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Life and Liberty.

There is a sweet, though solemn, connection between the individual existences which form the aggregate of mankind. Our lives so intermingle that the hopes, fears, passions, loves, interests and longings of each one are but the reflection of similar feelings, swaying the soul of our neighbor, guiding his destinies and making or marring his life. It is strange then that we so frequently permit the harsher judgment to fall upon the beings who are like unto ourselves. We go forth in the morning of life; around us the bountiful hand of Providence has showered blessings and graces; the

great cathedral of nature is melodious with the harps of fancy and of inspiration; but, alas, for the peace whose harmonies are so tenderly touching we permit the narrowing circles of creed and race to destroy the sacred influences which on a rude, December night, were borne from Paradise to soften and soothe the soul of man. If we would reflect upon what life really is, passions would fade away, even as the miasmas are dissipated by the day star. Throughout this wonderful creation, though it sways and throbs forever in ceaseless motion, there is one universal law, supreamer than the many or individual forms of existence or of thought, and that law is the harmony of life, because it is the charity of God. Deep mysticisms and mysterious longings fill the glorious edifice of Love Divine; and the holy scriptures of a nobler creed than man can frame are written upon each mountain tall, from whose heights the babbling streams rush to the plains below. Each form of life reflects the image of that Providence, at whose fiat light was, and in whose Being light is. All things seem to yearn for a completer manifestation of the glory which was transfigured on Thabor; and yet as if to mock the universality of that charity which can know no distinction, we erect gloomy forms to fetter the generous hopes and holy emotions that waited upon our youthful steps like the ministering spirits of the ancient prophet.

The philosophy of life teaches us that we cannot labor for ourselves alone. We are the members of a vast organisation which springs into the future, overleaping all artificial barriers and even defying time. The soul is ever aspiring to the greater and the more beautiful. The Perishable it avoids intuitively, because its immortality is founded upon the eternal plan the fruition of which is undying peace. All of those who have showered benedictions upon their kind belong to the vast union of man; and the blessings they have conferred are not the properties of a class. Hence the necessity of that cultivation of mutual charity which we hold to be the design of God. Liberty to our fellows is a kindly stream irrigating and refreshing the plains of life. It pursues its meandering course, ever and always happy, for as it murmurs its gentle melody, it softens the harsher passions and attunes the soul to a

sweeter contemplation of her surroundings. The charities of Christ are sweeter to the soul than the mockeries of Mephistopheles. It is more refreshing to think kindly than to judge sternly; and with our almost innumerable deficiencies it is but the mocking of life to cast the stones of illiberality beneath our neighbor's feet. Dreaming by the side of his much-loved Avonmore, the poet whose bones now rest in St. Jerome, sang:

"And, oh, it were a kindly deed
 "To show before mankind,
 "How every race and every creed
 "May be by love combined—
 "May be combined, yet not forget
 "The fountains whence they rose,
 "As filled by many a rivulet
 "The lordly Shannon flows.

Peace to thy ashes, Davis, for thou didst act the burden of thy dream! If the longings of the priests of nature, the poet-writers of the world, were realized how gladly would the heart of humanity leap, as the demons of strife were retired within their congenial shades. Then, indeed, would the vision of the future be the perfect image of God. Then indeed would the law of life be the measure of a limitless liberality, of an all-embracing charity, for even as heroism is, at once the purchase-price and crown of fidelity so is generosity to our fellows the ransom of the peoples, and the immortal wreath to crown the brows of the nations bound in love.

JAMES J. GAHAN.

A Hint to Teachers.

Courtesy of manner is one of the greatest essentials to a teacher or any one who aims at success in guiding children on the road to knowledge. Not that they should go through all the formulas that Chesterfield lays down as essential to intercourse between ladies and gentlemen; but they must show a studied kindness for their welfare, and a regard for their feelings, which is shewn to far too little an extent. And there is a great deal in the tact which leads children to think that they are having their own way. It is easy for a teacher to say that a child must and shall; but it always leaves a trace of rebellion long after the hard words are spoken, and the will of superior force and years has been carried into effect. But it will be found far easier to adapt yourself to means and dispositions, and be kind and gentle, and deferential to wills that are quite as strong as your own, if not to judgments that are not as matured. Every parent and teacher should possess extensive knowledge of human nature as manifested in children. Sensible and cautious, they should know when to censure and when to praise, when to rule their passions, when to guide their affections, and when to direct and govern their ambition. Kindness of disposition and courtesy of manner will enable them to rule the young without difficulty. Let every teacher, male or female, therefore endeavour to possess those noble and valuable characteristics. In public or in private he should so act as to merit and win confidence and esteem, instead of aiming to show his power and importance at all times. Whenever he meets his pupils he should always recognise them courteously, with smiles not with frowns; with kind and affectionate looks not with a stern countenance. He should teach his pupils politeness, not only by precept, but by example. He should never fail to impress their minds with the duty that they should rise up before the

hoary head, and honour the face of the old man. The capability of a pupil should also have kindly consideration; and no attempt should be made to enforce too great a task on the young mind. In these fast days, when youth holds such undoubted sway, there is too little respect shown to old age. We are too often found in the place of the Athenians in the ancient story which teaches what true politeness is. On the occasion spoken of in the story, a number of Greeks assembled at an Athenian theatre. The Spartan ambassador and his countrymen were seated in a part of the house opposite to that assigned to the Athenian aristocracy. During an interval in the play, an old man, a citizen of Athens, came in whose head was white with the snows of age. The young Athenian aristocrats resolved to have a joke at his expense, and pretending to make place for him, beckoned that he should come over to them and take a seat. He did so; but when about to sit down, the unmannerly youths closed upon either sides, and reoccupied the vacant space. They then laughed at the disappointment of the old man. The gallant young Spartans having observed this rude and insolent behaviour, instantly rose and remained standing, whilst one of their number went over to the old gentleman, and kindly offered to conduct him to a seat. The old man, leaning on the arm of the noble youth, crossed to the other side of the house, when he was requested to take the most honourable seat. Having done so, the young Spartans quietly resumed their seats. The spectators in the galleries observing this noble conduct, loudly cheered the Spartan youths and the rude Athenians, now blushing at their own conduct, held down their heads with shame. After the cheers had subsided the venerable sage arose, and after thanking the Spartans for their polite attention and example, said in the language of the poet

The Athenians learn their duty well; but lo!
 The Spartans practice what the Athenians know.

Real courtesy should be the practice as well as the lesson of every teacher—true politeness, that springs from the heart, and arises from benevolence and regard for the feelings of others, not a hollow show and parade for the purpose of receiving the praises of their fellows.

A. M.,
 Teacher.

Our National Literature.

The literature of a nation is the test of its refinement; and in many cases is the measure of its greatness. Hence it is incumbent upon the people to foster native talent, to promote the advancement of letters, and thus to make an elevated standard of public opinion the guide and guardian of public sentiment. The ancient nations of Europe as they emerged from the chaos of barbarism and founded themselves in order and civil polity, recognized the force of this principle. The benign influences of Christianity softened the rugged passions of the rude warriors whose arms had overturned the olden philosophies and literature with the power of Pagan Rome; and as the flag of Christian truth waved over the hosts redeemed from Pagan error, the intellect of humanity, strengthened by the recognition of the One, Indivisible, Personal Deity, bathed in the refreshing streams of knowledge, which flowed from the sacred fount of truth revealed. Bursting the bonds of error, mankind revelled in a newer and fresher beauty. The coarser

sentiments were obliterated by the soothing influences of Christian civilization; and the Schoolmen arose to proclaim the might of those Intellectual forces, which gradually broke down the barriers of ignorance and rudeness. As the ages stole their arrows from the quiver of Time, they filled the world's record with the fame of those whose glory it was to wage unceasing strife with the darkness of ignorance; and then, ascending from grade to grade until the heights of Learning were scaled, they planted the standard of Knowledge in the citadel of immortality, upon the bright, unsullied folds of which the sun of Genius glinted in unrivalled beauty. To enumerate the triumphs of letters in and amongst the European nations were a task too great for us to attempt. But it is indubitable that their refinement was the measure of their progress; and greatness attended thereon to prove that "the pen was mightier than the sword." The moral of these reflections affords to those who are interested in the future well being of the Canadian people, a subject of deepest moment. As our fatherlands have advanced with the growth of literature, so is it reasonable to expect that we likewise must progress if, rising above the difficulties which beset us, we honestly and energetically seize as a sacred duty, the task of promoting a Canadian literature, which shall be racy of the soil.

Of all the influences which go to advance a nation there is not one of more potency than the almost divine gift of Song. In all ages, and at all time, Poetry has been the willing hand-maiden of Religion. Indeed the Holy Scriptures are a sacred collection of immortal poems. The language of the Prophets is the inspiration of the muse. Every emotion of which the human heart is capable has been expressed by the chosen writers of the Bible. The hero battling for natural honor and popular liberty—the philanthropist healing the woes of which humanity is the heir and victim—the chaste lover, ardent in very purity of fancy and conception—the mother yearning for her offspring—the child, reverent to the authors of his being—the soul inflamed with the delights of contemplation of him whose love is the treasure of His creatures all, may find in the sacred writings a voice to speak the thoughts which throb and the feelings which sway within the human heart. Therefore it is that Poetry has exercised such a glowing influence upon the peoples. That sublime gift has issued from the wells of genius to irrigate the nations' existence; and in all the phases of their being it has been the poets royal prerogative to touch the deepest depths, of which even the people themselves were unconscious. The Historian and Philosopher deserve well of their race and epoch; but vainly might they strive to wrest intellect from slavery did not the Poet pierce the ranks of ignorance with a myriad arrows of his golden inspiration. Fletcher of Saltoun said wisely when he wrote "Give me the making of the people's ballads and I care not who make their laws." The poet writes upon the tablets of immortality; and the nation dies not which treasures the virtues that are shrined in the shrines of the Song. How much England owes to Shakspeare it were difficult to imagine; and even whilst the Baird of Avon is the benefactor of the world, his native land is greater in the possession of him, than in all the united victories of her captains on land and sea. It behoves us then to treasure our poet-kings. They are the prophets of our future as a people. They are the guardians of the virtues which blending on this soil, common to many origins, shall be the begetting forces of a greatness, truly commensurate with the vastness of our dominion. They are the stars to guide us, which as they twinkle in beauty, are the inspiration to noble deeds.

It is our purpose on a future occasion to group together a few of those have written upon the youthful records of this country the gleaming fancies, which shall not be the least remembered when Canada from Atlantic to Pacific, shall rejoice in the greatness of national power, and in the refined sentiment of national literature.

JAMES JOSEPH GAHAN.

Education in Egypt.

SCHOOLS OF CAIRO.

A WRITER in the *Saturday Review* gives an interesting account of the present state of Education in Egypt. Speaking of the Schools in Cairo, he says:—There are at present 140,977 pupils under instruction. Of these 111,803 are in primary Arab schools, 15,335 in those attached to mosques, 1,385 are educated by Government, 8,961 by missions and religious communities, and 2,960 in the municipal schools. There are only two female schools returned, those started by the Khédive; but in the Copt and mission schools little girls may be found, though very few indeed—a mere drop in the ocean of ignorance. It will easily be seen that the primary Arab schools educate more than two-thirds of the children, and that they consequently are of the first interest to any one anxious for the improvement of the national culture. Unfortunately, they seem to exist only in order to impart a parrot-like acquaintance with the text of the Koran. For this purpose only have they been endowed by pious people. Any one fresh from seeing an infant school in England would feel a sense of utter bewilderment on entering one in Cairo. Every thing is topsy-turvy. The children read and write from left to right, and even begin to learn their sole lesson-book, the Koran, backward, because the latter chapters are easier and more important. The consequence is that, after a few visits to Arab schools, one cannot help a feeling of surprise when a child sneezes, or shows that he is changing his teeth at the same age as a little European.

One primary school in Cairo is well worth having a peep into. You open a door in the street, and find a room about ten feet square. It is below the level of the road, and lofty for its size. A grated window, high up gives a dim light; but a flood of sunshine comes in at the open door, and strikes full on the bright crimson robe of the *fakkeh* as he sits on his cushion in the corner. At one end stands the only piece of furniture in the room. It looks like a large harmonium done up in brown holland; but turns out to be a box containing the bones of a saint. In front of this curious piece of school furniture squat four-and-twenty little black and brown boys. One or two are disguised as girls, to protect them from ophthalmia. They sit in two rows, facing each other, and simultaneously rock their bodies violently backward and forward as they recite the alphabet, or that verse of the Koran which forms their day's task. The children shout at the top of their little cracked voices in a nasal tone far from musical. The noise they contrive to make is astounding, considering how small they are. If they cease their rocking and shrieking, even for a moment, the master brings down his long palm cane upon their shaven skulls, and they recommence with renewed energy, and an even more violent see-saw. The sentence repeated does not convey the slightest meaning to their minds, nor is any attempt made to explain it. Two or three older children are sitting beside the *fakkeh*, getting lessons in the formation

of the Arabic characters. Their copy-book is a piece of bright tin, and they use a reed pen called a *kalam*. The ink-bottle is a box containing a sponge saturated with some brown fluid.

A long row of tiny slippers, of every form and colour, lies neatly arranged at the door; for the place where the bones of a saint are enshrined is holy ground, and no one may soil the clean matting of the floor without side defilement. No register is kept of the pupils, or of their days of attendance. Indeed, although the *fakheeh* can repeat the whole of the Koran or book, it is highly probable he would find some difficulty in counting up to the number of his scholars. His acquirements begin and end with a textual knowledge of the sacred book, and unfortunately the wishes of his pupils' parents with regard to the education of their children are bounded by the same narrow limits. The schoolmasters are miserably paid, mostly in kind, for piastres are scarce; but they exercise considerable influence, and no marriage or family fête is complete without their presence. In better class Arab schools a little arithmetic is sometimes taught, but not always. Boys who wish to pursue that branch of their education generally learn from the public *gabani*, a man whose business it is to weigh merchandise. A child whose father keeps a shop is taught by assisting in it. Geography is also neglected, which is fortunate, as nothing can be more ludicrous than the lessons when they are attempted.

The teaching is, of course, entirely based upon the Koran, which upholds Mr. Hampden's views with regard to the shape of the earth. The children learn that it takes 500 years travelling to get round the mighty plain, while perhaps a few yards from the school door hangs one of Mr. Cook's placards, offering to do the whole business in 90 days. It must be a little hard to explain all about the seven earths and the seven heavens, and the seven climates and the seven seas of light. The one important fact which the children retain is that Mecca is the centre of the earth. At present each boy comes to the master with his lessons, says it, and returns to his seat. He is succeeded by another, and so on during the whole day. This would be impossible if more than reading and writing were taught.

Of the mosque schools the ancient El Azhar is still the most important. It provides instruction, such as it is, for more than 11,000 pupils. A considerable number are housed and fed within its hospitable walls. The scholars are of all ages, and come from the most remote provinces as well as the larger towns. They may stay as long as they like and go there when they please. If they are rich they make presents to the professors, who are paid entirely by voluntary donations; if they are very poor, they receive help from their Alma Mater in the shape of food. The *baksheesh* of 500 sheep sent one day by the Viceroy on the occasion of a family rejoicing was therefore not unacceptable. The school is, in fact, a great free national university for the teaching of the theology of the Koran. There are few rules; there is no compulsory course of study; there is no roll-callor classification of students. Curiously enough, coffee and tobacco are here forbidden within the walls; but, no doubt, the students rich enough to have rooms outside make up for the deprivation by an extra allowance at home.

Some of the Coptic schools are well worthy of a visit. The principal one in Cairo is exceedingly well attended. The boys look as if their intelligence was cultivated, and many of them read and speak either French or English with ease and a good accent. They seem to have a great interest in each other, and to feel a genuine pride in seeing their companions show off their small

accomplishments to strangers. The Copts take some pains to teach their girls, and have two fairly well managed schools at Cairo. The children are taught reading, writing, arithmetic, singing, and needlework.

McGill University.

PUBLIC MEETING OF CONVOCATION—DEGREE IN ARTS AND APPLIED SCIENCE—HONORS AND STANDING—ADDRESSES.

The annual public meeting of Convocation for the conferring of degree in Arts and Applied Science, was held in the William Molson Hall at three o'clock on Tuesday the 1st of May, Hon. Chancellor Day presiding. There were present the following members of Convocation:—

Governors:—Hon. C. DiDay, Chancellor, Hon. James Ferrier, Hon. Judge Dunkin, Peter Redpath, Hon. Judge Torrance, Sir Francis Hincks

Principal:—J. W. Dawson, M. A., F. R. S., Vice-Chancellor.

Fellows:—Ven. Archdeacon Leach, Vice-Principal, and Dean of Faculty of Arts, H. A. Howe, LL. D., G. W. Campbell, M. D., Alex. Johnson, LL. D., Rev. Prof. Cornish, Rev. Dr. Wilkes, Rev. Dr. McVicar, R. A. Ramsay, M. A., B. C. L., John Reddy, M. D., Rev. J. Jenkins, D. D., J. J. McLaren, M. A., B. C. L., E. Holton, B. C. L., S. B. Schmidt, M. D., J. R. Dougall, M. A., Rev., J. C. Murray, LL. L., R. Craik, M. D.

Secretary:—W. C. Baynes, B. A.

Officers of Instruction:—W. E. Scott, M. D.; R. P. Howard, M. A., B. C. L.; G. P. Girdwood, M. D.; G. Ross, M. A., M. D.; B. J. Harrington, B. A., Ph. D.; Wm. Osler, M. D.; Wm. Gardner, M. D.; E. Harris, C. E.; J. S. Archibald, B. A., B. C. L.; C. H. McLeod, B. A., App. Sc.; F. J. Shepherd, M. D.; A. Duff, M. A.

Doctor of Laws and of Civil Law:—James Kirby, D. C. L., LL. D.

Doctors of Medicine:—A. A. Browne, M. D.; Wm. A. Molson, M. D.

Master of Arts:—F. E. Gilman, M. A., B. C. L.

Bachelors of Civil Law:—T. L. Butler, B. C. L.; W. S. Walker, B. C. L.; W. S. Walker, B. C. L.; Cushing, B. C. L.

Bachelors of Arts:—F. W. Kelley, B. A.; R. Laing, B. A.; A. D. Taylor, B. A.

After prayer by the Ven. Archdeacon Leach, honors and prizes were awarded to students of the faculty, and degrees were conferred, as appears by the following statement:—

FACULTY OF ARTS.

PASSED FOR THE DEGREE OF B. A.

In honours (alphabetically arranged).—First rank—Charles H. Gould, Eugene Lafleur, Robert Robertson, Mathew H. Scott, William H. Warriner.

Second rank—Calvin E. Amaron, Sidney C. Chubb.

Ordinary.—1. McGill College, in order of merit—Class I: Albert W. Atwater. Class II: Robert D. McGibbon, George A. Forneret, James A. Anderson. Class III: Archibald E. McGregor.

3. Morrin College—Class I: Salem G. Bland.

PASSED THE INTERMEDIATE EXAMINATION

Class I: Eadie, McClure, Cross, Howard. Class II: Lighthall, Stevens, McConnell. Class III: McKibbin, Allen, Lane, Mercer, Wood, H. McN. Robertson, Redpath.

PASSED FOR THE DEGREE OF BACHELOR OF APPLIED SCIENCE.

Course of Civil and Mechanical Engineering, in order of merit—William J. Sproule, Norval Wandrop, William T. Thompson, William McLea Walbank, Thomas H. Jones, Richard B. Rogers.

BACHELORS OF ARTS PROCEEDING TO THE DEGREE OF M. A.

John S. Archibald, B. A.; Robert Laing, B. A.

MASTER OF ARTS PROCEEDING TO THE DEGREE OF LL. D.

Francis E. Gilman, M. A.

HONORS AND PRIZES.

GRADUATING CLASS.

B. A. Honors in classics.—Charles H. Gould—First rank honors and Chapman Gold medal.

B. A. Honors in Natural Science.—Matthew H. Scott, first rank honors and Logan gold medal; Sidney C. Chubb, second rank honors.

B. A. Honors in Mental and Moral Philosophy.—Eugene Lafleur, first rank honors and Prince of Wales gold medal; Calvin E. Amaron, second rank honors.

B. A. Honors in English Language, Literature and History.—William H. Warriner, first rank honors and Shakspeare gold medal.

The Anne Molson gold medal for Mathematic and Natural Philosophy has not been awarded.

THIRD YEAR.

W S Stewart, first rank honors in Classics; James T Donald, first rank honors in Natural Science and Logan prize; first rank general standing; prize in Classics; Hastewell W Thornton, first rank honors in Natural Science and prize; Charles S Pedley, first rank honors in Mental and Moral Philosophy and prize; James Ross, first rank honors in Mental and Moral Philosophy; first rank general standing; prize in Classics; prize in German; Rankine Dawson, first rank honors in Mental and Moral Philosophy; first rank general standing; A Clarence Lyman, prize for collection of plants.

Passed the Sessional Examinations—J Ross, Donald, Thorton, Stewart, C S Pedley, Torrance, B C Lyman, Ewing, McFadyen, Graham, Guérin, Taylor.

SECOND YEAR.

William McClure—Lachute Academy, first rank honors in Mathematics and prize; first rank General Standing; prize in French. Robert Eadie—Brantford High School, first rank General Standing; prize in Botany; prize in English; prize in logic, Alexander S Cross—Huntingdon Academy, first rank General Standing; prize in Logic. William D Lighthall—High School, Montreal, prize in English.

Passed the Sessional Examinations—Eadie McClure, Cross, Howard, Lighthall, Stevens, Wood, McKibbin, Lane, Mercer, Allen, Redpath, McConnell, Robertson.

FIRST YEAR.

Sidney W Hunton—Ottawa Collegiate Institute, first rank honors in Mathematics and prize; first rank General Standing; prize in Classics; prize in History. J Herbert Darey—High School, Montreal, first rank honors in Mathematics and second prize; first rank General Standing; prize in Classics; prize in History; prize in prize in German. Dugald Currie—Galt Collegiate Institute, first rank General Standing; prize in Chemistry; prize in English; prize in Hebrew. William A McKenzie—Upper Canada College, first rank General Standing; prize in Classics; prize in English. Hartcour J Bull—High School, Montreal, first rank General Standing. Paul T Lafleur—High School, Montreal, first rank General Standing; prize in French; prize for English Essay.

Passed the Sessional Examinations—Darey, Currie, Hunton, McKenzie, Bull, Lafleur, Gowanloch, Raynes, T E Cunningham, Ogilvie, Craig and Molson, equal; Roberts, Scriver, G D Bayne, Guertin, Larivière, Ami, Pillsbury, Alguire, McIntyre.

DEPARTMENT OF PRACTICAL AND APPLIED SCIENCE.

GRADUATING CLASS—William J. Sproule, certificate of merit in Engineering; prize in French. William T. Thompson, first rank honors in Natural Science.

Middle Year—Frank Adams, High School, Montreal, Professor's prize in Practical Chemistry; Philip D. Ross, Mr. Shewan's School, Montreal, prize in French; prize in Zoology.

Passed the Sessional Examination—Civil and Mechanical Engineering, Ross, P. D.; Boulden, Swan, Hall. Practical Chemistry—Adams.

Junior Year—William F. Cochrane, Mr. Haight's School, Montreal, prize in Surveying and Drawing.

Passed the Sessional Examinations—Cochrane, Skafte, Smith, Post-r.

Passed for Entrance into Middle Year—Richard McConnell, student in Arts, second year.

Passed for Meteorological Certificates—Class I.—Sproule, Jones, Thompson. Class II.—None. Class III.—Walbank, Wardrop, Rogers. Not Classed—Atwater.

Earl of Dufferin's Medals for a Prize Essay in History—Joseph William Spencer, Bac. App. Sc., silver medal.

At the examinations in September, 1876, the following scholarships and exhibitions were awarded:—

Third Year—Graham and Donald: W C MacDonald scholarships; Ross (James): the Charles Alexander Scholarship.

Second Year—McClure and Eadie: W C MacDonald Exhibitions.

First Year—Hunton, McKenzie, Bull: W C MacDonald Exhibitions. Lafleur, P T: T M Taylor Exhibition. Yarnold: Jane Redpath Exhibition. Darey: Governors' Exhibition.

SESSIONAL EXAMINATIONS, 1877.

ORDINARY COURSE IN ARTS.

GREEK.—B. A. Ordinary—Class I—Gould. Class II—Atwater, Forneret, McGibbon, Anderson, Robt Robertson; Amaron and McGregor, equal. Class III—Chubb. Third Year—Class I—Donald and Jas Cross, prizes, and Stewart, equal; Pedley: C S. Class II—Graham, Thornton; Dawson and McFadyen, equal; Ewing, Lyman, McKillop. Class III, Torrance and McLaren, equal; Guertin and Sweeney and Taylor, equal. Second Year.—Class I, Eadie, McClure,

Cross, Howard. Class II, Lane, Mercer and Stevens, equal; Lighthall and Wood, equal; McConnell and Hy McN Robertson, equal; Allen and McKibbin, equal. Class III, Redpath and Houghton, equal. First Year.—Class I, Hunton, prize; Darey and McKenzie, prizes, equal; Lafleur, P. T.; Bull and Craig, equal; Currie; Raynes and Bayne, equal; Gowanloch. Class II, Molson, Roberts; Scriver and Ogilvie, equal; Bennett; Anderson and Guertin, equal; Black and Ross, A. G. and McNabb, equal. Class III, Pillsbury, Macpherson; Alguire and Larivière, equal; Ami, McIntyre, Cunningham.

LATIN.—B. A. Ordinary.—Class I, Gould.—Class II, McGibbon, Atwater, Amaron, Forneret; Robertson (Robt.) and McGregor, equal; Anderson. Class III, Chubb. Third Year—Class I—Ross (Jas.), prize; Donald, prize, and Stewart, equal; Pedley (C. S.); Graham and Guertin, equal. Class II, Thornton, Taylor, McFadyen, Lyman, Torrance; Sweeney and Ewing, equal; McKillop. Class III, McLaren. Second Year—Class I, Eadie, McClure, Howard, Mercer, Lighthall, Cross, Stevens. Class II, Lane; McConnell and Robertson (Hy. McN.), equal; Wood.—Class III, Redpath, McKibbin, Allen, Houghton. First Year—Class I, Davey, prize; Hunton and McKenzie, prizes, equal; Currie; Lafleur and Raynes and Bull, equal; Molson. Class II—Craig, Gowanloch, Robert; Ogilvie and Ross (A. G.), equal; Scriver and McPherson and Pillsbury and Bayne, equal; Cunningham; Black and Bennett, equal. Class III, Guertin, Alguire, Larivière, Anderson, McNabb, McIntyre, Ami.

HISTORY.—First Year.—Class I, Hunton, prize; Darey, prize, A. G. Ross, Currie, McKenzie, Lafleur, Bull. Class II, Gowanloch, Raynes, Molson; Scriver and Bennett, equal. Class III, Alguire; Cunningham and Larivière and Macpherson and Roberts and Cole and MacNabb and Pillsbury and McIntyre, equal; Bayne and Ami and Black and Craig and W. K. Robertson, equal; Guertin, Anderson, Ogilvie.

LOGIC AND MENTAL AND MORAL PHILOSOPHY.—B. A. Ordinary.—Mental and Moral Philosophy.—Class I, Lafleur, Robertson, Warriner. Class II, Amaron. Class III, McGibbon, McGregor, Anderson, Forneret. Occasional Students in Fourth Year.—Mental Philosophy.—Class I, None. Class II, Meyers. Class III, Barltrop, Baugh. Third Year.—Moral Philosophy.—Class I, C. S. Pedley, prize; Ross, Donald. Class II, Dawson and Ewing, equal; Lyman, Thornton, Wright, Stewart, Torrance. Class III, Willett, Orme, McFadyen, Graham and McKillop, equal; Guertin and Taylor, equal.

Second Year.—Logic—Class I, Cross and Eadie, prize, equal; Howard and McClure, equal; Lighthall and McConnell, equal; H. McN. Robertson, Stevens. Class II, Lane, Wood, Mercer. Class III, Redpath, Allen, Baugh, Edwards; Caverhill, Hobbs, Cunningham, McKibbin.

ENGLISH AND RHETORIC.—B. A. Ordinary—English Literature—Class I—Warriner, Atwater. Third Year—Rhetoric Class I—Dawson; Stewart and Torrance, equal, McKillop, Graham. Class III—Taylor, Caverhill. Second Year—English Literature—Class I—Lighthall and Eadie, prizes, equal; Cross, McClure. Class II—Howard, Mercer, Lane, Stevens and Allen, equal, McKibbin. Class III—Redpath, Robertson. First Year—English Language and Literature—Class I—McKenzie, Currie, prizes; Bull and Mitchell, equal; Lafleur, prize essay, Hunton and Darey, equal; Raynes, Roberts, Gowanloch, Cunningham. Class II—Craig, Bennett, Molson, Scriver and Alguire, equal; Macpherson, McIntyre, Anderson, Cole, Ogilvie. Class III—Pillsbury, Bayne, Campbell, Robertson.

FRENCH.—Third Year—Class I, Guertin. Class I, Guertin. Class II, Lyman. Class III, None. Second Year—Class I, McClure, prize, Cross and Lighthall, equal. Class II, Lane, Wood, Eadie, Howard, Meyers. Class III, Stevens, Redpath, McConnell, Allen. First Year—Lafleur, prize, Darey, Larivière, McKenzie; Bull and Guertin, equal. Class II, Ami, Ogilvie, Roberts, Molson. Class III, Cunningham, Scriver, Raynes, Macpherson.

GERMAN.—First year—Class I, Darey, [prize], and Ross [A. G.], equal; Hunton, Lafleur and Bennett, equal. Class II, Pillsbury. Class III, Macpherson. Second year—Class I, Meyers; Cross and Mercer, equal. Class II, None. Class III, Caverhill. Third year—Class I, Rose [James], [prize]. Class II, None. Class III, None.

HEBREW.—Senior class—Class I, None. Class II, None. Class III, McKibbin. Junior class—Class I, Currie [prize], Gowanloch, Craig Mitchell. Class II, Anderson [Alexander.] Class III, Bayne [Geo. D.] McIntyre, Houghton, æger.

MATHEMATICAL PHYSICS.—B. A. Ordinary—Class I, Gould, Atwater. Class II, None. Class III, Anderson and Robertson, equal; McGibbon, Amaron, McGregor, Forneret, Chubb. Third year.—Class I, Ross [J.], Thornton. Class II, Dawson, Donald. Class III, Stewart, Torrance [F.], Graham, Pedley [C. S.]; Blakely and McLaren, equal; Lyman [C.], Ewing, McFadyen, Guertin, Taylor.

MATHEMATICS.—Second year.—Class I, Cross, McClure; Eadie and Stevens, equal. Class II, McConnell, Howard. Class III, Lighthall, McKibbin, Wood, Robertson [H. McN.], Allen, Redpath, Lane, Mercer, Houghton, æger. First year—Class I, Hunton, Darey, Currie, McKenzie, Bull. Class II, Cunningham, Gowanloch, Ogilvie, Lafleur. Class III, Larivière, Ami, Guertin, Raynes, Bayne [G. D.],

Cole, Craig ; Alguire and Scriver, equal ; Pillsbury, Molson, Roberts, McIntyre, Robertson [W. R.]. Honor course. Second year.—First rank honors.—McClure [prize.] Honor course.—First year.—First rank honors.—Hunton [prize] ; Darey [second prize.]

EXPERIMENTAL PHYSICS.—Class I.—Lafleur, Scott. Class II.—Atwater, Chubb. Class III.—Förneret, McGibbon. Third year.—Class I.—Dawson and Donald, equal ; Lyman [C.]. Class II.—Thornton, Torrance, Blakely, Ross [J.], Siewart. Class III.—Guérin, Graham ; McLaren and Welland, equal ; Taylor

NATURAL SCIENCE.—B. A. Ordinary.—[Geology]—Class I : Scott, Chubb. Class II : Barltrop, Förneret, Atwater. Class III : Anderson, McGibbon, McGregor, Livingstone. B. A. Honors.—Scott [Logan medal], Chubb. Third year.—[Zoology]—Class I : Donald, Thornton, Dawson, Ross, Torrance, McFadden, Godwin. Class II : Edwing, Pedley, Lyman. Class III : Guérin, Wright, McKillop, McLaren, Sweeny, Graham, Taylor. Second year.—[Botany]—Class I : Eadie prize ; Cross, McClure, McConnell, Howard. Class II : Lighthall, Stephens, Orme, Lane, Wood, Goodwin, Mercer. Class III.—Allen, McGibbin and Reepath, equal ; Robertson. First year.—[Chemistry]—Class I : Currie, prize ; Darey, Cunningham. Class II : Lafleur [P. T.], McKenzie, Bull, Hunton, Baynes. Class III : Ross [A. G.], Roberts, Ogilvie, Molson, Baynes [G. D.], Campbell, Gowanloch, Scriver [C. W.], Larivière, Macpherson, Bennett, Hughes, Alguire, Ami, Guérin.

MORRIN COLLEGE.

B. A. ORDINARY EXAMINATIONS.—Greek, Class I, Bland. Latin—Class I, Bland. Mathematical Physics—Class I, Bland. Mental and Moral Philosophy—Class I, Bland. French and History—Class I, Bland.

DEPARTMENT OF PRACTICAL AND APPLIED SCIENCE.

SURVEYING.—Middle year—Class I, none ; Class II, Boulden, Swan, Hall, Ross ; Class III, none. Junior year—Class I, Cochrane ; Class II, Power, Robertson ; Class III, Skaife and Smith, equal, Dudderidge and McConnell, equal, Foster.

DRAWING.—Senior year—Class I, Sproule ; Class II, none ; Class III, Walbank, Thompson, Jones, Rogers, Wardrop. Middle year—Class I, Swan and Ross, equal, Hall ; Class II, Boulden ; Class III, none. Junior year—Class I, Cochrane ; Class II, Smith, Robertson ; Class III, Skaife, Power, McConnell, Forter.

CONSTRUCTION—RAILROADS, HARBORS AND SEWERAGE.—Senior Year—Class I, Sproule ; Class II, Walbank, Wardrop, equal, Thompson, Jones, Rogers ; Class III, none. Middle year—Class I, none ; Class II, Boulden, Hall, Ross, Swan ; Class III, none.

CONSTRUCTION—ROOFS, PILLS AND GIRDERS.—Senior year—Class I, none ; Class II, Wardrop, Sproule, Rogers, Walbank, Jones, Thompson ; Class III, none.

Construction.—*Trawl*—Middle Year—Class I, Ross, Boulden. Class II, Hall, Swan. Class III, none.

Practical Mechanics.—Senior Year—Class I, Sproule, Wardrop. Class II, Walbank, Jones, Thompson, Rogers. Class III, none.

Designing and Estimating.—Senior Year—Class I, Sproule, Rogers, Wardrop, Jones, Thompson, Walbank. Class II, none. Class III, none.

Elements of Mechanism.—Christmas Examination—Senior Year—Class I, Walbank, Sproule, Thompson. Class II, Jones, Rogers, Wardrop. Class III, none.

AGGREGATE CLASS LIST.

Professional Subjects.—Senior Year—Class I (entitled to special certificate), Sproule. Class II, Walbank, Jones ; Thompson and Wardrop, equal ; Rogers. Class III, none. Middle Year—Class I, none. Class II, Ross, Swan, Hall, Boulden. Class III, none. Junior Year—Class I, Cochrane, prize. Class II, Robertson, Power, Smith. Class III, Skaife, McConnell, Forter.

Practical Chemistry—Middle Year—Class I, Adams, prize.

Mathematical Physics.—Senior Year—Class I, Sproule, Wardrop, Thompson. Class II, None. Class III, Walbank, Jones, Rogers. Middle Year—Class I, Ross P. D. Boulden. Class II, Swan, Hall.

Mathematics.—Senior Year—Analytic Geometry and Calculus—Class I, Sproule. Class II, Wardrop, Walbank, Rogers, Thompson, Jones. Senior Year—Spherical Trigonometry and Practical Astronomy—Class I, Sproule, Wardrop, Thompson. Class II, Walbank, Jones. Class III, Rogers. Middle Year—Class I, Swan, Boulden, Ross, P. D. Class II, Hall. Class III, Adams. Junior Year—Class I, None. Class II, None. Class III, Smith, Cochrane, Foster and Skaife, equal ; Power, Dudderidge.

Experimental Physics.—Senior Year—Class I, Sproule. Class II, Wardrop, Walbank, Jones, Rogers, Thompson. Middle Year—Class I, None. Class II, Swan ; Adams and Boulden, equal ; Hall, Ross P. D.

Geology.—Senior Year—Class I, Sproule, Thompson. Class II, Adams, Jones, Walbank, Wardrop. Class III, Rogers, Honor Course—Thompson, First Rank Honors.

Zoology—Middle Year—Class I, Ross, prize ; Adams. Class II, Boulden, Hall, Swan.

Botany—Senior Year—Class I, Sproule.

Chemistry—Junior Year—Class I, None. Class II, Cochrane. Class III, Power, Skaife, Dudderidge, Boulden.

Blowpipe Analysis.—Students in third year (Arts) and in Department of Practical Science—Class I, Donald, Adams, Thorton. Class II, Thompson.

English Language and Literature—Junior Year—Class I, None. Class II, Skaife and Foster, equal. Class III, Smith, Scriver, Cochrane, Robertson.

French—Senior Year—Class I, Sproule, prize. Class II, Jones. Class III, Thompson, Walbank, Wardrop. Middle year—Class I, Ross, P., prize. Class II, None. Class III, Hall, Swan, Adams. Junior Year—Class I, None. Class II, Foster, Skaife. Class III, Smith, Cochrane.

German—Senior Year—Class I, None. Class II, Rogers. Class III, None. Middle Year—Class I, Boulden. Class II, None. Class III, None. Junior Year—Class I, Foster. Class II, None. Class III, Skaife, Robertson, W. F.

The Ven. Archdeacon Leach then delivered an eloquent and appropriate address to the graduates in arts.

The valedictory on behalf of the graduates in applied science, was delivered by Mr. Sproule, after which Professor Girdwood addressed the graduating class in that department.

Principal Dawson reported on the past session as follows :—

The number of students has been greater than in any previous session, having been about four hundred in all. Of those the unusually large number of 163 belong to the Faculty of Arts and its department of Applied Science. The total number of degrees given in the past session is fifty-nine, and these, in so far as primary degrees are concerned, he equally distributed among the three Faculties. Morrin sends us one candidate for B. A., who has taken a creditable place in the examination ; and but for unforeseen accidents, it would have had some men in the intermediate as well. Though our graduating class is large, it may be safely affirmed that no previous class has excelled it in merit. It is of interest to observe here that of our thirteen Bachelors of Arts, no less than six are theological students preparing for the sacred ministry in three of the theological schools established in this city. It is also a matter for congratulation that we are standing out an equal number of thoroughly prepared men into the profession of civil engineering.

The lamented illness of Dr. De Sola has deprived us of his services in the past session ; but we have been fortunate in securing the aid of Mr. Duff, under whose care we feel satisfied the classes in Hebrew have made excellent progress, and there is the best reason to hope that Dr. De Sola may be able to resume his work next session. In the Department of Applied Science we have to regret the departure of Prof. Armstrong to another sphere of usefulness in England. Mr. Ernest A. Harris, Civil Engineer, has, however, by request of the Board of Governors, most efficiently conducted the classes for the present session, and next session the chair will be filled by Prof. Henry T. Bovey, M. A., a twelfth wrangler of Cambridge and an engineer of some experience on public works in England. Prof. Bovey spends the present summer on the continent of Europe, where he will give special attention to the working of the great engineering schools of France, Switzerland and Germany. The Science School has also been strengthened by the appointment of Mr. C. H. McLeod, B.A. App. Sc., as lecturer in Surveying and Drawing, and by that of Mr. A. Duff, M. A., as Lecturer in Mathematics, as well as by the gift of a magnificent series of mining models, procured in Germany through the liberality of a lady of this city, and which you may see temporarily displayed in one of the rooms of the Museum. We only ask now for a large number of young men, properly trained in the preparatory schools, in order to make our school of engineering, mining and practical chemistry, one of the most important on this continent. It is proper also to remark that our department of applied Science, in addition to its purely professional aspects, offers a kind of education most valuable to all classes of men, whether intending to be engineers or not. In proof of this I may state that several of our Bachelors of Applied Science occupy important educational positions, and that one of them is this year the successful competitor for one of the medals in history offered by His Excellency the Governor-General.

Our library has in the past session risen from about 11,000 volumes to over 15,000, this large increase being mainly due to the bequest of the late Frederick Griffin, Q.C., of this city ; by which we receive about 2,500 volumes of valuable books, and to the donations of Peter Redpath, Esq., and the McGill College book club.

The Graduates' Society has in the past sessions initiated a most important enterprise, in a subscription for a library fund. A considerable sum has been already subscribed, and I trust that this effort may not only be fully successful for the object intended, but may lead to still farther action on the part of our graduates in similar directions.

We are indeed likely very soon to labor under serious difficulty as

to space wherein to bestow our books, apparatus and specimens, and may have to ask for aid in this behalf.

While we have much reason to be grateful for the success of the past session, I would not have our friends suppose that we regard our educational appliances as perfect. On the contrary, it would be easy to point out several directions in which we should be prepared very soon to offer greater facilities to our students; and our friends should bear in mind that in our peculiar circumstances we are largely dependent on their liberality for the continuance and extension of our work.

The Hon. Chancellor Day then addressed the assembly, after which the proceedings were closed with prayer by Dr. Wilkes.

At a meeting of convocation, held previous to the public meeting, the following graduates were elected to represent the several faculties:—Medecine, Drs. Reddy and Hingston; Law, Messrs. McLaren and Holton; Arts, Messrs. Ramsay and Dougall.

In the evening the newly organized Graduates' Society held its first annual dinner at the City Club, Dr. Ress in the chair. About forty members were present, Vice-Chancellor Day, Judge Dunkin and Principal Dawson being among the guests. After a pleasant evening, which gave fair promise that the scheme of an annual dinner would be a success, the company broke up shortly after 12 o'clock.

POETRY.

Not Long.

Tis hard sometimes to be patient,
To suffer and still be strong,
To sing, when the old life's shadows stay
Hope's beautiful morning song,
E'en though an angel whisper us
Not long poor soul ! not long !

Not long till the cloud be rifted,
Till the shadows pass away ;
Not long till the sun shall shine again
Of a happier brighter day ;
Till the arm be rendered powerless
Now lifted but to slay.

Tis hard for us all to carry,
While journeying up and down
Life's hill and vales, the heavy cross
Who rather would wear the crown ;
To look for the smiles of a grateful world
And get but its thankless frown.

Let us take up the angel's whisper,
Let us echo the heavenly song,
Though our cup of joy and peace and love
Be mingled with ill and wrong :
Soon shall we know as we are known,
Not long, poor soul ! not long.

A. M.
Teacher.

OFFICIAL NOTICES.



Department of Public Instruction.

NOTICE.

Notice is hereby given that the first meeting of the examiners appointed by the catholic committee of the Council of Public Instruction, to examine candidates for the office of school ins-

pector, will be held at Quebec, in the Laval Normal School rooms, on the fourteenth day of the month of August next, at nine o'clock in the forenoon. Parties desirous of undergoing this examination must send to the undersigned, between now and the 4th of August next, a petition and the sum of six dollars, and all the documents required by the regulations of the said committee passed at its sitting on the 25th of May last. There are vacancies in the inspection districts of P. Hubert, esquire, resigned, and of the late M. Caron, esquire, deceased.

GEDRON QUIMET,
Superintendent.

Quebec, 10th June, 1877.

SCHOOL COMMISSIONERS.

His Excellency the LIEUTENANT GOVERNOR has been pleased by order in council, of the 2nd May instant (1877), and in virtue of the powers conferred upon him by 48th and 136th clauses of chapter 15 of the Consolidated Statutes of Lower Canada, to make the following appointments of school commissioners, to wit :

County of Ottawa, Saint Joseph de Wakefield.—MM. P. O'Farrell, Thomas Daly, Patrick McGorey, Patrick Kelfoyle and William Dolan, seeing that there is no board of school commissioners in existence.

By an order in council, of the 4th May instant (1877.)

County of Laval, Côte Saint Antoine, (parish Sainte Dorothée.) Messrs. Grégoire Gravel, Magloire Ethier, Félix Lacroix and Joachim Bigras, all of the said municipality, to act jointly with Mr. Joseph Taillefer, who appears to have been elected in July last, (1876.)

By an order in council, of the 1st of June instant, (1877.)

Chicoutimi, county of Chicoutimi.—Ovide Bossé, esquire, *vice* the Revd. Mr. Dominique Racine, resigned.

Montreal Polytechnical School.—Louis Gustave Martin, esq., surveyor and member of the Legislature, Joseph A. U. Beau dry, esquire, surveyor, and Louis Lesage, esquire, all three of Montreal. (Pursuant to the 46th section, of the 40th Vict., chap 22.)

By an order in council, of the 12th of June instant, (1877.)

County of Bagot, Saint-Simon.—Mr. Pierre Lacroix, *vice* Mr. Joseph Dupuis, who has definitively left the municipality, and not been replaced by any election.

ERECTION OF SCHOOL MUNICIPALITY

His Excellency the LIEUTENANT GOVERNOR has been pleased by order in council, dated the 1st of June instant, (1877.) and in virtue of the powers conferred on him by the 30th clauses of chap. 15 of the Consolidated Statutes of Lower-Canada; to divide the school municipality of Saint Romuald de Farnham, in the county of Missisquoi, into two distinct school municipalities, one of which will be designated as follows, to wit: "School Municipality of Saint Romuald de Farnham," and will comprise lots Nos. thirty nine, forty, forty one, forty two, forty three, forty four, forty five, forty six, forty seven, forty eight and forty nine, of the fourth and fifth ranges of the township of West Farnham; lots numbers thirty nine, forty, forty one and forty two of the sixth range of the said township, and the quarter of lot number forty two of the third range of the said township; bounded on one side by lot number forty one of the said third range, on the other side by the fourth range the said quarter of lot number forty two of the said third range belonging to Mr. St. Germain. And the other to be known as the "Municipality of West Farnham," shall comprise the whole township of West Farnham, except the part which forms the school municipality of "St. Romuald de Farnham," and that portion which is annexed to the school municipality of East Farnham.

By an order in council, dated the 8th of June instant, (1877.)

County of Missisquoi, Village of Dunham.—To separate the village of the municipality of Dunham, and erect it into a distinct school municipality, such as it is already erected for rural purposes, including the west half of lots numbers ten,

eleven and twelve of the sixth range of the township of Dunham, and ten, eleven and twelve of the seventh range.

County of Hochelaga, Delisle Village—To substitute for the name of this municipality that of Sainte Cunegonde, which it bears for religious and civil purposes.

MEMBERS OF BOARD OF EXAMINERS.

His Excellency the LIEUTENANT GOVERNOR has been pleased by order in council, dated the 12 of June instant, (1877), and in virtue of the powers conferred on him by the 104th clause of chapter 15 of the Consolidated Statutes of Lower Canada.

1. To divide into two sections the board of examiners established at Sherbrooke, for the purpose of conferring degrees on candidates for primary school certificates, and to erect a distinct catholic board, made up of the following members, viz: the Reverend Elie Dufresne, V. G., and the Rev. Pierre Girard, George Etienne Rioux, esquire, Azarie Archambault, esquire, the Revd. Frederick P. Dignan, Frederic Paré, esquire, and Edmond Panneton, esquire.

2. To appoint the Reverend Messrs. Chrysostôme Blanchard and Joseph Israël Courtemanche, members of the catholic board, of Bedford, *vice* the Revd. Messrs. Joseph Jodoin and V. François Zéphirin Mondor, resigned

3. To appoint François Régis Gosselin, esquire, a member of the Chicoutimi board of examiners, *vice* Mr. Meron Tremblay, resigned.

Copy of the report of a committee of the Executive Council, dated the 25th of April, 1877, approved by the Lieutenant-Governor, on the 2nd of May, 1877.

Upon the letter of the Honorable the Superintendent of Public Instruction of the 21st April, 1877.

The Honorable Attorney General, in a report dated the twenty fifth day of April instant, (1877), exposes that by the Act 32nd Victoria, chap. 8, the Lieutenant Governor may, by order in council, confer upon any board, body or person, the power of summoning before them any party or witness, and of requiring them to give evidence on oath, &c., in any investigation which they may require to make.

The Honorable Attorney General recommends accordingly that the power given by the said act be conferred by the Lieutenant Governor in Council upon the following persons, namely:

The Honorable Gédéon Ouimet, Superintendent of Public Instruction.

Louis Giard, Esquire, Secretary of the Board of Public Instruction

Henry Hopper Miles, Esquire, Assistant Secretary of the Board of Public Instruction.

Upon all the school inspectors, namely:

J. B. F. Painchaud,	esquire, Magdalen Islands.
Ludger Lucier,	do Carlton.
Thomas Tremblay,	do Grande Rivière.
George Tanguay,	do St Gervais.
Edouard Savard,	do Chicoutimi.
S. Boivin,	do Baie St. Paul.
William Thompson,	do Leeds.
Ed. Carrier,	do Levis.
P. F. Béland,	do Ste. Julie.
J. Crépault,	do St. Valier.
F. E. Juneau,	do Quebec.
Revd. M. M. Fothergill,	do do
W. J. Alexander,	do Roxton.
L. M. Laplante,	do St. Grégoire.
H. Hubbard,	do Sherbrooke.
M. Stenson,	do Wotton.
F. A. McLaughlin,	do Sweetsburg.
F. N. A. Archambault,	do Varennes.
J. B. Delage,	do St. Césaire.
F. C. Emberson,	do Montreal.
M. Caron,	do St. Jean.
F. S. McMahon,	do Ste. Rose.
A. D. Dorval,	do L'Assomption.
L. Grondin,	do Laprairie.
A. Pilon,	do St. Vincent de Paul.
Bolton McGrath,	do Aylmer.
A. Gay,	do Wakefield.

D. Bégin, esquire, Rimouski.
A. Fontaine, do Joliette.
Revd. W. F. Lyster, Cape Cove.
Joseph Prémont, do Ste. Famille.

The committee concur in the foregoing report, and submit it for the Lieutenant Governor's approval.

Certified,

(Signed), FELIX FORTIER,
Clerk Ex. Council.

BOARD OF EXAMINERS.

CHARLEVOIX AND SAGUENAY (Catholic).

ELEMENTARY SCHOOL, 1st class (F): Misses: Marie Boily, Marie Belzima Bergeron, Amélia Harvey, Sophie Lavoie, Luce Perron, Valère Simard, Julie Tremblay, Mathilda Tremblay, Pétronille Tremblay, Adélaïde Verreault; (F and E): Mathilda Boily, Adeline Guillemette and Julie Tremblay.

Baie St. Paul, 4th May 1877.

Chs. BOIVIN, Secretary.

STANSTEAD (Protestant).

ELEMENTARY SCHOOL, 1st class (E): Misses Rosa A. Taylor, Nellie M. Sanborn, Lavinia Sargent, Elva A. Taylor, Sarah McGowan, Ella Blaylock, Minnie D. Ingalls, Effie Bartlett, Ida Magoon, Annie Brevoort, Alice M. Parkins and Carrie A. Whitcher.

ELEMENTARY SCHOOL, 2nd class (E): Messrs. William Brock, Andrew W. Saubour, Edgar Austin and Misses Idella Austin, Jane Clarke, Currie E. Cushing, Jennie E. May, Laura A. Woodward, Lydia Woodward and Maggie O'Brien

Stanstead, 6th February 1877.

C. A. RICHARDSON, Secretary.

SHERBROOKE.

MODEL SCHOOL, 1st class (F and E): Misses Eugénie Boisvert, Elizabeth Olivier and Louisa Read.

MODEL SCHOOL, 2nd class (E): Miss Mary R. Sutherland.

ELEMENTARY SCHOOL, 1st class (F and E): Misses Ozimi Savallier, Clara M. Pion; (F): Ozima Lavallée, Acce Côté; (E): Alice M. Constable, Alice W. Cowling, Sarah Demers, Minnie DeRochers, Alma M. Hodge, Sarah M. Hogan, Ella C. Hughes, Margaret Leonard, Marion Lebourveau, Emma J. Rogers and M. Horace Ward; (F): M. Paul Allaire.

ELEMENTARY SCHOOL, 2nd class (E): Misses Margaret E. Baylez, Marion A. Comeran, Julia S. Constable, Louisa M. Elliot, Annie E. Moore, Rose McNallie, Hattie E. Osgord, Jane Varney, and M. William Hovez.

Sherbrooke, 1st May 1877.

H. HUBBARD, Secretary.

BONAVENTURE (Catholic).

ELEMENTARY SCHOOL, 1st class (E): Misses Christian-Adèle Pritchard; (F): Marie Philomène Bernard.

Carleton, 4th May 1877.

P. J. RUEL, Asst.-Secretary.

ST. HYACINTHE (Catholic).

MODEL SCHOOL, 1st class (F): Mr. F. X. Gareau.

ELEMENTARY SCHOOL, 1st class (F): Misses Mélina Laflamme, Dorila Chicoine, Malvina Robert, Marie Ida Cusson, Anathalie Lemonde, Adélina Roy, Azilda St. Onge, Zénaïde Dion, Mérée Trudeau and Eugénie Berthiaume.

ELEMENTARY SCHOOL, 2nd class (F): Misses Céline Brodeur, Rosalie Désautels, Lovina Dupaul and Regina Têtu.

St. Hyacinthe, 1st May 1877.

NOË GERVAIS, Secretary

WATERLOO AND SWEETSBURG (Protestant).

ELEMENTARY SCHOOL, 1st class (E): Misses Ellen L. Blunt, Mary J. Craig, Clara S. Gibson, Mary J. Hall, Annie G. McIntosh, Katie McAdam, Emeroy Scofield, Edna Saxby, Myra D. Savage, Sarah Savage, Mary C. Smith, Tilla Squire, Paulina Tracy, Mary J. Watson, Minnie Wallace, Helen Wilbur, Beatrice Wetherbee; Messrs. Clarence Allen, Aaron L. Gilman, John McCrum, Lydia Ruyter, Milo Schoolcraft, Carlton Sanborn, and (F): Louis Decelles.

ELEMENTARY SCHOOL, 2nd class (A): Misses Mary Ann

Armstrong, Ellen Barry, Mary C. Cutter, Leonora M. Cook, Jennie E. Draper, Ella J. Earle, Nancy E. Hunt, Susan Mooney, Nettie L. Morgan, Elsie A. Miller, Cora C. Sweet, Martha J. Stone, Tamer Taylor, Bithra A. Wood, and Messrs. Merit B. Longeway, Water B. Neel and Francis Taylor.

Adamsville, Co. Brome, 5th May 1877.

WM. GIBSON, Secretary.

THREE RIVERS (Catholic).

MODEL SCHOOL, 1st class (F) : Misses Marie Louise Bergeron, Claire Bélanger, Emélie Brassard, Georgiana Descoteau, Désirée Dubuc, Marie Louise Lanouette, Joséphine Lenneville, M. A. H. R. Thibodeau.

MODEL SCHOOL, 2nd class (F) : Misses Sophie Côté ; (E) : Emélie Brassard, Désirée Dubuc, Marie Louise Lanouette, Joséphine Lanneville and (F & E) : Marie Cormier.

ELEMENTARY SCHOOL, 1st class (F) : Misses Marie Edile Brassard, Eugénie Béliveau, Marie Beaubien, Julie Elzire Bergeron, Marie Méthilde Caron, Marie Léocadie Cyr, Hélène Champagne, Alvina Camirand, Elizabeth Dugré, Marie Doucet, Elmire Désilets, M. Delphine Doucette, Liza Duplessis, Rose Anne Ducharme, Appoline Désilets, Agnès Falardeau, Adèle Girard, Elmire Houle, Amandine Lacerte, Marie Lauzon, Aurélie Lefebvre, Azilda Lacerte, M. Elizabeth Levasseur, Virginie Levasseur, Flavie Lanneville, Léonille Montambault, Victorine Morrisette, Catherine Nadeau, Appoline Provencher, Ludivine Piché, Elise Octavie Pratte, Olivine Paquin, Arthémise Proteau, Marie Robidas, Marie Alida Richer, Virginie Richard, Virginie René, Louise Angèle Saucier, Alphonsine St. Germain, Eliza Senneville, Léocadie Trottier, Joséphine Tisdelle, Marie Alvina Tourigny, Elodie Véronneau, Delia Vincent, Marie Louise Winer and (E) : Bessie C. Godwin.

ELEMENTARY SCHOOL, 2nd class (F) : Misses Clarisse Daigle, Camille Dostaler, Hosanna Lefebvre, Victoria Nobert.

Three Rivers, 1st May 1877.

EPHREM DUFRESNE, Secretary.

DRUMMOND, RICHMOND AND WOLFE (Catholic).

ELEMENTARY SCHOOL, 1st class (F) : Misses Louise Blais ; (E) : Susan Bonner, Hannah Crow, Mary N. J. Farley and Annie Gleeson.

ELEMENTARY SCHOOL, 2nd class (F) : Misses Mary Ann Desmange, Agnès Levasseur, Hélène L'Ainé, Marie Lemire, Georgina Plamondon, Marie O. Rouleau ; (A) : Louise Blais and Sarah Jane Simmons.

Danville, 1st May 1877.

F. A. BRIEN, Secretary.

MONTREAL (Catholic).

MODEL SCHOOL, 1st class (F) Mr. Zotique Leduc et Miss Rose Robidoux.

ELEMENTARY SCHOOL, 1st class (F) : Miss J. Emma Allard, Joséphine Allard, Marie Louise Allard, Célanire Archambault, Desanges Beaugrand, Clotilde Beaudry, Clara Bélanger, Ernestine Bergeron, Demitilde Boisclair, Elizabeth Boisselle, Evelina Cadieux, Zéphirine Chaillé ou Chagner, Angéline Clermont, Marie Cloutier, Améline Croisette, Victoria Daigne, Ida Dame, Odile Desautels, Jeanne Deveau, Améline Dudemaine, Virginie Gauthier, Malvina Giroux, Anatolie Gougeon, Angéline Guenette, M. Délina Guertin, Elisa Hébert, Georgina Hébert, Béla Hébert, Elizabeth Houlahan, Virginie Laffèche, M. Rose Laplante, Rachel Laporte, Marie Louise Lavallée, Odile Latour, Marie Lebrun, Mathilde Lyard, Elisa Massé, Marie Anne Neveu, Elizabeth Picotte, Adeline Poudrette, Félicité Rail ou Rhéel, Georgina Roy, Elisa Roy, Elisa Shephard, Cordélie Simard, Rose Soussisse, Marie Vaillancourt, Perpétue Verden, Alphonsine Vigneau, Azilda Vigneau, Salomé Vincent and M.M. Grégoire Grimaldi, Hubert Duteau ; (F & A) : Misses Rose Alphonsine Lalonde, Mary McGrail ; (E) : Maria Callum, Mary Lyons, Catherine McCaffrey, Margaret Pierce.

ELEMENTARY SCHOOL, 2nd class (F) : Misses Théodora Beaupré, Sophie Beauchamp, Malvina Bédard, Délina Beausoleil, Olivine Benoit, Astarbée Baucher, Cécile D'aoust, Elmire D'aoust, Rose Anna Hébert, Fabiana Ladouceur, Rose Anna Lacasse, Asilda Lafleur, Alix Larche, Mélanie Lavoie, Hermine Moisan, Euphrasie Morache, Lumina Poitras, Délina Rodrigue, Joséphine Sabourin, Malvina Vincent and M. François Xavier Séguin ; (E) : Miss Margaret Pierce.

Montreal, 1st, 2nd and 3rd May 1877.

F. X. VALADE, Secretary.

AYLMER.

ELEMENTARY SCHOOL, 1st class (F) : Misses Mary Noël de Tilly ; (E) : Harriet Gilmour, Nellie Roberts and M. William Marshall.

ELEMENTARY SCHOOL, 2nd class (F) : Misses Clarisse Sabourin ; (E) : Asinath Rollins, and M.M. John Daly, Joseph Fulford, Thomas Nixon and James Waddle.

Aylmer, P. Q., 1st May 1877.

JOHN WOODS, Secretary.

SCHOOL TRUSTEES.

County of Hoche'aga, Côtes des Neiges. - Mr. William Douglass Smith, vice M. Etienne Alexander Smith, left limits.

THE JOURNAL OF EDUCATION.

QUEBEC, MAY AND JUNE, 1877.

We are obliged, owing to so much of our space being occupied by official matter, to defer the insertion of several articles furnished by contributors, which, for the same reason, have been some time in hand, and, more especially, those on "The Time Globe" and "Phonography." These will appear in our next issue.

Circular to the Inspectors of Schools.

GENTLEMEN,

I have dispatched to your address our Laws respecting Public Instruction, and copies of a circular, addressed to the Commissioners and Trustees of Schools, dated the 10th of March 1877.

I request you to study that circular with the greatest attention. In it I have given counsel to the Commissioners and Trustees on several subjects and I have explained to them the importance of their functions ; but, how can I feel assured that they will comprehend my representations, and follow my instructions, without your intervention ? Your special mission is not only to exercise surveillance over the working of the School system, but also, on certain occasions, to initiate its operation, to impart to it the first necessary impulse, to put in action the main-spring that shall determine the regular and harmonious movement of all the machinery—in a word, you are the requisite active agents of the directing authorities, that is to say, of the Council and the Superintendent of Public Instruction.

The law lately enacted by the Legislature of Quebec authorizes important measures, and I invite your co-operation in accomplishing their objects. Public Instruction in this Province will enter upon a new era if you exert yourselves with courage in bringing about the proposed reforms.

The above few lines will sufficiently explain to you the sentiments which animate me in transmitting to you this Circular.

I.

If the school laws had not undergone important modifications, it would be enough for me to ask you to read over, for your guidance, the instructions which my respected predecessors occasionally addressed to you ; but my duty is to follow the example given me by them, and to clearly define to you your duties, according as the system of public instruction, whose groundwork they have laid, gradually develops itself.

Would to God that all their counsels had been followed! I notice in one of Dr. Meilleur's circulars, dated the 20th September 1851, the following passages:

"The School Inspectors, according to the true intent of the Law will visit all the schools in operation in the School Municipalities comprised within the limits of their respective jurisdictions, will make themselves acquainted with the state of Primary Education, and report thereon in a manner as clear and precise as possible to the Superintendent of Education.

1. To this end, the School Inspectors, named by virtue of the afore-said Act, will carefully ascertain the number of Schools held under the control of the education laws, the number of children attending them, the morality and literary qualifications of the Teachers in charge of these Schools, specifying those who have passed and examination before one of the Boards of Examiners, and those who have not yet passed this examination; specifying the Schools which are kept by men, and those which are kept by women, married or single, specifying also the age, and the degree of instruction of the Teachers, and the kinds of Schools which they keep.

2. The Inspectors will classify the Schools they visit, according to their kind, the Teachers according to their qualifications, and the kind of Schools kept by them, and the children frequenting such Schools, according to their age and proficiency.

3. The Inspectors will also specify, whether the Schools are held under the control of the School Commissioners, or under that of the Dissenting Trustees.

4. The Inspectors will specify also the branches of instruction taught in each kind of School, the books which are in use, and the method of instruction followed;

5. The Inspectors will also inquire into the number of independent Schools, and, as far as they able, furnish an account of them in the manner above prescribed relative to Schools held under control.

6. In order to place the Department of Public Instruction in a condition to render a general statement of the education of the country, the Inspectors will endeavour to obtain simultaneously all possible information respecting the different institutions which are not subject to the law of Primary Schools. I hope that the persons who have the direction of those Institutions will cheerfully lend themselves to the desire I entertain on this head to respond to the expectation of the friends of education, by giving Inspectors the details necessary to this end.

7. The Inspectors will ascertain the number of School Districts in each School Municipality, the number of children who reside in them, and who are of age to attend these schools.

8. The Inspectors will also ascertain the manner in which the School Moneys have been divided between the School Districts, and how expended.

9. The Inspectors will in all cases examine the engagement and the Daily Journal of every Teacher, and the interior arrangement of the School house, and will name that which best secures the comfort and health of the children.

10. The Inspectors will examine the Assessment Roll for the Schools in each School Municipality,—the School Funds, both local and legislative, placed at the disposal of the School Secretary Treasurers,—their Account Book,—their Debts, and the Engagements which they have made with the School Commissioners, as well as the amount, and Deed of Fidelity.

11. The Inspectors will ascertain the amount of active and passive Debts of the Commissioners of Schools, and of the means they have at their disposal to acquit the one and call in the other.

12. The Inspectors will specify if the Debts contracted by the Commissioners are due for the salary of Teachers, for the building of school houses, or for any other object in the interest of education.

13. The Inspectors will visit all the School houses built under the control of the Commissioners of Schools, or of the Dissenting Trustees, as well as the lands upon which they are situated; they will specify those lands which are susceptible of Horticulture, and will give their advice as to the best means of improving their condition so as to render them as salubrious, agreeable and profitable as possible.

14. To obtain this, the Inspectors will recommend order and cleanliness throughout, and the planting of fruit and forest trees as far as the nature and extent of the lands will permit.

15. The Inspectors will indicate also what buildings should be erected upon the School lands for the benefit of the morals

of the children attending them, and for domestic comfort.

16. The Inspectors will examine into the causes, if there be any, which have fettered or obstructed the working of the Educational laws, indicating whether they have sprung from the negligence or the incapacity of the School Commissioners to fulfill the duties which devolve upon them, or from the opposition offered to the Law, stating also the cause of this opposition, and the best mode to remove for the future these causes or this opposition.

17. The Inspectors must use the greatest circumspection in the discharge of their various duties, and, especially, in cases where they are called upon to decide disputes between the School Commissioners and the Secretary-Treasurers, between the School Commissioners and the Teachers, and, above all, between the School Commissioners and the Contributors; the must be guided only by principles of the strictest equity, and, whenever it is possible, consult the wishes of the majority in the well understood interests of education. It would be advisable for them also to consult the local Visitors of the Schools, and thus to form with them a species of tribunal of arbitration.

18. The various duties of the School Inspectors are of a very delicate and important nature, and, if they are faithfully performed, much good must result from them. Besides the statistical information required from the Inspectors, it is expected that they will do their utmost to render the Law popular, in endeavouring to show the people the great advantages the cannot fail to derive from it. They will use every occasion to dispel the prejudices which yet exist in certain parts of the country against the School Law.

19. The most important part of the work of the Inspector will be to convince the School Commissioners, that the Contract Schools which have been established in some of the School Municipalities, cause great loss of time to the children who frequent them, and the waste of the money which the Government and parents pay to maintain them, for the children can make no progress in such Schools. Nothing, moreover, contributes so much to keep up the prejudices of Contributors against the School Law. Our children, the say, have been to School for two or three years, and yet they can neither read nor write, nor do accurately the simplest sum. The parents conclude correctly that they have paid all their money for nothing, and throw upon the Law all the blame which ought to fall upon the School Commissioners who have not known how to administer it properly.

20. The Inspectors then must insist with the School Commissioners, that they establish good Schools in all the districts, and endeavour to prove to them that a Teacher not fully qualified is always dearly paid, while they cannot make too great efforts and sacrifices to remunerate sufficiently good Teachers, for the progress of the children more than compensates for the difference of salary of these Teachers.

21. The Inspectors will endeavour to see that as much uniformity as possible be shewn in the method of teaching and in the choice of books, and, among other methods of imparting instruction, will recommend the use in the Schools of the black board and of maps and globes.

22. As Public Libraries are one of the best means of spreading popular instruction, it will be the duty of the Inspectors to recommend their establishment every where, upon as broad and advantageous a plan as possible.

23. The Inspectors must not fail to make known the importance of maintaining a Model School in all places where the population is large enough to require such a School, and where the subscribers are able to defray the expenses of it."

Is it possible, gentlemen, to peruse again the foregoing instructions without pain to the feelings? They were drawn up in 1851—more than a quarter of a century since—and we have not yet succeeded in securing objects which they insist on! The sanitary requirements of school houses; who, in the country parts, troubles himself about them? The "cheap contract school houses," are they not still those which are most in vogue? Doubtless, your mission is chiefly to "make the law popular," that is to say, to spread among the people sound ideas in respect of Public Instruction. Doubtless, you are bound to oversee carefully the internal organization of schools, to extol good methods, good books, good equipments and applian-

ees, in a word, to discharge your duties with the special aptitude of schoolmasters. But I ask you, what results could you expect to proceed from your labours if you have to deal with people who will not allow you, for the practical accomplishment of your views, any other teachers than those who can be supplied at the cheapest rate by contract? The entire school system depends for success on the spirit by which the rate payers are animated. In the past 25 years much progress has been made; but if much greater has not been attained the fault is theirs. They have always desired to be sparing, to economize, in the matter of their schools, which, to sum up, is simply a ruinous parsimony. Make the rate-payers comprehend that money laid out on education is capital judiciously invested, and then the School-Commissioners will no longer be afraid to vote the sums necessary for the perfect organization of the schools. I do not pretend that you ought to set about propagating your views from door to door; I merely desire to say to you in terms sufficiently strong that the greatest good you can accomplish in your position, is to reform current ideas. In proportion as our population becomes right-minded our system may be made to approach perfection.

In order to diffuse your views amongst the people you should not, in the course of your tours of inspection, omit to avail yourselves of opportunities of communication with the principal inhabitants of each parish or municipality—the ministers of religion, physicians, notaries and merchants. I would recommend you particularly to pay special visits to the ministers of religion. In these you will recognize men of noble spirit, good-hearted, and patriotic; they will know how to appreciate your aims and they will accord to you their support with the zeal that is peculiar to them. Religion and instruction are sisters; they afford to each other mutual support. Likewise, in our country, the ministers of religion, of all denominations, are always friends of education. Do not hesitate to demand of them to become, amongst the people, the advocates of wise and progressive measures, approved, as they are aware, by the Council of Public Instruction—a venerable and learned body in which every church is represented. They will enter into your views, and you may expect much benefit from their support, as the people know by experience the value of their counsels and love to follow these. In short, plead the cause of education with the principal inhabitants and you will soon prevail with the majority of the people.

One secures no advantages in this world without trouble; this is a commonly known truth. The experience of past years is honorable to the country and to those whose mission it has been to instruct the people. All that has been possible, has not, it is true, been accomplished. But, as to this bitter reflection concerning time and opportunities lost, is it not one which each one of us may cast upon himself, as, in a measure, applicable in every stage of life? Let us congratulate ourselves on progress already realized, and prosecute our task.

II.

On perusing the proceedings of the Council of Public Instruction, as well as my last report, and my last circular, you will observe that the authorities lay much stress upon the classification of schools in accordance with the nature of the instruction given in them. You are already aware of the programme of studies sanctioned by the Council at its meeting of October 16th 1873. It is as follows:

—	ELEMENTARY SCHOOLS	
	1st class	2nd class.
Reading.....	1° Spelling from book and by heart. 2° Free Reading.	1° Spelling from book and by heart. 2° Free Reading. 3° Explanation of Reading Lesson.
Writing.....		
Grammar.....	Dictation.	1° El. ments. 2° Parsing. 3. Dictation.
Mathematics..	1° Numeration. 2° Primary Rules. 3o. Mental arithmetic.	1° Numeration. 2° Primary Rules. 3° Compound Rules. 4° Mental arithmetic.
Book-keeping....		Single entry.
Geography.....		1° Preliminary notions. 2° Abridgement of the five divisions of the world. 3° Details of the map of Canada.
History	Abridgement of Sacred History.	1° Sacred History. 2° Abridgement of History of Canada.
Misallaneous..	Object lessons.	1° Object lessons. 2° Elementary notions of Agriculture.
Literature		Epistolary Composition.
—	MODEL SCHOOLS	
		ACADEMIES.
Reading.....	1° Reading aloud. 2° Reading with meanings. 3° Exercises in declamation. 4° Read. fr. manuscript.	1° Reading aloud—Elocution. 2° Reading with meanings. 3° Declamation.
Writing.....		
Grammar.....	1° Syntax. 2° Grammatical analysis 3° Logical analysis. 4° Dictation.	1° Grammar Reviewed. 2° Grammatical Analysis. 3° Logical Analysis. 4° Dictation.
Mathematics..	1° Proportion. 2° Commercial Rules. 3° Mental arithmetic.	1° Progressions. 2° Logarithms. 3° Algebra. 4° Mensuration. 5° Linear Drawing.
Book-keeping....	Double entry.	By double entry.
Geography.....	1° Detail of the five divisions of the world. 2° Terrestrial Globe.	1° Geography reviewed, 2° Terrestrial Globe. 3° Celestial Globe.
History	1° History of Canada in detail.	1. Revision of History of Canada. 2° " of France. 3° " of England. 4° " of the U.-States.
Miscellaneous..	1° Object Lessons. 2° More advanced notions of Agriculture.	1° Elements of Physics. 2° Agricultural Chemistry. 3° Elements of Architecture.
Literature.....	Art of letter writing. Composition, &c.	Style. Figures of Speech. Narration. Descriptions, &c. Study of Latin (Optional.)

I would bring to your recollection, in passing, that the last enactment (40 Vict., ch. 22, art. 32) adds to this Programme the teaching of Drawing "in all the Schools".

I depend on you to cause this programme to be followed to the letter, and I should consider it a grave infringement of your duty if, owing to misplaced kindness, you should make to me a favourable report of any School in which all the branches, according to its class, are not taught. I wish to learn, from your reports, the truth and nothing more or less. You have no occasion to study to please any one, in this respect, and should be strict in all cases. Establish a knowledge of the facts, whatever these may be. If extenuating circumstances exist, it is for the Council and for me to judge concerning them. I do not insist further on this point because you will comprehend the inutility of having a large number of schools of inferior quality; a School does not derive its efficiency from its name, but from the quality of its instruction, and in this instance, above all, it is true that "the flag does not cover the merchandise". In short, for example, I do not so much desire to know the number of Schools styled "Model Schools" as of those which furnish, efficiently, instruction in the branches prescribed for Model Schools by the official programme.

You should not fail to transmit to me the names of the male and female teachers who keep the best schools, conformably to the programme. Their zeal will be worthily recognized by the authorities.

III.

There is much room for reform in the material organization of our schools, and this is one of the objects which most merit your attention.

The school-house, its dependencies and equipments, are, to the School itself, what the body is to the mind. Doubtless, it happens occasionally that one meets with a well-conducted School in a miserable locality; but this is an exception.

1. *Of the site.*

The ground chosen for a school building ought to be dry, well aired, and furnished with good water; in the country, it should be, as far as possible, in an elevated situation, detached, and, in a town, separated from the nearest dwellings. It should be so situated that the noise from without cannot affect the order and quiet of the interior of the school. The approaches ought to be unobstructed, and without danger to the health or morals of the scholars. The site should be free from the influence of miasma, and at least 500 feet distant from any cemetery.

2. *Of the extent of Site and Buildings.*

The extent of a School site should correspond with its objects. The School population may be computed, approximately, at 20 per cent of that of the district, and it will be well to make allowance for probable future increase. The play ground should have at least five times the area of the School house. There should be separate entrances for the pupils of both sexes, and, in the country, a garden of at least half an acre, as near as convenient to the buildings.

3. *Plan of Construction.*

School houses should be of plain appearance without

being altogether divested of architectural style. The apartments should be on the ground floor, or in an upper story—never below the surface of the soil. Whatever can engender or attract moisture should be avoided. To this end, the outside walls should be with of the thickness of at least 1½ inches.

The floor should be of wood and double, laid upon a bed of saw dust 4 inches in depth when the object is to exclude moisture or cold; and, when the purpose is to deaden the sound of footsteps on the first floor, there should be a layer of dry earth underneath.

A wooden wainscot, 4 feet high, should be placed on the plastering, in all the School rooms, corridors and stairways. Special care should be taken in the building of the staircase. The steps should be upright, and as nearly as possible, five feet long and a foot wide and the risers seven inches high. The banister should be firmly fixed, breast high for children, and constructed so as to prevent them from striding over it, and sliding on the hand-rail, or passing through the railings. The handrail should be provided with wooden or iron buttons one foot apart. There should be a landing place at about every 15 steps. There should be no angular steps. The corridors should be at least eight feet wide.

4. *Lodgings for the Teacher.*

The quarters for the teacher should be, as far as possible, isolated from the class-rooms. When this is impossible, if they be on the same flat with the class rooms, there should be a good wall of separation, with two doors of communication, always to be kept closed during school hours. If the teacher's lodgings be on an upper floor, the stairway should be entirely separated from the class rooms. Care should be taken, if the lodgings be on the attic story, that a space between the floor and the ceiling below be closely filled with saw dust, to prevent the passage of sound.

The teachers quarters should comprise, at least, the following accommodations:

- (1) A parlour or study.
- (2) A room for preparing and taking meals.
- (3) An adjacent lavatory, with chimney and pump, if possible.
- (4) Two or three sleeping apartments.
- (5) Suitable accommodations for fire-wood and other requirements.

In the country, there will be further required, a stable and an apiary if there be room.

The size of the apartment for cooking and taking meals should be at least 60 square feet in area, and the height of all the apartments not less than 10 feet.

5. *School Rooms.*

When children of both sexes are received in the same school, the school room should be divided by a partition of sufficient height to prevent the scholars from looking over during school hours, and that the teacher may exercise an effective surveillance over all.

The size of a school room should be computed at not less than 3 feet square (that is 9 square feet of area) for each scholar, allowing for the dais; the height from floor to ceiling should be 10 feet. The room should be of rectangular form, with the corners slightly rounded. The colour of the walls should be light grey tending to blue, and that of the ceiling a dull white.

The windows should be on the side walls, and when it is impossible to have these on both sides, they should be situated on the left side of the scholars. If possible

there should be one window in the wall opposite to the platform. The glazed surface of the windows should be at least one-twentieth part of the extent of the school room.

The lower window panes should be of ground glass. The upper parts of the window sashes should be arranged so as to admit of being opened and closed at pleasure. Double windows, for winter use, should always be so constructed as to have one square opening for ventilation of the size of a pane of glass. The windows should be furnished with blinds that may be drawn up from below.

In schools where artificial light is made use of (as for evening classes,) care should be taken to attach to the illuminating appliances, smoke-pipes, communicating with a chimney for drawing off products of combustion, in such manner as to promote ventilation.

6. Heating and Ventilation.

Ventilation and heating should be combined so as to maintain in the school room a mean temperature of 60° to 65° Fahrenheit, there being a thermometer to judge by, and so as to renew, at least twice an hour, the air within the apartment.

The removal of vitiated air may be effected by means of tubes leading into a heated shaft or chimney for drawing it off; and the introduction of fresh air may be provided for, during recess, by means of the openings in the windows, and, during school hours, by means of conduits bringing in pure air to the heating apparatus, so that it may be warmed before it is diffused through the room.

The system of warming which combines the most advantages and the least defects, is, beyond all contradiction, that of hot water, which furnishes a moderate and constant heat, economizes space, and is free from the serious inconveniences arising from smoke and cinders, as well as the necessity for having wood or coal brought into the school rooms. But, as the hot water system would be too expensive for the country schools in which there are only one or two apartments, the Belgian stove, like wise styled the "*Ventilating Stove*", would be a more suitable heating apparatus for the majority of Schools. This stove has a double casing around it. Fresh air, brought in from without by a conduit leading to within the casing, becomes heated by contact with four cylinders and is diffused throughout the apartment after passing through a perforated metallic plate.

During the summer, the supply of air can be secured by means of a simple and natural method of ventilation, provided for when the building is being constructed, which consists in introducing fresh air from below through numerous orifices, each having a metallic curtain, and the expulsion of vitiated air through cornices made of perforated zinc and laid along the four borders of the ceiling.

7. Of the Yards or Courts for Exercise.

The ground for exercise should be enclosed within walls or fences 10 or 12 feet high, surmounted by a roof extending from 10 to 12 feet. These covered spaces, or open sheds, would answer for the purposes of recreation on rainy or cold days.

They, likewise, would be convenient for gymnastic exercises. The ground, beaten, raised, and, if necessary, drained, might be covered with suitable material, such as gravel or pure sand.

8. The Cloak Rooms and Lavatories.

It is proper to have, outside of the school rooms, lavatories for the children of both sexes, and well aired places for cloaks, coats, and caps, furnished with numerous pegs, and shelves or cases in which the scholars who bring their dinners to school may put their baskets. The lavatories should be provided with a sufficient number of spouts for supplying the water for ablution.

9. Privies and Urinals.

There should be one seat in the privies for every fifteen girls or twenty five boys, and one urinal for each 15 boys.

The privies should be entirely separated for the scholars of both sexes, and divided into compartments each large enough for one child. The compartments should be each about 2½ feet wide by 3½ feet deep, painted and sanded, inside and outside.

The urinals should be 2½ feet by 2 feet.

The partitions and linings should be, as in the privies, made of wood painted and sanded, and of a deep colour. The roof should be arranged so as to place the seats and urinals out of the reach of rain and snow, and ought to extend beyond the wall of the building at least three feet.

The seats should be proportioned to the ages of the children, and the doors fixed so as to leave two intervals of space—one of 12 inches at the top, and the other sufficiently large to allow the feet of the children within to remain visible from without.

The ditches of the necessities should be of the nature of cisterns to receive and prevent the flowing off of liquid matter, concave at the bottom, and having ventilating shafts rising to a height above that of the roofs of the school houses.

To render the privies inodorous recourse may be had to the use of water or of dry earth. There are facilities for the application of the water system wherever there are water works and aqueducts; but, in the country, the method of dry earth should be employed, as it offers the double advantage of rendering the privies and urinals perfectly inodorous, and of furnishing valuable material for fertilizing the soil.

10. Of Class Furniture.

All the school rooms should be provided with seats having backs accommodated as much as possible to the stature of the scholars (a).

(a) See circular of the Superintendent of Public Instruction, dated March 10th, 1877.

The platform should be raised at least 12 inches above the floor, and of the same length as the apartment by 5 feet in breadth, at the centre of the platform should be the teacher's desk or table. This should be furnished with drawers and cup-boards at the sides, provided with locks. The sizes ought to be from 4 to 4½ feet by 3 feet.

Wood of the cherry tree is preferable to all other kinds of material for making the desks and benches.

The other requisites for the equipment of school rooms consist of the following articles:

In Catholic Schools, a crucifix and framed image of the Virgin.

In every school, a ventilating stove, whenever there is not hot water apparatus; one or two cup-board book shelves, for keeping the books and school archives; black-boards with sponges and chalk; a map of a method of reading, and of writing, suspended on paste-board, or on small wooden boards;

An Arithmetical Chart or Frame ;

A chart of weights and measures, or, which is preferable, a complete set of weights and measures ;

A collection of the principal geometrical forms ;

Charts suitable for teaching by sight Sacred History, Natural History, &c.

A complete set of geographical maps, and a special map of Canada ; a pendulum ; a thermometer ; a ringing-in a bell ;

A small gong or signal instrument ;

Narrow strips of wood on each wall for suspending charts, &c. :

Two glazed frames—one for holding the time-table, the other for the school regulations, of which a printed copy should be furnished to each scholar.

A water-vessel with spout or cock, or a pail, and small drinking vessels of tin or galvanized iron.

Small collections of specimens of our woods, insects, insectivorous birds, grains, and most common plants.

The principal appliances for gymnastics are the following :

The mat, cord ladder, knotted cord, and cord without knots, the moveable and inclined leaping bar, the vertical ladder, parallel bars, oblique and horizontal ladders, leaping-horse, leaping-chair, oblique rod, &c.

IV.

It is the duty of the Inspector, at every one of his visits in a School Municipality to carefully examine the books of the Secretary-Treasurer, and those of each school. These books ought to be kept in accordance with the models furnished by the Department of Public Instruction. Those proposed in my Circular of March 10th 1877 are :

10. The Assessment Roll.

20. The Cash Book.

30. The Ledger.

See the instructions contained in the same Circular, article "accounts".

An aspirant to the Office of Inspector will be carefully examined on the subject of accounts and book-keeping.

There ought to be in each school the following records, and the Inspector should carefully examine them.

10. A register of admission, containing the names of the scholars, as in *Form A*.

20. A Journal in which record is kept of the attendance and absence of each scholar, with a summary of the average attendance to the end of each month. *See Form B*.

30. A Class Journal in which is entered daily, and before the commencement of work, all the subjects of the lessons, what is to be dictated, words to be explained, reading lessons, arithmetical questions, and explanations necessary, &c., &c. This Journal may be kept in any ordinary manuscript book.

40. A register of marks counted for or against the scholars. *See Form C*.

50. An inventory of the effects of the School.

60. A register for the names of visitors.

In well conducted schools there is also kept a register for recording the best compositions of the scholars. We should advise teachers to replace this by means of a kind of album for preserving the best specimens of the scholars' work on papers of uniform size—such as ordinary letter paper. Teachers should not forget to have, in these papers, margins of 2 inches to the left and one inch on the right, with a view to subsequent binding. The Inspector should carefully examine such album in order to select specimens worthy of being exhibited and to transmit them to the Department.

If there be a library in the school, the teacher should keep amongst his registers ; 10. A catalogue of the books ; 20. A register of those taken out and returned to the library.

The Inspector should satisfy himself whether or not the teacher keeps the statistics properly, and he should also examine the time table in each school, and the regulations relating to the scholars.

V.

It will be your duty to keep a diary of your inspections. This should not be so much the mere filling in of schedules of returns, as a life-like description of particulars, which may enable the Superintendent, as it were, to assist at each inspection.

The statistical details once noted in their place, the inspector describes and relates according to his first impressions, subsequently rectifying these—he allows his pen to run on as fast as he sees and hears, considering his notes as intended to prevent facts from escaping his memory not too enclose them with in impassable limits. He should not be afraid to enter into the minutiae of details of facts, for here no matter is indifferent. The external aspect of the schools, their approaches and dependencies, appearance of the classes, the style and attitudes of the teachers and scholars, occupations at the times of visits with reference to the time-tables—the divisions of the schools and classification of scholars, the lessons, duties, exercises, etc., all compared with the prescribed programmes ; the methods of instruction used, the order, discipline, the results of examination, both as to mere instruction and the development of all the faculties—such are some of the points which should be reported on in place of a mere note of appreciation entered in the record of the inspection. Next, should come the report of the examination of the books of the Secretary-Treasurer and some notice of the zeal which the commissioners or trustees may manifest in the discharge of their important duties.

The report thus composed, read over, and modified, as may be necessary, should be signed by the inspector and countersigned by the teacher or by one of the School Commissioners, or Trustees and then dispatched, on the same day or on the morrow, to the Superintendent of Public Instruction.

For further details of instructions, observe the following rules which are to guide you on the occasion of each visit of inspection.

On entering the school, after being presented to the teacher, the inspector inscribes, in his note book or diary, the name or number of the school, its location, its class (elementary, model, or academy), and next the following points ; 10. The time of the visit, and the work then going on in the school ; 20. The number of classes and of scholars in each ; 30. The state of the registers and school archives ; 40. The general appearance of the school.

In prosecuting the examination of the school the inspector must ascertain and note the particulars of which the following is a summary ;

1. As to the teacher.

1. The date, class and source of his diploma. 2. The date of his engagement. 3. The amount of his salary and other emoluments. 4. His method of teaching and of discipline, and the circumstances which favour or impede his success. 5. To insist on the necessity not only of recording absences from school, but of exacting the causes of absences, in such manner that the scholars

may realize that punctuality of attendance is a matter of importance. 6. To recommend a proper classification of the scholars, and the adoption of uniform text-books in each class. 7. To treat the teachers with courtesy and respect, and to abstain from any expression of censure in the presence of scholars or parents. 8. To make the teacher comprehend that while the class of beginners is the most difficult to conduct it is, nevertheless the most important, and that it is a false method, as well as too burdensome for youthful minds, to remove beginners to higher classes before they have a perfect knowledge of the fundamental elements. 9. Whether agriculture, and linear drawing, in particular, are properly taught.

2. As to the Scholars.

1. Their progress and attainments in all the branches taught. 2. Their conduct and deportment. 3. Their regularity of attendance.

3. As to buildings and equipments.

1. Their condition with reference to state of repair. 2. Heating, ventilation, &c. Whether there is space sufficient, that is to say, not less than 9 square feet of area, and 100 cubic feet of air, for each scholar. 3. The necessities and play ground. 4. Equipments, as maps, black boards, &c. 5. Text-books, whether the supply of these be adequate, and if those in use are such as are sanctioned by the Council of Public Instruction. 6. The furnishings, &c., whether these have been supplied from the Department of Public Instruction.

4. As to the Commissioners or Trustees.

1. To furnish them with all the information they may seek. 2. To explain to them the spirit and intention of the law and the advantages of its full and complete application.

Such is the outline of particulars for you to observe, but, I repeat, you must regard this as an aid to memory, or a species of list of your obligations, rather than as a restrictive programme. You have full liberty of initiative in the extensive range marked out for you in clauses 114, 115, 116 and 117 of Chapter 15, Consol. Stat. L. C., and the regulations established by the Council of Public Instruction. You will recollect that it has been decided that "each visit, for an Elementary School, must be one of at least 2 hours, and of at least 3 hours for a Model School or Academy"; and that you must forward your report without delay. You should always invite the Commissioners or Trustees and the clergymen of the locality to accompany you on your visits; but, in no case should you give previous notice to the teachers.

VI.

The creation of a *Depôt* of Books and school furnishings, in the Department of Public Instruction, ought to become a starting point for the bringing about of very important reforms, in respect—I would say—of uniformity of teaching throughout the Province. How was it possible to arrive at such uniformity while the furnishing of school books was left to every one's concurrence? Certainly, the Council of Public Instruction had the right to recommend the use of the best works, as quickly as these were prepared and published, but it had not the power of preventing the supply of

others, and the Secretary-Treasurers have always been free to procure any books, no matter from whom. In future, if the law takes its regular course, they will procure only the best. I trust that you will exert yourselves to make the advantages of the law, in this behalf, thoroughly understood, and to shew the School Commissioners and Trustees that it is their interest, as well as their duty, to facilitate its immediate application. Insist, particularly, upon the beneficial hearing of clause 29 of 40 Vict., chap. 22. According to this clause, the School Commissioners pay, by means of school rates, for the books procured from the Department of Public Instruction, and then distribute them, gratuitously, to all the scholars. The system will be attended with the two result, 1o. The scholars will be supplied without any delay, and, 2o. The cost of the books will not prove burdensome to the parents beyond the proportion of taxes paid by them—a thing which will be entirely to the advantage of the poorer classes.

The depot cannot be completely organized this year, as time is required for carrying into effect a plan of such extent; but in the month of June next, I will cause to be published in the "*Journal de l'Instruction Publique*," and the "*Journal of Education*," a list of the articles which can be supplied to the School Municipalities in July following, and the necessary requisitions may be made accordingly.

VII.

I desire of you, gentlemen, most urgently, to do all you can to promote the giving of instruction in Agriculture in all the schools. Do not be discouraged by obstacles which you may encounter in the some quarters. Just as it is inevitable that a good idea will meet with opposition, so far is it certain that it will prevail, sooner or later, according to the zeal and energy of its supporters. Persevere, that is all. Have the patience to struggle on until the seed which we shall have sown to day has borne fruit; then, in the face of the results gained, all opposition will cease necessarily.

The teaching of agriculture in the schools is opposed by two classes of adversaries. Of these one finds such instruction useless on the grounds that a farmer's son can learn on the paternal soil all that is contained in the "*Elementary Manual of Agriculture*." You know how to meet this objection, for the farmers themselves do not know the contents of such Manual, and cannot, consequently, impart them to their sons. In any case, the latter ought to be made to acquire some knowledge of the theory, as it is important for each to know the principles of the practice he follows and to possess the power to reason, himself, upon what he does in the way of routine.

Persons belonging to the other class of opponents, though not numerous, will tell you that any theoretical instruction in agriculture cannot but prove injurious to children, whose minds are already loaded with the study of the manuals they are made to learn by heart. A moment's reflection will suffice to disprove this capricious objection. In fact, to pretend that the farmer's sons cannot profit by the study of an elementary manual because it contains a theory too abstract for those who live, so to speak, in the very bosom of practical agriculture, is to express an objection which would inspire teachers with despair, if it were not of a nature wholly puerile, and contrary to ordinary common sense. Assuredly it is a grave fault only to overload the memory of children, giving them instruction *à priori*, and any method is to be condemned, which only acts on the

mind without the aid of the senses; but in regard to the question before us there is no room for fearing that. In learning by heart the rules for working, sowing seeds, irrigating crops, and other kinds of occupation on a farm, the youthful learner would not find his mind over-burdened with un-meaning words unintelligible to him; on the contrary, every expression represents to him some object or process which he witnesses daily. He comprehends what he learns, and consequently we are justified in expecting that the teaching of this branch will be profitable to him in the highest acceptance of the term. Do not, gentlemen, allow your efforts to be arrested by these contrarieties; proceed steadily towards the end at which we, in common, aim, and the future will do us justice.

VIII.

The recently enacted law prescribes the teaching of Linear Drawing in *all* schools under the control of School Commissioners of Trustees. According to the spirit of this law, it is our duty to attach the same importance to this branch as to writing.

Possibly this reform will take by surprise a portion of the public, for it has been inspired by an idea comparatively novel in this country. I believe, nevertheless, that it will be easy for you to demonstrate its utility, and much more the necessity of it in relation to all the arts of industry.

The most common objection to it will be this: "*It is impossible to instruct, successfully, all children in so difficult a branch as drawing, which requires special aptitude.*" The simple reply to this will be an appeal to the example of England, France and Germany, where such instruction, *generalised*, has been established with the most complete success, as proved by experience. Moreover the example of the United States might be cited, where the *Method of Walter Smith* is now taught to more than five millions of scholars. And, why should Linear Drawing be styled a difficult branch? It seems to us to be so merely because of its novelty. In the same way writing would seem to be hard to be learned by a whole people at once, if it were an heretofore unknown branch of school instruction.

In truth, what an amount of labour and industry would be represented when for the first time, a piece of steel, dipped in ink, should be seen to glide easily over the paper, committing to it, mechanically, the most intimate thoughts of the writer! Estimate the distance between the child drawing his first lines in a copy book and the man writing from dictation; or compare *Phonography* with ordinary writing, before speaking of drawing—which is also *writing*, a conventional language—not acquired perhaps by every one. Whoever possesses intelligence sufficient for learning to write, is able, equally well, to learn linear drawing.

Let it be well understood that we are now speaking of *Linear Geometrical Drawing*, which depends not on manual dexterity, like drawing from nature. To acquire a good hand-writing is an object with respect to this particular branch, but not an indispensably necessary one in respect of intellectual culture and the ordinary requirements of life; and the same is the case in regard to Linear Drawing. But, as a branch of instruction calculated to exercise an *educative* influence, Linear Drawing is greatly superior to writing, because the former constitutes, in itself a constant exercise of the memory, imagination and judgement, which one cannot say of writing, which ends in being a mere unconsciously performed operation.

You must be careful to explain to the male and female

teachers that it is not necessary for them to have undergone a course of preparation to enable them to teach drawing according to the *Method of Walter Smith*. Observe how the mode of the instruction is laid down in the first book, the only one which will be, for some time to come, furnished to the elementary schools:

The teacher, at the black board, gives marks and explains, by means of illustrative examples, the words *Line, Centre, Point, Left, Right, Oblique, Curved, &c.* Afterwards, he makes a pupil go through the same, at the black board, interrogating him as he proceeds. Then the scholars, generally, draw on their slates the figures given in the *model-charts*, while the teacher shews them one example on the black board; dictating each successive line clearly. Lastly, when the teacher thinks proper, he makes the scholars draw, from memory, the figures given in the *model charts*, or dictates fresh ones. It will be understood that the *model-charts* make up for the more or less imperfect execution of the figures by the teachers, as in the case of ordinary writing in copy-books; it will suffice, for the objects in view, if the teacher reproduces, on the board, the figures, sufficiently well for the scholars to know what they are. The teacher's chief task will be, not to draw well, but to explain clearly the construction of the figures in all their details. He will adopt, for that purpose, the *simultaneous* method, that is to say, will make the whole class work together, and then pass along the desks to correct the drawing of each scholar. As to the process, properly styled *teaching*, he will adopt the *intuitive* method. The *Manual*, in this respect, is a perfect guide. I request of you, gentlemen, to desire the Secretary-Treasurers to forward to me, without delay after the 1st of July, their requisitions for the *model charts*. They should likewise provide slates for all the children, without exception as the teaching of linear drawing will render these more and more indispensable.

As to the "*Manual of Industrial Drawing*", for the use of teachers of the *Elementary Schools*, the arrangements which I have made will admit of their being supplied at \$0.25 each, instead of \$0.75—the price stated in my circular of the 10th of March last. You will inform the teachers of this reduction, who will be glad to recognize in this another proof of the great desire of the authorities to concentrate attention upon this subject.

You also, gentlemen, will please to devote a considerable share of space to this matter in the reports you make to me.

IX.

Such, gentlemen, are the principal matters upon which I have deemed it my duty to address you at the moment when the recently enacted law provides a new point of departure for realizing further educational progress. I need not add anything more, but to bid you enter upon this progressive movement.

It is not enough to merely know the letter of the law; I would, above all, desire that you be inspired by its spirit. The law exists on paper only if those who are to put it into execution are not constantly animated by its spirit. Of itself, it is without power to benefit; but, executed according to its spirit and intention, it becomes a social power for good.

What is the real intention of the school laws?

Is it not to ameliorate the moral and material condition of the people by means of instruction, that is to say, by cultivating intelligence and multiplying mental resources through exercise of the reason?

Your duty will consist in assuring yourselves that

the teaching body makes use of the last methods known for exercising the intellectual powers. Here I would repeat, enter not upon the movement as mere matter of routine. Relative to the culture of the mind, as well as to that of the soil, ideas prevail which are bad. Guard against subjecting our youth to the debilitating regimen of a too material course of study, consisting of lessons always learned by heart, and of mechanical systems of teaching operating upon memory alone.

To aim only at exercising the memory, is like sowing in the ground always the same kind of seed, impoverishing the soil. But, the faculties of comprehension and judgment should be developed, and the power of apprehension be made active by means of exercises in their nature kindly, familiar, paternal. Corporal punishments, and above all the infliction of such as are humiliating, should be abstained from as much as possible, seeing that these degrade the character without subduing evil inclinations. In a word, the child must be prepared for life and its struggles, in view of the time when he will have to rely upon himself; and his faculties should all be trained in a manner to fit them for future good service.

For these purposes, the instructor, in the course of his teaching, should depend less upon books than upon his own words and example, concerning himself more

about his pupils comprehending what they are taught than upon their learning lessons by heart.

In thus exercising the intelligence, let the training be directed toward that which is good and useful:

1o. Let the child be trained in good morality not forgetting God in the school, nor that the principles of religion inculcate best the moral and social duties of all rational beings, redeeming them from evil and fortifying them to meet becomingly whatever may befall them in the future.

2o. Let the child's material interests also be kept in view; let him be instructed in agriculture, linear drawing, and book-keeping, since he is destined to become a cultivator of the soil, an artisan, or a merchant.

The programme is extensive, and upon us it depends whether or not it prove fruitful. The law, in confiding to us the execution of it, imposes a patriotic task well calculated to tempt the noblest ambition.

I have the honour to be,

Gentlemen,

Your obedient servant,

GÉDÉON OUMET,

Superintendent

Form B.

Register of daily marks merited by the scholars in course

, degree,

[illegible]**Form C**

Bulletin of inspection

[illegible]

Council of Public Instruction.

Meeting of 25th May 1877.

PRESENT :—The Superintendent, his Lordship the Archbishop of Quebec, Their Lordships the Bishops of Montreal, Three-Rivers, St. Hyacinthe, Ottawa, Rimouski, His Lordship Bishop Williams, the Revd. A. E. Dufresne, V. G., Hon. P. J. O. Chauveau, Messrs. C. Delagrave, Dr. Lachaine, and P. S. Murphy.

The Secretary read the minutes of the last meeting. These minutes were amended by adding to the recorded fact of a refusal to approve of Mr. Greenleaf's books, the following words : seeing that Canadian books of like nature, had already received approval from the council.

Read His Lordship of Sherbrooke's letter naming very Revd. the V. G. Dufresne to replace him.

Moved by the very Revd. V. G. Dufresne, seconded by Bishop Moreau : That the Board of examiners of Sherbrooke be divided into a Catholic board and Protestant one. Carried.

On motion of his Lordship of Rimouski, seconded by His Lordship of St. Hyacinthe, it was resolved that the board of examiners for Rimouski shall have the right to award diplomas for Model Schools in the Counties of Rimouski, Bonaventure, Gaspé, Saguenay and Temiscouta.

The Council then adjourned.

GÉDEON OUIMET,
Président.
LOUIS GIARD,
H. H. MILES,
Secrétaires.

CATHOLIC COMMITTEE.

Meeting of 25th May 1877.

PRESENT : The Superintendent, His Grace the Archbishop of Quebec, Their Lordships of Montreal, Three-Rivers, St. Hyacinthe, Ottawa, Rimouski, the Revd. A. E. Dufresne, V. G., Hon. P. J. O. Chauveau, Messrs. C. Delagrave, Dr. Lachaine et P. S. Murphy.

The minutes of meetings of the 11th and 12th of October last were read and adopted.

The sub-committee named to examine the instructions and tables to be prepared by the Department of public instruction for the use of inspectors reported as follows :

PRESENT : His Grace the Archbishop of Quebec, Their Lordships of Rimouski and St. Hyacinthe, Vicar General Dufresne, and the Superintendent, presiding.

That the Superintendent had drawn up a draft of a circular to Inspectors and forms of tables which will be found at the end of that document, and the sub-committee recommends that the said circular and tables be approved with the following modifications :

1o. Article 10 of paragraph 3 of the circular to be altered as follows : "The following furniture to be obligatory in schools: 1o. A crucifix, or at least a cross; 2o. Good tables and seats with backs; 3o. A rostrum for the master, and one or two book cases to hold the books and archives of the school; 4o. One black board, at least, with accessories; 5o. A complete set of geographical maps; (in schools where geography is taught) 6o. A clock; 7o. A call bell; 8o. A signal; 9o. Two tables, one to indicate class work, and the other the rules of the school; 10. A water cistern with tap, and at least one drinking cup."

The other articles of furniture enumerated in said article 10 to be optional.

2nd. *The register of inscription and the call journal shall*

form but one—; the inscription register occupying the first page. The formulas A and B may be modified in consequence.

3rd. The circular should contain a form of bulletin for the use of the inspectors giving the latter an opportunity of judging of the school and the progress of the pupils attending it. The inspectors could then send a copy of these bulletins to the Superintendent and retain the original to draw up their ordinary reports.

4th. With reference to teaching agriculture, the sub-committee suggests, that as to the passage in the circular treating of it there should be added instructions on the teaching, and as much as possible, the practice of horticulture.

5th. The sub-committee recommends that in the regulations concerning the depository for books and school necessities, it be stipulated that all purchases be paid by the school municipalities, by means of assessment; and that the increase of taxation necessitated by such purchases be calculated according to the number of children old enough to attend school, with due regard to the importance of the school as elementary, model or academic.

6th. The sub-committee is of opinion that the passage in the circular relative to the building and sites of schoolhouses should contain both obligatory and optional clauses and that your committee should define the one and the other.

7th. The sub-committee recommends that apart from the statistical formulas now furnished the inspectors, the latter should be provided with other forms of report in which blank spaces should be left to inscribe the names of each school-teacher, and the notes of the inspector recording the capacity and success of each one. The sub-committee also recommends that the Superintendent name in his annual report the Teachers who according to the notes of inspectors, shall have kept there schools *well* or *very well*.

The sub-committee recommends that the circular be published in the *Journal of Public Instruction* and that copies of it be kept at the Department of Public Instruction for the use of those interested.

The whole respectfully submitted.

GÉDEON OUIMET,
Président.

Quebec, 25th May 1877.

The foregoing report having been read it was resolved on motion of His Lordship of Rimouski, that : the said report be adopted and that the changes suggested be made in the Superintendent's circular, and further that the following classes of the circular be declared obligatory, namely :

1. *Of the site.*

The ground chosen for a school building ought to be dry, well aired, and furnished with good water; in the country, it should be, as far as possible, in an elevated situation, detached, and, in a town, separated from the nearest dwellings. It should be so situated that the noise from without cannot affect the order and quiet of the interior of the school. The approaches ought to be unobstructed, and without danger to the health or morals of the scholars. The site should be free from the influence of miasma, and at least 500 feet distant from any cemetery.

2. *Of the extent of Site and Buildings.*

The extent of a School site should correspond with

its objects. The School population may be computed, approximately, at 20 per cent of that of the district, and it will be well to make allowance for probable future increase.

4. Lodgings for the Teacher.

The quarters for the teacher should be, as far as possible, isolated from the class rooms. When this is impossible, if they be on the same flat with the class rooms, there should be a good wall of separation, with two doors of communication, always to be kept closed during school hours. If the teacher's lodgings be on an upper floor, the stairway should be entirely separated from the class rooms. Care should be taken, if the lodgings be on the attic story, that a space between the floor and the ceiling below be closely filled with saw dust, to prevent the passage of sound.

The teachers quarters should comprise, at least, the following accommodations :

- (1) A parlour or study.
- (2) A room for preparing and taking meals.
- (3) An adjacent lavatory, with chimney and pump, if possible.
- (4) Two or three sleeping apartments.
- (5) Suitable accommodations for fire-wood and other requirements.

In the country, there will be further required, a stable and an apiary if there be room.

The size of the apartment for cooking and taking meals should be at least 60 square feet in area, and the height of all the apartments not less than 10 feet.

5. School Rooms.

The size of a school room should be computed at not less than 3 feet square (that is 9 square feet of area) for each scholar, allowing for the dais, the cupboards and bookcase ; the height from floor to ceiling should be 10 feet.

6. Heating and Ventilation.

Ventilation and heating should be combined so as to maintain in the school room a mean temperature of 60° to 65° Fahrenheit, there being a thermometer to judge by, and so as to renew, at least twice an hour, the air within the apartment.

During the summer, the supply of air can be secured by means of a simple and natural method of ventilation, provided for when the building is being constructed, which consists in introducing fresh air from below through numerous orifices, each having a metallic curtain, and the expulsion of vitiated air through cornices made of perforated zinc and laid along the four borders of the ceiling.

8. The Cloak Rooms and Lavatories.

It is proper to have, outside of the school rooms, lavatories for the children of both sexes, and well aired places for cloaks, coats, and caps, furnished with numerous pegs, and shelves or cases in which the scholars who bring their dinners to school may put their baskets. The lavatories should be provided with a sufficient number of spouts for supplying the water for ablution.

9. Privies and Urinals.

There should be one seat in the privies for every

fifteen girls or twenty five boys, and one urinal for each 15 boys.

The privies should be entirely separated for the scholars of both sexes, and divided into compartments each large enough for one child. The compartments should be each about 2½ feet wide by 3½ feet deep, painted and sanded, inside and outside.

The urinals should be 2½ feet by 2 feet.

The partitions and linings should be, as in the privies, made of wood painted and sanded, and of a deep colour. The roof should be arranged so as to place the seats and urinals out of the reach of rain and snow, and ought to extend beyond the wall of the building at least three feet.

The seats should be proportioned to the ages of the children, and the doors fixed so as to leave two intervals of space—one of 12 inches at the top, and the other sufficiently large to allow the feet of the children within to remain visible from without.

The ditches of the necessities should be of the nature of cisterns to receive and prevent the flowing off of liquid matter, concave at the bottom, and having ventilating shafts rising to a height above that of the roofs of the school houses.

To render the privies inodorous recourse may be had to the use of water or of dry earth. There are facilities for the application of the water system wherever there are water works and aqueducts ; but, in the country, the method of dry earth should be employed, as it offers the double advantage of rendering the privies and urinals perfectly inodorous, and of furnishing valuable material for fertilizing the soil.

And as to the other enactments of Article 10, Parap. III of the Circular that they remain optional. Carried. On motion of His Grace the Archbishop it was resolved that the Committee having examined the forms of assessment and collection rolls, of account books and receipt books for the use of school municipalities, to be found at the end of the Superintendent's circular of the 10 March last, addressed to Commissioners and Trustees, they do approve the same and recommend their use in all catholic schools under the control of Commissioners or Trustees.

On motion of His Grace the Archbishop the following resolutions was adopted :

Whereas Article 42 of the 40 Vict., chap. 22 enacts that no one shall be named School Inspecteur unless he shall have passed an examination, and that the Committees of the Council of Public Instruction shall make the necessary rules and by laws concerning such examinations, therefore this Committee approves and adopts the following by-law concerning the examinations to be passed by candidates for the office of School Inspector :

Regulations for " The Examination of applicants for the Office of Inspectors of Schools."

No person shall be admitted as a candidate for the office of Inspector of Schools who is under 25 or more than 60 years of age.

Every candidate shall be bound to produce and submit to the Committee of the Council of Public Instruction :

- 1° A baptismal certificate ;
- 2° A Diploma of qualification granted by one of the Normal Schools or by one of the Boards of Examiners established in this Province ;

3° A Testimonial signed by the President and Secretary-Treasurer of the School Commissioners or School Trustees of each locality in which he has taught during the last preceding five years, and proving that five years have not elapsed since he was engaged in teaching ;

4° A certificate of good conduct and morals signed as before, and bearing also the signature of the clergyman serving in the locality where he taught.

Every candidate shall present in writing to the Committee concerned an application in which, after making known his address and whether he be married or single, he intimates his wish to produce his qualifications and to be admitted to examination. But no such application shall be held to have been made unless accompanied by a deposit of six dollars (\$6.00)

If a candidate be not declared to be admitted on a first trial, he may present himself at a subsequent examination without making such deposit afresh, and, if he fail a second time, it shall not be refunded to him but remain at the disposal of the Committee concerned.

Every candidate shall be ready to answer questions which may be proposed :

- 1° On the branches of School instruction ;
- 2° On the Art of Teaching ;
- 3° On the School Laws ;
- 4° On the Construction of School Houses and the Statistical returns required by the Department of Public Instruction.

He shall, in addition to the foregoing, be obliged ;

- 1° To compose a theme on some subject proposed by the examiners ;
- 2° To translate from French into English and *vice-versâ*.

After the results have been obtained, the examination shall be pronounced :

Satisfactory,
Very Satisfactory,
Most Satisfactory,

according to the circumstances of each case.

Every application for examination shall be addressed to the Superintendent of Public Instruction to be received by him between the 1st and 15th days of the month of July.

The examinations shall be held on the first Tuesday of the month of October following and shall be continued during such time as the examiners shall judge requisite.

An examination may be held at any other time if the number of candidates renders it necessary ; and in this case the Superintendent shall issue notice one month before hand in the "*Journal de l'Instruction Publique*" and the "*Journal of Education*".

FORM of application for admission to examination

To the Members of the.....
Committee of the Council of Public Instruction.

The humble petition of.....
..... residing at.....
in the.....of.....

Respectfully declares that he was born at.....
..... the..... of.....
18....., as shewn by the annexed certificate of his baptism.

That he has taught during.....years at the following places, namely.....

.....
.....as shewn by the documents produced.

That he holds a diploma granted by the.....
..... Board of Examiners, (or the.....
..... Normal School).....
dated the.....of.....18..... ;

That he has been engaged in teaching from.....
.....to....., and has
not discontinued teaching except from.....
to..... ;

That he is married (.....single.....).....

That he believes himself to possess the qualifications necessary for the proper discharge of the duties appertaining to the office of a School Inspector, to the satisfaction of all concerned ; and

That, therefore, he solicits from you the favour of being admitted to undergo the prescribed examination, and that, after this has been passed, you will grant to him the certificates required for obtaining the said office of School Inspector if the Government shall be pleased to appoint him.

AND YOUR PETITIONER WILL NEVER CEASE TO PRAY.

..... theday of.....187 ..

(Signature) X

On motion of His Grace the Archbishop, it was resolved that the foregoing examination should take place before five persons who would form the Board of Examiners, namely. The Revd. Messrs. Verreau and Lagacé, the Honble. M. Chauveau, P. T. Murphy, Esq., and Dr. Hubert Larue, who are hereby named examiners for that purpose, with the Secretary of the Catholic Committee as their Secretary. The certificate to be granted in such cases will be as follows :

CANADA,	} Roman Catholic Board of Examiners for Candidates to the
Province of Quebec.	

We the undersigned Roman Catholic Examiners, named by the Catholic Committee of the Council of Public Instruction, under 40 Vict., ch. 22. section 42, certify that Mr. came up before us and produced.

1st. His Diploma.
2nd. A Certificate of.....showing
that he had taught during.....and of
.....and that he had giving
up teaching (if such be the case) since.....

3rd. A certificate as to conduct and morals.
We further certify that the said.....has
undergone the examination required by law and the
regulations, as to his ability to fulfil the Office of School

Inspector, and that he obtained the mark.....
And we granted him the present certificate to be used with all the rights thereunto attached.

The certificate should drawn up and signed in *triplicate* by the President of the Board of Examiners and countersigned by the Secretary ;—two of these certificates should be transmitted to the Superintendent and the other to this committee. Three of the Board to form a quorum. All these documents will be deposited in the Department of Public Instruction.

A deposit of six dollars shall be made by each candidate with the secretary of this Committee who will account for the same on demand. The examination will be held at Quebec at such place as may be named by the Superintendent.

The question of subdividing the Inspection districts is adjourned to next meeting, and the Superintendent was requested to prepare a table of such subdivisions, with such additionnal information as he may think useful.

The following rules and regulations adopted by the Council of Arts and Manufactures at their meetings of 8 February and 16th April last concerning the teaching of drawing were read.

Montreal, 16th April, 1877.

Extract from the minutes of a meeting of the Council of Arts and Manufactures held at Montreal on the 8th February 1877.

Moved by Mr. Lévêque, seconded by the Revd. O. Audet : that a Committee composed of Mr. L. I. Boivin, the mover and seconder, be named to choose the works necessary to adopt so as to give effect to the new Education law with regard to the teaching of drawing in common schools, and to report as soon as possible :—carried.

The committee entrusted with recommending books and models for teaching drawing in schools, desire to recommend the First Teacher's Manual of Professor Smith for English Schools, and "*Le Manuel de Dessin Industriel, d'après la méthode de Walter Smith,*" par M. Oscar Dunn, for french schools, also the two series of charts corresponding to the engravings in the books, published by the same author, with english text for english schools and the french text for french schools.

(Signed) A. LÉVÊQUE,
L. I. BOIVIN,
O. AUDET, Ptre.

Moved by Mr. Bulmer, seconded by Mr. Beauchemin :

" That the Report of the Committee just read be adopted, and that the Committee be requested to continue its work and report on the french manual this evening." (Carried).....

The Committee named to examine the *Manual of Mechanical Drawing according to Walter Smith's method*, by Oscar Dunn, Esq., has the honor to report that they have examined the work and recommend that it be approved with the following changes :

1o. To render the definitions clearer, they should be in italics.

2o. The plates should be with the text, as in W. Smith's manual published by Osgood & Co.

3o. Each page should have a border.

4o. The book should be equal in all respects such as material, printing, quality of ink and paper, and workmanship to the American Manual published by Osgood & Co.

5o. A title should be placed before the introduction of Professor Smith at page 8, and four lines omitted should be inserted at page 19.

(Signed)

A. LÉVÊQUE
O. AUDET, Ptre.
L. I. BOIVIN.

Said report was adopted.

S. C. STEVENSON,
Sec. C. A. & M.

To the Hon. G. Ouimet, Superintendent of Education for the Province of Quebec.

In conformity with the Act of last session, we have the honor to submit for the approbation of the Council of Public Instruction the following rules in relation to the teaching of drawing in schools which come under the provisions of the laws on public instruction in this Province :

1o The teachers in schools under the control of Commissioners and of Trustees of dissentient schools shall give their scholars at least two drawing lessons a week, of twenty minutes duration each.

2o. The method to be followed in such schools will be that of Smith, as explained in the *Manual of Mechanical Drawing* by Oscar Dunn.

3o. The teachers in said schools shall preserve until the end of the scholastic year the drawings made by their pupils during the year, so that such drawings may be examined at any time, by the visitors named by law for schools in connection with the teaching of drawing in common schools.

L. I. BOIVIN,
President.
S. C. STEVENSON,
Secretary.

Office of the Council of Arts
and Manufactures.
Montreal, 12th may 1877.

On motion of Hon. Mr. Chauveau, it was resolved :

That this committee having examined the rules of the Board of Arts and Manufactures in relation to the teaching of drawing, according to the method of Walter Smith, do approve the same as passed, to take full force and effect in virtue of Art. 33 and 40 Vict., Cap. 22, and that the Superintendent do cause said rules to be published in the *Journal de l'Instruction Publique*.

On motion of His Grace the Archbishop it was resolved :

That a circular be sent by the Superintendent to the Rector, Superior, or Director of each of the large educational establishments for superior education, in this Province, whether receiving grants or not, representing to them that in view of provincial or other exhibitions likely to be held hereafter and to which the Department of Public Instruction may be called upon to contribute, it is desirable that in each of these institutions, specimens of writing, composition, arithmetic, book-keeping and other work by the scholars should be preserved to be sent to such exhibitions ; and that a copy of this resolution be sent to such institutions with the Superintendent's circular.

The following books were approved :

1o. *Série Robert* :—*Méthode de style et de composition*. 1st and 2nd year, teacher's book and pupil's book ; the 1st for elementary schools, the 2nd for model schools ; *Grammaire élémentaire*, teacher's book and *Nouvelle Grammaire complète*. But the Committee exact

as a condition that future editions be better printed and on better paper.

20. *Histoire du Canada*, by the Abbé L. O. Gauthier, on the same condition, and that a chapter on the present constitution of Canada be added thereto.

Sadler's Excelsior Readers and Geography were referred to the Revd. Mr. Verreau, to make such changes as he thought necessary, by substituting facts from the history of Canada and the Church of Canada for the American part.

On motion of His Grace the Archbishop, it was resolved : that Revd. Mr. Verreau do report to the sub-committee composed of His Lordship of Montreal, Hon. Thos. Ryan, and Mr. P. S. Murphy, who shall have power to approve or reject the said books.

The *Catholic National Series* by His Lordship R. Gilmour, Bishop of Cleveland, and *Bible History* by the same, are not approved, as works of the same nature have already been adopted and are now in use in schools.

Read a letter from Mr. A. N. Montpetit, asking for an indemnity for preparing his series of readers. The Committee declare having no information authorizing them to recommend such demand.

The committee sanction a list of supplementary grants to certain institutions to be taken from the fund for Superior Education, and allot aid to four poor municipalities.

The Superintendent presented a petition in the form of a complaint against Th. Dagenais, Teacher at St. Zotique, and produced in support thereof :

10. A judgment by judge Coursol, dated 28th December 1868. 20. Inspector MacMahon's report of the 18th January last, with several other documents. 30. A judgment by the District Magistrate, J. O. Joseph, dated 27th March last.

A petition from the said Dagenais was also read, dated 13th May last.

The committee consider that the accusation is serious enough to demand an investigation ; and it is ordered that the said Dagenais be summoned, according to law, to appear before the catholic committee of the Council of Public Instruction, at its next meeting.

Several series of writing copy books were submitted for approbation, and it was resolved on motion of Mr. Murphy : that these copy books be referred to the Revd. Messrs. Verreau and Lagacé for examination and report.

The Committee recommend that the following nomination be made.

10. Two members of the Bedford Catholic Board of Examiners, namely :—Reverend Messrs. Chrysostom Blanchard, Pastor of Sweetsburg, and Joseph Israel Courtemanche, Pastor of St. Francis Xavier, West Shefford, to replace the Reverend Messrs. Joseph Jodoin and Zephirin Mondore ; 2nd. François Régis Gosselin, Esq., prothonotary, examiner at Chicoutimi, *vice* Méron Tremblay, Esq., resigned.

The Committee recommend also that a Catholic board of examiners be established at Sherbrooke, and that it be formed of the following persons :

Very Revd. Alfred Elie Dufresne, V. G. Revd. Pierre Girard, Director of Sherbrooke seminary ; George Etienne Rioux, Esq., district magistrate ; Azarie Archambault, Esq., N. P., Revd. Mr. Frederic P. Dignan, Frederic Paré, Esq., M. D. & Edmond Panneton, Esq., Advocate, all of the town of Sherbrooke.

The committee having examined the chart of the principal elements of the solar system by P. L. Morin, Esq., director of the *cadastre*,

It was resolved, on motion of his Grace the Archbi-

shop to refer it to the Abbé Marcoux, Professor of Astronomy in Quebec seminary and to Dr. H. H. Miles, for examination and report.

On motion of His Grace the Archbishop it was resolved :

That this committee has ascertained with regret, that the government has not yet acceded to the request of this committee to pay to the Catholic inspectors the sum of \$4,936, which the committee considers to be but a slight remuneration for the special visit to superior educational establishments, which they were directed to make in 1875, besides their ordinary visit, considering that the protestant school inspector, Mr. Emberson, received an indemnity of \$2,468 for a like visit to protestant institutions, and that this committee respectfully insists on the payment, to the Catholic Inspectors of the indemnity already recommended at the sittings of 21st March 1876 and of 27th May 1877.

The consideration of the "*Manuel de Tenue des Livres*" by J. C. Langelier was postponed to the next meeting. Mr. Murphy announced that he had prepared a report on this book, and that said report would be addressed to members of the Committee.

The examination of the *Methode de Lecture* of Montpetit and Marquette was also postponed to the next meeting.

On motion of Hon. Mr. Chauveau, it was resolved that the use of the "*Traité de Pédagogie*" by Bishop Langevin be recommended, and that for that purpose a certain number of copies be sent to the municipalities to be their property for the use of Teachers.

The Committee then adjourned.

GÉDÉON OUIMET,
President.
LOUIS GIARD,
Secretary.

Abstract of Proceedings of the Protestant Committee of the Council of Public Instruction at a meeting held on Tuesday, May 15th, 1877.

1. PRESENT :—The Hon. G. Irvine, Chairman ; The Hon. G. Ouimet, Superintendent of Public Instruction ; The Rev. Dr. Cook ; Hon. Judge Day ; Hon. Judge Sanborn ; Hon. Jas. Ferrier ; Dr. Dawson, F. R. S. ; R. W. Heneker, Esq. ; W. W. Lynch, Esq., M. P. P.

2. The Minutes of last meeting read and confirmed.

3. Letter read, from the Hon. Judge Dunkin stating his inability to attend the meeting on account of his judicial duties.

Letter read, from John Crichton, Esq., Secretary-Treasurer of Dissident School Trustees, Valley field, desiring that the School at this place be placed under the Inspection of Mr. Inspector Emberson.

Letter read, from Rev. John Foster Secretary of the Compton Ladies' College, also from the Lord Bishop of Quebec, J. G. Robertson, Esq., and the Rev. Henry Roe, advocating the claims of the College to a grant from the Marriage License Fund.

The matter of the inspection of the Valleyfield School was held over for future consideration. It was moved and resolved that a grant of two hundred dollars (\$200) be made, in the mean time, to Compton Ladies' College, from the funds at the disposal of the Committee, and that the question and amount of any future grant be considered at a future meeting.

4. The Committee recommended the appointment of the Rev. George Thorneloe, of Stanstead, and Henry B. Brown, Esq., of Sherbrooke, as members of the Sherbrooke Board of Examiners.

5. The Hon. the Superintendent of Public Instruction was requested to cause the List of Text-Books, sanctioned for use in the Protestant Provincial Schools, to be circulated.

6. On the motion of R. W. Heneker, Esq., it was resolved that Mr. Emberson's book "On the Art of Teaching" be added to the list of authorized Text-Books.

7. The Secretary of the Committee was instructed to communicate immediately with the Secretaries of the Quebec, Montreal, Three Rivers, and Sherbrooke Boards of Examiners, requesting them to appoint members of Committee for framing Examination Papers.

8. It was moved and resolved that the "Special Directions to Inspectors of Elementary and Model Schools" be transmitted to the Superintendent with a request that they be printed and circulated, and also be inserted in the *Journal of Education*.

9. It was moved and resolved that regular meetings of the Committee be held on the last wednesdays of August, November, February, and May, and Special Meetings at other times, on the call of the Chairman.

10. It was resolved to request the Premier and the Treasurer of the Province to confer with the Committee concerning the relations of the Secretary of the Committee to the Department of Public Instruction, as referred to in the last annual report of the Superintendent: which meeting and conference having taken place, the Committee received assurances that the matter would be taken into consideration and dealt with at an early date.

11. It was understood that the minutes of the proceedings of the Committee, at its meetings, should be thereafter immediately transmitted to the Government, without delaying the action of the Committee except with reference to subjects requiring the sanction of Government.

The meeting then adjourned to the last wednesday of August, or to meet earlier, if necessary, on the call of the Chairman.

—
LIST OF BOOKS AND APPARATUS for Elementary and Model Schools and Academies for the Protestant Population of Quebec, sanctioned by the Protestant Committee of the Council of Public Instruction, October 11th, 1876.

1. ENGLISH READERS :

The Canadian National series, viz :

First book of Reading Lessons, with 31 illustrations.
First Book of Reading Lessons, 2nd part, 54 illustrations.

Second Book of Reading Lessons, 50 Illustrations.

Third Book of Reading Lessons, 41 Illustrations.

Fourth Book of Reading Lessons, 45 Illustrations.

Fifth Book of Reading Lessons, 50 Illustrations.

The Advanced Book of Reading Lessons.

Constable's series of Readers.

Nelson's do

The Royal do

Andrew's Dramatic Reader.

Borthwick's British American Reader.

2. ENGLISH SPELLING.

The Canadian Spelling Book.

Morell's Manual.

National Spelling Blanks.

3. WRITING.

Payson, Dunton and Scribner's Primary and School Courses and National System.

The Spencerian system of Penmanship.

4. ARITHMETIC.

Smith and McMurchy's Elementary Arithmetic.

do Advanced do

Sangster's Elementary Arithmetic.

do Advanced do

Richardson's Canadian Arithmetic.

McVicar's Example Frame.

5. ENGLISH GRAMMAR AND COMPOSITION.

Morrison's Grammar.

Bain's First English Grammar.

Patterson's Composition Book.

Swinton's School Composition.

Dalgleish's Outlines of Composition.

Parker's Exercises.

Lennie's English Grammar.

Bullion's do

6. GEOGRAPHY.

Hodgin's Easy Lessons (Lovell).

do General Geography, (do)

Campbell's Geography.

Culkin's Elementary Geography.

do Advanced do

7. HISTORY.

Freeman's Outlines of History.

Collier's British History.

Miles's "Child's History of Canada."

do School History of Canada.

Hodgin's School History of Canada.

Collier's Great Events of History.

8. ALGEBRA, GEOMETRY, &C.

Todhunter's Algebra.

Hensman's do

Euclid.

Young's First Book of Euclid.

Greenleaf's Elementary Algebra.

do Higher Algebra.

Galbraith & Houghton's Trigonometry.

Greenleaf's Elements of Trigonometry.

Chambers's Practical Mathematics.

9. LATIN.

Bryce's First Latin Book.

do Latin Grammar.

do Imitative Exercises.

Arnold's First and Second Readers.

do Composition.

Smith's Elementary Grammar.

do Exercises.

do Latin Grammar.

do Advanced Exercises.

10. GREEK.

Bryce's First Greek Reader.
do Second do
Arnold's Readers.
do Composition.

11. ENGLISH LITERATURE.

Seeley's English Classics.
Chamber's do
Trench's Study of Words.
do English Past and Present.
Hales' Longer English Poems.
Language Primers (MacMillan).

12. FRENCH.

Duval's Juvenile Course.
do Elementary Grammar.
do Lectures Choiesies.
Darcy's Dominion Phrase Book.
do Lectures Françaises.
De Fiva's Elementary Reader.
Larousse, Cours de première année.
do do seconde do
Beauvoisin's Anecdotes.
Bonnefon's Ecrivains Célèbres.
Edinburgh High School French Grammar, by Chas. Schneider.

13. SCIENCE, &c.

Cutter's Text Book of Physiology.
Gray's "How Plants Grow."
do First Lessons in Botany.
Science Primers of Chemistry, Physics, Geology, &c.
Dana's First Book of Geology.
Dawson's Lessons in Scientific Agriculture.
do Handbook of Zoology.
Brunet's Eléments de Botanique.
Houghton's Mechanics.
do Astronomy.
do Hydrostatics.

14. BOOK-KEEPING.

Johnson's Book-keeping.
Paysen, Dunton & Scribner's do

15. SINGING.

Canadian Three Part Songs.
Le Trésor du Jeune Chanteur Chrétien.

16. MAPS.

Nelson's Series.
Johnston's Series.

17. DRAWING.

Walter Smith's Freehand Drawing.
Vere Foster's Series of Drawing Books.

18. ART OF TEACHING.

Abbott's Teacher,
Morrison's Art of Teaching.
Emerson's Art of Teaching.

N. B.—The above list of Text Books sanctioned by the Protestant Committee of the Council for use in Protestant Schools, and approved by the Lieutenant-Governor in Council in conformity with Sect. 21, Subsection 4 chap. 15, Consolidated Statutes L. C., will be revised from time to time with a view to including such improved works as may appear. Publishers and others desiring books to be added are requested to send application, with accompanying specimens, to the Department of Public Instruction.

Teachers are expected to insist upon uniformity of text books in each subject in each class of scholars. In the subjects of *Spelling, Reading, Grammar and Geography*, the books first specified in the above list are those specially recommend.

School Boards and School Inspectors are notified that the Protestant Committee of the Council of Public Instruction, which is charged by Law with the recommendation of suitable Text Books for use in Protestant Schools, desire that perfect uniformity be introduced into all Protestant Public Schools as soon as possible, and maintained in future.

The foregoing list and directions are issued by order of the Hon. the Superintendent of Public Instruction.

H. H. MILES, LL. D.

Protestant Secretary of the Department
of Public Instruction.

Quebec, May 1877.

Quebec, May, 1877.

SPECIAL DIRECTIONS to Inspectors of Elementary and Model Schools, issued on the recommendation of the Protestant Committee of the Council of Public Instruction in conjunction with the Instructions already in force. (Report on Education, 1857.)

I.

The Inspector is required to visit each School within his limits at least twice in each year, and to report to the Department as may be required, filling such forms as shall be furnished to him, and giving all information required under chap. 15, sec. 115 of the School law.

Half a day shall, when possible, be devoted to each school, and, when in the School, the Inspector has entire control for the purposes of his examination. He should, however, treat the Teacher or Teachers with courtesy and respect, and should abstain from all expression of blame in the presence of the pupils or parents.

It is his duty to advise Teachers and School Commissioners or Trustees as to all defects and departures from the requirements of the law, and generally to use all proper means to promote the improvement of the School and to cultivate an interest in education. (*)

He shall give no previous notice of his visit to any School, except when a public examination may be arranged for with the Commissioners or Trustees.

As to the details of the work the following points are especially to be attended to :

1. On entering the School the Inspector shall, after introducing himself to the Teacher, and inserting in his note-book the name or number, locality, grade, and character of the School, note in his book the following particulars :

- (a) The date and time of his visit, and the work proceeding at the time in the School.
- (b) The attendance of pupils, and the number of classes.
- (c) The state of the School Register and Records.
- (d) The general impression produced by the appearance of the School.

(*) Such advice is to be given privately rather than publicly ; but the Inspector may address parents and pupils, on matters relative to the interests of the School, at public examinations, should he be present at these.

II.

In proceeding with the examination of the School, special attention should be given to the following points:

1. *As to the Teacher.*

- (a) The date, grade and nature of his diploma, and whether from the Normal School or from a Board of Examiners.
- (b) The date of his appointment to the School.
- (c) The amount of his salary and other emoluments.
- (d) The style of his teaching and discipline, and any circumstances favourable or unfavourable to his success.
- (e) He should impress upon Teachers the necessity of not merely recording absences, but of insisting upon reasons of absence so as to make it an object for the children to be punctual. A little care and persistence on the part of the Teacher in this will soon secure general attendance.
- (f) The Inspector should urge, as far as possible, a classification of the scholars, and to this end secure as far as possible uniformity of text-books on each subject in each class of the School.
- (g) He should urge upon Teachers to endeavour to teach Reading and Spelling thoroughly, and to do this before pressing upon children advanced studies while they can only read and spell very imperfectly.

2. *As to the Pupils.*

- (a) Their progress and proficiency in Reading, Spelling, Grammar, Arithmetic and Geography.
- (b) Their progress and proficiency in any higher, or other branches taught, as Agriculture, Sciences, Drawing, Music, Languages, Geometry and Algebra; provided that there is time and opportunity to examine in these.
- (c) Their conduct, deportment and regularity of attendance.

3. *As to Buildings and Apparatus.*

- (a) State of Repair.
- (b) Heating, Ventilation, &c., (Is there sufficient space per pupil, say 9 feet of floor and 100 cubic feet of air?)
- (c) Conveniences and play ground.
- (d) Apparatus, as Maps, Blackboard, &c.
- (e) Text-books, whether sufficient and of the kinds sanctioned by the Council of Public Instruction.

III. PRIZE BOOKS.

The attention of the Inspectors is called to the instructions issued by the Superintendent of Education, July 23rd, 1856, and it is desired that they will attend particularly to the following points:

1. Prizes should be rewards for general proficiency in all the regular subjects of the School course, and if the examination is unsatisfactory no prize should be given.
2. Prizes are to be given on the results of an actual examination by the Inspector, and this should relate chiefly to those regular subjects of the course which are most likely to give certain results, as Reading, Spelling, Arithmetic and Writing.

3. It is desirable that one prize at least should be given in each of the classes of the school where the classification is such as to admit of this.

4. An extra prize may be given for attendance and conduct as vouched for by the School Register, but this should be distinct from the prizes for proficiency, and should not be given except where a Register has been properly kept.

5. In Schools in which Drawing, Agriculture Music, Scientific subjects, &c., are taught, and when the progress made has been creditable, a prize may be given for any of these subjects, but distinct from the general proficiency prize.

6. It is to be observed that the above directions are limited by the rule that not more than six books are to be given in a school of not more than 50 children, and not more than twelve books in any school.

7. In city Schools, or in Schools where prizes have been provided by the Commissioners or Trustees, these prizes are not to be given, except by request of such Commissioners or Trustees.

8. In ordinary circumstances the same pupil should not receive a prize twice, except when promoted into a new class, or in a different subject from that in which a prize was previously taken.

9. Forms for Report of Inspectors with reference to relative merits of Schools:

Designation of school and date.	Condition of School Building.	Supply and condition of Apparatus.	Proficiency of pupils in ordinary branches.	Proficiency of pupils in special studies, as drawing, music, agriculture.	Attendance as compared with Register.	Remarks, especially with reference to improvement or otherwise since last visit.

On this form the Inspector will mark in each column opposite the name of the School visited—V. G. G. F. M. I. or B., according to the character of the School, these initials indicating, Very Good, Good, Fair Middling, Indifferent and Bad, respectively. In his report he shall state the percentage of Schools in the district attaining to each grade in each column. Any School marked V. G. or G. in all the columns shall be specially mentioned, and any teacher whose School for three successive years is marked V. G. or G. in the three last columns, shall be reported to the Superintendent for such honorable mention or other reward as may be proved for excellence in teaching.

The foregoing Special Directions to the Protestant Inspectors of Schools are issued by order of the Honorable the Superintendent of Public Instruction.

H. H. MILES, LL. D.,

Protestant Secretary of the Department of Public Instruction.

Depository

for Books, Maps, Models, Specimens, Apparatus and other school necessities.

His Excellency the Lieutenant Governor has been pleased by order in council, dated the 12th of June instant (1877), and

in virtue of the article 31 of the act 40 Vict. chap. 22, to approve the following rules :

RULES concerning the Depository for books and other school furniture, established by the Superintendent of Public Instruction, under article 31 of 49 Victoria, chap. 22, 1876.

1. The Superintendent of Public Instruction shall establish, organize and administer the depository for books and other school necessities, authorized by 40 Victoria, chap. 22, sect. 29, 1876, by means of the amount voted by the Legislature, and with the help of clerks engaged by him, by the month or by the year, whose pay shall not exceed \$2.00 per day. He shall transmit the names of such *employés* to the Lieutenant Governor in Council.

2 The Superintendent shall purchase the articles to be kept in the depository, and sell them to school municipalities at cost price, *plus* cost of storage and dispatch.

3. School Municipalities must pay cash or authorize the Superintendent to retain the amount of their order from their annual grant. As to those that come under the head of poor municipalities, the Superintendent may retain from their ordinary annual grant, or from their supplementary grant, the whole or part of the amount of their orders, or for purchases made previously and still due.

4. School Commissioners and Trustees, in regular meeting assembled shall decide, after due deliberation noted in the minutes of said meeting, as to the nature and amount of purchase to be made, and as to the manner of payment; if considered necessary they may authorize some one to make payment and receive the goods; the following resolution should then be adopted :

"The said commissioners (or trustees) oblige themselves to distribute these books and school necessities, according to law and to the rules laid down by the Superintendent, to the pupils of the schools under their control exclusively."

5. Orders signed by the chairman and secretary treasurer of Commissioners or Trustees, should be addressed to the Superintendent, and may be according to the following form :

"Place and date."

"To the Superintendent of Public Instruction,
"Quebec.

"Sir,
"The School Commissioners (or Trustees) of the municipality
"of _____ in the county of _____
"_____ at a regular meeting held on the _____
"_____ day of _____ have decided to purchase
"for the use of schools under their control the following
"school necessities :

.....
.....

"Please find inclosed amount of foregoing order, (or Please
"retain amount of this order from the annual grant credited
"to our municipality.) Address :

"Or, as the case may be : "The bearer is duly authorized to
"pay amount of this order and to receive the goods.

"In testimony whereof, we have signed and if the municipa-
"lity have a seal, and hereunto set the seal of our school municipa-
"lity at _____ this _____ day of _____ 18 _____

A. B.
Chairman.

C. D.
Secretary Treasurer.

6. Forms of orders and catalogues of articles to be found at the depository are furnished to School Municipalities by the Superintendent.

7.—1. All letters concerning the purchase of books or other necessities, shall be entered in the ordinary register for letters received at the Department of Public Instruction, or in a special book, and *docketed* with date and amount of order marked thereon.

2 All sums of money received shall be entered in a special book, and then deposited in a bank, in the name of the Superintendent as trustee for the depository.

3. Amounts retained on annual grants shall also be placed in bank, after having been credited to the depository in the book of money received, and debited to the municipalities in the book of grants forwarded.

4. The clerk charged with the dispatch of school necessities shall enter in a book for that purpose, the date and amount of such order and the name of the person making it, as also the date and amount of the bill, and according to circumstances, the name of the person to whom, goods are delivered, or the manner in which they have been forwarded.

8. When Commissioners or Trustees have provided by assessments for the payment of their orders, or if they have authorized the retention of the amount on their annual grant, they shall immediately distribute the articles purchased to the pupils gratuitously; if they have not so provided they shall sell them at cost price.

The rate of assessments required for the purchase of school necessities, is fixed according to the number of children of an age to attend school, according to the recommendation of the Catholic Committee of the Council of Public Instruction.

10. The Superintendent will render, every six months, to the Provincial Secretary, an account of the operations of the depository.

Examinations for Teachers' Diploma

In accordance with the regulations drawn up by the Protestant Committee of the Council of Public Instruction, and issued by the Department of Public Instruction, protestant candidates for Diplomas coming before protestant and mixed boards, are hereby notified that said candidates shall, on, and after, the first Tuesday of November 1877, be examined by written or printed papers on every subject, except *Dictation, Reading and Mental Arithmetic*. Papers prepared by a joint-committee appointed for that purpose, will be issued to all the said Boards of Examiners.

The following is a list of subjects of examination.

1. PRELIMINARY.

"All candidates for any grade of Diploma must pass in the following subjects :—

	Marks.
1. English Dictation (including hand writing)	50
2. English Reading	50
3. English Grammar	50
4. Arithmetic (ordinary rules)	50
5. Geography (4 Continents and British Nord America)...	50
6. Sacred History (one Historical Book of the Old Testament and one of the Gospels)	50

"No candidate shall pass unless he shall have obtained one-third of the Marks in each of the above, except Dictation and Reading in which two-thirds shall be required.

"Candidates for a higher Diploma, who have already passed in these subjects, may be exempted from further examination in them."

2. SPECIAL.

(a). Elementary Diploma.

	Marks.
1. Art of Teaching as in Abbot's Teacher and Morrison's Art of Teaching	100
2. History of England and of Canada	100
3. French, Dictation, Grammar and Reading, in the case of those who desire a certificate in that language	100

"Candidates must take at least one-third of the Marks to pass; but if below this standard they may be passed for a second class Elementary Diploma. Candidates in French taking two-thirds of the Marks shall be entitled to special mention of the subject in the Diploma.

(b). Model School Diploma.

	Marks.
1. English composition (a short Essay)	100
2. Advanced Arithmetic and Mensuration	100
3. Geometry, Euclid, Books I, II, III	100
4. Algebra, including Simple Equations	100
+5. French, Dictation, Grammar and Reading	100
+6. History of England and of Canada	100
+7. Art of Teaching, as above	100
8. Book-keeping, use of the Globes, or Linear Drawing	100

"Candidates must obtain at least one-third of the marks in each subject. If only partially successful they may be awarded Elementary Diplomas.

(c). *Academy Diploma.*

Marks.

1. Greek, Xenophon, Anabasis Book I and Grammar	100
2. Latin, Caesar, Bel. Gal. Book I and Grammar	100
3. French, Grammar, Reading and Composition	100
4. Euclid, Book I, II, III, IV and VI	100
5. Algebra, including Quadratics	100
6. History as above, or Natural Philosophy, or Botany, or Scientific Agriculture	100
† 7. Art of Teaching	100

"Candidates must obtain at least one-third of the marks in each subject.

"Teachers of French Schools may be examined in French, instead of English

† As in Elementary Examination.

The questions are to be limited for the most part to the authorized text-books, and the following are recommended to the candidates as a guide to the character of the questions to be asked on certain subjects :

ENGLISH GRAMMAR,—Elementary Diploma, Lennie.

ENGLISH GRAMMAR,—Mod. Sch. & Acad. Diploma, Morell.

GEOGRAPHY,—*Hodgkin's General Geography.*

HISTORY,—*Collier's British History, and Miles' School History of Canada.*

ART OF TEACHING,—*Abbot's Teacher and Morrison's Art of Teaching.*

The Algebra for the Model School Diploma shall comprehend, Involution, Evolution, Fractions, and Simple Equations.

Arithmetic, "Ordinary Rules" shall comprehend Reduction, vulgar and Decimal Fractions, Proportion, Practice, Interest, Discount and Percentage.

The Examinations will last two days, the Elementary ending the first day, the Model School and Academy continuing during the second.

GEORGE WEIR,

Secretary Joint Committee,
for preparing examination papers.

MISCELLANY.

Breaking the Child's Will.—The grand blunder which almost all parents and nurse maids commit is that when the child takes a whim against doing what he is wanted to do—will not eat his bread and butter, will not go out, will not come to his lessons, etc.—they so to speak, lay hold of his hind leg, and drag him to his duties ; whereas a person of tact will almost always distract the child's attention from its own obstinacy, and in a few minutes lead it gently round to submission. Many persons would think it wrong not to break down the child's self will by main force, to come to battle with him and show him that he is the weaker vessel ; but my conviction is that struggles only tend to make his self-will more robust. If you can skillfully contrive to delay the dispute for a few minutes and hitch his thoughts off the excitement of the contest, ten to one he will give in quite cheerfully, and this is far better for him than tears and punishment.

Harriet Martineau's School-Days.—"For nearly two years after our return from that country visit, Rachel and I were taught at home. Our eldest brother taught us Latin, and the next brother, Henry, taught us writing and arithmetic ; and our sister, French, reading, and exercises.

We did not get on well, except with the Latin. Our sister expected too much from us, both morally and intellectually ; and she had not been herself carried on so far as to have much resource as a teacher. We owed to her, however, a thorough grounding in our French grammar (especially verbs), which was of excellent service to us afterwards at school, as was a similar grounding in the Latin grammar, obtained from our brother. As for Henry, he made our lessons in arithmetic, etc., his funny time of day ; sorely did his practical jokes and ludicrous severity afflict us. He meant no harm ; but he was too young to play school-master, and we improved less than we should have done under less head-ache and heart-ache from his droll system of torture.

I should say, on their behalf, that I, for one, must have seemed a most unpromising pupil, my wits were so completely shattered by fear and shyness. I could never give a definition, for want of presence of mind. I lost my place in class for everything but lessons that could be prepared beforehand. I was always saying what I did not mean. The worst waste of time, energy, money, and expectation,

was about my music. Nature made me a musician in every sense. I was never known to sing out of tune. I believe all who knew me when I was twenty, would give a good account of my playing. There was no music that I ever attempted that I did not understand, and that I could not execute, under the one indispensable condition, that no-body heard me."

"I was eleven when that delectable schooling began, which I always recur to with clear satisfaction and pleasure. There was much talk in 1813 among the Norwich Unitarians, of the conversion of an orthodox dissenting minister, the Rev. Isaac Perry, to Unitarianism. Mr. Perry had been minister of the Cherry Lane Chapel, and kept a large and flourishing boys' school. Of course, he lost, and the chief part of his school. As a preacher, he was woefully dull ; and he was far too simple and gullible for a boys' schoolmaster. The wonder was that his school kept up so long, considering how completely he was at the mercy of naughty boys. But he was made to be a girl's schoolmaster. Gentlemanly, honorable, well provided for his work, and extremely fond of it, he was a true blessing to the children who were under him."

We were horribly nervous, the first day we went to school. It was a very large, vaulted room, white washed, and with a platform for the master and his desk ; and below, rows of desks and benches, of wood painted red, and carved all over with idle boys' devices. Some good boys remained for a time ; but the girls had the front row of desks, and could see nothing of the boys but by looking behind them. The thorough way in which the boys did their lessons, however, spread its influence over us, and we worked as heartily as if we had worked together. I remember being somewhat oppressed by the length of the first morning,—from nine to twelve,—and dreading a similar strain in the afternoon, and twice every day ; but in a very few days I got into all the pleasure of it, and a new state of happiness had fairly set in. I have never since felt more deeply and thoroughly the sense of progression than I now began to do. As far as I remember, we never failed in our lessons, more or less. Our making even a mistake was very rare ; and yet we got on fast. This shows how good the teaching must have been. We learned Latin from the old Eton grammar, which I, therefore, and against all reason, cling to,—remembering the repetition days (Saturdays) when we recited all that Latin, prose and verse, which occupied us four hours. Two other girls, besides Rachel and myself, formed the class ; and we certainly attained the capability of enjoying some of the classics, even before the two years were over. Cicero, Virgil, and a little of Horace, were our main reading then ; and afterwards, I took great delight in Tacitus. I believe it was a genuine understanding and pleasure, because I got into the habit of thinking in Latin, and had something of the same pleasure of sending myself to sleep with Latin as with English poetry. Moreover, we stood the test of verse-making, in which I do not remember that we ever got any disgrace, while we certainly obtained, now and then, considerable praise. When Mr. Perry was gone, and we were put under Mr. Banfather, one of the masters at the grammar school for Latin, Mr. B. one day took a little book out of his pocket, and translated from it a passage which he desired us to turn into Latin verse. My version was precisely the same as the original, except one word, (*annosa* for *antiqua* and the passage was from the *Æneid*. Tests like these seem to show that we really were well taught, and that our attainment was sound, as far as it went. Quite as much care was bestowed on our French, the grammar of which we learned thoroughly, while the pronunciation was scarcely so barbarous as in most schools during the war, as there was a French lady engaged for the greater part of the time."

What the average boy and girl can learn.—Everyone who has had the experience that qualifies him to judge, knows that average boys and girls, six years old, can be taught in the three succeeding years, with twenty minutes of rational instruction a day, to read beautifully at sight whatever is not above their comprehension. Even less instruction is required afterwards. But any amount of idiomatic instruction cannot make them good readers of the simplest printed page ; and it is a waste of good instruction if it is spent in attempting to teach them to read what is above their comprehension.

The same time, with rational instruction, is quite enough to make the same boys and girls quick and accurate in all small computations of numbers, whole and fractional, which do not involve logical operations beyond the ready comprehension of children nine years old. No amount of time would enable them to make progress in the higher arithmetic or in Euclid.

Thirty minutes a day, with rational instruction, devoted to spelling and writing, would enable boys and girls, when nine years old, to write plainly and rapidly without a copy, to spell all of the most common words, and to express in writing, with a good degree of ease, and clearness whatever thoughts they might have. More time than this is now spent upon words

the children will never, with rare exceptions, have occasion to write after leaving school. Time spent, at this age, in the study of technical grammar and rhetoric, is time wasted.

An additional thirty minutes a day, with rational instruction devoted to the acquisition of miscellaneous knowledge, and to the cultivation of the imagination and the literary taste would give the same boys and girls, aside, from a deal of useful information, much valuable culture, and a ready command of quite an extensive vocabulary.

We have thus disposed of one hour and forty minutes a day, or eight hours and twenty minutes a week, counting five days a school week. Those who assert that average boys and girls cannot be taught what has been indicated, and in the time indicated, do not assert what they know, only what they assume to know. That average boys and girls in the public schools do not accomplish so much we acknowledge, but the failure is not due to incapacity on the part of the children,—it is due to the defective conditions under which they are compelled to learn. To search out these defects, whether of general management or of particular method, is the business of school officials and teachers. It is not the part of wisdom to charge the poor results, as the Superintendent of Brooklyn does, to the want of time, especially when, as we venture to say, there is not a primary-school teacher in Brooklyn who does not spend at least eight hours a week in teaching her class to read, and about as much more time in teaching arithmetic; nor a grammar-school teacher who does not drill her class four hours a week in each of these studies. It is not more time that is wanted in Brooklyn for the studies in each grade, but more wisdom in the use of the present time.

If the boys and girls leave school at eleven years of age, they must, of course go without a knowledge of those things that can be learned only by maturer minds; but, while they do attend, there is an abundance of time for learning the things adapted to their age. If they do not learn them, the failure is due, not to want of time, but as we have said, to a waste of time in poor teaching. This is not, by any means, a matter of mere speculation.—*N. Y. Educational Journal.*

A Wise Teacher.—A boy fifteen years old had been flogged and harshly treated at home and at school until he had lost his self-respect, and become utterly reckless of his character. So bad, indeed, was he, that the trustees in his native district had caused his expulsion from the public school. His father, almost in despair, requested a teacher in the neighboring district, who was known for his great success in managing the worst boys, to try his son. On entering the school, the teacher lent him an interesting book, telling him he might read it the first day, and not commence to study until he had become acquainted with the place. That night he told the boy he thought him capable of becoming one of the best scholars in the school, and that if he would try to excel, he should have every opportunity afforded him, which would enable him to disappoint the expectations of every-body. The poor outcast opened his eyes with astonishment, and amazed that any one should speak kindly to and be interested in him. For several weeks he seemed to forget his wayward habits, and devoted his mind to study with remarkable success, to the surprise of all who knew his history. One day he became very angry because the teacher would not aid him, at the moment in solving a problem. He laid down his books and sat nursing his wrath, and when the teacher found leisure and offered to aid him, he tartly replied, 'I do not wish it.' When the school was closed the boy was requested to remain, doubtless expecting a flogging, as in former times; but what was his astonishment when the teacher sat down by his side and said, 'Thomas, I thought you were willing, and meant to be a good boy, and I had given you a good name among all your acquaintances, which seemed to give them great joy. Must I now go and tell them that all my hopes for you are crushed, that all my kindness toward, and efforts to help you, are lost?' Thomas went under this appeal, for he had expected the whip or expulsion from school; and from that hour his reformation was confirmed. After he had found that one at least 'cared for his soul,' he became an excellent scholar, and was known for exemplary conduct, and a more worthy man than he now is cannot be found in the neighborhood. He dates the turning point of his life and character to that hour with the teacher at the close of the school on that eventful day.

Now, suppose the teacher had allowed his anger to be provoked by the boy's sullen insolence, and he had scolded and whip-

ped him, as others had done, instead of arousing the boy's benevolence and friendship, and awakening his self-respect and regard for the opinion of others, he would have gone from that school but an outcast and an Ishmael.

Phrenological Journal.

Nervousness and how to overcome it.—From an article on this subject in the *Herald of Health* we make the following extracts:

The symptoms of nervousness are too many to mention, and vary in different subjects. The patient knows and feels he is ill, but cannot tell where and how. He becomes fretful and peevish and angry without a cause. He is easily startled, complains of irregular action of the heart, sleeps badly, and this loss of sleep spoils the next day's happiness. Resolution and courage fail, memory is impaired, he becomes tired and is easily confused. He is subject to fits of melancholy, continually makes himself unhappy, looks on the dark side, and seems to have no silver ray to line the clouds of life. If the nerves of motion become weakened the sufferer has little pleasure in either bodily or mental exertion. The appetite fails, becomes capricious and inconstant; the patient complains of a bad feeling, a pain in the head, flatulency, and irregularity of bowels. Woe be to him now if he flies to alcohol to stimulate his failing powers!

We shall not here enter into the 'symptoms of hysteria, so often the result of nervousness in both men and women.

Now from whatever cause, or combinations of causes, nervousness has been produced, if happiness and health are to be restored, the causes must be removed and the injury they have caused be repaired; for in proportion to the weakness of a man's system and the enfeeblement of his nerves, will be the liability of his falling a victim to other and more fatal maladies; and thus it is that every day we find such diseases as bronchitis, consumption, Bright's disease, brain disease, and insanity following at the heels of nervousness.

The indications for treatment are fourfold. First, we must remove the cause, restore the tone of the heart, and improve the blood. All injurious habits must be given up, late hours and intemperance in eating abandoned; smoking, if practised, must be stopped. This done, the patient is on the road to a cure, for nature is very kind when she has a chance, though she is dreadfully cruel when abused.

The food is most important. It must be abundant and whole some—neither too much nor too little. It should not be sloppy, and soups had better be avoided so long as solid food can be taken. Rise from the table feeling you have had enough, but not oppressed with what you have eaten. Many a man has lived to an old age by following this rule. The bread should be stale, and no very heating food taken.

Eight hours' sleep should be taken every night if possible. This alone will nearly cure—"early to bed and early to rise," should be the motto. Sleep is the salvation of the nervous system. When there is strength, a cool bath, short and quickly over, with much friction under a sheet, should be taken every morning, and a reaction secured. Without a reaction much harm results.

The exercise should be moderate and pleasant. Riding, driving, rowing, light physical labour, are all good. Breakfast early, dine at one or two, and sup two hours before going to bed; drink no tea.

Take no narcotics to make you sleep. A few stray oysters before bedtime are worth all the narcotics in the world, are easily digested, and furnish material for restoring nervous tissue and blood. If you wake up in the middle of the night, sometimes a small stale biscuit eaten will send you off to sleep again.

A change of scene, air, and cheerful society, with sea-bathing, are excellent agents for curing nervousness.

Avoid physic—it exhausts the tone of the system, the very thing you want to restore. Above all, keep up a good heart, and a firm reliance on the healing power of nature.

Mind and Health.—The *Science of Health* says on this subject: "The mental condition has more influence upon the bodily health than is generally supposed. It is no doubt true that ailments of the body cause a depressing and morbid condition of the mind; but it is no less true that sorrowful and disagreeable emotions produce disease in persons who, uninfluenced by them, would be in sound health—or, if disease is not produced, the functions are disordered. Not even physicians always consider the importance of this fact. Agreeable

emotions set in motion nervous currents, which stimulate blood, brain, and every part of the system into healthful activity; while grief, disappointment of feeling, and brooding over present sorrows or first mistakes, depress all the vital forces. To be physically well one must, in general, be happy. The reverse is not always true; one may be happy and cheerful, and yet be a constant sufferer in body."

Some advantages of Candour.—Do not let the idea that you know it all get away with you. Don't try to make your wife believe that you are a great man, because she will know better.

Do not try to make your children believe you are a saint. They will find you out. Acknowledge that you are human, and establish a bond of sympathy with them. Tell them not to lie, because you know lying to be bad. Children are thinkers, and in their quaint, quiet little way, sharp logicians. Do not impose on them. Do not pick out their destinies for them. A child trained contrary to its inclinations is not worth three nothings. Do not try to direct their minds into channels that are uncongenial to them. When children ask questions you cannot answer, honestly acknowledge your ignorance. They will think more of you for it, and it is far preferable to have them think you are ignorant than to catch you in a lie. Let us raise leaders instead of followers.

—The worst thing a parent can do to a boy is to pamper him. A boy can be fed to death. He can be killed by motherly kindness and fatherly guardianship. Boys are only young animals with minds, or what will one day be minds. The most essential part of a boy is his stomach; the next important members of his organism are his legs. Good, strong, sturdy legs, and a stomach able to digest anything in the way of food, and any amount of it, make an equation for boyhood. Do not, then, keep your boy in the house, doting father, but give him a bat, a ball, a sled, a pair of skates, anything he needs for out-door amusement, and send him out-doors. Go with him yourself, if possible. Skate with him, race with him, be a boy with him now, that he may be a man with you by and by.

Golden Rule.

A "Sure Cure" for Rheumatism.—The number of "infallible" cures for rheumatism that have been announced have become a matter of joke. Our readers have doubtless seen the amusing list of a hundred or so of these specifics, professional and non-professional, that has gone the rounds of the papers. Dr. Franz Heller has added one more to the catalogue, and that is ammonia, which he advocates enthusiastically in the *Medizinische Presse*, of Vienna. For several years he had been a sufferer from severe muscular rheumatism in the right shoulder; he had taken all the common anti-rheumatic remedies with but little alleviation, when he began to reason that in rheumatism, as in gout, there may be a uric acid diathesis; he thought that liquor ammoniac, on account of its rapid volatilization, would be the remedy most readily absorbed, and the most prompt in action. He took one drop, diluted with water, and felt immediately a complete relief from the pain, which had lasted for ten hours; he was now able to move freely the arm which, an instant before, he could scarcely bear to have touched. The remedy, he claims, has proved a positive cure in all recent cases of muscular rheumatism which have fallen under his observation, and these have been many. He also observed its effects in several cases of acute articular rheumatism, in two of which six drops sufficed to subdue the pain and swelling within a period of twenty-four hours. In one case of chronic rheumatism of a finger joint, which had lasted for half a year, the simple administration of the ammonia completely dispelled the inflammation and pain in the joint within ten days.

Boston Journal of Chemistry.

Sulphur for Scarlet Fever.—Dr. Henry Pigeon writes to the *London Lancet* as follows:—"The marvellous success which has attended my treatment of scarlet fever by sulphur induces me to let my medical brethren know of my plan, so that they may be able to supply the same remedy without delay. All the cases in which I used it were very well marked, and the epidermis on the arms in each case came away like the skin of a snake. The following was the exact treatment followed in each case:—Thoroughly anoint the patient twice daily with sulphur in a little jam three times a day. Sufficient sulphur was burned twice daily (on coals on a shovel) to fill the room with the fumes, and, of course, was thoroughly inhaled by the patient.

"Under this mode of treatment each case improved imme-

diately, and none was over eight days in making a complete recovery, and I firmly believe in each it was prevented from spreading by the treatment adopted. One case was in a large school. Having had a large experience in scarlet fever last year and this, I feel some confidence in my own judgment, and I am of opinion that the very mildest cases I ever saw do not do half so well as bad cases do by the sulphur treatment, and as far as I can judge, sulphur is as near a specific for scarlet fever as possible."

ADVERTISEMENTS.

War Maps.

SCHEDLER'S TOPOGRAPHICAL MAP OF THE DOBRUDSHA (Eastern Bulgaria), CENTRAL ROUMANIA, and BESSARABIA,—the valley of the Lower Danube from the Transylvania Mountains in the North to the great Balkan Mountains in the South, and from Sistova in the West to the Mouths of the Danube in the East. Colored, Scale, 1 : 1 : 600,000. Size, 23 x 24 inches. Price, folded and in cover, \$0.40.

This is the best and most complete Map of this important section of country, yet issued. It has been prepared with great care and with a view to minute accuracy, giving the location not only of all the cities and towns, but also of almost all the villages; railroads and highways are distinctly shown, while many, even, of the less important roads are also indicated. The lakes, lagoons, swamps, and marshes of this region which will prove of great importance in the military movements, are given, and the Map is also very accurate and reliable in regard to all water-courses, as well as to mountains, hills, etc.

This Map is, in fact, so faithful as to detail that it might be safely used by officers in the field. It will, therefore, be a great value to all who desire to trace the movements of the opposing forces understandingly and minutely.

These remarks apply, also, to the following Map, viz.:

Schedler's Topographical Map of Western Bulgaria, Western Roumania, and Eastern Servia.—Colored. Scale, 1 : 600,000. Size, 23 x 34 inches. Price, folded and in cover, \$0.40.

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RICHARDSON'S

CANADIAN ARITHMETIC, IN DECIMAL CURRENCY

WITH

METRIC TABLES

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ABSTRACT FOR THE MONTH OF MAY, 1877.

OF TRI-HOURLY METEOROLOGICAL OBSERVATIONS TAKEN AT MCGILL COLLEGE OBSERVATORY. HEIGHT ABOVE SEA LEVEL, 187 FEET.

Day.	THERMOMETER.				* BAROMETER.				† Mean Press- ure of Va- pour.	‡ Mean Relative Humidi- ty.	WIND.		SKY CLOUDED IN TENTHS			* Rain and Snow Melted.	Day.
	Mean.	Max.	Min.	Range.	Mean.	2 Max.	2 Min.	Range.			General direction	Mean Velocity in m. p. hour.	Mean.	Max.	Min.		
1	44.36	49.3	41.3	8.0	29.7860	29.803	29.764	.039	.2028	69.8	W.	11.1	8.8	10	2		1
2	39.40	44.7	35.5	9.2	29.7918	29.816	29.774	.042	.1606	66.5	W.	13.3	9.1	10	5	Inapp.	2
3	40.89	48.2	32.2	16.0	29.6739	29.774	29.575	.199	.1533	61.0	W.	17.4	7.8	10	1	Inapp.	3
4	45.60	54.5	36.6	17.9	29.6823	29.846	29.612	.231	.1296	43.0	W.	12.0	3.5	8	0		4
5	47.88	56.2	39.4	16.8	29.9823	30.017	29.884	.133	.1489	45.3	W.	6.3	1.2	5	0		5
Sunday 6		61.3	38.2	23.1							N. E.	7.9					6 Sunday
7	47.95	57.7	38.3	19.4	29.9588	30.007	29.898	.108	.2165	66.0	N.	9.0	4.2	10	0	0.04	7
8	40.05	51.7	38.2	13.5	29.9203	29.947	29.892	.055	.2174	73.1	N. E.	9.9	6.5	10	0	Inapp.	8
9	43.38	50.0	36.3	13.7	29.9219	29.954	29.894	.060	.1979	70.8	N. E.	17.7	8.4	10	1	Inapp.	9
10	46.15	51.2	39.3	11.9	30.0203	30.126	29.955	.167	.1861	62.8	N. E.	14.8	9.8	10	8	Inapp.	10
11	52.11	63.3	39.0	24.3	30.2191	30.256	30.158	.098	.1846	48.5	N. E.	3.4	1.4	3	0		11
12	58.61	68.0	41.6	26.4	0.2701	30.350	30.227	.163	.2065	43.8	S. W.	5.3	0.5	2	0		12
Sunday 13		72.5	50.4	22.1							S. W.	16.3					13 Sunday
14	61.85	75.4	49.3	26.1	30.1052	30.190	30.020	.170	.2697	50.0	S. W.	21.2	8.4	10	5	0.03	14
15	62.20	75.0	55.0	20.0	30.0495	30.136	29.975	.161	.3214	52.2	S. W.	12.7	8.5	10	3		15
16	66.67	76.7	54.8	21.9	29.8686	29.961	29.728	.236	.4331	66.9	S. W.	15.9	8.4	10	6		16
17	69.62	76.5	61.0	15.5	29.8332	29.869	29.767	.102	.5125	71.4	S. W.	14.5	7.5	10	3	0.38	17
18	70.40	77.0	66.7	10.3	29.7574	29.866	29.610	.253	.5601	75.5	W.	18.2	9.0	10	5	0.04	18
19	6.20	75.5	62.2	13.3	29.8876	29.967	29.828	.139	.4622	67.0		8.3	7.0	10	3	Inapp.	19
Sunday 20		72.3	59.1	13.0								6.8				0.01	20 Sunday
21	57.41	62.5	47.9	14.2	29.7545	29.867	29.615	.252	.3167	67.1	N. E.	6.3	8.4	10	2	0.02	21
22	57.76	66.0	52.1	13.9	29.6096	29.679	29.585	.094	.2804	59.4	N. E.	8.0	9.4	10	6	0.08	22
23	50.55	54.0	44.3	9.7	29.7640	29.816	29.697	.119	.2239	61.9	N.	5.2	7.4	10	2	Inapp.	23
24	50.52	58.0	42.4	5.6	29.8396	29.902	29.799	.111	.2301	66.5	N.	8.2	7.2	10	2	Inapp.	24
25	53.14	57.4	44.5	12.9	29.9224	29.972	29.894	.078	.2851	71.0	N. E.	4.7	9.1	10	5	Inapp.	25
26	54.71	61.7	48.3	13.4	30.0376	30.126	29.990	.136	.2969	69.0	N. E.	3.3	8.7	10	3	0.01	26
Sunday 27		65.7	46.8	18.9								6.0					27 Sunday
28	65.86	76.3	55.0	21.3	30.1186	30.152	30.081	.071	.3082	49.5	S. W.	18.1	2.8	6	0		28
29	68.10	78.2	58.2	20.0	30.1087	30.182	30.044	.138	.3321	48.5	S. W.	13.7	2.2	3	1		29
30	69.02	79.0	58.7	20.3	29.9709	30.042	29.891	.151	.3269	47.1	S. W.	13.3	4.5	9	2		30
31	68.09	72.7	61.0	11.7	29.9347	29.977	29.898	.079	.4035	58.6	S. W.	15.0	5.7	10	2	Inapp.	31
Means	55.644	64.13	47.54	16.59	29.9181			.1306	.28033	60.37		11.09	6.49				

Barometer readings reduced to sea-level and temperature of 32° Fahr. † Pressure of vapor in inches mercury. ‡ Humidity relative saturation being 100. Observed.

Mean temperature of month, 55.64. Mean of max. and min. temperature, 55.83. Greatest heat was 79.0 on the 30th; greatest cold was 32.2 on the 3rd,—giving a range of temperature for the month of 46.8 degrees. Greatest range of the thermometer in one day was 26.4, on the 12th; least range was 8.0 degrees on the 1st. Mean range for the month was 16.6 degrees. Mean height of the barometer was 29.9181. Highest reading was 30.300 on the 12th; lowest reading was 29.575, on the 29th—giving a range of 0.755 inches. Mean elastic force of vapor in the atmosphere was equal to .2803 inches of mercury. Mean relative humidity was 60.04. Maximum relative humidity was 88 on the 8th. Minimum relative humidity was 27, on the 5th. Mean velocity of the wind was 11.1 miles per hour; greatest mileage in one hour was 27, on the 16th. Greatest velocity in gusts was 36 miles per hour on the 18th. Mean direction of the wind, W.

Rain fell on 18 days. Total rainfall, 0.62 inches.