

REPORT OF REV. CYPRIAN PINKHAM, B.D. CONCERNING HIS VISIT TO ONTARIO AND QUEBEC, PRESENTED TO THE MANITOBA BOARD OF EDUCATION.

(Winnipeg Free Press.)

A special meeting of the Protestant section of the Board of Education was held in the education office on Tuesday, Dec. 27th, the members present being Rev. Prof. Hart, (called to the chair), Rev. Canon O'Meara, S. Mulvey, W. Hespeler, W. J. James, Rev. W. C. Pinkham, Superintendent of Education, and the Bishop of Rupert's Land, and Rev. Dr. Rice.

The minutes of the last meeting were read and confirmed.

The Superintendent stated that the Rev. Alex. Matheson had resigned the office of inspector of schools for Springfield and parts adjacent, and moved, seconded by Canon O'Meara, that the resignation be accepted, and that Mr. John B. Ferguson be appointed to the position. Carried.

The Superintendent then read the following report of the text-book committee, which on motion of Mr. Mulvey, seconded by Mr. Hespeler, was unanimously agreed to, viz;

EDUCATION OFFICES, WINNIPEG, }
December 21st, 1881. }

At a meeting of the Text-book Committee held here to-day, Rev. S. D. Rice in the chair, it was unanimously resolved to recommend.

1st. That the following books be authorized for use in the Protestant public Schools, viz:

(1) English Readers by Prof. Meiklejohn adapted for use in Canadian schools, to be used exclusively in all schools opened after this date, and all the Protestant public schools after January 31st 1883.

(2) Outlines of English Grammar, Mason.

(3) English Composition, Harrison.

(4) Outlines of Canadian History, Joffers.

(5) Calkin's Geogr. phy for junior classes.

(6) Practical Speller, (published by Gage & Co.)

(7) Pretty Stories, (composition) Kellogg.

(8) Mental Arithmetic, Dr. McLellan.

(9) Canadian Accountant, Beatty.

(10) Science of Accounts, Dr Bryant.

2nd. That the following be removed from the list (after January 31st, 1883, viz.)

Composition, Quackenbos, Easy Lessons in Geography, Lovell.

3rd. That the following be recommended for teachers use viz.

Algebra, Dr. McLellan's.

Examination questions in arithmetic, McLellan.

Object Lessons, Calkin.

A number of petitions for new school districts were then laid before the meeting, and were, on motion duly seconded referred to the executive committee, who were empowered to deal with them.

The Superintendent then read the following report;

To the Protestant Section of the Board of Education.

GENTLEMEN:—At our last meeting, held on the 17th of October, I was instructed by you "to proceed as soon as possible to the eastern provinces, for the purpose of visiting some of the principal Normal, Model and High schools of the Dominion, and on my return, to report to you upon a system of High Schools and Training Schools, for the Province of Manitoba."

Before setting out on this mission I felt that it was my duty to submit the question of my going to the Provincial Secretary for the concurrence of His Honor the Lieut. Governor in Council, and I need hardly say that the answer I received was satisfactory. I was told "The Council had no objection to your absence, being sure that your mission will advance the cause of education in this province." Accordingly I left home on the 24th of October, and returned on the 29th of last month, being absent a little over a month. I spent several days in Toronto, visiting the Department of Education, Normal and Model schools, the Collegiate Institute, the public day and night schools, and other educational Institutions, and I was present for a short time at a meeting of the Board of trustees for the city. I was three days in Ottawa, and saw the Ottawa Normal and Model Schools, and the Collegiate Institute. I spent nearly a week in Montreal, during which time I had the opportunity of visiting the McGill University, the McGill Normal School, the Model Schools in connection with it, the high school for boys and girls, the primary high school, and two or three public schools of the city, as well as the Mackay Institute for deaf mutes. I spent an afternoon and evening at St. Catharines and in the company of my friend Mr. J. B. Somerest, inspector of the schools for the county of Lincoln,

visited the public schools and Collegiate Institute of that city. I went to Boston, being told that there I should see the most flourishing educational institutions of the great republic, but unfortunately, just as I arrived, all the schools were closing for the rest of the week, to celebrate the national thanksgiving, and I felt reluctantly obliged to limit my visit for a few hours, during which I made the acquaintance of the secretary of the board supervisors, and obtained valuable official documents from him. On my way home I spent the greater part of a day at Minneapolis, during which, beside visiting one of the primary schools I was shown over the admirable high school of that city, and saw something of the work done there.

When I left Winnipeg I intended to go to Nova Scotia and New Brunswick, but having only a limited time at my disposal, and feeling that the whole of it might have been spent with exceeding advantage either in Toronto or Montreal I deferred my visit to these interesting portions of the Dominion to a later date.

I visited the Art institutions in Toronto, Ottawa, Montreal and Chicago.

The object of my visit implied the making myself and it known to the leading educationists wherever I went, from all of whom I met with the utmost kindness and encouragement. I deem it no slight privilege to have had intercourse with such men as Principal Dawson, Dr. Wilson, president of Toronto University, Canon Norman, D. C. L., the cultured and able chairman of the Montreal Protestant school commissioners, whom every pupil of the public schools seems to love, Mr. Murchey, Principal of the Toronto Collegiate Institute, Inspector Hughes, who by his energy and ability has elevated the public schools of Toronto to a very high standard indeed, Dr. Robins, superintendent of the Protestant public schools of Montreal and those who fill positions in the Department of Education in Toronto and in the different normal, model and high schools of the capital and the two leading cities of the Dominion. At the request of some of my friends I delivered a lecture there on the "Educational Outlook in Manitoba," which was warmly received.

You will, I am sure, be pleased to hear, that even in Ontario—whose educational system received the highest encomiums at the Centennial exhibition, and among such men as I have mentioned, Manitoba is credited with being in some of the leading features of her educational system, in advance of that most enlightened Province. In our University system; in such features of our school law as the superintendents instead of a minister of education; in the appointment of our inspectors by a Board such as this, rather than by the councils of the different municipalities, in the power now employed by school trustees throughout the Province, to determine the amount of money to be raised in their respective districts, to supplement the Legislative grant; in the payment of a lump sum to such school rather than the system of payment by results; and in the proposed programme of studies in use in the cities and towns of Manitoba, with which the name of J. H. Stewart, inspector of city schools, must always be attached, some of the leading educationists whom I have met with do not hesitate to say that we have surpassed them. They think, too, that in exercising our judgment, as to the adoption of what will suit Manitoba, whether from the older provinces, the mother country or the United States, we are not only within our right, but are exhibiting the true spirit of master-builders who are from the special circumstances in which we are placed, preeminently "the heirs of all the ages;" and, recognizing the wisdom and breadth of view exhibited by us in laying our educational foundation, they anticipate a superstructure that will eclipse all others. And if, while in Toronto, on which I found it difficult to turn my back, when the time came for me to do so, where I gladly admitted that we had received from their elaborate system much that is extremely valuable, I felt proud to be the honored representative of this Board and rejoiced to think that I had a share in bringing about results whose value is so generously admitted the feeling you will say was a natural one. But beyond all this I was specially gratified to find that my ideas about the development of our system in the direction of high school work, and the training of our teachers, were warmly endorsed by many of those whose professional opinion deserves to be carefully considered.

The best friends of any system are not those who close their eyes to its defects. The high school system of Ontario, although it has accomplished gratifying results, is not in the opinion of its most ardent supporters perfect. It has been very costly. It has frequently drifted into a most unsatisfactory rivalry with the neighboring common schools—two most serious objections, due in my opinion in a very great degree to the fact that high schools and common schools are managed by distinct boards of trustees. Then, its teachers, even in these days when so much importance is attached to a pro-