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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEED-
INGS AND OFFICIAL ANNOUNCEMENTS.

VOL XVII.
JANUARY TO DECEMBER,
1897.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1897.

VOL. XVII.

Articles : Original and Selected.

THE SCHOLASTIC YEAR, 1895-96.

Statistics are always dry and sometimes misleading. However, they give some indication of the true state of affairs which cannot be obtained without them.

Probably during the past year more has been said and written about education in this province than ever before in the same length of time.

Much has been well said, and much needed to be said ; but truly the pessimist has had a great time. One has hardly dared to say him nay, even when at his worst. Let us turn to the figures in the last report of the Superintendent of Education and see if we can comfort our souls even a little. After which, whether successful or not, we may point a moral. Critics are very useful, and although somewhat exacting, are as honest as the generality of mankind. Some of them have reasoned very closely in regard to education in this province, but starting with false premises they have reached results that are usual in such cases. Perhaps most injustice has been done by concluding from particular cases that everything is bad.

As the RECORD reaches, practically speaking, only English people, let us take a glance at the statistics that concern English schools alone. There are 1371 Protestant teachers in this province, of whom 1241 are female and 130 male. Of these 85 or 6.2 p.c. have no diplomas. Again, as to place, of these 85, 30 are in Montreal ; and as to grade of schools,

30 are reported from superior schools and 55 from elementary schools. On the face of it this looks bad for Montreal and for our superior schools. But when one considers that these 30 in Montreal and these 30 in the superior schools are made up almost entirely of teachers of special subjects, such as singing, physical drill, instrumental music, cooking, carpentering, drawing, writing, and of kindergartners who have been trained outside the province, the matter does not look so serious, although it raises the question, since these persons are all reported as teachers, should not provision be made for their certification in the subjects which they teach?

We are confident that there is not one uncertificated teacher in the province in charge of a department in a superior school.

In the elementary schools 55, or 5 p.c. of the 1,084 teachers therein, have no diplomas, and 385 teachers, 27.9 p.c. of the 1,371, hold first-class diplomas from the normal school. It appears that the institutes have, during the past 12 years, been attended by upwards of 3,000 teachers, an average of 19 p.c. of the whole each year, or excluding the normal school graduates who do not generally attend, about 30 p.c.

At a very conservative calculation, we find that more than half of our teachers have had some degree of professional training. With this fact in mind, when we turn to the question of salaries, we discover that the teacher has done more to meet the demand made upon him for professional training, than the rate-paper has done to recognize the value of that training.

In elementary schools the male teacher receives, on an average (throughout), \$600 a year, with diploma, and \$278 without. The female teacher, in like circumstances, receives \$182 and \$151. In model schools and academies the male teacher has \$835 and \$617, while the female teacher gets \$302, and strange to say, without diploma, \$367. We remember, however, that the specialists without diploma get good salaries and bring up the average.

Now that compulsory professional training is so near us, is it not time to fix a legal tariff for teachers in such a way as to secure a reasonable minimum for the several grades of diploma, and for the varying circumstances of different municipalities?

The cost of education in the province amounts to \$1.85

per head of population, being almost exactly that of Ontario. The average school attendance is 76 p.c. That does not mean that 24 out of every hundred children of school age are absent all the time, but it means that at any time during the year 24 out of every hundred enrolled pupils are absent. This is not satisfactory. It would be interesting to know how many children of school age are not enrolled at all, but this information is not given, and unfortunately is not easily obtainable. In the cities and towns there are many private schools that make no report at all. In many cases, when asked by the inspector, the proprietor refuses even to state how many pupils are in attendance. He has not been known, however, to neglect to get exemption from taxation on his whole house, on the ground that the school in the back drawing-room is an educational institution. Let us hope that hereafter he may be brought to see that, considering the benefits he receives from the state, the state is not impertinent in the person of the inspector. But, even making allowance for such cases, it is certain that the attendance leaves much to be desired as to regularity, and something as to universality.

Now, for the application, or a part of it, at any rate, if this reference to the statistics is not *couleur de rose*, if a reference has any colour at all, neither is it as blue as it might be. Taken in comparison with statistics of years ago it shows progress, not rapid, but still progress. Although there are many things to mend in our system of education to render it effective, there is not much to make. For instance, the pressing need is well trained, well paid teachers, with regular attendance at class of all children of school age. The accessories can all be provided under existing laws. While the people are declaring against their own schools, they are as a whole trying to keep down taxation in the vain hope that they will get money from some place other than their own. The school boards are empowered and required to levy a tax that shall be sufficient for all their needs, but they alone judge as to what are their needs.

In many places in this province, under progressive members of the school boards, with an intelligent and sympathetic body of rate-payers, there are schools that are a credit to this province, as they would be to any other province of the Dominion. The reason is simple, they pay for good schools—and they get them.

Editorial Notes and Comments.

WITH this number, the EDUCATIONAL RECORD begins its seventeenth volume. We hope that during the year just commenced we may be able to give our readers many hints that will be found of some value in connection with the daily life of the school-room. We are sorry to have to say that our appeal for co-operation on the part of our teachers has borne little fruit as yet, but we are not without hope for better things in the time to come. We trust that all friends of education in our province will give the readers of the RECORD the benefit of anything they may have learned, from experience or otherwise, that is likely to help their fellow-members of the teaching profession. We assure them that they will be helping themselves by so doing.

—AMONG the important announcements made by the provincial Premier, shortly before the close of the session, were those in connection with the proposed increase in the government support of elementary education. He said that the government intended to set apart \$14,000 of the annual grant for distribution among the best lay elementary school teachers, which would allow one male teacher in every ten \$30, and one female teacher in every ten \$20; that the help to elementary schools in poor municipalities would be increased from \$10,000 to \$20,000; that free text books would be given only to the most needy municipalities, as to give them to all would cost too much; that further encouragement would be given to schools for working classes and technical education generally, and that the government would do still more for the cause of educating the masses when the finances permitted. He also declared that the government did not intend to touch or destroy in any way the principle or fabric of our present educational system which was essentially good. They merely desired to improve, extend and further develop it. He laid special emphasis also on the declaration that there was no room in the province, that there was no wish either among Catholics or Protestants, for godless or irreligious schools, and that the general demand was for a thoroughly Christian education of our youth, the secular marching hand in hand with the spiritual in order to prepare good citizens for the future. We give the two main clauses of the resolutions that passed the Legislature in respect to elementary schools.

Resolved,—That the income of the Elementary School Fund shall be applied, under the direction of the Lieutenant-Governor in Council, by the Superintendent of Public Instruction, in promoting elementary instruction in poor municipalities, aiding schools for the benefit of the working classes in cities and towns, improving the condition of elementary and model school teachers, supplying school-books gratuitously and generally providing for the more efficient diffusion of elementary education throughout the province, to such extent as the Lieutenant-Governor in Council may be pleased to order and under such regulations as he may be pleased to make.

Resolved,—That, for the purposes mentioned in the preceding resolution, until the said Fund produces a net yearly income of sixty thousand dollars, there shall be granted to Her Majesty yearly the sum of fifty thousand dollars, out of the Consolidated Revenue Fund of this Province.

It is to be noticed that this is a new fund to supplement the previous grants for elementary instruction, and that, unlike the common school grant of \$160,000, it is not to be distributed according to population.

—THE following remarks, which appeared in the *Toronto Evening News*, have been much copied by the educational press, and we have thought that our readers might like to read them. Under the heading, "Encourage the School Teacher," the *News* says: "There are many heart-sick school teachers in this city whose work would be lightened by a few words of appreciation from parents whose children have been the subjects of deep anxiety through the long term, and who have had the best care and training which the teachers are capable of imparting. Unfortunately there are few parents who ever give the matter sufficient thought to realize what they owe to the school teacher. One who leaves himself or herself open to censure is not long in getting it. In such cases the parents have a lively appreciation of their rights, and they are not slow in letting the dominie know what they think of him. It is pretty hard for him to swallow, but he takes his medicine quietly, as a rule, and that is the best thing to do. But parents, who are quick to resent the exercise of undue authority by the teacher, rarely if ever, think of the infinite patience and forbearance that is necessary in the training of children,

and as a result they do not—as a rule—make allowance for the human nature in the teacher. They expect him to be infallible. Parents who cannot train two or three children in their homes have only condemnation for a teacher if he or she fails to manage sixty or seventy, and teach them the three R's whether they will or no. Another class of parents—and they form the majority—do not think of it. They would express their satisfaction if the teacher came to them, but it is too much trouble to go to the teacher or to write him a note. If parents but knew the encouragement the men and women who teach would derive from a frank acknowledgment of the value of their services and an expression of gratitude for the patience exercised towards their children, thousands of them would hasten to thank those who have been faithful to their duty. It would also inspire them to fresh exertions in behalf of those committed to their care."

—THE United States Commissioner of Education, Dr. W. T. Harris, believes that the use of books should be more widely and better taught. An exchange publishes these words of his: "One great object of the school in our time is to teach the pupil how to use books—how to get out for himself what there is for him in the printed page. The man who cannot use books in our day has not learned the lesson of self-help, and the wisdom of the race is not likely to become his. He will not find in his busy age people who can afford to stop and tell him by oral instruction what he ought to be able to find out for himself by the use of the library that may be within his reach. Oral instruction, except as an auxiliary to the text-book—except as an incitement to the pupil's interest and a guide to his self-activity and independent investigation in the preparation of his next lesson—is a great waste of the teacher's energy and an injury to the pupil. The pupil acquires the habit of expecting to be amused rather than a habit of work and a relish for independent investigation. The most important investigation that man ever learns to conduct is the habit of learning by industrious reading what his fellow men have seen and thought. Secondary to this is the originality that adds something to the stock of ideas and experiences of the race. The pupil who has not learned what the human race have found to be reasonable is not likely to add anything positive to the total of human knowledge, although

he will certainly be likely to increase the negative knowledge by adding a new example of folly and failure."

—THE importance of teaching the child to use his own language is evidently becoming more and more a recognized fact. The movement in favour of good English in our schools no more means that we expect our educational system to turn out great poets or great authors than does the fact of arithmetic being on the curriculum mean that every pupil is to be an accountant or celebrated mathematician. All we contend for is that no pupil who has passed through the various stages of our school system should be unable to express himself grammatically or to write a letter without breaking all the rules of English composition. The protest against the state of affairs that has too long existed in this respect is no "fad" but is a commendable recognition of what ought to be. As a first step in the right direction it will be necessary for our teachers to watch well their own language and guard against their besetting sins in the shape of faulty expressions, for children learn much by imitation. A second step will be to watch the pupils' manner of expressing themselves, when writing or speaking, and correct the frequent inaccuracies. The reasons for such corrections should be made plain to older pupils at the time of correction or they will not be of as much value as they might otherwise be. A third and most important step will be constant and intelligent drill in the use of words and sentences. In connection with this important matter we reprint the following by William J. Rolfe, from the *Educational News* :

If children learn nothing else in school, they should learn how to use their own language. This is the key to the learning of all time, the instrumentality whereby all knowledge is shared and distributed among men. It is, moreover, the only branch of a school education all of which the pupils will find of positive practical use at all periods of their life. Beyond the merest elements, how much of the arithmetic learned in school is of real use to one pupil out of ten? How much of it is remembered by the very large class who have no occasion to employ it in later life? Beyond the great facts that could be taught in a few lessons, how much of the geography is remembered in after years by the vast majority who have learned it in school? In travelling in Europe, and even in parts of our own country,

one has to learn the geography all over again. I have to go to the gazetteer for hundreds of facts that I had to commit to memory in my school days; and if I want some of the same facts again six months later, the chances are that I shall have to go to the gazetteer again. I do not care to lumber up my memory with such knowledge when I know where to find it if I have occasion to make some temporary use of it. So with the minutiae of history, which are memorized so laboriously in school, and forgotten so easily afterwards. It is only teachers and critical students of history who remember them, or to whom they are of sufficient value or interest to justify any special effort to retain them; but all that we learn in the study of language, if it is taught aright, is of immediate and enduring value. Every new thing we come to know in literature is a joy forever. Your school boys and school girls, after they have become fathers and mothers, will testify to the truth of this. I am old enough to speak on this point from my own experience. I began teaching forty years ago, and from the start I combined work in literature with that in language. I have met many of my pupils long after they had grown up and become settled in life; and I have found them enjoying good books and training their children to the same habits and tastes. They tell me that of all the lessons they had in school those in English have been the most helpful, stimulating and inspiring ever since.

—EVERY one who has the reading habit—and everybody reads—has one or two objects in view: “to acquire information or to experience a mental pleasure,” writes “Droch” in the December *Ladies’ Home Journal*. “No matter how inferior the book read, when you sat down to read you intended to learn something new, or ‘to kill time,’ which is a colloquial way of saying that you wanted to turn your mind into pleasant channels. There is a certain type of mind that only gets pleasure out of reading when at the same time it is getting knowledge. That kind is the exception, and it reaches full satisfaction only by becoming what we call a scholar. For the mind seeking knowledge by reading, the sign-boards are many in these days, and, instead of the way being narrow and arduous, there is no other highway in life quite so carefully marked out as the road to knowledge. In many little towns and cross-roads the State has marked the entrance to it with a schoolhouse which is free to every-

body. And from there, up through the high school and the normal school to the college, the State lavishes money, and rich men and churches give millions to make the way plain and easy. In no other line of effort can so much be had for nothing as in the acquisition of knowledge. Even for those whose time is limited by the necessities of bread-earning, there are Chautauqua circles and University Extension societies. The world was never so kind to the inquiring mind as it is to day."

—THE subject of home lessons is an ever recurring topic of discussion among teachers and parents. To any one who looks into the matter, it will appear that if a child spends from nine o'clock in the morning till half-past three in the afternoon at his school work—hours as long as many a man can stand without complaining—he should hardly be expected to go to work again in the evening. And yet in the majority of cases if a teacher set no home tasks, the parents would be up in arms because John or Mary had no lessons to prepare at night. It seems to be the old question of the man and the donkey—it is impossible to please everyone. The *Educational Review* refers to home lessons in this way: "It may be that some time in the future our methods of teaching will reach such a degree of perfection that we shall be able to do all the work required of us within the present school hours, but home lessons are yet a necessity. There are two classes of parents that the teacher has to dread. One, living for the most part in the cities, which objects to home lessons almost *in toto*; the other residing in the rural districts, which is forever complaining that the children have not enough to do at home. I can only urge as I have done before—give as few home exercises (requiring manual excellence) as possible, as the facilities for doing such work to advantage and with profit, are few in many homes. Do not permit lessons supposed to be prepared at home, to be studied in school. If there is time for such, allow it for the entire preparation of one or more home lessons. I think we should devote more time to instructing pupils how to prepare home lessons. How often do we hear parents say: 'I heard my boy or girl recite the lesson and he knew it perfectly.' The teacher often takes a different view of the matter, and it is not strange. Parents' well intentioned efforts to assist their children at home should not be discouraged, but their methods are not

the methods of trained teachers. Their memoriter work will not do, hence the pupils should have an exact idea of what is required of them, and above all should be taught system in connection with home work. The pupil who steals desultory glances at his home work whenever his attention is not otherwise occupied and who depends upon the few minutes allowed in school will profit but little by it.

—AN exchange insists—as we have always done—that moral training should not be neglected in the schools. Habits of truthfulness and honesty are worth far more in the battle of life than to be able to extract the cube root or to parse infinitives and participles. This is not saying that arithmetic and grammar should be passed over lightly that instruction may be given in morals. The careful and conscientious preparation and reciting of lessons is of itself a training in morals that should not be underestimated. We believe that a definite and positive course of instruction in morals would be beneficial, but we should never lose sight of the fact, that the greatest moral force in the school is the life, the character, the everyday actions of the teacher. Give us moral training in the schools, but above all give us teachers whose lives are models for trusting, imitating childhood.

Current Events.

IT HAS been arranged by the consent of the Normal School Committee and of the Department of Public Instruction of Quebec, that Dr. Robins, Principal of the Normal School of Montreal, is to deliver a course of lectures on pedagogy in Bishop's College, Lennoxville. This course is identical with that delivered in the Normal School course in Montreal by Dr. Robins. Attending this course of lectures is one of the conditions qualifying for a first class Academy diploma in this Province. The lectures will be given on successive Saturdays, beginning on January 23rd, 1897, at 9.15 a.m. Trains reach Lennoxville from both North and South. in time for these lectures. The lectures are open not only to members of the college and school, but also to all teachers, who are hereby cordially invited to attend the course. In order to meet certain necessary expenses, a fee of one dollar for the course will be charged to those who attend the lectures. The attention of all the teachers in the

St. Francis district is specially called to this opportunity. The authorities of Bishop's will be glad to welcome the teachers, and, if desired, arrangements can be made for dinner at the college for those who come from a distance. The course will be completed in about forty Saturday's.

—THE formal opening of the new school building in St. Lambert took place on the evening of Tuesday, January 6th. The function was a highly successful one in every respect. Addresses were given by Mr. H. B. Ames, member of the Protestant Committee, and Dr. J. M. Harper, Inspector of Superior Schools. Mr. Ames, in the course of his remarks, congratulated the town and its citizens upon their public spirit and the magnificent results here apparent from their efforts and self-sacrifice. He predicted that with the added advantages of fresh air and healthy exercise which their children possessed over their brothers across the river, the students of St. Lambert Academy would grow up fully able to win for themselves the choicest positions in professional and business life, not only in the great city across the way, but also in other places perhaps many miles distant.

Speaking of the purpose for which those present were gathered together, Dr. Harper said that he was prepared to take the gathering as a memorial of two things among many others, these being the educational progress that had been going on for years in St. Lambert, which might be called one of the most enterprising suburbs of Montreal, and the desire of the people themselves to rally with the greatest of good will, the one towards the other, round their school interests. Taking for his definition of education the preparation of boys and girls to take charge of themselves when they come to enter upon the higher responsibilities of life, he pointed out that the exercises which had delighted the hearts of so many parents and citizens present, were not to be set aside as a trifling with education, but declared that the training of pupils to come forward and subject themselves to open criticism was an excellent means towards enabling them to get rid of the natural awkwardness of children and to put forth an effort to take charge of themselves for the moment. In connection with his second point he referred to his own difficulties in introducing school reforms and improved methods. Every movement for the good of a community had to contend

with the preliminary laugh and with opposition. But that was no reason why such a movement should be set aside; and the commissioners and the people of St. Lambert deserved the greatest credit for persevering in their efforts until success had come to them as a reward.

—A COURSE of popular lectures in chemistry, by Professor Alfred E. Macintyre, of Morrin College, Quebec, has just been inaugurated. This is a commendable effort on the part of the college authorities to give the citizens of Quebec an opportunity of an introduction to scientific knowledge. We hope the lectures will be well attended, and that this course may be followed by others of like nature.

—SHORTLY before the holidays, the pupils of the McGill Model School held a most successful fair or bazaar, in aid of school library. Dr. Peterson was present and addressed a few appropriate remarks to the children, saying, among other things, that he thought school libraries could take a much larger development. We are glad to learn that Miss Peebles, the lady principal, who had charge of the bazaar, is well pleased with its success, some \$200 having thereby been realized, to be expended in the purchase of new books for the library.

—WE regret that an account of the profitable convention held by the Frontier Association of Teachers, at Huntingdon, during the last week of November, was crowded out of the December number of the RECORD. All the sessions of the convention were highly instructive, and should prove valuable to all the teachers present. On the evening of the first day a large public meeting was held in Watson Hall with Inspector McGregor in the chair. Papers were read by Principal Gilmour, of Valleyfield, and the Rev. P. H. Hutchinson. The regular meetings were held in Jubilee Hall on Saturday. There were two sessions, morning and afternoon. Miss Warren, of the Gault Institute, Valleyfield, Miss Paterson, of Ormstown, and Miss Sever, of Riverfield, read interesting and instructive papers on the following subjects respectively: "Object Lessons," "French," and "History." In the afternoon Principal Ford, of Ormstown, read a paper on the "Responsibilities of Teachers," Mr. B. Adams one on "The Teacher's Aim," and Miss C. Nolan, of Huntingdon Academy, one on "Decimals." The Frontier Association is to be congratulated for the success of the convention.

—A CASE of school discipline came up recently in connection with one of the schools of St. John, N. B., which caused some excitement. Opinion seems to be divided as to the wisdom of the principal's action. In a certain school pilfering has been going on for some time, greatly to the annoyance of the teachers. Marked money was exposed in one of the teacher's satchels—not exposed as a temptation but hung upon the wall. The money was found in a shop where cigarettes were sold and it was traced to the boy who had spent it. The principal immediately reported the matter to the police magistrate, who, at the request of the teacher, inflicted no severer punishment upon the boy than a reprimand, but fined the vendor of cigarettes ten dollars. A writer in the *Educational Review* thinks that the teacher did right, and remarks that the most satisfactory feature in the whole case was the imposition of a fine upon the vendor of cigarettes.

—AT the last meeting of the Protestant Committee, an arrangement was approved of by which the advantages enjoyed by the arts students of McGill in regard to professional training in the Normal School, which they can take in conjunction with their arts work, are extended to Bishop's. Dr. Robins will go to Lennoxville weekly during this winter to deliver his course of lectures on pedagogy, and those who wish to teach after graduating will follow the course and besides practise in the Grammar School. On another page, we draw attention to the arrangements made by Bishop's to give teachers an opportunity to benefit by this course on pedagogy.

—DURING the current term the University of Vermont has been trying an innovation in discipline. All seniors who are free from censures and conditions are released from all surveillance as to attendance on prayers and lectures. Each man is to be a law unto himself, the faculty assuming that he seeks for himself the same ends which the college seeks for him, and that he will be at all times the gentleman seeking to become the scholar. This privilege may be extended hereafter or withdrawn, according to the use made of it.

—REFERRING to a matter somewhat similar to this, the *McGill Fortnightly* had recently an article strongly condemning the espionage placed upon the students during examinations, and calling for the adoption of an "honour

system " which is worked at Princeton and Williams, and which, it states, has produced most satisfactory results in those colleges. The *Fortnightly* truly says that " the results of such a system cannot but be most wide-reaching, not only on the studies, but especially on the character and principles of the students."

—ALL interested in the crusade for better English will be pleased to learn that hereafter the student who would pass an entrance examination for Harvard University must give evidence of thorough acquaintance with the English language. The board of overseers sounds this warning note: " Voted, that, in the judgment of the board of overseers, every candidate for admission to the undergraduate departments of the university should give evidence that he can write the English language with such degree of neatness and skill in penmanship, correctness in spelling and grammar, and with such facility of expression as will enable him to enter, without further elementary instruction, on the elective studies to which he proposes to devote himself, including the more advanced courses in English composition; voted, that the faculty be requested to press steadily toward the attainment of the above end. It is also said that last year Harvard adopted a rule making a literary degree of A. B. compulsory for all students who present themselves for entrance in the department of medicine, and that now the University of Michigan wants the consent of the board of regents to the passage of a similar rule.

—THE following news-note shows that another force, hitherto little heard of in this connection, is trying to make itself felt against military drill in school. " The Kansas City Board of Education recently employed a drill master for the high school cadets of which there are three companies, recently organized by the pupils themselves. The labour organizations of the city strenuously object to the movement, and have held meetings, and given expression to their objections through the press, that the board might be warned. They have stated to the board, through their representative, that a remonstrance, signed by the entire organization of the city, would be presented to that body at its next regular meeting."

—THE *Toronto Week*, whose presence is missed among our exchanges, since its suspension, speaking in a late num-

ber of an interesting event which took place recently in the University of Aberdeen, said: "The students who had to attend the lectures of a certain professor, and found them unsatisfactory, preferred a formal complaint of inefficiency against him, and after an investigation by the University Court the charge was declared to be well founded, and the professor was asked to vacate his chair on a retiring allowance. This may look like harsh treatment, but the interests of the students and the University should, in such a case, be regarded as paramount. In the last resort only the students can say whether the lectures of a professor are worth attending or not, and if by regulation or in any other way they are compelled to spend time on what is of no value to them they may reasonably demand an inquiry."

—THE school laws of Indiana provide that at least one Saturday in each month, during which the public schools may be open, shall be devoted to township institutes or model schools for the improvement of the teachers. The township trustees are required to specify, in a written contract with each teacher, that such teacher shall attend the full session of each institute or forfeit one day's pay for every day's absence therefrom, unless the absence is caused by sickness.

—To guard against frequent changes of school books without good reason, an Ohio law provides that books, after being adopted, cannot be changed for five years without the consent of three-fourths of all the members of the school board, given by formal action at a regular meeting.

Literature, Historical Notes, &c.

EDUCATION IN MOROCCO.—A Moorish "college" is a simple affair—no seats, no desks, a few books. For beginners, boards about the size of foolscap, whitened on both sides with clay, take the place of book, paper, and slate. On these the various lessons, from the alphabet to the Koran, are plainly written in large black letters. A switch or two, a sand-box in lieu of blotter, and a book or two complete the paraphernalia. The dominie squats on the ground, tailor fashion, as do his pupils before him. They, from ten to thirty in number, imitate him as he repeats the lesson in a sonorous singsong voice, accompanying the words by a rocking to and fro, which sometimes enables them to keep

time. A sharp application of the switch to bare pate or shoulder is wonderfully effective in recalling wandering attention, and really lazy boys are speedily expelled. Girls, as a rule, get no schooling at all.

On the admission of a pupil the parents pay some small sum, varying according to their means; and every Wednesday, which is a half-holiday, a payment is made of from half a cent to five cents. New moons and feast-days are made occasions for the giving of larger sums, as are also holidays, which last ten days in the case of the greater festivals. Thursdays are whole holidays, and no work is done on Friday mornings, that day being the Mohammedan Sabbath, or "least meeting-day," as it is called.

After learning the letters and figures, the youngsters set about committing the Koran to memory. When the first chapter is mastered—the one which with them corresponds to the "Pater Noster" of Christendom—it is customary for them to be paraded round the town on horseback with ear-splitting music, and sometimes charitably disposed persons make small presents to the young students by way of encouragement. After the first chapter the last is learned, then the last but one, and so on backwards to the second, as, with the exception of the first, the longest chapters are at the beginning.

Though reading and a little writing are taught at the same time, all the pupils do not arrive at the pitch of perfection necessary to indite a respectable letter, so that there is plenty of employment for the numerous scribes and notaries who make a profession of this art. These sit in a little box-shop, with their appliances before them—reed pens, ink, paper, and sand, with a ruling-board with strings across at regular intervals, on which the paper to be lined is pressed. They usually possess also a knife and scissors, with a case to hold them all. In writing, they place the paper on the left knee, or upon a pad or book in the left hand. The plebs who cannot read or write, and all who wish to make arguments, appear with their statements before two of these—there are usually four in a shop—and after it has been written out and read over to the deponent, it is signed by two of the notaries. Such a document is the only one recognized by Moorish law. Individual signatures, except of high officials, are worthless, and even then the signature of the local judge (kadi) is

necessary to legalize the others. These signatures are nicknamed by the natives "beetles," being absolutely undecipherable scrawls, crossed and recrossed till they are almost a blot. Naturally this system, like so many others in Morocco, is open to serious abuses, as notaries often make more by twisting a statement to suit a client behind the scenes than ever a simple fee could amount to.—J. E. Budgett Meakin, in *Harper's Magazine*.

Practical Hints and Examination Papers.

ARRANGING FOR WORK.—An exchange says: "A methodical teacher has a distinct advantage over one who goes at her work in a hap-hazard fashion. In beginning the term, the teacher who wishes to cover the ground in a systematic manner sits down and studies her limit table, and divides the term into so many parts. She leaves a margin for review towards the end of the term, then thoughtfully arranges her arithmetic, grammar, geography, etc., in such proportions as will suit the work assigned before the end of the term. The outline will require readjusting, perhaps, as the time goes on. It is better to map out by weeks than by days, trying to teach certain parts of the work in a week; then, grouping the five days' lessons, review them on the Monday. A little examination will fix the work and reveal weaknesses. A committee of the children will mark the papers as to correctness (not as to value), and thus save the teacher the added labour (which labour would, perhaps, prevent the giving of the examination with the overworked teachers of ungraded schools), while it will benefit the young examiners. When the outline is prepared, it should be written out and pasted in some place where it can readily be glanced at. Much worry and anxiety can be saved, and better work done, by thus planning and dating the work. When the teacher finds some class or part of the class is getting behind, she then can use the subject in which they are deficient for a special lesson in that time which she has left open on her time-table for special work. When the next term opens, her experience of the previous term's planning will produce a much better division of work.

—**THE VALUE OF STORIES.**—A writer in the *Toronto Educational Journal* speaks enthusiastically of the value of

stories in connection with primary school work. This teacher says: We should not like to be without "story-time" in the primary room. We urge the telling of stories, not merely for the entertainment they afford, but for three very good reasons. First, an ethical truth is best impressed upon little children, when in the guise of a story; second, stories are useful in furnishing training in reproduction of thought, a power which is necessary to all advanced work; third, by means of the telling of stories children may be introduced to literature, their tastes being to a certain extent cultivated in the right direction. Reproduction of short stories is an exercise that may begin with the first days of school. Two or three days after the story has been read, or told, the teacher, by means of judicious questions, draws the whole narrative from the class. By and by, writing takes the place of oral work, but, however it may be done, it is a valuable training for future work. In reading or telling stories, it is a good practice to associate the name of the author with the story. Occasionally we may tell them something of their lives. Choose the best stories you can find. Charles Kingsley, Hans Andersen, Jean Ingelow, Mrs. Thaxter, Julia Dewey, Edward Everett Hale, Kate Douglas Wiggin, Æsop, and Grimm's, are a few of the many good stories for children. With little children, telling a story is very much better than reading. It is not necessary to have a great supply of stories, as those they have heard half-a-dozen times are generally asked for in preference to new ones. Of course, when we require a story teaching some particular truth, we have to search for it. It is a good plan to keep a list of stories told and read during the term. These, if arranged under different heads, are then ready for future use.

—ONE of our educational exchanges recently offered prizes for the best selections of "Don'ts for Teachers," sent in on postal cards. The prize card contained the following warning notes:

Don't forget the pleasant "good morning" when entering your class-room.

Don't forget to commend your monitress who has attended to her duties. Your commendation means a great deal to her.

Don't worry. "Easy to say?" Really it pays to even make the effort. Worry never helps; it simply takes away.

the strength to bear what will come, whether you worry or not.

Don't be discouraged. You have done your best—leave the result to the future—the harvest may be a great surprise.

To these may be added four "don'ts" from the *Philadelphia Teacher* :

Don't forget that your pupils learn more during the first six years of their lives than they will ever learn in any other six years of their lives. Utilize this knowledge.

Don't pervert good methods by wasting precious time in teaching or "developing" what your pupils know already, better, perhaps, than you could teach them.

Don't insult the good sense of your pupils by making too apparent your efforts to "talk down" to their understanding; for it is safe to assume that they sometimes know more than they at first appear to show.

Don't mistrust your pupils, or constantly suspect them of intention to do wrong or to be dishonest, or to display in some other manner innate depravity. This is the way to dull or destroy their sense of honour and to cause them to do just what they should not do.

—LET the teacher have a look at his or her desk, and see how far it conforms with the following suggestions :

The teacher's desk should be made as attractive as possible.

It should be kept clean, well dusted, well arranged and well equipped.

It should be supplied with

A good foot-rule.

A good, clean, well-filled ink bottle.

A good pen.

A good pencil well sharpened.

A neat eraser.

A bottle of mucilage with good brush.

A box of rubber bands.

A dish of pins.

Pads of paper.

Writing-paper and envelopes.

Let the desk be attractive and conveniently appointed.

—GIVE this problem to the arithmetic class. It is probably not strictly speaking an arithmetical example, and

yet it may be conveniently introduced as a relief from the too frequent tedium of the average class in numbers.

Once upon a time there were two old men who sat in the market early every morning and sold apples. Each one had thirty apples, and one of the old men sold two for a cent, and the other old man sold three for a cent. In that way the first old man got fifteen cents for his basket of apples, while the second old man received ten cents; so that together they made twenty-five cents each day. But one day the old apple-man who sold three for a cent was too sick to go to the market, and he asked his neighbour to take his apples and sell them for him. This, the other old man very kindly consented to do, and when he got to the market with the two baskets of apples, he said to himself, "I will put all the apples into one basket, for it will be easier than picking them out of two baskets." So he put the sixty apples into one basket, and he said to himself, "Now, if I sell two apples for one cent, and my old friend sells three for one cent, that is the same thing as selling five apples for two cents. Therefore I will sell five for two cents." When he had sold the sixty apples he found he had only twenty-four cents, which was right; because there are twelve fives in sixty, and twice twelve are twenty-four. But, if the other old man had been there, and each one had sold his apples separately, they would have received twenty-five cents. Now, how is that explained?—*St. Nicholas.*

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The most important feature in the January number of the *Canadian Magazine* is perhaps the first instalment of a series of articles on "My Contemporaries in Fiction," by David Christie Murray. The *Canadian* is to be congratulated on its enterprise in securing this interesting series of papers, by the celebrated English novelist. "Ontario's Weakness," a criticism of the educational system of that province, by Ernest Heaton, will be of special interest to our readers. Laval University is treated of in an illustrated article, as are also the Selkirk Mountains. The number is an excellent one, and the magazine's appearance is much improved by an entire new dress of type.

The *Atlantic Monthly* begins the new year with the opening chapters of a new story by Paul Leicester Ford, which bids fair to be one of the leading novels of the year. Colonel Higginson's reminiscences grow in interest as they follow the writer's mature years. The reviews are of particular interest, notably one of Kipling's poetry.

Our old friend, *The Open Court*, celebrates with the January number the tenth anniversary of its birth, and more consonantly with the solid character of its contents, now appears as a monthly instead of a weekly. *The Open Court*, in its new form, has a substantial as well as agreeable appearance, making a magazine of some sixty-four pages. We predict for it even greater success than it has had in the past. It is edited by Dr. Paul Carus, and published in Chicago at the very low price of one dollar per annum.

Four times a year we are called upon to praise the excellence of *Current History*, a quarterly review of contemporary history, edited by Dr. A. S. Johnson, and published by Messrs. Garretson Cox and Company, Buffalo, N. Y. We have more than once recommended the purchase of this valuable periodical for the school library, and can only repeat the praise then bestowed on it. The number for the third quarter of 1896 is in every way equal to previous numbers, and contains, in addition to discussions on all events during the period treated of, able papers on Li-Hung-Chang, the Ottoman Crisis, the South African Embroglio, International Arbitration and International Bi-Metallism.

OUR JEAMES, in the *Chronicles of Kartdale*, edited by J. Murdoch Henderson, and published by William Drysdale and Company, Montreal. The reviewers are showing a perhaps too decided inclination to frown down any additions to the numbers of the select few who are supposed to form the Scottish school in the literary world of the present day, but we feel sure that all will admit the claims of "the old school master of Brigton." to take a foremost place among the best of the narrators of that school. Indeed, one critic has compared him with "Domsie," and there can be no doubt, that his solid style—even if it is a little verbose as befits the dominie—will find favour with all whose literary taste is not wholly depraved by the flimsy nonsense that seems to find its way so easily to the front row on the book-dealer's shelves. Our Jeames himself, the connecting thread that runs through the book, is a figure that will find

its way to all our hearts, whether we knew in other days, his original in the "auld biggin," where he was supreme as church officer, or not. No one will feel the worse for having made his acquaintance, and those who have not yet read the book have a pleasure in store for them.

THE STORY OF CANADA, by J. G. Bourinot, C.M.G., LL.D., and published in Canada, by the Copp, Clark Company, Toronto, will make an excellent addition to the school library, and also to the teacher's own library. The history of the land we live in is told in the author's best style and in a manner to make it interesting to even the younger pupils in our schools. Dr. Bourinot has a thorough grasp of his subject, and we predict for his latest work, a lasting popularity. The book is well gotten up, being one of the well-known series entitled, *The Story of the Nations*, is splendidly illustrated throughout, and is furnished with serviceable maps and plans. The publishers will be glad to furnish information regarding this and all other books issued by them, to those asking therefor.

ELEMENTS OF ENGLISH GRAMMAR, by Alfred S. West, M.A., Trinity College, Cambridge, and published by the Copp, Clark Company, Toronto. Text books are not wanting in number, and it is only when a new one appears which has a decided superiority over its forerunners, that we should open our lists to receive it. The Grammar before us is the latest claimant for the favour of those who have the selection of the books to be used in our schools. Written, as the author says, for boys and girls from thirteen to seventeen years of age, it appears to have all the necessary qualifications of a good text book. The subject is introduced in such a way as to give the pupil the interest which is necessary to make the study of it a success. In the first chapter is given a historical survey of the English language, which, though as short as could be desired, gives a clear conception of the development of our mother-tongue, while in succeeding chapters are given the constituents of the English vocabulary and a sketch of the Aryan family of languages. The grammar proper is unfolded in such a manner as to give the pupil a thorough grasp of the various stages by which the knowledge is imparted. In fact, this is a book that it would be well for our teachers to see, even if it be not on the list of authorized text books.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, November 27th, 1896.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—R. W. Hencker, Esq., D.C.L., LL.D., in the chair; George L. Masten, Esq.; the Reverend Principal Shaw, LL.D., D.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finlay, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; S. P. Robins, Esq., LL.D., and N. T. Truell, Esq.

The Venerable Archdeacon Lindsay, M.A., D.C.L., sent a letter to express his regret at his unavoidable absence.

The minutes of the previous meeting were read and confirmed.

The consideration of the letter of the Lord Bishop of Quebec, concerning the appointment of a school inspector for the Magdalen Islands, was deferred at his request.

A letter was read from Lieut.-Col. Hanson, concerning the grant to Berthier Grammar School, when it was decided, owing to the lack of the annual report from that institution, that the question should not be considered on its merits at this meeting.

A letter was read from the Reverend Principal Adams, asking that permission be given to the Principal of the Normal School, to deliver his course of lectures on Pedagogy, at Bishop's College, Lennoxville. On motion of Dr. Shaw and Dr. Peterson, it was resolved, that the existing arrangements for lectures in Pedagogy, to undergraduates of McGill University, with a view to graduates in Arts obtaining academy diplomas, be made applicable to the University of Bishop's College for the present year, and that in such work Principal Robins, LL.D., be authorized to modify the syllabus of subjects of lectures in Pedagogy, previously approved by this Committee. In approving of this course of action, we record our appreciation of the readiness of Dr. Robins to add to his present arduous work, with a view to increasing the staff of efficiently trained teachers for our schools in this province. It is understood that the required arrangements for training in teaching shall be made such as shall be satisfactory to this Committee.

A letter was read from the Fraserville trustees, giving particulars concerning the criminal prosecution of a teacher, and asking that a part of the preliminary expenses incurred in the prosecution be provided for.

On motion of the Dean and the Bishop of Quebec, it was resolved,

1st. That in conformity with arts R. S. Q., 1915 *et seq.*, this Committee do hereby revoke the diploma to teach granted to Jesse Davis, who has been recently convicted of gross immorality at Fraserville, and is suffering the sentence judicially passed upon him.

2nd. That this Committee appeal to the Provincial Government, to pay the preliminary expenses, amounting to one hundred and fifty dollars, incurred in the prosecution of the said criminal, so that such expenses do not fall upon the small community which has so commendably brought him to justice.

The Lapeche trustees applied to have their elementary school raised to model grade. The Secretary was instructed to direct Inspector Gilman to visit the school and report thereon.

Mr. Truell's notice of motion was continued till next meeting.

The report of sub-committee on the method of distributing grants was received, and on motion of Dr. S. P. Robins, seconded by Dr. Shaw, it was resolved: That the report on the mode of distributing grants be re-committed to the sub-committee, with instructions, (1) to review it in the light of the discussions held this afternoon, of the report of Dr. Harper, of the bulletins of inspection of the elementary schools, of the report now filled up by the teachers of the academics and model schools, in preparation for the visits of the inspector of superior schools and all other documents relative to it; (2) to consult Dr. Harper in relation to the matter, and (3) to distribute to all members of the Protestant Committee their revised report in time for mature consideration before the next meeting of this Committee.

Mr. Love, Dr. Shaw and Mr. Truell were added to the sub-committee above referred to, of which the previous members are Professor Kneeland, Dr. Robins and Mr. Ames.

The Superintendent of Public Instruction appeared before the Committee, and called attention to regulation 122, and asked that it be amended to harmonize with the regulation of the Roman Catholic Committee, which requires at least half an acre for a school site. It was agreed to amend the regulation accordingly. He also pointed out that article 1966 says, "The Central Board shall alone have the right of issuing diplomas valid for schools," etc., which is inconsistent with the act under which Normal Schools exist. He was informed that the sub-committee on legislation had recommended an alteration in the form of this article to bring it into harmony with the act respecting Normal Schools.

The report of the text-book committee was read by Professor Kneeland and received. It was moved by Mr. S. Finlay, seconded by Mr. H. B. Ames, and resolved, "That Principal Peterson, LL.D., and Reverend Dr. Shaw be appointed to deal

with the Educational Book Company, with reference to proceedings which their company contemplate taking against Messrs. Rexford and Kneeland, with full power to settle difficulties which have arisen within the limits of existing contracts, or to modify the same by mutual consent, if found necessary. That a copy of this resolution be at once forwarded to the Educational Book Company."

The sub-committee on the course of study, having no report ready, was continued.

On motion of Mr. Finlay and the Bishop of Quebec, it was resolved that Dr. Peterson be added to the text-book committee.

Moved by the Dean of Quebec, seconded by Reverend A. T. Love, "That this committee take steps, with all reasonable promptitude, to establish the nucleus of a library of current scholastic literature for the use of the text-book committee and other members, and that the library be commenced in the Secretary's office." Carried.

The sub-committee on professional training submitted the following report:

1. That after September 1st, 1897, professional training be required for every grade of diploma, and that henceforth all diplomas for Protestant schools shall be granted only by the Normal School or by the Protestant Committee of the Council of Public Instruction.

2. (a.) That presentation of a certificate showing that a candidate has passed grade two academy, or (b) presentation of an elementary diploma granted not later than 1897, shall admit to the elementary school class of the Normal School.

(c.) That the Principal of the Normal School be authorized to hold equivalent examinations in exceptional cases.

3. (a.) That students, who have completed four months' training in the Normal School, and have passed satisfactory examinations in professional work, be given a Normal School elementary diploma.

(b.) That students, who have completed at least nine months' training in the Normal School, and have passed satisfactory examinations, be given an advanced Normal School diploma.

4. (a.) That all candidates, who show that they have passed the A. A. examinations and have a sufficient knowledge of oral French, (b) all who are holders of elementary diplomas granted not later than 1897, and who passed a satisfactory examination in Algebra, Geometry and French, (c) all holders of elementary diplomas granted subsequently to the enforcement of these regulations, and (d) all holders of model school diplomas, shall be admitted to the model school class.

(e.) That the Principal of the Normal School be authorized to hold equivalent examinations in exceptional cases.

5. That academy diplomas be granted to graduates in Arts of any British or Canadian university who have fulfilled the

conditions of regulation 58, provided that they have also taken the regular course in the Art of Teaching at McGill Normal School or other training institution approved by the Protestant Committee.

6. That, with a view to providing an efficient course of training in methods of teaching for undergraduates in Arts, and of securing such exemptions as shall recognize such professional training, it is suggested that the Protestant Committee of the Council of Public Instruction endeavor to arrange with the Universities of McGill and Bishop's for conference and for the adoption of joint and effective action.

The first five clauses were adopted, but it was resolved that clause six be referred to the committee on professional training for full consideration, said committee to meet with the representatives of McGill (Faculty of Arts), of Bishop's and of Morrin College, together with the members of the committee of the Provincial Association on professional training and the Normal School Committee. Joint meeting of Committees to be held in the Normal School building, Montreal. Said committee to report at the next regular meeting of the Protestant Committee. Rev. Mr. Rexford convener of committee.

Moved by Professor Kneeland, seconded by Mr. Masten: "That the duty of examining the papers submitted in connection with the June examination shall be performed by the Central Board of Examiners, re-modelled as may be found necessary, together with the Inspector of Superior Schools.

This motion was referred to the committee on professional training, with instructions to report to the next meeting.

The sub-committee on legislation reported progress and was continued, it being resolved, that in view of the necessary absence of the chairman, Dr. Heneker, from the approaching meeting of the joint committee on legislation, the Very Reverend Dean Norman be appointed to take the chairman's place at said meeting.

Dr. Robins was requested to report at next meeting concerning the proposed arrangement for the training of kindergartners.

The Superintendent reported that, in accordance with the regulations of the Protestant Committee, he had held, in September, a qualifying examination for the position of school inspector, and submitted the marks taken by the candidate. Upon motion of Dr. Cameron and Mr. Love, the Secretary was instructed to issue a first class certificate to Mr. Newton T. Truell, the applicant.

The list of grants to Protestant poor municipalities, as prepared by the department, was submitted and approved.

The interim report of the Inspector of Superior Schools was read and filed.

FINANCIAL REPORT, PROTESTANT COMMITTEE OF THE C. P. I.

Quebec, November 27th, 1896.

Receipts.

Sept. 25.	Balance on hand	\$3,409 05
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Expenditure.

Sept. 25.	Secretary's salary for quarter.....	\$ 62 50
Oct. 22.	J. W. Brakenridge, to pay A. A. examiners	137 50
	A. Nicolls, to pay A. A. examiners.....	62 50
	R. J. Hewton, for Inverness Institute...	40 00
	J. Parker, for Aylmer Institute	40 00
	G. H. Bradford, printing memo.....	7 20
	J. J. Foote, printing minutes of P. C.....	\$4 00
	J. J. Foote, printing tabular statements	7 00
		11 00
Nov. 27.	Cash on hand as per B. B.	3,048 35

NOTE.—Contingent debit balance, \$2,017.19, R.W. H. \$3,409 05

The rough minutes were then read, and the meeting adjourned till the last Friday in February, unless convened earlier by the Chairman.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 21st of November (1896), to make the following appointments, to wit :

School Commissioner.

County of Vaudreuil, village of Rigaud :—Mr. François Xavier Brasseur, to replace himself, his term of office being expired.

School Trustee.

County of Ottawa, Templeton East :—Mr. Robert Buchan, in the place of Mr. A. H. Robinson, who has resigned.

27th November.—To make the following appointments, to wit :

School Commissioners.

Counties of Compton and Stanstead, Saint Herménégilde :
—Mr. David Hénault, to replace Mr. Joseph Dupont, absent.

County of Nicolet, Saint Grégoire le Grand :—Reverend Mr. Edmond Grenier, to replace the Reverend Mr. Joseph Elie Panneton, who has left the municipality.

30th November.—To appoint Mr. George McCrum, school commissioner for the township of Brome, county of Brome, to replace Mr. Egbert L. Scott.

3rd December.—To detach from the school municipality of Saint Ephrem de Tring, county of Beauce, the following lots, to wit : the $\frac{1}{2}$ lot 27 south, $\frac{1}{2}$ lot 27 north ; $\frac{1}{2}$ lot 29 south, $\frac{1}{2}$ lot 29 north ; $\frac{1}{2}$ lot 34 south, $\frac{1}{2}$ lot 34 north ; $\frac{1}{2}$ lot 35 south, $\frac{1}{2}$ lot 35 north ; $\frac{1}{2}$ lot 36 south ; $\frac{1}{2}$ lot 36 north ; $\frac{1}{2}$ lot 37 south, $\frac{1}{2}$ lot 37 north, of the XVth range of township of Adstock, county of Beauce, and to annex them, for school purposes, to the municipality of Adstock, in the same county.

3rd December.—To detach from the municipality of the township of Windsor, county of Richmond, the following lots, to wit : Nos. 26, 27 and 28, of the XIVth range, and lots 25, 26, 27 and 28, of the XVth range, and annex them, for school purposes, to the municipality of Brompton, in the same county.

3rd December.—1. To detach from the school municipality of the parish of Sainte Rose, county of Laval, the following cadastral lots, to wit : Nos. 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 260, 261, 262, 264, 265, 266, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 291, 292, 293, 294, 295, 296, 297, 304, 305, 306, 307, 308 and 309, and to erect them into a school municipality under the name of "Bas de la Petite Côte de Sainte Rose."

2. To detach from the school municipality of the parish of Sainte Rose, county of Laval, the following cadastral lots, to wit : from and including No. 95 to No. 115, inclusively ; and from and including No. 195 to No. 232, inclusively, and to erect them into a school municipality under the name of "Haut de la Petite Côte de Sainte Rose."

3. To detach from the said municipality of the parish of Sainte Rose, county of Laval, the following cadastral lots, to wit : from and including No. 1 to No. 30, inclusively,

and to erect them into a distinct school municipality by the name of "Bas de la Grande Côte de Sainte Rose."

4. To detach from the said municipality of the parish of Sainte Rose, county of Laval, the following cadastral lots, to wit : from and including No. 116 to No. 194, inclusively, and to erect them into a distinct school municipality by the name of "Haut de la Grande Côte de Sainte Rose."

5. To detach from the said municipality of the parish of Sainte Rose, county of Laval, the following cadastral lots, to wit : from and including No. 392 to 422, inclusively, and to erect them into a distinct school municipality by the name of "Côte des Perrons."

7th December.—To appoint Revd. Father Joseph Hermidas Perreault, school commissioner for "Témiscamingue," county of Pontiac, to replace Revd. Father F. X. Thérien.

11th December.—To declare that whereas the dissentient trustees of the municipality of Sacré Cœur de Jésus, in the county of Beauce, have allowed a year to elapse without having any school, either in their own municipality or jointly with other trustees in an adjoining municipality, and have not put the school law into execution, and do not take any steps to obtain schools, that the corporation of the trustees of the dissentient schools for the said municipality of Sacré Cœur de Jésus, in the said county of Beauce, is dissolved, and it is hereby dissolved, the whole pursuant to the statute in such case made and provided.

14th December.—To appoint Mr. Auguste Provancher, school commissioner for the municipality of Ham North, county of Wolfe, to replace Mr. Barthélemi Toupin, absent.

17th December.—To declare that whereas the dissentient trustees of the municipality of the township of Wickham East, in the county of Drummond, have allowed a year to elapse without having any school, either in their own municipality, or jointly with other trustees in an adjoining municipality, and have not put the school law into execution, and do not take any steps to obtain schools, that the corporation of the trustees of the dissentient schools for the said municipality of the township of Wickham East, in the said county of Drummond, is dissolved, and it is hereby dissolved, the whole pursuant to the statute in such case made and provided.

17th December.—To detach from the school municipality of Hochelaga, to annex it to the city of Montreal, for school purposes, the territory bounded by Sherbrooke street,

south side, the centre of Iberville street, the centre of Harbour street, from Sherbrooke street to Notre Dame street, the north-east line of lot 164, of the cadastre of the former village of Hochelaga, but not including lots Nos. 35, 36, 37 and 38, of the cadastre of the former village of Hochelaga, and lots Nos. 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 and 17, subdivisions of lot No. 162, of the former village of Hochelaga, less all the parcels of land belonging to the Pacific Railway Company.

This annexation is to affect the Roman Catholics only.

17th December.—To appoint Messrs. Baptiste Vallée, senior; Baptiste Vallée, junior; François Vallée, Joseph Vallée and François Henly, school commissioners for the municipality of Cap au Renard, in the county of Gaspé, seeing that the school municipality is not regularly organized.

17th December.—To detach from the school municipality of Sainte Pudentienne, county of Shefford, the following cadastral lots, to wit: 1a, 1c, 2a, 3a, 4a, 4b, of the IXth range of the township of Shefford, and to annex them, for school purposes, to the municipality of Notre Dame de Granby "parish," county of Shefford.

21st December.—To detach from the school municipality of Saint Léon de Standon, county of Dorchester, the following cadastral lots of the township of Buckland, to wit:

1. From and comprising No. 36 A to No. 36 C, included, and their subdivisions, of the IIIrd range of the township of Buckland; 2. From and comprising No. 35 A to No. 39 A, included, and their subdivisions, of the IVth range of the said township of Buckland, and annex them, for school purposes, to the municipality of "Saint Malachie," county of Dorchester.

21st December.—To detach from the school municipality of Sainte Croix de Dunham, county of Missisquoi, the following lots, to wit: The north part of lot No. 16 and the lots 17 to 28, inclusively, of the VIIth range of the township of Dunham; lots 17 to 28, inclusively, of the IXth range of the said township of Dunham; and lots 17 to 28, inclusively, of the Xth range of the aforesaid township of Dunham, and to erect them into a distinct school municipality (for Catholics only), by the name of "Saint Joseph de Béranger," county of Missisquoi.

All the foregoing erections and annexations to take effect on the 1st of July next (1897).