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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 4.

APRIL, 1894.

VOL. XIV.

Articles : Original and Selected.

GRAMMAR.

BY MISS M. INGHAM PEBBLES, MONTREAL.

[*Concluded.*]

How this method makes "the rough places plain" is shown by adopting the symbols set forth in Chart 2. The section to be analyzed is called a period and consists of principal and subordinate propositions or clauses. Time is not spent in determining if such and such a period is Compound or Complex, but as the pupils advance and (inasmuch as they are likely to meet with these terms elsewhere) the teacher may judiciously show how they are applied by various authorities on English Grammar. The principal clause is represented by *p. q. c.*, which indicate that it is either an assertion, a question, or a command. An explanation, nominative of address or other word or group of words not grammatically connected with any proposition or clause is represented by *e.* If either of these is negative it is shown by writing the symbol thus:—*qⁿ. pⁿ. cⁿ.*, etc. Subordinate clauses are written as exponents to the signs of the clauses, which they complete; as an adjective clause to a principal is *p^a.*; a noun clause to a principal *pⁿ.*; an adverbial clause to a principal *p^v.* The copulative, alternative, antithetic and illative connections are indicated in a consistent manner by appropriate

signs + S > = signifies that one proposition is a mere repetition in other words of a statement previously made. Λ means that the connection between the two clauses is suggested, not expressed. When two or more clauses completing the same proposition are disconnected with each other, their signs are separated by a comma. I have thus given a brief summary of these symbols for the notation of the period in order to further emphasize my next point.

6. The conciseness of this method enhances its value to a great extent.

It has been well said "that the nearer together things are brought, the better they may be compared." The mind is enabled to concentrate its power with more vigor if the pupil has been taught to express the period in a concise form. Take for instance some lines from Goldsmith's *Deserted Village*, the notation of which is as affixed to the section on Chart 2. With text-books open on the desk or, perhaps better still, with the period written on the board (that is if the section be not too long) and then the notation of it, the material for an interesting lesson in Analysis is placed before the class in a few minutes and in a clear and concise form; the method of doing so being equalled, as far as I have been able to ascertain, by no other system of instruction in this subject. After obtaining the notation of the period, the analysis of each clause of proposition follows and the concise, tabulated form for this recommends itself at once.

7. The help this method affords to teaching punctuation.

The teaching of punctuation in school must be confined, I think, to imparting knowledge in the broad principles of this subject, which will be perfected by the pupil in his reading of good authors and in his observation after he has finished his school course. In the notation of the period just employed, the punctuation of the *clauses* (not of the phrases) may be expressed thus. (See Chart 2.) I would advise using another colored chalk, so as to show it is an additional step.

I found it impossible to obtain an example to illustrate all the principles of punctuation, so that this notation shows some of the uses of the capital letter, the comma, the semicolon, and the exclamation point, as follows:—The first word of every line of poetry must begin with a capital; the comma separates phrases in apposition; marks off an adjective clause which does not directly follow its antecedent and an adverbial clause which precedes the principal. The semicolon separates the main divisions of a period, the parts of which are marked off by

commas, and the exclamation point is placed after an exclamatory sentence. When a period consists of but few propositions but several phrases and qualifying words another form may be adopted, especially when the teacher desires to combine with the lesson one on punctuation. For instance—"Immediately, the large, unwieldy cannon, which had done such good service, fell with tremendous impetus over the rock, the castle's stronghold." (See Chart 2.)

Would that I had longer time to further illustrate this aspect of the subject; but time forbids, and I only hope that the brief explanation given, and for that reason imperfect, will justify my strong advocacy for the system as an admirable aid in teaching punctuation.

8. Not only does this method aid in analysing periods, but is invaluable in the synthesis of clauses. What Ruskin says in connection with Beauty in Architecture is as truly applicable to beauty in the formation of our English. He says: "Wherever proportion exists at all, one member of the composition must be either larger than, or in some way superior over the rest. There is no proportion between equal things. They can have symmetry, and symmetry without proportion is not composition. Any succession of equal things is agreeable; but to compose is to arrange unequal things, and the first thing to be done in beginning a composition is to determine which is the principal thing." With older pupils the symmetry of their periods frequently is as difficult to overcome as the monotony of the simple sentences of their younger sisters. At this stage of my paper, I deem it unnecessary to show how the use of this method will facilitate overcoming this symmetrical arrangement of clauses, for I am sure if you adopt it, ways and means will suggest themselves to you without any hints from me in that direction. Time permits for but one more point to be advanced in favor of this course of teaching, one which does not suggest itself at first and which concerns the teacher more than the pupil.

9. In correcting the composition of periods, by pupils, the type which they may have to follow at that time forms an infallible and concise guide by which the teacher can definitely assign the dictum, right or wrong. In favor of this point, I would only remind my fellow-teachers of the feeling of repugnance we have to assign marks to a set of composition papers; how we read and re-read certain passages; compare and compare over again certain sections, and after our task is completed

we are unable to shake off the sensation that we may not have done justice to this or that composition.

Fellow teachers! this "one touch of nature" makes us all kin. As I have said before, to the uninitiated this method may appear to present insurmountable difficulties, and such may doubt if it is capable of being grasped even by the older pupils in a school. Once more would I urge upon all to examine the system carefully, with unprejudiced minds, teach it systematically, and in that way only can you prove its thorough efficiency and its right to a place among the educational systems of this Dominion.

Hoping that I shall not be accused of being egotistical, may I be permitted to say that since I have been enabled to teach by this system, composition, analysis and parsing, have seen its capacity to simplifying instruction in those subjects, and how it tended to give the pupils a freer use of their mother-tongue, I am convinced that if the system were arranged in a form available to teachers, and, further, if it were then universally taught throughout our province, the benefits resulting to pupils would be of great value and an advance would be made towards imparting a more thorough instruction in this subject.

CHART II.

NOTATION OF THE PERIOD.

"O blest retirement, friend to life's decline,
Retreats from care, that never must be mine,
How blest is he who crowns, in shades like these,
A youth of labour with an age of ease;
Who quits a world where strong temptations try,
And, since 'tis hard to combat, learns to fly."

$$\begin{array}{ll} E \wedge & E, \wedge =, \\ E^a & E, a, \\ P a, a^a + a^d & P a; a^a +, ^d, a! \end{array}$$

Immediately, the large, unwieldy cannon, which had done such good service, fell with tremendous impetus over the rock, the castle's stronghold.

$$n \begin{cases} ar \\ a \\ a \\ cla \end{cases}$$

||

$$v \begin{cases} p''n''-a \\ p''n''-ar-n'-ar \\ d \end{cases}$$

$$D, ar a, a n cla v p''n'', p''n'', ar n'$$

CHART III.

ANALYSIS OF THE PERIOD.

Kind of Prepo- sition.	Con- junc- tion.	Gram. Subj. and Pred.	Complements.	Complements.	Complements.
E		O retirement	n blest	a	
=		friend	n to decline	pn" life's	n'
E		retreats	n from care that....mine	pn" cla	
cla		that	np		
		must be	v never	d	
		mine	n'p		
P		he	np who.....ease	cla	
			who...would	cla	
			and	+	
			(who).....fly	cla	
		in blest	v how	d	
cla		who	np		
		crowns	v in shades youth	pn" like shades n" a	pn" these a ar
			with age	p"n" an of ease	pn" ar pn"
cla		who	np		
		quits	v world	n" a	ar where...try cla
cla	where = in which	temptations	n strong	a	
		try	v		
cla		(who)	np		
		learns	v to fly	vi	
			since...combat	cld	
cla'	since adv.	it	np		
		is	v		
		hard	a to combat	vi	

Editorial Notes and Comments.

The campaign in favor of good English in our schools is not confined to the Province of Quebec. From every part of the world where the English language is spoken and written, comes the cry that our schools are not preparing men and women who shall stand successfully the examination of after-days in the streets and the market places, that shall prove them to have been educated. "Does that man or woman speak the English language with propriety," as old Lennie puts it, is the unfailing test to which every school boy and school girl has to submit; and unless the query can be answered in the affirmative on the part of every pupil who has graduated from our schools, then so far must our school system or curriculum bear the responsibility of sending into the world uneducated persons. As a writer in the *Graphic* has lately said, " ' Education has been defined as a system by which we acquire, at a vast amount of trouble and expense, an untold quantity of useless knowledge.' Far be it from me to in any way endorse this cynical definition; but I am quite certain there are many unnecessary things taught in the present day, while other matters in the highest degree useful are absolutely excluded from our curriculum. One of great importance strikes me forcibly; that the art of speaking plainly, of enunciating clearly, of pronouncing properly, and of giving every syllable its full value, is entirely neglected—and has been so for a long time past—in our educational establishments. The speakers—by that I mean the ordinary talkers of the present day—are for the most part a set of mumblers. They do not speak out as if they enjoyed it, but they disguise their speech as if they were ashamed of it; they clip their words, they drop their voices at the wrong time, they muffle their sentences, they run one word into another, they obscure their meanings with chuckles, and practise a dozen methods of making themselves incomprehensible. Probably I shall be saluted with the cry, 'Yah! Bystander! Getting old and deaf!' But I do not experience this garbling of language and mutilation of words anywhere but in England, so I can afford to smile, being well aware that there are many who will agree with me in finding it a positive treat to hear a man speak the English language with distinctness, deliberation, and harmony, as if he had some respect for his mother tongue. When I bring out my volume entitled, 'Things which should be taught in schools, but which are not,' the matter above alluded to will receive most attentive consideration."

—The Teachers' Reading Circle was the most enthusiastic term on the lips of some of our educationists years ago; but the movement that had for its origin the idea of establishing in every district such an organization as a Reading Circle has come and gone, while the enthusiastic educationists who found in the cry a means of their own aggrandizement have turned their attention to a newer sphere of self-exaltation. But where the Teachers' Reading Circle was impracticable, the Pupils' Reading Circle is sure to find success, when it is safely engrafted with the enterprise in behalf of School Libraries; and it is in favor of the establishment of such in connection with every school in our province that we quote the following: "Striking is the contrast between the school of the past and that of the present. Education and educational methods are rapidly advancing, and success will crown our efforts if we labor patiently and untiringly. Many devices have been given to assist us in our work, and one of the most valuable, especially to the district school, is the Pupils' Reading Circle. Experience has clearly shown that it is a great aid in raising a school from the rut into which it has drifted, in awakening an interest in school work, in giving to each one an incentive to work and do something for himself, to search out the unknown and throw off the shackles which bind him to the monotonous school life, thus giving a pleasant colouring to the whole school. Methods will avail nothing if enthusiasm is not the foundation, but reared on this basis, failure cannot come. To secure this interest, earnest and consistent work will be required from both teachers and pupils. When children are too young to seek much for themselves, a teacher's field of work is broad, calling for original ideas to secure and rivet the pupils' attention to the work. Our aim as teachers is, or should be, to assist in forming strong mental faculties, capable of deep thought, and not merely drilling repeating machines. To secure originality, we must be original. Allowing the child the book only long enough to master the contents of the lesson assigned, I would explain the lesson. Following this, I would induce the child to use his power of observation (for we begin with what the youngest knows) then by skilful questioning, coupled with something of interest bearing upon the topic, the foundation for the reproductive work is laid. In this the pupil asserts his individuality and unconsciously forms a love of natural history and learns to live with his eyes open. Arriving at the intermediate grade, pupils are sufficiently advanced to assist themselves, looking only to the instructor for direction. Here

we can institute comparisons, instil a love of country, and at the same time teach geography and history, combining all pleasantly. The subject may be made the basis of language lessons or compositions. Provide that one lesson lead to the next. The outline method will be a decided help. Arrange the outline and determine in general, the peculiarities. Again subdivide the topic, giving a subhead to members of the grade for individual work. Encourage discussion and friendly criticism. In this branch I would deviate from the prescribed rule, trusting to their honour to read no more than the lesson covers if allowed the text-book for reference. If impossible to form an active circle, introduce the work in some way and be persistent in the use of it; for those engaged in the work advance more rapidly in every branch of study. Thinking in one line cannot help but develop thinking in other lines, but we would be well repaid if no other end was reached than that of moulding a desire for something helpful and wholesome, guarding against the doubtful literature which floods our country. Thus early in life, we may take in our control the general reading matter and ensure the building up of an intellectual mind, enabling one to enter the tried paths of improvement with a confidence in his own ability gained through active work of investigation."

—There is a pathos in the history of the average school teacher which puts to the blush the theories of our educationists. As the editor of the *School Journal* says, "It suggests a world of unknown moral forces that dwell in the crushed abilities and discouraged souls of numberless teachers who, with their pupils, are the victims of mechanical supervision. Is humanity too good that these women should not be reached with inspiration and taught to develop the divine zeal for its improvement of which they are capable—or at least freed from the iron 'thou shalt' of iron 'organizers' of schools? Is humanity too happy that those who have childhood in charge should be compelled to treat it cruelly? How many will recognize the school our contributor indirectly describes! Were this article to appear in a lay journal, how many a reader would exclaim, 'Why, that's the school I went to!' As it is, how many a teacher will almost suspect that one of her own associates has written this article!" The article referred to is to be found in a subsequent page of the *Educational Record*, whose readers are all familiar with the name of Dr. Rice.

—Is corporal punishment ever justifiable? asks a contemporary. "It is, just as a surgical operation is justifiable when

all other means have been tried and failed," writes Elizabeth Robinson Scovil in a thoughtful article on "The punishment of children" in the September *Ladies' Home Journal*. "To whip a child for every trivial offence renders him callous and blunts his sense of right and wrong. If he wantonly inflicts pain on others he must be made to feel pain himself. It is the stern law of retribution whose working he cannot escape in after-life. Wilful cruelty, persistent disobedience may be punished thus, but it is a serious matter to run the risk of arousing the passions rather than of convincing the reason."

—The prominent monthly magazines are interesting themselves in the problem of education, and in a late issue of the *Forum* Professor I. H. Hislop is allowed to say that a moral re-organization of education is needed. "It may as well be said once for all," says that gentleman, "that the teaching of religion or ethics, both in the public schools and the colleges, has no tendency whatever to improve the morality of any one. This may seem to be paradoxical, but it can be demonstrated. Moral education is not accomplished by any form of doctrinal teaching. The memory and reasoning powers may be thus developed, but the conscience never. Moral education can be effected only in three ways, which I may briefly express in three terms: example, humanity, and discipline. More fully expressed, these forces are the personal character and habits of the teacher, personal affection for students, and the disciplinary influences of life, organized on a rational basis. If we are to have an educational system which shall boast of its moral character and influence, it must be organized on a basis qualified to produce that result. Men must be employed who, like Dr. Thomas Arnold of Rugby, can give themselves up to moulding the character of students, and not to mere personal aggrandizement in science, literature, art and philosophy. But not even in our religious institutions is such a policy thought of, much less in the public schools. They are all organized on a mercantile and economic basis. Appointments, promotions and salaries are all regulated by a policy that confers premiums upon either purely intellectual capacities or upon all those questionable resources of power and influence which a tender conscience despises. No attempt is made to discover his devotion to the development of men, and then to place him where he need have no concern regarding his position and responsibilities. The moralization of the student must begin by the moralization of the system of instruction, and this can be accomplished only by abandoning the mercantile and economic

method for a moral one. The competition in education should not be for numbers of students, as now, nor for merely great scholars as teachers, but also for those who know how to win the affections of students and to command their reverence for moral qualities."

Current Events.

We have to congratulate, this month, the Rev. Dr. Shaw on his appointment as Principal of the Wesleyan Theological College, Montreal. Dr. Shaw has been connected with the college for a number of years as Professor of Historical Theology, Greek Exegesis and Church History. He was born at Kingston, Ont., in 1841. His father was the late John Shaw, Esq., for many years an alderman and prominent citizen of Kingston. His education was had partly in Queen's College and partly in Victoria College, Cobourg. He graduated B.A. in 1861 and entered upon the study of law in the office of Judge Burrowes in Kingston, and then of Sir Oliver Mowat in Toronto. At the conclusion of his three years' course in law he became a probationer for the ministry of the W. M. Church in 1860 and was ordained by the late Rev. Dr. Punshon in 1868. After six years' pastoral work in Belleville and Montreal he was appointed Professor of Greek and of History in the Wesleyan College, in which capacity he has been engaged the last twenty years. He has held several positions of importance in the Methodist Church, including the presidency of the Montreal Conference. He is a member of the Council of Public Instruction of this province and of the Board of Protestant School Commissioners of this city. While he is conservative in theology, he is regarded as broadly catholic in relation to all other churches.

—Interest in the new McGill University Library seems to be steadily increasing, both on the part of the students and of the public. The number of readers is keeping pace with the increase of interest and, as might be expected, several tangible and gratifying tokens of the esteem of the public have lately been received by the library. The books in the stack, or main book room, though not yet perfectly arranged, now present a very order! appearance, and the quiet and comfort of the beautiful reading room are tempting many to study there between eight and ten in the evening, rather than work in their restricted quarters at home or in a lodging house. The arrangement of the stacks, shelves, etc., is a model of ingenuity and efficiency, and the system followed in cataloguing—like

everything else about the building—is beautifully simple and effective.

—The Rev. A. Lee Holmes, M.A., is at present interesting himself in procuring subscriptions for Stanstead College, which is in debt to the extent of \$18,000. The college is the property of the Montreal Methodist Conference. Mr. Holmes raised \$10,000 about Stanstead and another \$4,000 outside. He hopes to secure the balance in the Ontario districts of the Conference. The money promised is given only on condition that the entire debt is wiped out by July 1. The college is paying its way, has 160 boarders and is well conducted. Property valued at \$40,000, across the road from the college, the summer residence of two Boston ladies, will be donated for college purposes as soon as the debt on the parent institution is covered.

—The question of the mid-day interval in the Montreal schools is still in abeyance. It will be remembered that the Board submitted the question of the duration of intermission, and the desirability or otherwise of a warm lunch for the pupils of the High School, to Drs. James Stewart, Blackader and Armstrong. These gentlemen reported that they were in favor of a warm lunch in the middle of the day, with ample time to take it, as it must be remembered that not only must the wear and tear of study be repaired, but the pupils must also grow and develop immature tissues into a higher and more perfect organism. The children must be well fed, well housed and must have sufficient time to sleep. Cold luncheons were inadequate. They were often taken hurriedly, and the results were too often dyspepsia and nervous derangements. Any young man beginning life with a good education and insufficient energy was to be pitied. Heavier mental study should be indulged in the earlier hours of the day; lighter studies should be given toward the close. The doctors recommended three different arrangements:—First, five days a week of four hours each day; second, six days of four hours, from nine to one; third, boys, from nine till four, with a long intermission at half-past twelve. From nine till two was too long for girls. This very important subject is to be carefully gone into by a committee of the Board.

—Mgr. Emard, of Valleyfield, intends to construct a large commercial college at Valleyfield during the year. The building shall measure 200 feet by 60 feet and be somewhat according to the plans of Mount St. Louis. A school of agriculture will be attached to the college. The Bishop

believes that he will have 1000 pupils, for the most part day scholars. At present Valleyfield has only elementary schools. A project is also on foot towards the building of a Model School, the amount of \$10,000 having been offered by Mr. Gault, President of the Cotton Company, to meet the expense of such a structure.

—Mr. Robinson, the head master of the Vancouver High School, has received a communication from McGill University, Montreal, offering to affiliate with the Vancouver school, but allowing art students to complete two of their four years' art course in Vancouver. The news was received with enthusiasm in scholastic circles, and within six hours of its receipt special meetings of the City Council and School Board had been held, and appointed delegates to proceed to Victoria and urge the Government to hasten legislation in regard to incorporating the High Schools of the province, a necessary step before affiliation with the University. The Government will rush legislation, and the matter will be arranged at an early date. It is thought Ontario universities will be compelled to offer the same inducements. A large number of students whose finances have not been such as to enable them to spend the entire four years of the term in Montreal, already say they will take the Vancouver-McGill course. A university bill will be passed at the next session of the Legislature to appropriate money for the erection of a university in Vancouver, to be known as the University of British Columbia.

—Mr. Costigan has been elected a member of the Protestant Board of School Commissioners for St. Henri and Ste. Cunegonde, vice Luttrell, resigned. As is generally known, these two municipalities are united for school purposes. Mr. Murray, secretary-treasurer of the Board, together with a fair representation of ratepayers, were in attendance, the motion to elect Mr. Costigan being moved by Mr. William Rutherford, seconded by the Hon. J. K. Ward, and carried unanimously. The school is in a very prosperous condition.

—A meeting of the Teachers' Association of Montreal was held in the McGill Normal School last month. Miss Ross, secretary, read the minutes of the last meeting, and Miss Minchin, in a paper entitled "Patch-work," entertained the audience with an interesting variety of humorous and pathetic selections. The recitation given by Miss Simpkins was exceedingly good. Principal Rexford's address dealt very instructively with the interesting subject of "Methods in

Primary Reading." Reading is the first and most important subject that the child is taught, and it is one of the main sources from which it is to gain knowledge. It is also very important, because it is the first presentation of school life to the child. Reading is his first and only subject of study for a time. Very competent teachers are necessary to meet the requirements of the young beginner. This is not the popular idea. An inexperienced governess is often a child's first tutor. The rudiments require a strong teacher. Let the poorer quality come later. Mr. Rexford gave brief practical illustrations of the methods specified for promoting the advancement of the child in primary reading. Three choruses were rendered at appropriate intervals during the evening by the students of the Normal School.

—The Canadian National League of Montreal has already achieved some success in its main purpose of giving an annual entertainment of a patriotic Canadian character, but it remains to be seen what it will accomplish in the way of educating our people to an appreciation of the privileges and responsibilities of citizenship, which, according to the constitution of the society, is one of its aims. The first step to be taken in this direction will be an endeavor to secure a good text-book on civics and have it introduced in the public schools. The proposal was first made by Mr. William Patterson, M.A., as President of the Montreal Teachers' Association, in an address entitled "Citizenship in the Schools," delivered in November, 1892, and the Principal of the High School was so taken with the proposal that he undertook to bring it before the Canadian National League, of which he is a member, the result being that the League has adopted Mr. Patterson's idea and will endeavor to get it carried out. The idea is a good one, but its success largely depends upon the character of the text-book selected. Such a book would need to be short, concise, accurate, interesting and perfectly free from all partizanship. If it were otherwise, it would simply burden the minds of the children and make them leave school disgusted with politics instead of being prepared to take an intelligent interest in civic affairs.

—The Rev. Prof. Campbell lectured most entertainingly at Melville Church, Cote St. Antoine, on the subject of "Old Schools." After some general prefatory remarks, he mentioned the fact that according to the Jewish rabbins, Noah was the first schoolmaster; but Irish historians go three centuries and a half further back and say that Feneusa Farsa, King of Scythia, sixty years after the building of the tower of

Babel by the Freemasons, opened a school in the capital of his kingdom and taught seventy-two languages, of which Gaelic was, no doubt, one. Two generations after Feneusa's time, his descendants, the "Fenians" of a subsequent age, reached Ireland after various wanderings, and continued the work which their progenitor had commenced. Ireland's claims to the antiquity of her seats of learning are also based on the fact that a colony of Tuatha-de-Danans, driven from Greece by a rising of the Assyrians (?) migrated to Denmark in some pre-historic age, and founded schools there. Subsequently they left Denmark under the leadership of one Morphas, the head of the great family of Murphy, and landed in Ireland, where they founded innumerable schools and colleges. "Education loving Scotland," the lecturer said, had, strange to say, but one school for her youth before the time of St. Columbia, and that was on the Isle of Man. Professor Campbell described the Buddhist scheme of education, which was very elaborate. Rules were laid down for the guidance of teacher and pupil. The pupil's duties included washing the teacher's feet, preparing his tooth cleaner and performing other useful offices. The teacher was expected to teach the pupil how to keep clean, to impart to him such instruction as he had received himself, and to encourage him by judicious commendation from time to time. Under the reign of King Jense, about four thousand years ago, learning flourished in Persia. The "Scholars" were the first order in the State. Then soldiers, then lawyers, and lastly merchants. This order, the lecturer remarked, had been rather inverted in modern times. Schools in Egypt, Athens, Sparta, Rome and elsewhere were also described in an interesting manner, and the lecturer concluded with an eloquent plea for the cultivation of learning for its own sake.

—We quote the following from the *Educational Journal* of England, so that our teachers may know something about the financial prospects for the fraternity on the other side of the Atlantic:—"Ought not advertisements like the following, which appeared in the *Church Times* of February 23rd, to be excluded on the score of indecency? Is it not an insult to offer a lady less than 2½d an hour for teaching English and music?—Lady is offered 5s weekly to teach 5 hours daily in Private School, from Monday till Friday. English and music. Pretty rooms and board (rec.) at 12s 6d, in quiet village.—H., Halesworth, Suffolk."

—The American Philological Association has recommended the following rules for spelling (with most of them we are

already familiar), and a resolution has been introduced in Congress instructing the public printer to conform to them in all printing for the Government:—(1) Drop *ue* at the end of such words as *dialogue*, *prologue*, *catalogue*, etc., when the preceding vowel is short. Thus, spell *demagog*, *epilog*, *synagog*. (2) Drop final *e* in such words as *definite*, *infinite*, *favorite*, etc., when the preceding vowel is short. Thus, spell *opposit*, *preterit*, *hypocrit*, *requisit*, etc. (3) Drop *te* in words like *quartette*, *coquette*, *cigarette*, etc. Thus, spell *roset*, *epaulet*, *vedet*, *gazet*, etc. (4) Drop final *me* in words like *programme*. Thus, spell *orislam*, *gram*, etc. (5) Change *ph* to *f* in words like *phantom*, *telegraph*, *phase*, etc. Thus, spell *alfabet*, *paragraf*, *filosofy*, *fonetic*, *fotograf*, etc. (6) Substitute *e* for the diphthongs *æ* and *œ*. Thus, spell *Eolian*, *esthetic*, *subpena*, *cscofagus*, etc.

—From philology, if this be philology, to the protection of animals. The school committee of Boston has issued an order that the dissection of animals be prohibited in the public schools of the city. It was averred that at a certain school a practice was made of killing cats and dissecting their bodies to illustrate lessons in science. In future schoolmasters will have to content themselves with the excellent diagrams which are to be had from most scholastic publishers.

—The great brick tunnel on the American side at Niagara is about finished. It is nearly a mile and a quarter long, and was built through the solid rock. The water of Niagara river will be conducted to four great turbine wheels in a row; others will be added. A village has already been started along the river margin, and dozens of buildings and factories are going up, with arrangements for sewerage, grading and lighting the district. The company will be ready to furnish power by the first of March or before, at very low rates as compared with steam. Much of the power developed here will be converted into electrical energy for distribution at remote points.

Literature, Historical Notes, etc.

A TEACHER'S SOLILOQUY.

Dr. Rice has written a book that is anything but a panegyric on the public schools of our American cities. It is natural to want to defend the institution of which one is a part. What will be the best thing to say in controversion of what he and a host of other carping critics have published? The leading accusation against our city schools is that they are mechanical. Are they? And if so, why are they mechanical? Is *my* work,

for instance, mechanical? I teach as I was taught. I explain the meaning of every unfamiliar word in the reading lessons (as rapidly as possible, to be sure, for there are a good many of them and I must get through in time). I show the children how to "read as if they were talking," and then I require them to do so. I show them how to find the answers on the map to the questions in their geography lessons, and then I offer inducements and provide punishments sufficient to secure that most of them shall get the lessons. I practise them upon the formulas of their mental arithmetic until 90 per cent. of the class can apply them pretty well. I explain every example of arithmetic so carefully that there is no excuse for any child's failing to understand it, though some of them are stupid enough to fail. They should not be in my class, that's all. They have been promoted too rapidly. I criticize the copy-book work during the writing hour, and, if I do say it myself, my copy-books look fine. I wish the children would carry their copy-book hand into their composition work, but this, I suppose, requires too much thinking. It seems as if to make these copy-book letters demands the whole mind of the children.

Well, to get on! I follow the directions of the drawing teacher and get the grade work done very creditably at the end of the term. As for history—I don't think the New Education people could help me much here. The Course of Study requires me to go over the entire Revolutionary Period, but with the idea of giving a general view of the struggle for independence, not of detailed study. My Principal, however, requires detailed study. He wants the history of the next class, in fact, thoroughly taught in mine, so that he can cram a little hobby of his own into the next. I acknowledge that I make no foolish effort to "interest" the children in such a mass of facts, that have to be committed so hurriedly. I simply get the class ready for the principal's examination. What would you do in my place, Dr. Rice?

But just what do they *mean* by mechanical? Is my work on the whole mechanical? I have no means of comparing it with what they say the New Education teachers do. I never took much stock in play work, anyhow, and have not taken much pains to inform myself about it. Besides, salary isn't what it ought to be, and I have no money to spare on educational books and papers. As for summer schools, vacation is too precious for any such use as that! I shouldn't have read "The Young Idea" if it hadn't been a funny book. I thought of getting that

sequel to it, "The Coming School," but I heard that it was serious and concluded that I hadn't time for it. We teachers have too much of the serious. What we want is something to make us laugh; and in vacation I always long to find a place where they have never heard of schools.

A bore of a "serious" teacher once said to me that the reason that men's businesses are better worked up than "the woman's profession" is because men put more energy and heart into their work. Well, perhaps they do. I know they *get* more for it. I might put all the energy and heart I have into *my* work, and there would be no more prospect of advancement for me than there is now, for in our city *not a woman is considered competent to conduct a full-graded school*. We are all of us, whether good, bad, or indifferent, subordinate to the men—and most of them are very much like my principal, who makes me cram in "historical dry-bones," in spite of myself and in spite of the superintendents. There are some "advanced" principals in the city, but there are ten times more "advanced" women, who can never hope to be principals. On the whole, I don't see why men *shouldn't* put more energy and heart into their business than women!

But that has nothing to do with the question. *Is my work mechanical?* I have no criterion to go by but the work of my own teachers, and I think I have improved on that a little. I never did a day's school-visiting in my life. *Shouldn't* have read any of Dr. Rice's papers, but that they appeared in a lay magazine and created such a sensation. I am certainly badly handicapped for answering his criticisms, and few of the teachers in our school are any better qualified. They can only say, "It's false," and "It's monstrous," etc., which I don't want to say until I can make my asseverations good. His examples of ignorance on the part of teachers are not overdrawn, I know. There are several in our school with barely scholarship enough to get a lowest grade certificate, who intend to content themselves with that as long as they teach, rather than do any extra studying; and I have heard many a double negative and a "done" for *did* and a "lay" for *lie* among them. By the way, these girls are all high school graduates! How is it that they learned grammar and do not know it? Perhaps they studied it as my pupils study history? I begin to see what the outcry against "mechanical teaching" may mean. But surely *I* am all right? I try to have my pupils understand everything that there is time to explain.

But mechanicalness is not all. Dr. Rice represents that in

a certain city the teachers are cold and heartless toward the children. It seems incredible that an unchristian atmosphere should prevail in the class rooms of an entire city. I confess a little of it gets into my room during history hour. Perhaps the Cincinnati teachers have every subject crowded upon them as I have history. I am beginning to believe that there *may* be a good deal of cramming, and that most of it is the fault of these "business-like" principals, who have the name of being capable organizers, but don't do the teaching.

Speaking of the unchristian spirit that sometimes gets into my class-room and has, in fact, partially estranged me from my boys, I am reminded that it is not only in the history hour that I get out of patience with their dulness. But this involves a little story. Two years ago there came to teach in our school a Mrs. Pinkerton. She is a "shouting teacher." Pass her door when you will, you are sure to hear her hammering away at her pupils, in a scolding tone, and I have even heard her stamp her foot and actually yell at them. The children hate her, but she has the reputation of getting an immense amount of work done. Well, they say "bad examples are infectious," and it has proved so in our school. There are several "shouting teachers" among us now, and I have even caught myself raising my own voice in a very unladylike way during recitations in European capitals and some other such exercises. This growing tendency to irritability on my part has caused me a good deal of pain and mortification.

When I taught the little ones they used to love me. They would meet me on my way to school in the morning, and clasp their little arms about me in a way to impede my walking. I used to enjoy my work in those days, though I fear it wasn't much less "mechanical" than it is now. I believe if I were to go back to that work, I should make it less mechanical than it was then. But I can do nothing where I am. I am simply in the stocks. Alas! my cogitation hasn't made me an honest and able defender of "the system." I see as I never saw before, on the contrary, that our school, for one, is a mere machine for turning out graduates.

—Alexander Graham Bell, the great electrician and inventor of the telephone, is at the Windsor, on his way to Cape Breton, where he usually spends his summer holidays. Mr. Bell is on his way from the World's Fair, and his views on the electrical department of the great show are therefore of timely interest. "What struck me most," said Mr. Bell, "was the contrast between this exhibit and that of the Centennial Exhibition at

Philadelphia. At the Centennial the electrical exhibit was insignificant; at the Columbian it is the greatest department of the Fair. At the Centennial, a great Corliss engine on exhibition filled a large room with pulleys and belts; now, power is derived from a similar engine for several rooms and not a belt or pulley is visible. Yes, the science has made great strides, but it is not a mere vulgar theory that it is still in its infancy."

Many other theories set down by skeptics as vulgar, he also sanctioned with the stamp of scientific approval, not with the air of a great scientist, but in an unassuming yet decidedly emphatic way. For instance, he declared his belief, amounting almost to conviction, that the flying machine would be an accomplished fact before the end of the century, at most before the end of ten years. This great undertaking was no longer in the hands of "fakirs;" it was engaging the minds of practical scientists, such men as Maxim, the inventor of the great Maxim gun, and Professor Langley, of the Smithsonian Institute. The great difficulty in the past was that inventors were on the wrong track. They had been vainly trying to make a flying machine on the principle of the balloon, lighter than the air. Such a machine could never be properly steered. The flying machine of the future would have greater specific gravity than the air. Of this Prof. Langley and Maxim were convinced, and on this principle one or both will soon succeed. The machine need not have wings. Nature was not always a wise guide; the steam locomotive got on well without legs. Indeed, the rotatory motion was the most economical. It was also a mistake to suppose that great power was needed to propel a body in high air. It was absurd to suppose that a pigeon possessed half a horse-power. Steam, not electricity, would supply the power of the air ship; at least until the storage battery was made perfect. As to the future of electric lighting, Mr. Bell believes it to be vast, almost infinite. This was demonstrated by the young Russian scientist, Nicolai Tesla, who, before a New York audience, lighted a hall by electricity passing through his body, the light emanating from his outstretched finger tips. Electricity could, therefore, be made harmless to human health or life.

"Tesla's plan," said Mr. Bell, "is to conduct the current in a series of waves by ever-recurring instantaneous cessations. He can fill the dome of this room with a cloud of light, the supply of electricity coming from two zinc plates on either side of the dome, these plates electrifying all the intervening air."

Another electrician to whom Mr. Bell gives credit is a Brantford man named Calender, who, he says, has perfected, or almost perfected, a telephone scheme which will do away with the services of the "hello girl." Brantford was for years Mr. Bell's home, and he is, therefore, interested in all things Canadian. Particularly, he was pleased to learn of the success of Allard, the old Point Levis blacksmith, in hardening copper like steel. This, Mr. Bell regards as one of the greatest discoveries of the age, the revival of a lost art. The marvel is, he says, that Allard should yet live in obscurity, a village blacksmith.

Practical Hints and Examination Papers.

—A PRACTICAL SPELLING LESSON.—Lay aside for a day the spelling-book, and try an exercise like the following:

Let the pupils take their slates and write their own names in full. Write the teacher's surname.

Write the name of the country in which they live, the State, their post-office address.

Tell where Scotchmen come from.

Tell how old a boy is who was born in 1879.

Write the names of four winter amusements; of four summer amusements.

Write how many days in this month.

Write what we plant to get potatoes.

Write a definition of a druggist.

Write the names of six pieces of furniture.

Write the names of six kinds of tools.

Write the names of the seven days.

Write the names of the year, month and day of the month.

Write a verse of poetry and a verse of Scripture from memory.

—As there is to be a Mental Arithmetic Paper this year in the examination of our Superior Schools, the following may be of some service to our teachers, in preparing their pupils for the ordeal :

MENTAL ARITHMETIC.

	STANDARD I.	ANSWERS.
1.	Four sevens and three ?	31
2.	Six times seven from half-a-hundred	8
3.	How much is 20 pence ?	1s 8d
4.	If I had 50 marbles, how many each to 5 boys ?	10
5.	How many shillings in a crown ?	5
6.	How many sixpences in two half-crowns ?	10
7.	How do you put down a hundred ?	
8.	What do you mean by a hundred ?	
9.	How many threepenny pieces in a florin ?	8
10.	Add 6d. and 5d., and take 4d. away ?	7d.
11.	How many fingers and toes have five boys ?	100
13.	How many half-penny buns for 8½d. ?	17

STANDARD II.	ANSWERS.
1. How many pence in 6s. 8d. ?	80
2. Divide 120 among 10 persons ?	12
3. How many crowns in a pound ?	4
4. 50 - 19 ?	31
5. 18 + 19 ?	37
6. How many farthings in 6d. ?	24
7. How many nines in 5 dozen and three ?	7
9. How many 3d. books for 2s ?	8
9. A dozen 4d. pies ?	4s.
10. How many half-pence in a florin ?	48
11. How many 3d. slates for 5s ?	20
12. How many pence in 11s. and 11d. ?	143
13. Divide 4 dozen nuts among 8 boys ?	6
14. What is the half of 30 ?	15
15. How many sixpences in 8s. ?	16

STANDARD III.

1. 9 + 17 + 11 + 3	40
2. How many threepences in 9s 3d ?	37
3. How many shillings in 111 pence ?	9s. 3d.
4. If one boy has 1s 3d., another twice as much; how much altogether ?	3s. 9d.
5. If I buy a pair of boots for 5s. 6d., how much change out of half a guinea ?	5s.
6. 6½d. + 11½d. + 10½d ?	2s. 4½d.
7. If I spent 2s. 3d. and 4s., and have 1s. 9. left, what had I at first ?	8s.
8. If I had half as much again as I have in my pocket, I should have a shilling; how much have I in my pocket ?	8d.

STANDARD IV.

1. Which is the greater, $\frac{1}{3}$ or $\frac{1}{4}$?	$\frac{1}{3}$
2. $\frac{1}{3}$ of 2s. 6d. ?	10d.
($\frac{1}{3}$ = $\frac{1}{12}$; $\frac{1}{4}$ = $\frac{1}{12}$)	83s. 4d.
3. 1000 pence, how many shillings ?	(2s. 6d.) 30
4. $\frac{1}{2}$ of £1 in pence ?	30
5. $\frac{3}{4}$ of £1 in sixpences ?	15
(£1 = 15s. =)	15
6. What part of £1 is 1s. 3d. ?	$\frac{1}{15}$
7. 7 weeks at 15s. a fortnight ? (= 7 weeks at 7s. 6d.)	£2 12s.
8. $\frac{1}{2}$ of a shilling in farthings ?	12
9. 24 articles at 6s. 8d. each ? (= £24 ÷ 3)	£8
10. How many inches in 3 yards ? (3 yards = 9 feet.)	108
11. Take $\frac{1}{4}$ from $\frac{1}{2}$? (= $\frac{1}{2}$ - $\frac{1}{4}$)	$\frac{1}{4}$
12. 1 lb. of tea at 2½d. an ounce ?	3s. 4d.
13. 60 eggs at 9d. a dozen ? (= 5 dozen at 9d. a dozen)	3s. 9d.
14. 3 horses cost £90, what will 2 cost ?	£60
(3 cost £90 ; 1 cost £30 ; 2 cost	£60

—Dr. Stanley Hall claims that every moment over a half-hour's attention exacted or sought to be exacted from the youngest children in the primary school is a mistake. He is undoubtedly right. The school hours for the younger pupils, in all our public schools, are altogether too long. The idea of expecting from a child of seven or eight years of age, five or six hours of brain work per day is preposterous and the attempt cruel. True, we have improved somewhat

upon the old methods in that, in all schools of the better class, the monotony and fatigue are, to some extent, relieved by the introduction of various exercises of a different kind, such as songs, marches, calisthenics, etc. Still, the hours spent in the schoolroom are too long by half for children under eight, and too long in proportions varying with the age and other physical conditions for older children. It is this, among other mistakes in method, which causes so many children to hate what should be a delight. We often feel a profound pity for young children in this city, who are not only cooped up for five or six hours a day in the schoolroom, but are actually robbed of a large portion of their evening and morning play by being obliged to do a certain amount of home-work. Truly we need another humane society—one for the prevention of cruelty to children in the schools—cruelty inflicted under the sanction of the law, and, in most cases, with the consent and approval of parents.

—Teachers cannot over-appreciate their free Saturdays and the two long months of holiday they enjoy in the summer. It is not too long, we agree, but how many there are—brainworkers, too—who have to content themselves with a very short vacation, after working six days a week all the year. It is true that there are few kinds of work as wearing as teaching and that few teachers could bear the strain of a longer teaching year. Fortunately, there is no need that they should do so. We trust the time will come when two hours a day for five days a week during nine to ten months a year will be considered enough time for one person to spend in actual class teaching. Then the teacher will be able to fully prepare her work without impairing her strength. Meantime, teachers very generally need to grow up to an adequate notion of what it is to prepare a lesson so that it may be given once for all, and become a “known” for future “unknowns” to be linked with. Progress moves along on parallel lines, a little on this and a little on that. Keep your line moving, teachers. Keep on improving your work, and your conditions will improve. Devote a part of the precious summer vacation to the collection of material for “nature lessons.” What more healthful recreation can you devise? The average summer school lasts three weeks. You could spare that, enjoying change of air and scene all the time, and still have a long resting space to “forget school” and thoroughly enjoy your novel and your hammock or your gay mountain parties. Ambition will be served and your love for your work increased by the summer school. But, above all things, realize that it is a very great, if a well earned, *privilege* to have all this care-free time.

—It has always been a question with the teachers in our public schools how to awaken interest enough in the every day affairs (of our own country in particular, and of the world at large) to get the boys and girls to read the newspapers.

In the few paragraphs following is given a practical plan which

has been successfully followed in one school, and may prove to be a help to some teacher who has been tried with this question. The lessons taught will be many and the results will pay for any extra labor on the part of the teacher.

Talk with your school about a new plan you have for publishing a weekly paper which shall be a review of the important articles in the daily papers. Let the school, under your guidance, decide upon a name for the paper to be published, arrange for different departments, and place each one in charge of a pupil as editor, reserving the office of chief editor for yourself.

Have the name of the paper and the names of the editorial staff written plainly upon the blackboard, where they may be seen by all during the week, and request the members of the school to look carefully each day and bring to the proper editor any important news items that they may find in reading. Clippings may be brought, or the exercise may be varied by having certain pupils write accounts of the events in their own words after reading.

Friday morning have these articles neatly and carefully written or arranged by the editors and passed to the chief for approval. Then when the news hour comes, let the editors read the paper aloud.

EXPERIMENTAL ILLUSTRATIONS.—*Gravitation*.—My class poised an egg in the usual way between salt water and fresh water, in a glass beaker seven inches high and three in diameter. I added some cochineal to the liquid; the room was swept, and on the surface of the water, perpendicularly over the egg appeared a perfect circle of particles of dust. To carry the experiment farther, by a silk thread I suspended a pebble in the vessel opposite the egg. The egg was attracted, repelled (action and reaction) and again attracted. A large piece of petrified wood placed on the table near the beaker, caused the egg to change its position. (Intervening objects do not interfere with gravitation.) Such experiments may be varied indefinitely. By taking objects of known mass that are lighter than salt—but heavier than fresh water, it may be proved that the force of gravitation varies as the mass, etc. My class was delighted, and learned a good deal about gravitation. *Motion*.—1. Boil an egg hard and suspend it point down; (a rubber band is the handiest thing to put around it). Suspend it by a fine steel wire. Hang beside it an unboiled egg. Now take hold of each and turn it around once or twice and let go, and watch the different operations of each. Why do they operate so differently? One is solid and turns as if made of solid lead; in the other the contents are stationary and friction arises between them and the shell, and so it comes to rest quickly. This leads to the conclusion that the earth is solid. 2. Try to spin them on a smooth plate like tops; you will succeed with the boiled egg but not with the other. Why? 3. Spin them on their sides; then when in motion bring the palm of the hand down gently on each. The boiled egg stops at once; the unboiled egg stops and then starts again. Why?

Correspondence, etc.

GRAMMAR FOR THE JUNIOR CLASSES.

DEAR SIR,—As soon as the pupils thoroughly understand what has been said about nouns and verbs, they will be in a position to learn how to add words to the former by way of enlargement. For this purpose I would suggest that the blackboard be divided into two parts by a perpendicular line, and that a noun be written on the left side, and a verb on the right side, thus :—

Boys | talk.

It will be as well to choose intransitive verbs for this lesson, so that the attention of the class may be directed to the nouns and those words which are added to them. Ask the pupils to say what kind of boys talk, and write every example they give on the board to the left of the noun. If the teacher select the intransitive verbs at first, the class should supply all the other material in answer to questions, and at the end of this part of the lesson the blackboard will look something like this :—

Good little girls		work.
Pretty little babies		sleep.
A great wild lion		roars.
Naughty little boys		talk.

Now take this blackboard sketch and teach from it the function of the added words. This will not be difficult, since the pupils have supplied materials, and will be unanimous in declaring that these words *tell the kind* of noun. We can now venture to tell the class what name is given to all such words as these, and the big sounding word “adjective” will be readily understood by all.

Now ask some one to say what an adjective is, and what it does. Get the fact out of the class that an adjective *is* a *word*, and that it *points out* or *shows* the *kind* of noun.

In order to be quite sure that the class understand the lesson, and at the same time to exercise their brains, they should be told to divide their slates into three columns. Then the teacher might dictate about twenty nouns to be written in the middle column. To these the pupils should be required to add verbs, or saying words, on the right, and adjectives on the left side. During the supervision of this work, many errors will possibly be discovered ; these should be pointed out and the pupil should be asked to supply some other word, and to give his reason why it is more suitable. If these three lessons have been properly understood, our pupils will now have a knowledge of the uses of nouns, adjectives and verbs. By keeping the verbs separate from the other two parts of speech, they will be able to write short—very short, of course,—sentences correctly. They will be able to

analyse these sentences according to their functions without knowing anything about either subject or predicate, so that when the proper time comes to introduce analysis under these heads, they will recognize their old friends in new coats. Next month I will deal with transitive verbs and nouns in the *objective case*, together with adverbs. My object in that paper will be to develop the pupils' thoughts in the direction of elementary composition. PROGRESS.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The parent who has not examined the Course of Study is not yet over with his animadversion against our school system, and the following letter shows where he is still to be found. "I would ask the opinion," says the misinformed gentleman who lives in Granby, "of those who take an interest in the education given in our higher schools and academies respecting the methods of teaching therein pursued. I do not pretend to be an authority in such matters, but I think too many branches are taught at once, and some of these branches do not seem to be necessary to qualify the average student for the active duties of ordinary every-day life. The consequence is, pupils get a slight knowledge of a good many things, but only a very imperfect knowledge of the more necessary ones. In an academy, by order of the Board of Education, nearly twenty different branches are taught at the same time, and in order to get along with so many, the scholars have often to study until late at night, to the danger of their health. This is a system of cramming which we are told to avoid in our treatment of the young. Of what benefit to the average scholar, who has only a limited time to get a practical education, is a knowledge of algebra, geometry, Latin, etc. Will the time spent on Caesar and Virgil be of any use to him in the future. For those who intend getting a university education, these may be in order, but in the case of those young persons who merely wish to fit themselves for the ordinary business of life, a more reasonable course should be adopted." Could any one believe that old fogeyism, with its fingers in its ears, could go so far?

AN ENLIGHTENED CITIZEN.

NOTE FROM THE EDITOR.—The man who continues to write to the press without sending his name in confidence, must believe that editors do not mean what they say. No correspondent can find access to the public through any respectable journal without revealing himself to the editor at least, and it is as well that "Teacher" should know this when he "runs amuck," and thinks himself safe by following the example of the ostrich when he hides his head in the sand.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—I am sure you will be glad to learn that the Stanstead College is about to be free from debt, thanks to the activity of the

Rev. Lee Holmes, the former Principal. The following letter from that gentleman to the *Witness* explains how matters stand.

A METHODIST.

"The total number of students enrolled this session," says Mr. Holmes, "is about one hundred and sixty, not quite half of whom are 'boarders.' Four thousand or five thousand dollars, in addition to the subscriptions already obtained, would amply provide for the extinguishment of the \$18,000 debt. The beautiful mansion 'just across the road from the college,' may have cost \$40,000 or upwards, but it is difficult to place a value upon it, as there is no local demand for such costly residences. The splendid example of the residents of Stanstead and vicinity in subscribing more than half the entire debt upon condition that the whole be raised by July 1, is meeting with a fairly prompt and liberal response from the Methodists of the Montreal Conference, so far as canvassed. If the remaining fields do as well, the debt can be paid off in a few months."

To the Editor of the EDUCATIONAL RECORD :

SIR,—I have found a small collection of minerals very useful for "special" lessons, illustrating physical geography, etc. The pupils also take considerable interest in making a collection of the rocks of the neighborhood. If any of your readers are interested in making or enlarging such a collection, I should be very glad to make an exchange with them of typical minerals, rocks or fossils of the locality. Small specimens could be cheaply transmitted by mail and larger ones or greater quantities by express.

Yours, etc., J. A. DRESSER.

AYLMER, QUE., April 14, 1894.

Official Department.

PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

REPORT CONCERNING FUNDS FOR SUPERIOR EDUCATION.

Report of the Sub-Committee of inquiry appointed 25th May, 1893, with instructions "to examine and report upon all matters or questions connected with the motion of Professor Kneeland," which is as follows, viz. :

"That hereafter, in making grants to all institutions entitled to share in the money available for the encouragement of Superior Education, the work and needs of such institutions be made the basis for determining said grants, due respect being paid to all existing legal rights."

The Sub-Committee were also authorized to print their report for confidential distribution among members of the Committee.

In accordance with these instructions, the Sub-Committee have

deemed it right, in the first place, to lay before the Committee the nature and origin of the several funds available for the promotion of Superior Education. These are three in number, classified as follows, viz.:

1. The Superior Education Income Fund.
2. The Protestant Marriage License Fund, which includes not merely the fees annually received by the Provincial Treasurer from the sale of marriage licenses, but also the interest on the sum invested with the Government, known as the Protestant Marriage License Arrears Fund. This Arrears Fund, amounting to \$28,000.00, bears interest at 5% per annum.
3. The Protestant Compensation Fund, consisting of the sum of \$62,961.00 granted by the Legislature on the settlement of the Jesuits' Estates question, which sum is also, for the present, invested with the Government at 4% per annum.

These several sources of income and their application to Superior Education will be considered in order:

1st.—The Superior Education Income Fund.

This Fund is derived from the revenues of the Jesuits' Estates, supplemented by annual grants from the Consolidated Fund voted by the Legislature (section 5, chapter XV, Consolidated Statutes, Lower Canada). Since the time of Confederation, however, this Fund has been included in the gross sum for Superior Education voted annually *en bloc* by the Legislature. In 1888, clauses 1 to 5 of the Act XV, Consolidated Statutes of Lower Canada were abolished by the passage of the Jesuits' Estates Act, (51-52 Victoria, chapter XIII, sections 6 and 7), but were promptly restored when the attention of the Government was drawn to the matter (53 Victoria, chapter XXXI).

Sections 6, 7 and 8 of chapter XV, Consolidated Statutes Lower Canada, under the heading "*Aid to Superior Educational Institutions*," direct the appropriation of the fund as follows, viz.:

6. "The said Income Fund, or such part thereof as the Governor in Council may from time to time direct, shall be annually apportioned by the Superintendent of Schools for Lower Canada, in such manner, and to and amongst such Universities, Colleges, Seminaries, Academies, High or Superior Schools, Model Schools and Educational Institutions, other than the ordinary Elementary Schools; and in such sums or proportions to each of them, as the Governor in Council shall approve, etc."

7. "Grants to be made under this act, out of the said Income Fund, shall be for the year only and not permanent; and the Governor in Council may attach to such grants any conditions which may be deemed advantageous for the furtherance of Superior Education."

8. "No grant shall be made to any Educational Institution not

actually in operation, nor to any institution owning real estate, whose liabilities shall exceed two-thirds of the value of such real estate."

Further, in section 9, the conditions under which claims for grants may be considered are set forth; and a report from each institution claiming a grant must accompany the claim, showing the position of the institution under *nine different heads*.

The present law on the subject, including, with the original acts, the several amendments made subsequent to the consolidation of the Statutes of Lower Canada, is embodied in the Revised Statutes of Quebec, under articles 2203, 2204, 2207, 2208, which correspond with articles 441, 442, 443, 446, 447 of the School Law Code.

(With respect to the above Revised Articles, the Sub-Committee are informed that the original acts are not abrogated, but remain in force, so that in the case of doubts arising as to the correct interpretation of any clause reference can be made to the original law on the subject).

From and after the year 1856 (and even before that date), up to the period of Confederation (1867), grants from this source (the Superior Education Fund) were apportioned under the direct approval of the Governor in Council, and subsequently thereto, under the approval of the Lieutenant-Governor in Council.

On p. 4 of Mr. Rexford's report, 26th September, 1888 (appended hereto under No. 3), a list is given of the grants to Universities, Colleges, etc., beginning with 1851, and ending in 1888. In this list, however, no reference is made to the grants to other institutions Academies, Model Schools, and the Montreal and Quebec High Schools, all of which then shared, and still continue to share, in the grants for Superior Education.

If the grants from the Marriage License Fund (marked M. L. F.) be excluded from this list, the apportionment from year to year of the Superior Education Income Fund between the institutions named can be easily seen, and, bearing in mind the expressed object of the Act of 1856 (19 Victoria, chapter LIV) that it was to make "better provision for the promotion of Superior Education," it seems clear that the Government of the day considered that the amounts granted annually prior to 1856 were inadequate for the work expected from and undertaken by the Universities and other institutions for Superior Education.

In the year 1867, the British North America Act was passed, which changed the whole system of Government, and the promoters of that great measure agreed amongst themselves, that the rights and privileges of the Protestant population of the Province of Quebec should not be placed in jeopardy, in the matter of education, by the changes incidental to the new system of Federal and Provincial Legislatures. In order to carry out this agreement, the Education Act of 1869 (32 Victoria, chapter XVI), was passed, section 4 of which provides that the Superior Education grant shall, in future, be distributed between the Roman Catholic and Protestant Institutions

respectively, in the relative proportion of the respective populations of the Province, according to the then last census. This determined the proportion to be given to each class of the population.

But, under this changed system of Government, it appeared that the sums accruing to Protestant institutions of Superior Education became greatly reduced in amount and altogether insufficient for the needs of the Universities and Colleges. A representation of the matter was duly made to the then Premier, who was at the same time Minister of Public Instruction, accompanied with an urgent request for additional aid.

The higher institutions of learning, which had been founded by means of purely voluntary subscriptions, and were in large part maintained by voluntary effort on the part of the friends of the Higher Education, suffered so seriously by the diminution in their grants, that it seemed as if their work would be seriously hampered if not stopped altogether. Their only hope was that the small Government grants allotted to them might be in some way supplemented.

The falling off in revenue began immediately after the passing of the Act of 1869, as may be seen in the list prepared by Mr. Rexford, as above mentioned. This state of affairs led to the application for the transference to Protestant Superior Education of the fees received from Protestant Marriage Licenses and thus to the formation of the second source of income.

2nd.—The Marriage License Fund.

The history of this Fund, as recorded in the letters and documents appended hereto, is interesting and instructive. Light is thrown on the intentions of the Government and their desire to promote, to the full extent of their power, the objects aimed at by the friends of the Higher Education in this Province. The documents* are as follows, viz.:

- No. 1. The memorandum prepared by Mr. Rexford, at the request of the Protestant Committee, submitted, 23rd November, 1887 (EDUCATIONAL RECORD, 1887, p. 356.)
- “ 2. Memorandum by the late Lord Bishop of Quebec, submitted to the Committee. (EDUCATIONAL RECORD, 23rd November, 1887, p. 357.)
- “ 3. Report of Mr. Rexford, 26th September, 1888.
- “ 4. Letter to Dr. Heneker, 22nd May, 1893, from Sir William Dawson.
- “ 5. Letter to Sir William Dawson, 21st December, 1871, from the Hon. James Ferrier.
- “ 6. Letter to Sir William Dawson, 28th November, 1891, from the late Dr. J. W. Williams, Bishop of Quebec.

* Copies of these documents will appear in subsequent issues of the RECORD.

- No. 7. Extract from the minutes of meeting of Governors, McGill College, 24th October, 1872.
- “ 8. Letters to Dr. Heneker, 1st September, 1893, from Sir Wm. Dawson.
- “ 9. Letter to Dr. Heneker, from the Hon. Judge Irvine, 16th November, 1893.
- “ 10. Letter to the Rev. E. I. Rexford, 1st September, 1893, from Mr. Justice Lynch.
- “ 11. Legal opinion of Dr. Hemming, member of the Sub-Committee.

The apportionment of the Fund has next to be considered.

Section 5 of the Act 35 Victoria, chapter 3 (1872), reads as follows: “The sums so paid over to the Treasurer (as Marriage License Fees) shall be by him paid over annually, at such time and in such manner, that the same shall be apportioned among the Protestant Institutions of Superior Education, by the Minister of Public Instruction, under authority of the Lieutenant-Governor in Council, in addition to and in the same manner as any sums or aid granted by law for the purposes of Superior Education in this Province.”

The above was amended in 1888, by adding after the words “Lieutenant-Governor in Council,” the following, viz., “and in accordance with the recommendation of the Protestant Committee of the Council of Public Instruction.”

The original clause, with the above amendment of 1888, is embodied in article 2205 of the Revised Statutes, which must be taken as the *present law on the subject*.

In considering the important question of apportionment, it must not be forgotten that the Protestant Committee have had the matter under consideration for a very considerable time, as will appear by the following, viz.:

(a) A report of a Sub-Committee (with reference to the distribution of the Protestant Superior Education grant) on a memorandum prepared by the Rev. E. I. Rexford (Secretary of the Department), was submitted to the Committee at the session of 23rd November, 1887. (Appendix No. 1).

This memorandum is entered in extenso in the minutes of the Committee, and is followed by a statement in reference thereto (Appendix No. 2), also in extenso, signed “J.W. Quebec,” “member of the Council of Public Instruction at the date of the transaction.”

This statement gives the history of the first steps taken to obtain aid for the Universities through the Protestant Marriage License Fees.

The report was received, and the Sub-Committee was continued “with instructions to make further enquiries and report at next meeting.” (*Vide* EDUCATIONAL RECORD for 1887, pp. 356-7.)

(b). At a meeting of the Committee, 29th February, 1888, the Chairman (the late Bishop of Quebec) reported on behalf of the Sub-Committee on the distribution of the Marriage License Fund, "that the original document referred to in the last report, signed by the Protestant members of the Council of Public Instruction, recommending the original division of the Marriage License Fees, had been found, and the document was read for the information of the Committee." In regard to this, the Committee agreed to request the Secretary to draw up a historical statement concerning the Marriage License Fund, and to include therein all available information and documents." (EDUCATIONAL RECORD, 1888, p. 119.)

At the meeting of the Committee, 26th September, 1888, the Secretary reported, giving the history of the Marriage License Fees. This report was not entered in extenso in minutes, but is appended hereto. *Vide* Mr. Rexford's statement No. 3, appended.

It was thereupon moved by Sir William Dawson, seconded by Dr. Matthews, and resolved: "That the Secretary be thanked for the labour he has taken in preparing the memorandum read, giving the history of the legislation in connection with the Marriage License money, and the action taken from time to time by the Committee in its distribution, and that the report be preserved among the documents of this Committee."

The foregoing shows the action of the Protestant Committee in their endeavour to ascertain their powers with regard to the apportionment of the Fund.

Srd.—The Protestant Commutation Fund.

By the Jesuits' Estates Settlement Act, 51-52 Victoria, chapter 13, section 4, the sum of \$62,961.00 was granted to the Protestant Committee, as a compensation for the grant of \$400,000 to the Roman Catholic majority of the Province, and the second paragraph of the section prescribes how the interest of the said sum was to have been apportioned. This section was incorporated in the Revised Statutes, under Article 2206; but, in 1890, the above cited Section 4 of the Jesuits' Estates Act, as well as Article 2206 of the Revised Statutes, was repealed by Sections 2 and 3 of the Act 53 Victoria, chapter 31, Section 2 of the last named Act being substituted therefor. By this section the disposal of the grant is left with the Protestant Committee without restrictions of any kind. This is the whole law on this part of the inquiry.

General Results of Inquiry.

The more important results of the above inquiries may be summed up as follows:

1. The several funds available for Superior Education are not on the same basis as to origin and permanence. The grant from the

Consolidated Fund depends on an annual vote of the Legislature, except in so far as guaranteed by the Investment Fund, and the arrangements entered into at Confederation. The Marriage License Fund, on the other hand, is the product of a specific licence, handed over by the Legislature for the Superior Education of Protestants. The Protestant Compensation Fund of \$62,961.00 is a capital sum invested for Superior Education under the Committee. It is therefore claimed, in the interests of Protestant education, and in view of possible changes in the future, as well as in connection with their different tenure, that they should continue to be administered separately, though the two first must alike be annually recommended for distribution, subject to the approval of the Lieutenant-Governor in Council.

2. That, while the Protestant Committee has full power to recommend any distribution of the aid to Superior Education which in its judgment seems desirable, there is no legal requirement for apportioning any one of these funds rather than another to any one class of the institutions of Superior Education.

3. The original application for the Marriage License fees was made in 1870 and 1871, by and on behalf of the Universities and Colleges, through the Protestant members of the Council of Public Instruction, on account of their lack of means, and of the diminution of the Superior Education Fund in consequence of the Act of 1869, and the increasing claims of other institutions, and with the object not only of strengthening them but of rendering them less chargeable on the General Fund. This historical relation of the fund, which appears plainly from the appended letters and documents, has been adhered to ever since, and is entitled to consideration on the part of the Committee.

4. Whereas, in the opinion of the Sub-Committee, it is impossible to gauge the extent and importance of the work of the two Universities, or to make grants at all adequate to the work performed, the Sub Committee suggest that the grants annually recommended for the two Universities, be determined by special consideration from year to year, but that the grants to other institutions of Superior Education, including affiliated Colleges, be apportioned in accordance with results and needs, the whole subject to the requirements of the law and the regulations of this Committee.

The whole respectfully submitted.

(Signed)

R. W. HENEKER,
J. W. DAWSON,
E. J. HEMMING,
W. I. SHAW,
ELSON I. REXFORD,
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} *Members of
the
Sub-Committee.*