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THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 5.

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VOL. XIX.

Articles : Original and Selected.

SCHOOLHOUSE CONSTRUCTION.

BY A. H. KIRCHNER, ARCHITECT, ST. LOUIS, MO.

To secure a perfect sanitary, useful, convenient, practical, and lastly, ornamental success in school building, deserves the serious attention of every right-minded architect and every public-spirited man connected with the school system.

The first move is the selection of a lot for the building. No sooner does the public find out that a lot is to be selected for this purpose than every real estate agent in town, every owner of a lot—good, bad, or indifferent—begins a wild scramble to make a deal. Each member is besieged by every friend or relative he ever possessed, until he finds himself, unless a man of rare discretion and judgment, confused and sometimes even forced to favour some sink-hole unfit for any building purpose, let alone a school.

The lot should by all means be high, for proper drainage; the neighbourhood should be moral; it should be free from proximity to noisy manufacturing interests, from the dangers of steam and electric cars, from disease-breeding dairies and stagnant ponds.

It should be located on properly finished streets, and should be built in the centre of a spacious lot, leaving room thereby for trees and other attractive improvements. The first floor of the school building should be at least five feet

above the terraced lot, and the terrace of said lot should be not more than three feet above the street level. All basements or cellars should have the walls of stone, since it is impervious to water and less liable to disintegrate. The stone-work should extend above the soil.

If the entire building cannot be fireproof, it is an essential feature to have at least the corridors so built. All exterior sheet metal work should be copper, on account of its permanency.

School buildings should have one central entrance in front, designed with some thought of its attractiveness, as it adds to the general appearance of the whole. Its characteristic features ought to distinguish it from a jail or an asylum for idiots. This entrance should lead to a main corridor running the entire length of the building, and thus divide the class-room on each floor into groups of two or four rooms on each side of the corridor.

Side entrances should be provided, one on each side of the building—one for boys and one for girls—connecting with the main corridor and connecting immediately with the stairways, one on each side of the main corridor.

Corridors should be very wide—not less than twenty feet—giving an opportunity for wardrobe screens for boys and girls. The doors in wardrobes swing both ways and the panels are filled with wire screens, as is the top. In damp weather the wearing apparel thus has a chance to dry by the time for dismissal. The stairways should be concentrated in a general part of the corridor. They should be of not less than five feet in width, with strong hand rail, balustrade, post and newel.

With this arrangement of corridors, it is possible to have each room to connect directly with the corridor by means of two openings, the doors of which swing both ways, and are provided with glass panels. These doors have the advantage of being noiseless, of conforming to the law in opening outward, of taking up less space, and of always being closed. Class-rooms should be twenty-seven by thirty feet for a quota of forty-five pupils, thereby giving to each pupil eighteen square feet of floor space. The height of the room should be at least thirteen feet, giving each pupil about 236 cubic feet of air space.

Double flooring, well stripped and deadened with heavy building paper, is inexpensive and far more cleanly than in-

terlinings or refuse mortar and rubbish used between wooden joists. Seats should be graded from front to rear; to accommodate pupils of different stature.

Window panes must be large enough to admit a free entrance of light, that the eye may not be wearied with shadows and cross shadows. Corridors can be lighted by large transoms over each door, by windows on stair landings, and by large windows at the end of the corridor.

As to ventilation and heating, I can safely recommend a power system by which the fresh air is forced over a heated surface into the class-rooms at a rate which insures each pupil the requisite amount of warm, fresh air. Removal of foul air is only possible in a perfect manner by "exhaust fans."

I should like to call attention to some noticeable mistakes in school buildings which can be easily avoided: No front entrance, improperly constructed vestibules, mansard roofs; dark, narrow, and steep staircases; winding stairs; stone flagging for floors and stairs; dark, narrow corridors; bare brick walls; some very large rooms accompanied by very small rooms; dark woodwork; posts or columns in rooms; floors of different level; poorly lighted rooms; coloured and ribbed glass panes; no wardrobes for pupils; and kindergartens in the same building; but the worst of all is an original plan to which no practical addition can be made.—*School Journal*.

Editorial Notes and Comments.

OWING to the fact that so much of this number of the RECORD is taken up with the Regulations of the Protestant Committee concerning the Central Board of Examiners and the granting of diplomas, some of the usual departments are omitted. This matter is of such importance to all interested in education in this province, that our readers will not object to the unusual appearance of the RECORD this month.

—THE June examinations, to which, no doubt, a great many of our teachers and pupils have been looking forward, begin on the morning of the thirtieth of May. These examinations have received an additional interest on account of the new regulations regarding the Central Board of Examiners and the conferring of diplomas. These regu-

lations were summarized in a recent number of the RECORD. From their provisions, it will be seen that those who pass the June examinations in the higher grades will be qualifying themselves at the same time for diplomas as teachers.

As regards the conducting of the examinations, it has reduced itself to a system, and if the teacher will only cooperate with the deputy-examiner, there can be no possibility of a hitch or after unpleasantness of any kind. Most of our teachers and deputy-examiners are conversant with the routine of the examination. If they attend carefully to the instructions and regulations sent to them for their guidance, there is little doubt that the feeling of having done all things in order will be a sufficient reward. We hope that a successful examination will crown the work of all our superior school teachers for the scholastic year that is drawing to a close.¹

—IN many rural places of the United States the "travelling library" is steadily working its way, and promises to be a great aid not only in stimulating knowledge and the desire to read books that are pure and elevating in tone, but also to create the desire for permanent libraries. The travelling library is a select assortment of books of the best class, sent out at the expense of the state or of private individuals to country communities. The library remains a specified time at each point; then is moved on to give place to another selection. The cost of transportation and other incidentals is borne by each neighbourhood. The idea seems to be an excellent one and should serve as a beginning for greater culture and knowledge in many communities that are now destitute of library facilities.—*Educational Review.*

—THE following reflections on the effect of teaching upon the teacher appeared in a recent number of the *Teachers' Institute*: What effect has teaching upon the teacher? It is supposed it has a good effect on the pupil. Can it have a good effect on the pupil and a bad effect on the teacher? St. Paul hints that it is possible for one who preaches to others to be a castaway himself. What is the teacher aiming at, knowledge or growth? Can he aim at increasing knowledge in the pupil and not know more himself? Can he aim at founding character and not have a stronger character himself? Suppose the teacher considers the case of the teachers he knows, in order to find

out what the effect of teaching is; or rather to find out what condition the teacher allows it to leave him in. He will agree that very many begin to give up student life and habits soon after "getting a position;" that a state of mind ensues that yields little happiness, rather the reverse, and then comes the feeling that teaching is not a good business. Is this the correct conclusion?

—IN the March number of the RECORD, the able paper prepared by Mr. Brown, of Lachine, on "Child Study" and its relationship to education, was reproduced. Since it appeared, Principal E. H. Russell, of the State Normal, Worcester, Mass., has written to Mr. Brown endorsing his line of thought. Mr. Russell, who has made a deep study of the subject, refers to the mistakes that have been made regarding the work done in Worcester—mistakes, as he says, that could have been avoided by a candid reading of what has been again and again said as to the aim and scope of the work. He expresses the opinion that Mr. Brown is right as to the comparative value of the observation and questionnaire methods of child study, the defect in the latter, according to his own experience, being that it "obscures almost as much as it reveals; what it seeks it does not always find, while what it *might* find is often obscured by looking for something else." Mr. Brown has done much in his article on the subject, to give a true idea of the meaning of "child study" as an educational means; and we hope that a more lively interest will shortly come to be taken in the matter by teachers throughout the province. The subject should be well in hand for discussion at the next provincial convention.

Practical Hints and Examination Papers.

YOUR VOICE.—Your voice has a great deal to do with your success or your failure in life. This is particularly true in regard to the voice of the teacher. The teacher who habitually lets her voice fall is the one who usually gets obedience without delay. A positive tone, not necessarily a low tone, is one of the best possessions of the successful teacher. The sound of her words indicates that she believes she is making a success, and there is no doubt about it in the minds of those who hear her.

The weak teacher proclaims her weakness in the slides

of her voice. It is well worth study. If you have not a clear, cheerful tone, you can secure it by a little careful practice. If your work is not satisfactory, it may be largely due to the fact that you have a sort of complaining or whining tone. The teacher who says, "Now, dear children, don't you want to study your spelling?" has a great deal yet to learn.

A continuous string of talk is a bad thing. The teacher who repeats the answers she gets from the children to make them more impressive is a failure as everyone knows, but the one who cackles all day about what she thinks important is just as bad. The more the soup is watered the thinner it gets. The more the old hen clucks the less the chickens pay attention. The clucking is for her own benefit, the chickens soon learn to pay no attention but let her cluck till she really has a fact about a bug or worm, and they find this out by her altered tone. Her animation alters her cluck. And so should the teacher's.

You can't help a certain delightful ring in your voice if you are so pleased with your subject that it animates you. Notice what your voice does when you have in your teaching what the preachers call a good time. Use that occasionally.—*Watts' Extra Teacher.*

TARDINESS.—The *Institute* says: The question of tardiness is one that is much debated in the country and small villages; it is not so pressing in the cities. The reason seems to be that in the cities going to school becomes a business; it is like taking a journey by cars; the train starts at such an hour and the people are there. There is tardiness in the cities, but the pupils learn to feel an interest in being on hand and helping make a part of the business undertaken. Over and over the teacher impresses it on the boys that the sign of ability is being ready. The father takes a certain train; breakfast is at a certain hour; in fact, the city is a great machine. These help, in the city, to an extent, but each teacher has to solve the question for himself. There are four parties, yes, five: the teacher, the pupil, the parent, the community, and the school itself; all these must be considered.

—HERE is a useful exercise in spelling and language taken from the *Educational Review*. Let the pupils fill in the blanks as given below with an appropriate collective noun.

A — of flies. A — of people.
 A — of soldiers. An — of soldiers.
 A — of soldiers. A — of soldiers.
 A — of daisies. A — of grapes.
 A — of books. A — of wood.
 A — of stones. A — of corn.
 A — of trees. A — of clouds.
 A — of musicians. A — of flowers.
 A — of wolves. A — of pigeons.
 A — of ships. A — of cattle.
 A — of locusts. A — of chickens.
 A — of roses. A — of sand.
 A — of sheep. A — of pigs.
 A — of pictures. A — of sailors.
 A — of bushes. A — of flowers.
 A — of keys. A — of mackerel.

BUSY WORK IN SPELLING.—An exchange gives the following exercises for use in connection with the spelling class.

1. Write sentences using the words: Face, talk, stalk, could, cough, tough, dough, through.

2. Add "ed" to the following words: Cry, try, supply, drag, drop, tip, spill, whiten, straighten, carry.

3. Add "ing" to the following words: Make, come, live, care, play, pull, push, rise, watch, believe.

4. Arrange words of reading lesson in alphabetical order.

5. Take a certain list of words, involving a combination, e.g., "wh": Why, what, when, where, which, while, white, etc. Ask pupils to write questions beginning with these words.

6. Distribute paper, rulers, pencils, and scissors to the pupils. Take a paragraph of the reading lesson, ask pupils to write it with the words wide apart, so that they can be cut in squares. Then with rulers and pencils mark and cut. Mix together and re-arrange words as in the lesson assigned. This is also a lesson in form.

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 *Canadian Magazine* begins its eleventh volume with the May number and with the best of prospects. Among the special features are several short stories, an article on

"Some Aspects of Social Life in Canada," and a sketch of Julia Arthur, which is illustrated with an excellent portrait of the great Canadian actress.

In the May number of the *Atlantic Monthly* is a paper on the "International Isolation of the United States," by Richard Olney, in which the late Secretary of State discusses the position occupied by the neighbouring republic with respect to the other powers of the world. The paper is given an additional value in view of the present warlike condition of affairs. Mr. Olney thinks that the United States has too long acted the "part of an international recluse." The rest of the contents of the number is fully up to the *Atlantic's* high literary standard.

The *Ladies' Home Journal* for May is a splendid example of a high-toned family magazine. Robert J. Burdette writes of "My Kindergarten of Fifty Years," and Mary Ainge De Vere tells "what it means to be a trained nurse" in a paper illustrated with original photographs. Julia Magruder's novelette, "A Heaven-Kissing Hill," fulfils its promise of being a most interesting tale. (Curtis Publishing Company, Philadelphia, U.S.A.).

A NEW PSYCHOLOGY, by John P. Gordy, Ph.D., LL.D., and published by Hinds & Noble, Cooper Institute, New York, is a book of very great interest to the teacher as well as to the general reader. Dr. Gordy, who is at the head of the Pedagogical Department of the Ohio State University, has prepared this work on psychology especially for those engaged in teaching, but its arrangement is such as to make it a valuable text-book for all students of the subject. The matter is divided into lessons, each lesson being followed by a set of questions which help the teacher to give a practical aspect to a supposedly abstruse subject. The new edition of the book is a fine example of the publishers' art, being printed from new plates and nicely bound. Messrs. Hinds & Noble's catalogue of books should be examined by all teachers desirous of adding to their libraries.

THE GIRL AT COBHURST, by Frank R. Stockton, and published by the Copp, Clark Company, of Toronto, is another specimen of the good literary work done by Mr. Stockton in the line of the lighter fiction. Although his latest story does not scintillate with the purest of humour as does "Rudder Grange," the very name of which seems now to

suggest laughter, or the original fun of Mrs. Lecks and her companion, Mrs. Aleshine, it is none the less a pleasing tale of every day life. The reader can puzzle out for himself whether the author, in naming his story, had in view Miriam Haverley, who was really a girl and lived at Cobhurst, or Dora Bannister, the sunshiny maiden, who acted the servant-girl there on one occasion, or Cicely, who was a typewriter girl and lived in the old place for a short season, or even La Fleur, who could hardly be called a girl, though she was a cook of cooks. Even if he do not arrive at any solution of the problem, he will conclude that the story is a good one well told, whatever be the origin of its name.

MUSIC FOR THE SCHOOL. We have received from Messrs. J. Fischer and Brother, of Bible House, New York, two new choruses. One, "The Dance," is a vocal waltz for soprano, alto, tenor and bass, with piano accompaniment. The second, "Goosey, Goosey, Gander," a humorous chorus for the same voices, with piano accompaniment, is a very cleverly written composition with the text taken from the Nursery Rhymes. These choruses could be produced with great success at concerts or entertainments in connection with the school. They are published at twenty-five cents each.

Official Department.

REGULATIONS of the Protestant Committee of the Council of Public Instruction, to replace sections II and IV of the regulations which concern the Protestant Central Board of Examiners and the McGill Normal School, respectively. (Approved by Order in Council, March 24, 1898.)

II.

Concerning the Protestant Central Board of Examiners.

17. The Protestant Central Board of Examiners shall alone have the power to grant diplomas valid for Protestant Schools.

18. The diplomas granted by the Central Board of Examiners shall be of four grades, viz.: Elementary, Model School, Kindergarten and Academy, and these are valid for any Protestant School of the same grade in the Province.

19. There shall be two classes of elementary diplomas, named respectively, elementary diplomas, and advanced elementary diplomas.

20. The only persons eligible for examination by the Central Board of Examiners are:

1st. For elementary diplomas, such persons as have completed a four months' course of training in the McGill Normal School.

2nd. For advanced elementary diplomas, such persons as have completed a nine months' course of training in the McGill Normal School.

3rd. For model school diplomas, such persons as have completed a nine months' course of training in the model school class of the McGill Normal School.

4th. For kindergarten diplomas, such persons as have completed a nine months' course of training in the Kindergarten class of the McGill Normal School.

5th. For academy diplomas, graduates in arts of some Canadian or other British university.

6th. For any grade of diplomas, such persons as may have received from the Protestant Committee of the Council of Public Instruction, permission to enter upon any examinations specifically indicated by that Committee.

21. The examinations for elementary, kindergarten and model school diplomas shall be the sessional examinations of the McGill Normal School, together with reports on ability to teach and to govern, rendered by the Principal of the school.

For all such examinations one-half of each examination paper may be set by the Central Board of Examiners, and such tests of ability to teach and to govern as may be indicated by that Board must be given. All results, including examination questions and answers, shall be submitted to the Board by the Principal of the Normal School; and in view of these results, diplomas shall be granted by the Board.

22. The examinations for academy diplomas shall be the examinations in arts and in education of Canadian and other British universities.

All holders of model school diplomas that have been granted by the McGill Normal School or that shall hereafter be granted by the Central Board of Examiners shall be entitled to receive academy diplomas on graduating in

arts at some Canadian or other British university, provided that they pass in mathematics, Latin, Greek and French at the degree examinations or, failing this in any subject or subjects, pass examinations in such subject or subjects as are certified by the universities to have given to the graduate concerned a standing not lower than that of second class at the close of the second year in arts.

All graduates in arts of Canadian or other British universities who have passed in mathematics, Latin, Greek and French as above defined and have taken a course and have passed satisfactory examinations in education and in practical teaching under the control of the universities or of the McGill Normal School as approved by the Protestant Committee of the Council of Public Instruction, shall be entitled to receive academy diplomas. The Central Board of Examiners shall determine who have passed satisfactory examinations in education and in practical teaching in view of the results, which, including examination questions and answers, shall be remitted to the Board by the university examiners, and in view of the recommendations of the professors of education. The Central Board of Examiners is empowered to set one-half of the questions in education, and to prescribe tests of ability to teach and to govern, which must be followed in such examinations.

23. A person holding a diploma as teacher granted by extra-provincial examiners, who desires to obtain a diploma for this Province, shall submit to the Protestant Committee the following documents :

(a) A programme showing the subjects and the nature of the examination upon which he obtained his extra-provincial diploma ;

(b) A certified statement of the marks obtained in each subject of the examination ;

(c) The diploma which he holds ;

(d) A certificate of age, and a certificate of moral character according to the authorized form No. 1 ;

If these documents are satisfactory the Superintendent may, if necessary, grant a permit to teach until the date of examination.

In view of these documents the Protestant Committee shall determine what examinations, if any, the candidate is to undergo, and to what diploma he shall be entitled, and shall notify the Secretary of the Central Board of Examin-

ers accordingly. The candidate shall then remit to the Secretary of the Central Board of Examiners a fee of five dollars, and shall receive from him notification of the days of examination, which shall be held in the McGill Normal School at the same time and on the same examination papers as those of the corresponding examinations for teachers-in-training.

If no examination is required, the diploma as recommended by the Protestant Committee shall be issued by the Central Board of Examiners at its annual meeting, after payment of the above fee.

24. When a teacher-in-training, through sickness or other cause, fails to pass the requisite examinations to receive a diploma, the Central Board of Examiners may, on the recommendation of the Principal of the Normal School, by a two-thirds vote of those present at the discussion of the case, grant a diploma, or permit the return of the candidate to renew his course the next year, or permit him to return for any of his examinations at the close of the next year, and, if he be successful, grant him a diploma.

25. Upon representation made in writing to the Protestant Committee of the Council of Public Instruction by the inspector of any district, or by the Inspector of Superior Schools, that a teacher holding a diploma and teaching in a certain school within his inspectorate, is not in his judgment qualified for the due discharge of the duties of the office held by such teacher, the said teacher may be required by the Protestant Committee to present himself, or herself, before the Board of Examiners and be re-examined in accordance with 1965 R. S. Q.

In such case the Protestant Committee shall notify the Central Board of Examiners, as well as the teacher concerned, of what examinations will be required, and what grade of diploma shall be issued if the candidate be successful.

26. Each person who is not a teacher-in-training of the McGill Normal School, but who applies for a diploma under the provisions of section 24 or 25 must send an application for admission to such examinations as may be requisite, according to form No. 3, to the Secretary of the Central Board of Examiners, on or before April 15th preceding the examination together with the certificate of character, form No. 1, duly signed, an extract from a register of baptism or other satisfactory evidence showing that he

is of the age required, and the requisite examination fee. In these two cases, the examination fee shall be for each elementary diploma two dollars and for each model school diploma three dollars, and for each academy diploma four dollars, but no examination fees shall be required from teachers-in-training attending the McGill Normal School in elementary, model school or kindergarten classes. The fees shall be used in paying the expenses of the Central Board of Examiners. The fee shall not be returned to a candidate who has failed to obtain a diploma, but at the next examination such candidate may again present himself without extra payment.

27. Candidates holding model school or elementary diplomas granted under the regulations of the Protestant Committee before the 1st of January, 1887, or second class model school diplomas or elementary diplomas granted before the 1st of September, 1897, who present to the Central Board of Examiners a certificate or certificates from a school inspector or school inspectors that they have taught successfully for five years after obtaining such diplomas may exchange them for diplomas for the same grade of school, under these regulations, on payment of a fee of two dollars.

28. To the Central Board is committed the power of admitting teachers-in-training to the several classes of the McGill Normal School. Its powers in this behalf are defined under the head "Normal Schools."

29. The Central Board of Examiners is empowered and required:

(a) To prepare and issue all forms of diplomas, certificates and tabulated reports which it may require in addition to the forms provided in the law or in these regulations.

(b) To determine the time and manner in which any report required by it shall be made.

(c) To determine all details of time and manner of conducting examinations, for admission to the Normal School and for teachers' diplomas, not provided for by law or by the regulations of the Protestant Committee of the Council of Public Instruction.

(d) To be the custodian of all examination papers, keeping them for one year, subject to the call of the Protestant Committee of the Council of Public Instruction.

(e) To observe and to cause to be observed all laws and

all regulations of the Protestant Committee of the Council of Public Instruction, touching the duties committed to the Central Board of Examiners.

(f) To report to the Protestant Committee of the Council of Public Instruction as that body may direct.

Rules for Examinations.

30. The following rules shall govern all examinations conducted for or by the Central Board of Examiners, and shall be read to candidates before the first of the series of examinations.

1. The candidates are to be placed in the examination room, so as to prevent copying, or communications of any kind between them.

One candidate only shall be placed at each desk which he shall occupy throughout the examination.

2. At the hour appointed for the examination, the candidates being in their allotted places, the examination papers for that hour shall be distributed to the candidates.

3. The examination papers or any question therein may be read aloud to the candidates by the deputy examiner, but no explanation whatever shall be given as to the meaning or purport of the questions.

4. No candidate shall be permitted to enter the examination room after the expiration of one half hour from the commencement of the examinations, nor after a candidate has left the examination room. Any candidate leaving the examination room after the issue of the examination papers in any subject shall not be permitted to return during the examination of the subject then in hand.

5. No candidate shall give or receive assistance of any kind in answering the examination questions. Any candidate detected (a) in taking into the examination room or having about him any book or writing, from which he might derive assistance in the examination, (b) in speaking to or applying to other candidates under any circumstances whatever, (c) in answering under any circumstances whatever applications from other candidates, (d) in exposing written papers to the view of other candidates, (e) in endeavouring to overlook the work of other candidates, shall be immediately dismissed from the examination. The plea of accident or forgetfulness shall not be received.

6. Candidates shall write their answers on one side only

of the paper, and shall use no other paper than that provided for them.

The use of blotting paper for rough drafts or for any writing whatever is strictly forbidden. But rough drafts may be made on the back of the paper provided.

7. At the close of the examination all the paper, including the blotting paper, furnished to a candidate must be returned to the deputy-examiner.

8. No candidate shall have access to his answers, and no alteration shall be made in a candidate's answers after they are delivered to the deputy-examiner.

9. No persons, except those taking part in the examination, shall be admitted into the examination room during the examination, and no conversation nor anything that may disturb the candidates shall be allowed.

10. The candidates shall be under the direct and careful supervision of the deputy-examiner from the beginning of the examination to its close.

11. The deputy-examiner of each local centre shall sign the following declaration at the close of the examination and forward it to the secretary of the Central Board.

"I hereby solemnly declare that the examination of has been conducted strictly in accordance with the special regulations prescribed for such examination, that the envelopes containing the printed examination papers furnished by the Central Board of Examiners were opened in the presence of the candidates, that the answers were collected at the time specified, and that the answers as forwarded to the secretary have been given, to the best of my knowledge, by the pupils themselves, without assistance from the deputy-examiner, fellow pupils, memoranda or text-book, during the time of examination, and have not been accessible to unauthorized persons.

(Signature,).....

Deputy Examiner."

12. The deputy examiner shall send with the above declaration a plan of the examination room setting forth the position occupied by each candidate.

31. The secretary of the Central Board of Examiners shall cause to be provided at each local centre (a) a suitable room in which to conduct the examination, (b) a supply of

stationery, and (c) the required number of examination papers.

IV

Concerning the McGill Normal School.

60. The McGill Normal School in the city of Montreal is established chiefly for the purpose of training teachers for the Protestant population, and for all other religious denominations of the Province of Quebec other than the Roman Catholic. The studies in this school are carried on chiefly in English, but French shall also be taught.

61. The Corporation of McGill University is associated with the Superintendent of Public Instruction in the direction of the McGill Normal School under the regulations of the Protestant Committee and it is authorized to appoint a standing committee, consisting of five members, called the "The Normal School Committee," which shall have the general supervision of the affairs of the Normal School.

62. It shall be the duty of this Committee, in conjunction with the Superintendent of Public Instruction, under the regulations of the Protestant Committee of the Council of Public Instruction, to watch over the interests of the school, to supervise its expenditures, to make by-laws for its government, to provide for all unforeseen emergencies, and to employ from year to year assistants in the Normal and Model Schools other than the principal and professors of the Normal School and the head master and head mistresses of the Model Schools.

The Staff of the McGill Normal and Model Schools.

63. The professors of the Normal School shall be divided into two classes, ordinary professors and associate professors. These shall be under the direction of a principal, who as such, will have particular duties to perform, for which he will bear the responsibility. Any one of the ordinary professors may be chosen to fill the office.

2. Each ordinary professor may be required to teach several branches of study, and to devote the whole of his time to the Normal School.

3. The associate professors shall teach one or more separate branches, and shall not be required to devote the whole of their time to the school.

64. There shall be a head master of the Boys' Model School, a head mistress of the Girls' Model School and a head mistress of the Primary School, and they shall be under the general direction of the Principal of the Normal School.

Annual Sessions of the Normal and Model Schools.

65. The annual sessions of the Normal and Model Schools shall begin on the first school day of September of each year and end in the Normal School on the last school day of May, and in the Model School on the last school day of June. Such holidays shall be kept as are prescribed by the Protestant Committee of the Council of Public Instruction, or by the Normal School Committee.

Course of Study.

66. The course of study in the Normal School shall be drawn up by the Principal of the Normal School, and submitted to the Protestant Committee of the Council of Public Instruction for approval.

The model schools shall conform as closely as possible to the authorized course of study for elementary and model schools.

Mode of Admission to the Normal School.

67. The Central Board of Examiners alone have the right to admit to the several courses of study in the McGill Normal School.

68. Any British subject who produces a certificate of good moral character from the minister of the congregation to which he belongs, and evidence to show that at the time of his application he has entered upon the seventeenth year of his age, may be admitted to examination for entrance into the elementary class of the McGill Normal School.

69. Each candidate for admission to the elementary class shall notify the Secretary of the Central Board of Examiners, in accordance with form No. 3, on or before the 15th April, next preceding the examination, of his intention to present himself for examination. Each candidate shall at the same time deposit with the Secretary of the Central

Board, first a certificate of good moral character, according to the authorized form No. 1, signed by the minister of the congregation to which he belongs, and by at least two school commissioners or trustees or school visitors of the locality in which he has resided for six months during the preceding two years ; second, an extract from a register of baptisms or other sufficient proof, showing that he is of requisite age.

Each candidate shall at the same time pay to the Secretary of the Central Board of Examiners the sum of two dollars. This fee shall be used in paying the expenses of the Central Board of Examiners.

The fees shall not be returned to a candidate who has failed to enter the Normal School, but at the next examination such candidate may again present himself without extra payment.

70. On receiving the candidate's notification, certificates of moral character, satisfactory evidence of age, and examination fee, the Secretary of the Central Board shall notify the candidate of the place and time of the examination, and shall also notify the deputy-examiner or examiners at the centre of examination chosen, to admit the candidates to the examination of the second grade academy, or to such of the examinations as may be indicated by the Central Board of Examiners.

The answers of all such candidates shall be written on a paper of a special tint, shall be promptly read and valued with other answers to the same questions ; then collected and sent with another copy of the questions submitted and a *statement of the results to the Secretary, who shall submit the whole to the Central Board or to a sub-committee of that Board.* In view of the results and the answers submitted the Central Board of Examiners or its sub-committee shall authorize the candidate to enter the Normal School for the four months' course or for the nine months' course in the elementary school class, or shall refuse admission, as each case may warrant. But when a candidate is authorized to enter for the four months' course he may, if he choose, enter at the beginning of the session for the nine months' course.

71. Holders of elementary school diplomas are exempt from examination for entrance to the elementary school class.

72. Any British subject who produces a certificate of good moral character according to the authorized form, and evidence to show that at the time of his application he has entered upon the eighteenth year of his age, may be admitted to examination for entrance into the model school class of the McGill Normal School.

73. Each candidate for admission to the model school class shall, at the same time and in the same manner as candidates for admission to the elementary school class give notification and deposit a certificate of good moral character and satisfactory evidence of age, together with an examination fee of four dollars, which sum shall admit, in case of failure, without further payment, to the examination of the year next ensuing.

74. Examinations for admission to the model school class shall be either the examinations in the Normal School for the advanced elementary diploma, or the A.A examinations of the universities.

On receipt of the notification, certificate of moral character, examination fee and satisfactory evidence of age, the Secretary of the Central Board shall notify the candidate of the place and time of the examination, and shall also notify the Principal of the Normal School or the Secretary of the university examiners, as the case may be, to admit the candidate to examination. If the examination chosen be that of the A. A. examiners, he shall remit the examination fee to their Secretary.

75. Persons who already hold elementary school diplomas are exempt from the examination fee and will be liable to examination only in Algebra, Geometry, Latin and French, with such additional subjects as in the judgment of the Central Board or its sub-committee may be deemed necessary in particular instances. But satisfactory evidence of having taught successfully for eight months shall give exemption from such examinations.

76. No evidence of standing at the A. A. examinations other than the certificate of the universities shall be taken. For admission to the model school class of the Normal School such certificate must show that the candidate has passed in Latin, French, Arithmetic, Algebra, Geometry and the English Language, or English Literature. Such candidate, who has failed to enter the Model School Class, may be admitted to the Elementary School Class.

77. Admission to the class for kindergartners shall be granted by the Central Board of Examiners or its subcommittee only to such persons as, holding advanced elementary school diplomas, notify the Secretary of the Central Board on or before the fifteenth day of April in any year, of their wish to enter this class, and are reported by the Principal of the Normal School to possess the necessary special fitness for kindergarten work.

78. Authorization to enter any class of the McGill Normal School holds good for two years from the date of the issue, but no longer, and is forfeited by failure to pass the semi-sessional examinations to the satisfaction of the Principal of the Normal School.

79. The Central Board of Examiners may admit to any class, in exceptional cases, persons whose qualifications may be insufficient for entrance. Such persons may be excluded from the school by the Principal whenever he may judge it best so to do ; but none shall be permitted to enter or to remain on trial after the semi-sessional examinations.

80. No candidate is admitted to the Normal School until the provisions of the school law respecting admission have been fulfilled.

Conditions of continuance in the Normal School.

81. Persons admitted to the Normal School must attend on the first day of the opening and must thereafter attend punctually every day of the session, or give reasons satisfactory to the Principal of the School for their absence or tardiness.

82. In order to continue in the Normal School teachers-in-training must maintain conduct and character suitable to their present position and their future calling.

83. Each professor, lecturer or teacher shall have the power of excluding from his lectures any student who may be inattentive to his studies, or guilty of any minor infraction of the regulations, until the matter can be reported to the Principal.

84. The Principal of the school shall have power to suspend from attendance any pupil, for improper conduct or neglect of duty, for a week, or when he deems it

advisable to submit the case to the Normal School Committee, until the next meeting of that body.

85. The Normal School Committee shall be empowered for any grave cause to expel any teacher-in-training from any class.

86. Teachers-in-training who leave the Normal School in the middle of a session, are expected to assign to the Principal satisfactory reasons, accompanied in case of failure of health by a medical certificate. Neglect to comply with this regulation will be a bar to future admission to the Normal School.

87. Teachers-in-training must give their whole time and attention to the work of the school, and are not permitted to engage in any other course of study or business during the session of the school.

88. All teachers-in-training, in order to continue in the Normal School, must pass the Christmas semi-sessional examinations to the satisfaction of the Principal.

Attendance on Religious Instruction.

89. Teachers-in-training will be required to state with what religious denomination they are connected: and a list of the students connected with each denomination shall be furnished to one of the ministers of such denomination resident in Montreal, with the request that he will meet weekly with that portion of the teachers-in-training or otherwise provide for their religious instruction. Every Thursday after four o'clock shall be assigned for this purpose or such other hour as may be determined by the Normal School Committee. In addition to punctual attendance at weekly religious instruction, each student will be required to attend public worship at his own church at least once every Sunday.

Boarding Houses.

90. The teachers-in-training shall state the place of their residence, and those who cannot reside with their parents will be permitted to live in boarding houses, but in such only as shall be specially approved of. No boarding houses having permission to board male teachers-in-training will be permitted to receive female teachers-in-training as boarders, and *vice-versa*.

2. They are on no account to be absent from their lodgings after half-past nine o'clock in the evening.

3. They will be allowed to attend such lectures and public meetings only as may be considered by the Principal conducive to their moral and mental improvement.

4. A copy of the regulations shall be sent to all keepers of lodgings-houses at the beginning of the session.

5. In case of lodgings being chosen by parents or guardians, a written statement of the parent or guardian shall be presented to the Principal.

6. All intended changes of lodgings shall be made known before hand to the Principal or to one of the professors.

7. Boarding-houses shall be visited monthly by a committee of professors.

8. Special visitations shall be made in case of sickness being reported, either by professors or by ladies connected with the school ; and, if necessary, medical attendance shall be procured.

9. Students and lodging-house keepers are required to report, as soon as possible, all cases of serious illness and all infractions of rules touching boarding-houses.

Fees.

91. Each teacher-in-training, who during attendance at the school resides at home with parents or guardians, shall pay monthly in advance the sum of four dollars school fee. The Principal of the school is permitted to wait until the end of the fifth day of the month for payment, but no longer ; if the amount be not then paid the teacher-in-training must withdraw from the school until the amount is paid ; but, if it be not paid within the next five days, that is before the tenth day of the month, the delinquent teacher-in-training shall be held to have withdrawn, and his name shall be removed from the books of the school.

Bursaries.

92. Each holder of an advanced elementary diploma, or of a model school or kindergarten diploma, on showing that he has taught successfully in some school of this Province under the control of school commissioners or school trustees other than the Protestant Board of School Commissioners of Montreal, shall be paid by the Principal

of the Normal School, out of its funds, the sum of two dollars for each month of such successful teaching, not exceeding eight months in each year, during each of the two scholastic years immediately succeeding the award of his diploma. If, in two years of consecutive attendance at the Normal School, a teacher-in-training has taken an advanced elementary diploma, and either a model school diploma or a kindergarten diploma, the amount to be paid shall be four dollars for each month; if three sessions of the Normal School elapse between the admission of the teacher-in-training and the conferring of the second diploma, the amount to be paid shall be three dollars for each month.

93. Successful teaching shall be shown by submitting at the annual meeting of the Central Board of Examiners a certificate according to form 5, signed by the chairman or by the secretary-treasurer of each board under which the teacher has taught and by each school inspector in whose district of inspection he has taught. But the signature of any school inspector stating that he was unable to visit the school during the incumbency of that teacher shall be accepted.

Travelling Expenses.

94. On being awarded an advanced elementary diploma, a model school diploma, or a kindergarten diploma, each teacher-in-training at the McGill Normal School shall be paid by the Principal of the Normal School, out of its funds, the sum of three cents for each mile that his home, in the Province of Quebec, is more than fifty miles distant from the city of Montreal.

95. All teachers-in-training who pass the semi-sessional examinations in the Normal School with 60 per cent. of the total marks, and who have not fallen below 50 per cent., in any one of the groups of subjects, English, Mathematics, French and Miscellaneous, nor in any one of the subjects required by the authorized course of study for schools of the grade which they aspire to teach, nor make more than one mistake in spelling in one hundred words of dictation chosen from any authorized text-book, shall be entitled to continue in their classes after Christmas. Except by the special permission of the Principal, no others shall be entitled to this privilege.

96. All teachers-in-training who attain the standards

defined above at the final examinations in the Normal School shall be entitled to diplomas of the grade of the class to which they belong; and except with the concurrence of two thirds of the members of the Central Board of Examiners who may be present at the discussion no others shall receive diplomas. But the Central Board of Examiners may grant an elementary diploma to a teacher-in-training who fails to pass the examinations in the model school class, or the examinations for the advanced elementary diploma.

97. All holders of elementary school diplomas obtained by reaching the standards defined above shall be entitled to admission to the model school class; no others without the special permission of the Central Board of Examiners.

98. Whenever it is evident, from the report to the Superintendent, or from the papers of the candidates submitted to the Protestant Committee, in accordance with Reg. 29 (d) or for other reasons, that any particular examination has not been conducted in accordance with the provisions of the law and these regulations, the Protestant Committee of the Council of Public Instruction may declare, either, first, one or more diplomas granted at said examination, or, second, the whole or any part of the proceedings of said Central Board of Examiners at any meeting, null and void, in which case the Central Board of Examiners and the candidates who received diplomas shall be notified thereof by the Superintendent.

FORM (5)

This is to certify that.....who holds a..... diploma from the McGill Normal School, dated....., has taught in the.....School at.....in the County of, during the months of July....., August....., September....., October....., November....., December....., January....., February....., March, April....., May....., and June.. .., of the scholastic year....., and has been assiduous in duty....., been punctual in attendance....., been observant of regulations.....,

governed her pupils well.....,
 secured good progress in study..... ,
 been polite and tactful in intercourse with parents, com-
 missioners and the inspector..... ,
 and maintained a character above reproach..... ,

Signed

Chairman or Secretary-Treasurer, School

Commissioners of.....

School Inspector.....

N. B.—Let each person signing this certificate insert his initials after each month for which he gives it, and after each clause which he approves.

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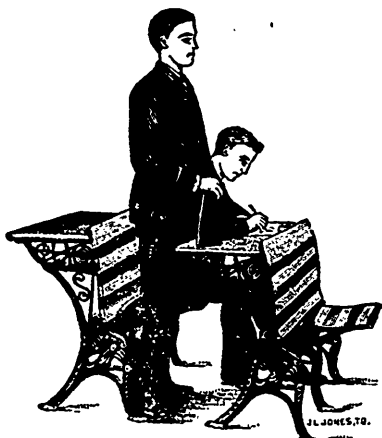
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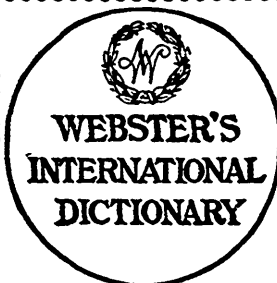
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