Handicrafts for Destitute Boys. The extension consists of the second of a series of five houses which it is proposed gradually to construct, each house being designed to accommodate thirty boys. The institution was founded in 1887. Through the munificence of a member of the committee, who devoted £25,000 to the purpose, thirty-six acres of freehold land were purchased, together with a residential house and various other buildings. £17,500 was also invested in the name of trustees as an endowment fund. The inmates of the school, who are taken off the London streets, are instructed in carpentry, useful and ornamental gardening, farming, the management of live stock, shoemaking, tailoring, painting, plumbing, &c.

—W. M. Bours, of Stockton, Cal., has applied for a patent on a map or chart for teaching purposes, in which the general outline of the whole State or country is made, and within this exterior outline are dots or points so placed that lines drawn through these points will give a general outline of the sub-divisions of the country or its configuration, and from these general outlines the more exact indications of the configuration may be drawn. The pupil can, therefore, draw the various lines indicating the

general shape of the sub-divisions, and may afterward make the more exact contour lines therefrom, thus gaining knowledge of the size proportion and general appearance. Mr. Borus' plan is by no means original in conception, yet in its practical application there may be something new which our teachers have not seen.

—In deciding upon a celebration in 1892 of the fourth centennial of the discovery of America by Columbus, to which only the kingdom of Portugal and the Latin nations of America shall be invited, the Spanish government gives a singular exhibition of its exclusiveness. The anniversary is to be commemorated by an exhibition which shall illustrate as completely as possible the condition of the native populations at the time of the discovery, and by another, held at the same date, which shall present the condition of the Latin-American peoples of to-day. A great Educational Exhibition would be in order while celebrating such an event.

—Harvard College is progressive, not alone in its advocacy of eclectics, of the woman's Annex, of "non-attendance at prayers," and other organic modifications, but the internal arrangements and class-room methods are continually advancing. In 1880 the professors, by the aid of the librarian, began to assist the pupils systematically in their reading and study. A professor has an alcove assigned him, under his name, to which his students have access at all hours of the day with the privilege of taking a book from the room over night. In this alcove are placed the volumes that the professor wishes his classes to study. In 1880, thirty-five professors reserved for their alcoves 3,330 books, and in 1886 fifty-six professors reserved 5,840 books. In 1880, 41,986 books were taken from these alcoves, and in 1886, 60,195 were taken. It is said that this simple departure has had a remarkable effect upon the intellectual activity and habits of the students.

Literature, Historical Notes, etc.

“ If sing I must, let theme divine be mine,
Soul-converse with the things that were and are,
And will be, blended in that higher life
Which treason-nescience often laughs to scorn.
And may the spirit of truth that hath its birth
Eternal in the growth of mortal things
Illumine me, that I may rightly scan
The light and shade of things that only seem
Or sound the soul of things that really are.”

To those whose delight it is to trace the lines of progress back to some common point of divergence, there is no more interesting study than the development of the literary spirit in a new country, where the earlier phases of such a development are so readily discerned. A writer, whose shrewdness in business affairs has made for him both fame and fortune, seems to think that authors of colonial birth and experience labour under disabilities, which of themselves have always prevented the natives of a political dependency from attaining to the highest literary rank; and if his arguments be as well founded as is his faith in republican institutions, it may be possible to find in them the reason why Canada has produced few, if any, writers whose literary laurels have been fully acknowledged in the world of letters beyond her coasts. But if Canadians have so far failed to win the immortality of a universal fame, they can at least contemplate with excusable pride the rapid growth of the literary spirit in their midst. The names of their countrymen, as they appear in connection with the encyclopædias, reviews and magazines of the old world and the neighbouring republic, give earnest of a higher success yet to be reached, while the favours of foreign recognition which have been, and are being, conferred upon the more prominent of these, fully justify the founding of a national literary guild like the Royal Society of Canada, which has for its aim and object the guiding of the literary spirit in the country towards its highest development and dignity. What the Royal Society has done, or is doing, for literature in Canada is a question which will, no doubt, disturb Parliament annually whenever the question of its subsidy of \$5000 comes to be voted

upon. The annual volume of its transactions speaks for itself; it is an offering which every Canadian may well feel proud of. But something more than this must be done; and we have no doubt that, ere long, steps will be taken to have the influence of the Society extended beyond those who happened for the moment to be in the counsels of Lord Lorne when he first organized the institution, and who are, naturally, perhaps, inclined to look upon it as an arrangement to be perpetuated as an exponent of their personal influence.

—On account of the space required this month for the Official Department, we have been obliged to curtail the other departments.

Practical Hints and Examination Papers.

—We have been much pleased with the evidences of activity on the part of primary schools in the matter of making collections that are significant. In one school we saw two collections that were well utilized by the teacher in a variety of exercises. There were the leaves of a cotton plant; blossom of the cotton plant; a bunch of loose native cotton: samples in different stages of spinning; a piece of white cotton cloth; several samples of printed or colored cotton cloth. There was a fine picture of a sheep; picture of washing sheep; picture of sheep-shearing; a handful of unwashed wool; of washed wool; of colored wool; of coarse yarn; of fine yarn; of woven yarn; of woollen cloths.—*American Teacher.*

—Lay down your right hand supine, fingers pointing west, and they will represent the rivers of China. The thumb is the crooked Pei-ho, the first finger the Hoang-Ho, "the sorrow of China;" the great middle finger the mighty Yang-tze, "the sun of great water (a much more scientifically exact name than the Mississippi, "father of waters);" the ring finger is the Minn, with far more beauty of scenery than the Hudson, and the little finger, the Chu, or Pearl, that flows by Canton. The Yang-tze is an immense river 3000 miles long, twenty to thirty miles wide in the lower section, taking ocean steamers beyond Hang-Kow, 1300 miles from its mouth. It receives a great number of affluents on both sides, Kiu-Kiang, naming the place of nine rivers,

and carries such a volume of water that if the Mississippi should be diverted into it some night, it would be scarcely noticeable the next morning. It flows through one of the most populous regions of the earth.—*Central School Journal*.

—Be thorough. Only ignorance is satisfied with assertions and appearance. It is not the memorizing of a lesson which develops a child, but the impression it makes upon his mind. The parrot-like repetition of a fact has no importance compared with the multitude of impressions which a full understanding of its meaning may give. Getting through the book is desirable, but being able to utilize its vocabulary understandingly in the statements of the information given by the text is of much greater importance. Educate! That is, draw out and develop.—*Cincinnati School Journal*.

—In studying local geography the relation of cause and effect should be emphasized, and by analogy, a process pleasing to child-nature, the same line of thought will be carried out in other countries, Is our town located just where it is, by reason of a harbor? the same is true of Chicago and Amsterdam. Is St. Paul at the head of navigation? so in a larger sense are Philadelphia and London. Have parts of our town, county or state developed faster than other parts in material wealth? so have parts of Scotland, England and Russia. Is the direction of our nearest water-course determined by certain conditions? conditions essentially similar determined the course of the Nile and the Danube. Have your neighbors made their living by raising grain and marketing dairy products? so have the farmers of Holland, of Hungary, and of France. Local geography may be made dry and distasteful if confined to routine drill work, but if used as a basis on which to found geographical knowledge, it becomes fascinating. Unless loaded with definition, and cramped by memoriter recitation, children delight in asking why, and there is no end to the shrewd questions they will propound, under patient, quiet guidance. Geography is a noble study for thought work.—*Exchange*.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, 26th September, 1888.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present:—The Right Rev. James Williams, D.D., in the chair; the Rev. John Cook, D.D., Sir William Dawson, C.M.G., LL.D., R. W. Heneker, Esq., D.C.L., LL.D., the Rev. George Mathews, D.D., the Ven. Archdeacon Lindsay, M.A., George L. Masten, Esq., E. J. Hemming, Esq., D.C.L., the Very Rev. Dean Norman, D.D., the Rev. George Cornish, LL.D., the Rev. George Weir, LL.D.

The minutes of the previous meeting were read and confirmed.

A communication was received from the Hon. Judge L. Ruggles Church, regretting his inability to be present at the meeting.

The Secretary submitted the following items of correspondence for the consideration of the Committee.

1. From the Canada Publishing Co., concerning Tonic-Solfa text-books.

The Committee agreed to refer these books to the sub-committee on Music.

2. From Messrs. Gage & Co., submitting the Excelsior series of wall maps.

The Committee agreed to refer these maps to the sub-committee on Text-books.

3. From D. C. Heath & Co., Boston, submitting a series of Nature Readers.

The Committee agreed to refer these readers to the sub-committee on Text-books.

4. From the Provincial Board of Health, submitting "The Laws of Health," by W. H. Corfield, M.A., M.D., for use in the schools.

The Committee agreed to submit this book to the sub-committee on Text-books.

5. From the Provincial Secretary, asking that the members of the Central Board of Examiners be recommended by the Committee.

The Committee agreed to adopt the following resolutions :

"First. That in accordance with 51-52 Vict., cap. 26, this Committee respectfully recommends the Lieutenant-Governor in Council to constitute a Central Board of Examiners for the examination of candidates for teachers' diplomas.

"Second. That this Committee respectfully recommends that the following persons be appointed members of the Central Board of Examiners when constituted, viz.: The Very Rev. Dean Norman, D.D., Quebec; the Rev. George Cornish, LL.D., Montreal; F. W. Kelley, Esq., Ph. D., High School, Montreal; A. Le Ray, Esq., M.A., Bishop's College, Lennoxville; Henry A. Walters, Esq., B.A., Morrin College, Quebec; and that Rev. Elson I. Rexford, B.A., be appointed Secretary of the Board."

6. From the Provincial Secretary, (a) concerning sanitary regulations for educational institutions, and (b) concerning physical culture and training of school children.

The Secretary was instructed to send a copy of the Committee's Regulation to the Provincial Secretary, and to state that the Committee regrets that it has no means at its disposal for the promotion of special physical culture in schools, but that any sum which the Government may appropriate for that purpose will be expended with great care.

7. From Stanstead, Bedford, Granby, and Portage du Fort, concerning increase of Superior Education grants.

These communications were referred to the sub-committee on Grants.

8. From the Department, submitting, for the information of the Committee, (a) Report of Sessional Examinations of the McGill Normal School, (b) Semi-Annual Statement of McGill Normal School, (c) Report of Sessional Examinations of McGill College and Morrin College, (d) Report of July meeting of the Protestant Divisions of Boards of Examiners.

Moved by Dr. Hemming, seconded by Dr. Cornish, and resolved,

"That the Chairman, Dean Norman and Dr. Mathews be a committee to whom the Examination Returns and Financial Reports of McGill College, Bishop's College, Morrin College, St. Francis College, and the McGill Normal School shall be referred, to report at next meeting."

9. From the Secretary of the Committee, giving the history of the Marriage License Fees.

Moved by Sir William Dawson, seconded by Rev. Dr. Mathews, and resolved,

“ That the Secretary be thanked for the labor he has taken in preparing the memorandum read, giving the history of the legislation in connection with the Marriage License money, and the action taken from time to time by this Committee in its distribution, and that the report be preserved in the documents of this Committee.”

10. From the Hon. D. A. Ross, concerning the distribution of the legislative grant of \$60,000.

The Secretary was instructed to acknowledge the receipt of the letter of Hon. Mr. Ross.

The Secretary submitted the following financial statement of Protestant Committee, which was received, examined and found correct :—

FINANCIAL STATEMENT OF PROTESTANT COMMITTEE.

I.—*Superior Education Fund.*

RECEIPTS.

June 20—Balance on hand	\$ 569.00	
June 30—Interest on Marriage License Fund for 1887-88	1,400.00	
	<u>1,969.00</u>	
Expenditure		00.00
		<u>1,969.00</u>
Sept. 21—Balance on hand		\$1,969.00

II.—*Contingent Fund.*

RECEIPTS.

June 20—Balance on hand	\$951.23	
June 30—Unexpended balance (Council)...	69.02	
“ “ “ (Inspectors)	176.62	
“ “ “ (Superior Ed.)	50.00	
“ “ “ (Com. School)	622.06	
	<u>\$1,868.93</u>	
Expenditure		00.00
		<u>\$1,868.93</u>
Sept. 21—Balance on hand		\$1,868.93
Sept. 21—Total balance on hand		<u>\$3,837.93</u>

R. W. HENEKER.

The sub-committee on printing School Regulations reported the modification found necessary in arranging the regulations, and their action was approved by the Committee.

The sub-committee on professions and professional examination reported that they had not succeeded in securing modifications of the law, before the Legislature, but that important work had been done.

The sub-committee was continued, with instructions to carry on their work.

The Dean of Quebec presented the following report of sub-committee on the subject of musical training in the Protestant schools of the Province.

The sub-committee appointed for the above object, beg to report as follows:

1. That they recommend the Tonic Sol-fa system of musical training for the following reasons: (a). It enables average pupils to read music more quickly, pleasantly and readily than is generally found when the system of training is that of the ordinary notation. (b). That while indubitably a first-rate teacher of the old system can produce as rapid results as one who follows the newer method, yet, that inasmuch as, in our common schools, instrumental music is not generally thought of, it is wise to adopt the quicker and somewhat easier method of vocal teaching, especially inasmuch as teachers, not exceptional in their training capacity can produce very satisfactory results under the Tonic Solfa method. (c). That, since the Normal School have given their adhesion to this latter system, it is certainly, for every reason, wise and desirable to adopt it in our Provincial Schools. (d). That the Tonic Sol-fa method of training, not only is not inimical to the old staff notation, but rather leads the way to it, and that those who contemplate studying instrumental music, will not find that their training under the Tonic Sol-fa system places any obstacles in the way of their progress. Under these circumstances, and realizing the importance of the question of music in our schools, the sub-committee appointed to consider the question, recommend the Tonic Sol-fa method. After examining many text-books, they would advise for the use of schools, the Canadian Music Course, complete in three books, or the Code Music Drill, recommended by Mr. Smith, the successor of Mr. Dawson as music teacher to the Normal School in Montreal, for pupils, while the Teacher's Manual and the Standard Course will be found very suggestive and valuable for teachers.

Signed on behalf of the sub-committee,

R. W. NORMAN, D.D.,

Convener.

The Committee agreed to receive and adopt the report and to authorize the books recommended in the report.

The sub-committee on text-books reported progress, and asked leave to sit again.

The Secretary presented a report of the Teachers' Institutes for the summer 1888. The report was received.

The Secretary presented, on behalf of the Board of Examiners for Inspectors, a report upon the examination of candidates for the position of school inspector. From this report it appeared that of the five candidates who made application, two only presented themselves for examination. As neither of these candidates obtained the requisite number of marks in the examination, and as one of them has not taught five years, the Committee agreed to request the Superintendent to give notice for another meeting of the said Board of Examiners in time for a report to the November meeting of the Committee.

Dr. Harper, the Inspector of Superior Schools, was then requested to appear before the Committee and present his annual reports upon the inspection and examination of superior schools for 1887-88.

The Secretary read the report of the Board of University Examiners upon the results of the A. A. Examination, containing the observations of the examiners upon the marks obtained in each of the subjects of the examination.

The Committee agreed that these reports should be printed under the direction of the Secretary.

The subject of the grants to the institutions of Superior Education was then taken up.

The Sub-Committee, upon preparation of business, reported that they spent the whole of the previous day in examining the tabulated results of the written examinations of the Academies and Model Schools, and the reports on the teaching staff, school buildings, appliances and specimens of school exercises. After careful examination and comparison of the results, the Sub-Committee recommended that the Marriage License Fees and Superior Education Funds, amounting in all to \$18,079, be distributed among the Protestant institutions of Superior Education, according to the list submitted. After a careful examination of the reports and tabulated results of examination, the list was amended and adopted in the following form:—

I.—THE UNIVERSITIES AND COLLEGES.

1.—From Marriage License Fees.

McGill University.....	\$2,500	
Morrin College,.....	1,250	
University of Bishop's College.....	1,250	
		\$5,000

2.—From Superior Education Fund.

McGill University.....	\$1,650	
Morrin College	500	
St. Francis College.....	1,000	
University of Bishop's College.....	1,000	
		\$4,150
		\$9,150

II.—ACADEMIES.

Names.	Grant for 187.	Grants for 1888.			Total.
		Grant	Bonus.	Bonus for Appliances.	
Coaticooke	\$350	\$200	\$350	\$25	\$575
Huntingdon	550	200	350	25	575
Waterloo	550	200	350	25	575
Lachute	500	200	200	25	425
Sherbrooke	350	200	150	25	375
Inverness.....	350	200	100	..	300
Côte St. Antoine.....	150	200	100	..	300
Dunham	200	200	50	..	250
Shawville	150	200	50	..	250
Granby	150	200	50	..	250
St. John's.....	200	200	..	..	200
Clarenceville.....	200	200	..	..	200
Three Rivers.....	200	200	..	25	225
Cowansville	350	150	..	..	150
Bedford.....	200	150	..	..	150
Lacolle	200	150	..	..	150
Knowlton.....	250	100	..	..	100
					\$5,050

Special Schools.

Name.	Grant for 1887.	Grants for 1888.		Total
		Grant.	Bonus for Appl'ces.	
Quebec High School (Girls)..	\$ 200	\$ 200	..	\$ 200
Montreal High School (Girls)	200	200	..	200
Compton Ladies' College....	200	200	25	225
Stanstead W. College.....	400	400	..	400
				\$1,025

III.—MODEL SCHOOLS.

Names.	Grants 1887.	Grants for 1888.		Total.
		Grant.	Bonus.	
Sutton	\$150	\$50	\$150	\$ 200
Aylmer.	150	50	100	150
Portage du Fort.....	150	50	100	150
Orms town.. ..	150	50	75	125
Danville.....	0	50	..	50
Clarendon.....	50	50	75	125
Cookshire.	50	50	75	125
Mansonville.....	125	50	75	125
Leeds.. ..	50	50	..	50
Hemmingford..	125	50	75	125
Waterville.....	125	50	75	125
Ulverton.....	75	50	..	50
Richmond.....	50	50	25	75
Berthier.....	50	50	25	75
Bolton,.....	50	50	..	50
Bryson	50	50	..	50
Bury.....	50	50	..	50
Como.....	50	50	..	50
Frelighsburg.....	50	50	..	50
Farnham	50	50	..	50
Grenville	50	50	..	50
Gould.....	50	50	..	50
Hatley.....	50	50	..	50
Hull.....	50	50	..	50
Lachine	50	50	..	50
Magog	50	50	..	50
Marbleton.....	50	50	..	50
Mystic	50	50	..	50
Rawdon.....	50	50	..	50
Sorel	50	50	..	50
St. Sylvester.....	50	50	..	50
Stanbridge	50	50	..	50
Valleyfield	50	50	..	50
Warden.....	50	50	..	50
				<hr/> \$ 2,550

Special Schools.

Name.	Grants 1887.	Grants for 1888.		Total.
		Grant.		
Paspebiac.....	\$100	\$100	..	\$ 100
Gaspé Basin.....	100	100	..	100
New Richmond.....	100	100	..	100
				<hr/> \$300
				<hr/> \$18,075

On motion of Sir William Dawson, seconded by the Very Rev. Dean Norman, it was resolved,

“That the thanks of the Committee be given to the Deputy-Examiners for their efficient and gratuitous services, and that it be a recommendation to Trustees and Commissioners of Schools to assign a small remuneration to each Deputy-Examiner appointed for their schools.”

On motion of Sir William Dawson, seconded by R.W. Heneker, Esq., and

Resolved, “That this Committee desires to express its satisfaction with the progress on the part of pupils in the Academies and Model Schools in the past educational year, as indicated by the examinations, and the report of the Inspector, and trusts that this will serve as an encouragement to increased effort as well to greater interest in the schools and more liberal support on the part of the public.”

On motion of Sir William Dawson it was

Resolved, “That a Sub-Committee, composed of the Very Rev. Dean Norman, Rev. Dr. Cornish, and the mover, be appointed to enquire as to the possibility of assimilating the final examination of the higher grade of the Academies with the similar examinations in Ontario, and to correspond through the Secretary with the Ontario educational authorities on the matter.”

At the suggestion of the Venerable Archdeacon Lindsay, the Secretary was instructed to prepare a list of the persons in the Province holding Academy diplomas.

On motion of Rev. Dr. Cornish, R. W. Heneker, Esq., L.L.D., was elected acting Chairman of the Committee, with authority to sign cheques during the absence of the Chairman from the Province.

There being no further business, the Committee adjourned to meet on the last Wednesday in November, or earlier, on the call of the Chairman.

ELSON I. REXFORD,

Secretary.

REPORT ON THE JUNE EXAMINATIONS, 1888.

In making my report on the examinations which are held annually in connection with my inspectorate, I beg most respectfully to say, that the plan of conducting these examinations simultaneously all over the provinces continues to be favourably spoken of by those who are directly and permanently connected with the work of our Superior Schools. The experience of last year told materially in favour of this year's arrangements, and the facility with which they were carried out alike by pupils, teachers, and deputy examiners; and on this account a marked improvement has been observed, not only in the mere routine of conducting the examinations, but in the actual results shown by the marks obtained by the schools individually and collectively. The pupils, even those in the lower grades, as a general thing, have given evidence through their papers, of previous training in regard to how the written-answers should be arranged as a mere matter of form; and as a coincidence worth noticing, it may be said that the papers most neatly arranged and written out contained almost invariably the best answers. The neatest papers which came to hand were those from the Sherbrooke and Compton Academies and from the Paspebiac and Magog Model Schools; while the worst were those sent in by the schools where a full course has not been aimed at throughout the year's work. The teachers, as far as I have been able to discover, remain loyal to the new regulations; and have been of the greatest service in pointing out to the deputy-examiners the manner in which the examination is expected to be conducted. The deputy-examiners themselves deserve the highest praise for the faithfulness with which they have all but universally carried out the rules for their guidance. These gentlemen do the work of conducting the examination without remuneration; and as it can hardly be expected that the same deputy examiner in a district will be willing to give of his time, from year to year, without remuneration, I would respectfully suggest that a regulation be drawn up, asking the School Commissioners, under whose supervision a Superior School exists, to pay the deputy-examiners for their services according to a fixed rate. Such remuneration, amounting to a few dollars, will fall but lightly upon the individual districts, and such an arrangement will obviate the necessity of supervising the efficiency or inefficiency of work done which is not paid for. I do not think that many of the deputy-examiners will raise an objection to their being appointed for another year; yet the greater number of them deserve remuneration all the same.

The Examination Papers, as far as I can learn, have given very general satisfaction. Though many of them were a degree more difficult than last year's, the numbers and the percentages show how far the schools have been prepared for such an emergency, considering how elementary many of the questions were last

year. Even in the Arithmetic of the lower grades the answering has been fairly satisfactory, and these were, perhaps, the most difficult of the papers. There has been a very marked improvement in the Dictation papers, both in appearance and careful spelling ; but the Geography in the lower grades has not yet been raised to the standard to be looked for. The attention given to Latin is re-assuring, and a very respectable average was made in nearly all of the academies. The numbers for French are a slight improvement on last years, but it would be well that closer attention to the prescribed course should be given. Euclid and Algebra are studies which evidently receive careful attention, while our first experiment with Physiology and Hygiene has been very successful. The fact that over fifty per cent. has been made by every pupil presented for examination, and that nearly half the number of our schools have been able to have all their pupils pass without a single failure, shows that and a fair mean has been reached in preparing the papers, in keeping their scope well within the requirements laid down by the prescribed course of study. Indeed the greatest care has been taken in the matter of arranging the questions, in view of the criticism to which such are not unreasonably subjected by those for whose work they are prepared as a test ; and the fact that the schools have made such an excellent showing at the late examination, indicates, to some extent at least, that the examination papers have fairly tested the knowledge which the pupils are expected to acquire on the various subjects in the programme of school studies.

In connection with the tabular form which the sub-committee appointed to scrutinize the returns from the various schools have prepared and which is attached as part of this report, it has been thought advisable to reduce the inspection notes in regard to the condition of the schools, the grounds, apparatus, specimens of work &c, to a numerical value, and to apportion to such schools as have been reported on favourably an additional grant. This action must recommend itself to all who are interested in seeing an improvement in our schools in these respects, and I only trust that by another year the Committee will be able to increase these additional grants very materially.

The A. A. examination marks have been received from the Board of Examiners in connection with the University School Examinations, and the number of Academies which have sent up candidates this year gives earnest of the success which is about to be realized as a result from the assimilation of such an examination with that for Grade III Academy. These marks I have reduced to the standard of marks fixed by the regulations of the Committee, as may be seen from the individual reports from each school represented at the examination.

J. M. HARPER, *Inspector Superior Schools.*

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF THE ACADEMIES, 1888.

ACADEMIES.	Grand Total Marks.	Total general averages.	Percentage for each pupil.	No. of pupils enrolled.	No. of pupils presented.	Pupils in Grade II Mod.			Pupils in Grade I.			Pupils in Grade II.			Pupils in Grade III.			Total.		Appliances and specimens.	Geo-metry.		Algebra.		Latin.		Greek.		French.		
						Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Passed.	Failed.		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.
Bedford	4365	1281	65	24	13	0	0	0	12	6	6	1	1	0	0	0	0	7	6	300	2	3	2	0	3	0	0	0	0	5	5
Coaticook	33603	2989	77	82	51	16	16	0	16	16	0	11	11	0	8	5	3	48	3	640	34	1	47	0	33	2	5	1	38	9	
Clarenceville	8604	2002	50	53	16	4	3	1	4	4	0	2	2	0	6	3	3	12	4	575	11	0	14	0	7	0	4	2	12	4	
Compton	9251	1785	60	31	19	10	8	2	7	7	0	0	0	0	2	2	0	17	2	610	5	0	11	4	6	0	0	0	17	0	
Côte St. Antoine	14838	1439	55	205	32	13	13	0	9	9	0	10	10	0	0	0	0	32	0	585	14	5	6	12	17	13	1	2	25	5	
Cowansville	5905	1187	34	158	19	0	0	0	12	7	5	5	5	0	2	0	2	12	7	525	0	0	2	2	0	1	0	0	0	0	
Dunham	11419	1764	57	46	22	0	0	0	14	14	0	7	7	0	1	0	1	21	1	480	1	0	14	1	3	0	0	0	11	2	
Granby	9834	1419	53	55	21	4	3	1	11	11	0	6	5	1	0	0	0	19	2	540	14	1	10	9	8	7	3	0	12	6	
Huntingdon	31073	2792	72	120	63	26	18	8	7	7	0	20	12	8	10	10	0	47	16	630	33	2	32	4	29	2	21	0	54	8	
Inverness	18251	2284	64	56	27	0	0	0	11	11	0	14	14	0	2	2	0	27	0	420	17	0	14	1	8	0	1	0	7	0	
Lachute	26097	2564	64	186	57	12	2	10	27	18	9	8	8	0	10	4	6	32	25	600	27	2	34	9	28	3	10	3	33	1	
Lacolle ..	4154	1061	37	31	13	8	8	0	0	0	0	3	2	1	2	0	2	9	4	440	2	3	2	0	3	0	0	0	5	5	
St. John's	8813	1285	47	27	23	8	5	3	8	7	1	0	0	0	7	2	5	14	9	575	10	4	10	7	7	12	1	0	8	13	
St. Francis	12456	1798	67	83	14	0	0	0	0	0	0	8	8	0	6	6	0	14	0	575	13	1	14	0	14	0	10	1	10	0	
Shawville	10902	1438	51	53	24	7	7	0	11	10	1	0	0	0	6	3	3	20	4	475	13	0	7	5	9	3	0	2	14	17	
Sherbrooke (Boys)...	13684	2555	70	50	23	9	9	0	6	6	0	6	6	0	2	1	1	22	1	680	12	2	21	2	12	0	0	0	23	0	
Sherbrooke (Girls)...	12188	2256	91	28	15	3	3	0	6	6	0	6	6	0	0	0	0	15	0	680	12	0	15	0	12	0	0	0	15	0	
Stanstead	18774	1881	46	139	42	8	8	0	14	12	2	13	10	3	7	1	6	31	11	600	17	11	18	7	13	3	0	1	20	8	
Three Rivers	6650	1706	63	74	13	6	6	0	4	4	0	6	0	0	3	2	1	12	1	645	5	2	10	2	6	2	0	1	13	0	
Waterloo	44350	2355	53	155	93	28	27	1	44	44	0	11	11	0	10	4	6	86	7	610	34	1	51	9	31	3	4	1	55	8	

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF THE MODEL SCHOOLS, 1888.

MODEL SCHOOLS.	Grand Total Marks.	Total general averages.	Percentage for each pupil.	No. of pupils enrolled.	No. of pupils presented.	Pupils in Grade I.			Pupils in Grade II.			Pupils in Grade III.			Pupils in Grade II, Academy.			Total.		Appliances and specimens of work.	Geo-metry.		Algebra		Latin.		French.			
						Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Passed.	Failed.		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.
Aylmer.....	19290	2824	59	49	33	8	8	0	14	14	0	9	9	0	2	2	0	33	0	525	12	0	25	0	24	0	30	2		
Berthier.....	5903	2452	71	25	9	0	0	0	6	6	0	1	1	0	2	2	0	9	0	560	3	0	9	0	7	0	9	0		
Bolton.....	10419	3075	83	33	16	7	4	3	2	2	0	5	5	0	2	2	0	11	5	500	7	0	7	0	2	2	9	4		
Bryson.....	3144	740	33	39	13	10	1	9	0	0	0	3	3	2	1	1	0	2	11	375	0	0	0	0	0	0	4	9		
Bury.....	2929	1784	41	47	9	6	3	3	1	1	0	1	1	0	1	1	0	5	4	555	0	1	2	0	0	0	4	2		
Clarendon.....	16046	2482	79	63	23	9	9	0	11	11	0	3	3	0	0	0	23	0	665	3	0	13	0	13	1	12	0			
Como.....	4456	1015	43	22	9	0	0	0	5	5	0	4	4	2	2	0	7	2	455	2	1	7	1	0	0	0	0	6		
Cookshire.....	16298	3771	61	40	24	5	5	0	11	11	0	6	6	0	2	2	24	0	575	6	2	15	3	0	0	12	8			
Danville.....	23005	1709	54	83	52	15	14	1	14	14	0	13	13	0	6	6	51	1	375	13	0	17	8	0	0	21	16			
Farnham.....	6924	774	58	53	20	13	13	0	7	7	0	0	0	0	0	0	20	0	575	0	0	6	0	0	0	9	4			
Frelighsburg.....	4661	1052	44	27	11	0	0	0	10	8	2	1	1	0	0	0	9	2	610	0	0	8	0	7	0	8	1	3		
Gaspé Basin.....	3517	1923	62	24	5	1	1	0	2	2	0	1	1	0	0	0	5	0	.....	2	0	3	1	0	0	2	0	0	
Gould.....	6057	1729	35	32	11	4	4	0	4	4	0	3	3	0	0	0	11	0	575	3	0	4	0	0	0	11	1	10		
Grenville.....	6456	2324	66	36	16	8	6	2	5	5	0	2	2	0	1	1	14	2	425	3	0	4	4	0	0	9	5	1		
Hatley.....	1283	568	33	25	5	3	1	2	2	2	0	0	0	0	0	0	3	2	200	11	0	11	1	1	2	0	4	0		
Hemmingford.....	14708	2266	76	36	19	6	6	0	6	6	0	7	7	0	0	0	19	0	595	3	0	3	0	2	0	18	0	9		
Hull.....	5371	2289	50	41	13	9	9	0	1	1	0	1	1	0	2	2	13	0	555	3	0	4	0	0	0	4	1	1		
Lachine.....	6879	1144	71	28	13	8	8	0	5	5	0	0	0	0	0	0	13	0	550	0	0	17	2	0	0	8	1	0		
Leeds.....	14636	2268	73	80	21	7	7	0	10	10	0	4	4	0	0	0	21	0	380	4	0	3	0	3	3	19	0	0		
Magog.....	6267	2498	71	34	9	4	4	0	4	4	0	1	1	0	0	0	9	0	630	10	0	15	0	1	0	5	0	0		
Mansonville.....	16601	2648	56	46	25	3	3	0	8	6	2	10	9	1	4	4	22	3	570	0	1	1	1	7	1	17	5	1		
Marbleton.....	3530	1835	57	120	7	4	4	0	1	1	0	2	12	0	0	0	7	0	540	12	0	2	1	10	0	4	1	0		
Orms town.....	20165	3179	69	39	29	9	9	0	8	8	0	10	0	0	2	2	29	0	500	1	1	5	7	1	0	11	0	0		
Paspebiac.....	5628	1032	60	25	12	7	4	3	5	5	0	0	0	0	10	10	0	9	.....	10	0	23	0	11	0	4	4	0	
Portage du Fort.....	19703	2245	60	92	26	0	0	0	9	3	6	7	7	0	0	0	20	6	525	5	2	3	3	7	0	0	0	0		
Rawdon.....	6717	2064	66	52	10	5	5	0	3	3	0	2	2	0	0	0	10	0	585	2	0	15	0	0	0	1	8	2		
Richmond (Girls).....	11624	1680	69	63	15	0	0	0	9	8	1	6	6	0	0	0	14	1	550	5	1	3	1	0	0	11	2	2		
Richmond (Boys).....	5195	427	31	55	23	10	1	9	13	6	7	0	0	0	0	0	7	16	550	0	0	5	3	3	1	2	7	0		
St. Sylvestre.....	6591	1175	74	16	10	3	3	0	7	7	0	0	0	0	0	0	10	0	465	0	0	6	1	5	0	10	0	0		
Sorel.....	2747	392	65	14	7	7	7	0	0	0	0	0	0	0	0	0	7	0	600	0	0	0	0	0	0	6	0	0		
Stanbridge.....	2586	1332	36	175	11	9	4	5	1	1	0	1	1	0	0	0	6	5	565	12	0	12	0	1	0	2	2	1		
Sutton.....	17067	3077	65	62	21	4	4	0	6	6	0	8	8	0	3	3	21	0	500	1	0	15	2	9	1	15	1	0		
Ulverton.....	2085	2739	63	54	19	3	1	2	13	13	0	2	2	0	1	1	17	2	575	3	0	6	0	0	1	16	2	2		
Valleyfield.....	12829	1012	44	30	13	12	4	8	0	0	1	1	1	0	0	0	5	8	525	0	0	0	0	0	0	6	3	0		
Warden.....	6941	991	62	27	15	9	7	2	6	5	1	0	0	0	0	0	12	3	250	10	0	5	5	3	1	11	1	0		
Waterville.....	12070	2758	61	37	16	3	3	0	3	3	0	6	6	0	4	4	16	0	690	0	0	9	4	3	1	15	1	1		