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THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC.

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No. 3.

MARCH, 1895.

VOL. XV.

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**Articles : Original and Selected.**

**MISTAKES IN SCHOOL MANAGEMENT,**

By C. S. HOLIDAY, B.A., HUNTINGDON.

The following article, coming to us as a modest endorsement by a practical teacher of the valuable advice to teachers in Hughes's *Mistakes in Teaching*, should be read by every teacher. There is in it a compendium of applied pedagogy, which if followed up would work a reformation even in the best conducted of our schools.

The first step towards progress in any department of work, says Mr. Holiday, is to learn to avoid the mistakes one is liable to make. Young teachers should know the rocks which lie in their course before they begin to teach. Experience will then show how to avoid them.

It is a mistake to neglect the details of school management.

What are regarded by many as "minor points," as unworthy of attention, form distinction between a well managed and a poorly conducted school. Among the minor matters to which it is of vital importance to attend are the following :—

1. Drawing the pupils up in line at the close of each recess and marching them in regular order to their rooms.

This should be done in uniform manner, without haste, without pushing, or any disorder.

2. Pupils should be taught to stand and walk, head erect, shoulders well back, hands at the sides, and eyes to the front.

3. Show them how to go up and down stairs. Many go up or down three steps while they ought to go but one; some are inclined to stamp, they step as if striking the snow from their heels. It will take much care to secure lightness of step: on the other hand, it is wrong to tell pupils "to walk on their toes."

4. When reading or answering, let them stand up. Common politeness requires this; moreover, the change from the sitting posture is a physical benefit, for the vocal organs have freer play. Let the standing be done promptly; the pupil should not roll up or grow up.

5. Train them to hold the book in the left hand when standing to read. "Book in the left hand, right foot slightly drawn back" is the uniform rule for the position of a reader.

6. All work should be kept far enough from the eyes. Near-sightedness is on the increase in our Canadian schools. The light should be admitted only from the left side, as in the best schools of Ontario, or from the left and rear, but never from the front.

7. Pupils in class should stand in line, not lean against the wall, or on desks. In fact, when a pupil stands up, it should be on both feet without leaning.

8. Insist on habits of neatness and cleanliness. No paper or rubbish of any kind to litter the floor. Each pupil to be responsible for that part of the floor nearest to his own desk. It is the duty of the teacher to examine the desks frequently to see that pupils arrange their books properly.

9. No pupil should leave his seat without permission. It is well to have a uniform method of doing certain things, such as distributing pens, copy-books, and changing rooms or classes. Let there be one unvarying signal for each movement. The aim being to save time and avoid noise; anything more than this is "over-drill."

So much for "minor points."

It is a mistake to omit play-ground supervision,

Pupils who are not controlled in the play-ground are not easily managed in the school-room. If children learn evil habits or hear profane language, they do so chiefly during recess. The presence of the teacher in the play-ground restrains what is wrong without in any way checking the interest in the healthful sport. Rough games and rough practical joking which endanger the limbs of those who are playing, would not be indulged in under the eyes of the teacher. Among those I include snow-balling and jumping on passing sleighs. The presence of the teacher has a double effect; it

represses the evil and develops the good. The child never reveals his whole nature as he does when playing.

It is a mistake to stand too near your class, so to keep your eye fixed upon the pupil answering. In a well-appointed school, the teacher has a platform a foot or so high, extending across the end of the room. This will give him such a position as will enable him to see every pupil at the same time.

It is a mistake to take hold of a pupil to put him in his place. If the teacher stands as he should, so as to see all his pupils at the same time, he cannot make this grievous error. To shake a boy violently into position arouses his worst passions.

Some teachers pour out their vials of wrath on the heads of those whose offences are not of a very serious nature—for example, on the little unfortunate who carelessly lets fall his slate or turns to look at his neighbor behind him. It is of the utmost importance that the teacher should never confound the accidental with the intentional, or thoughtlessness with design.

It is a mistake to complain or grumble much. If there is one teacher who, more than any other, is certain to be disliked by pupils, parents, school commissioners and inspector, it is the inveterate grumbler. He would dislike himself if he had the honor of his own thorough acquaintance. "I never had such bad pupils." "I never saw them do that before." "I do not know what to do with them," he says, when the inspector or some one in authority visits the school.

Now, no teacher who scolds, or sneers, or grumbles, can ever have the sympathy of his pupils, and without it he can never control them or secure their best efforts in their school work.

It is a mistake to permit whispering on the plea of "allowing pupils to assist each other."

Whispering during school hours is an unmitigated evil and those who permit it make a grievous error, for two reasons: (1) Whispering cannot be restricted to the limit named. (2) Children cannot teach each other. Is the art of teaching so simple that every child is capable of practising it? No, indeed. Few adults possess the power.

It is a mistake to allow disorder in the school-room during recess.

Pupils should not be allowed even to remain in the room during recess, unless the weather is unfavorable. During the cold weather those who have any chest or throat affliction may be permitted to remain indoors, but not to move round the room, unless they do so in an orderly manner. If the weather

be too severe for outdoor play, take the recreation as usual, the windows being open for ventilation.

It is a mistake to invoke the authority of the head master or of the school commissioners except as a last resort.

A principal cannot afford to neglect his own class to obey all the calls of weak assistants. If a teacher could only realize how he humiliates himself in the eyes of his pupils by unnecessary appeals to the head master, or to the school commissioners, he would adopt that means of escaping from a difficulty on very rare occasions.

It is a mistake for the teacher to be late. It sets the pupils a bad example. Pupils will certainly not be punctual if the teacher is not. Moreover, it is bad policy for him to be late even for his own sake. If pupils get disorderly before the arrival of the teacher, it need not surprise him to find them difficult to control during school hours.

Here are three mistakes on which I make no comments: 1 To be careless about personal habits. 2 To sit while teaching (at any rate for male teachers). 3 To give a command when a suggestion will do.

The following are mistakes in dealing with parents: 1 To annoy parents unnecessarily. 2 To show temper when dealing with parents. 3 To dispute with an angry parent before the class. 4 To make spiteful remarks before the class about notes received from parents. These are what I might term negative mistakes. Now for one, which is positive, and with which I conclude.

It is a mistake to allow any pupil to be frequently troublesome without notifying his parents.

It is an axiom that parents and teachers ought to work in harmony: the teacher to respect the rights and opinions of parents, and they, in turn, to sustain the authority of the teacher.

There are always in a school a few pupils who, without being guilty of any offences of a very serious character, give the teacher a vast amount of trouble. No class of pupils causes so much worry as these. Sooner or later it becomes necessary to take decided action and administer a severe punishment. The punishment is of course too great for the *last* act of wrong doing. The parent makes enquiries of the cause of the extreme punishment and receives from his own child, or from others, a statement of the last offence only. He concludes that the teacher is unreasonably harsh. Now the parent must not be blamed for the difficulty, unless he has been faithfully notified by the teacher of the previous wrong doings. It is well that these

notifications be on paper and returned to the teacher signed by the parent and kept for reference.

O'er wayward childhood wouldst thou hold firm rule,  
 And sun thyself in light of happy faces ;  
 Love, Hope, and Patience, these must be thy graces,  
 And in thine own heart let them first keep school.  
 For as old Atlas on his broad neck places  
 Heaven's starry globe, and there sustains it, so  
 Do these uphold the little world below  
 Of Education—Patience, Love and Hope.

COLERIDGE.

### THE SPIRITUAL SIDE.

There are many who deery the influence of an enlarged scope of education, who say that the increase of free schools and colleges has not produced a perceptible increase in the general stock of knowledge or made mankind any better ; that the real result has been to substitute illusive half knowledge for the unlettered simplicity that once prevailed, and awaken hopes of some easy way to wealth by means of a sort of conjuring with terms of which others are ignorant. There is no doubt that many a boy has been kept in school and made into a sort of intellectual machine of no value to himself or to the community ; while certifying to the lack of judgment in the teacher the pessimistic public consider him as displaying the failure of the scheme for general education.

But there is something omitted in the calculation. Let it be conceded that the boy who is good for nothing but to use the spade or the hoe is set to read some extracts from Hamlet when he reaches the Fourth Reader, and that it is one of his tasks to learn something about Milton and Columbus, even of Raphael or Phidias, we are to remember that man is a complex being. It is possible for a man whose lot it is to handle the hoe and the spade to employ his mind meanwhile on subjects that give him content amid his toil. It is not that he has been taught too much, he has on the contrary been taught too little. The fault is that the school is an intellectual factory rather than a place of stimulation to spiritual excellence, a place for addressing the entire being.

Man is not a machine to be made to a model, but a sentient creature, a spiritual being that demands for his perfection the employment of spiritual forces. The school must address the spiritual side of the child ; for life is a mission to all. Something must hallow our work and give strength and stability to the mental structure. The school may thus rightly deal with high things ; nor is it any excuse that the lads before the teacher are

to tread the common paths of life. Work is the lot of all; it was the command to Adam that he was to care for the garden in which he was placed. How shall man's work be hallowed? That is the problem that must stand before the teacher, not to show how work can be avoided. The man who addressed a large school of boys and urged them to study hard or they would have to work for a living was all wrong. He might have justly told them they would all have to work, but by knowledge and by trained minds they could choose that kind which would be most appropriate, and that is about all.

In this busy on-rushing world what is it that sustains mankind? The main object put before our youth out of school is unfortunately money. Too often those who address schools speak of men who started in life with nothing and ended with a million. But if this were a great accomplishment it is in the reach of but few; labor all must, whether much or little be reached. In the battle of life it is spiritual upholding that men need; no matter in what path the boy's steps may wander, how long and severe, or how short the hours he may labor; how few the things he may own or how abundant his possessions he will need to feel that life, his life, is a mission.

This is not so stated to demand that religious forms have a place in the school. When it is seen how poorly attended the churches are it will be apparent that religious forms fail to satisfy the heart of man. It is the spiritual nature of the child that must be addressed, and it is in this that the schools fail; they aim at figures, but that is but the means to the high end of cultivating the spirit. The teacher who looks at a class become perfect in the multiplication table and finds in himself a glow of satisfaction should be startled. He is not there for that. The "little flower in the crannied wall" is there for a spiritual purpose, and so the teacher is in the school for something more than to teach addition.

If, then, the boy goes to the plough from his Fourth Reader that has given his imagination some glimpses of another world in an extract from the Nibelungen days, let it not be counted as a loss of time; let the opportunity be welcomed and seized to impress his spiritual nature; give wings to his spirit and cause his heart to beat rhythmically to high aspirations. It is possible to impregnate him with an idea which, like the music imprisoned in the strings of an instrument and set free by the touch of the artist, may be expanded by influences of the lilies of the field and the stars in the heavens and dominate his entire life.

### Editorial Notes and Comments.

The correspondence which has reached us in regard to the proposed changes in our text-books must lie over until the Protestant Committee has had time to consider or reconsider the question. The action of the committee, in rescinding its order in connection with the study of the Bible in schools, cannot but convince parents and teachers that when time has once proved the unwisdom of any of its hasty advisers the committee is not the last to confess that an imprudence has been committed; and if there has been any unseemly haste in recommending new text-books for use in our schools, the committee is not likely to be the last to detect it and to provide a remedy.

—The following intimation has been issued by the Protestant Committee, and must be taken as final, though one teacher in remarking upon it says, "I am *very* sorry about the re-change in Scripture History. I had taken a great deal of trouble, and all the grades had their work well prepared—had committed these long chapters to memory, and now it seems such a misfortune to them to go back to the old scheme." The instructions are as follows:—You are aware that in the course of study for model schools and academies which was sent to you last September the work in Scripture was entirely remodelled, and that since then there has been some uncertainty as to whether examinations would be held next June upon the new scheme or not. I am instructed by the Protestant Committee to inform you that the examinations next June will be based upon the work laid down in the old course of study. While the committee desires to lay down a definite course of Bible study, it wishes so to adapt that course to the several grades of our schools as to make it workable and effective. With the co-operation of the teachers, upon whom in such a case everything depends, it is hoped that a course for academies and model schools may be so altered as to carry out the main idea of the committee and at the same time impose no unreasonable burden upon teachers or pupils.

—The *Educational Journal* takes the *Mail* to task for its continuing faith in one of the educational fallacies afloat among parents and others. The *Mail*, says our contemporary, a paper which greatly to its credit pays a good deal of attention to educational questions, had an editorial the other day, the general purpose of which was to deprecate the small and decreasing percentage of male teachers in the public schools.



There may be, we believe there are, good reasons for regretting the fact, but we seriously question the validity of the reasons given by the *Mail*. They were based on the old and in our opinion fallacious notion, that male teachers, simply in virtue of their sex, are better teachers for boys than female teachers. As if teaching ability and efficiency in discipline were not a question of individual capacity, irrespective of sex. The teacher does not necessarily know how to teach or to govern because he is a man. Which of us does not know women teachers who are as far superior to the average man teacher in both teaching and governing power as the most efficient men he knows in the profession are superior to the average woman teacher? It is time the old notion, that the tendency of being taught by women is to make boys effeminate, were exploded. Neither reason nor fact bears out the assumption. Personal character and qualifications, not sex, are the true criterion of teaching power.

—General Francis Walker, in recognition of the tendency of the women college graduates to engage in teaching, advises that there should be a special pedagogic course established in colleges attended by women, and it is the duty of these institutions to take the initiative in the matter. I would not have the colleges for women, says the General, teach the mere arts of the pedagogue, which may without offence be called the knacks of the trade, or undertake to anticipate the necessary work of experience. But I would have the history and philosophy of education made prime subjects of study. I would have the psychology of teaching taught. I would have the mind, in its power of perception, observation, reflection and expression, studied as objectively and as scientifically as specimens in natural history are studied in the class-room and the laboratory. The order of development of the human faculties, the child's way of observing, the child's way of thinking when untaught and untrained, the ways in which the child may be interested and drawn out of himself—these should be the matter of eager, interested investigation. Surely they are as well worthy to be the subjects of study as are the processes of vegetable or animal growth, as the order in which the leaves are set upon the stems or as the mechanism of the human study.

—There never was a truer word uttered about school-work than the following:—“The subjects embraced within it should be only such as properly come within the scope of a common school education. All fads should be eliminated and all non-essentials cut off. The much derided ‘three R’s’ should once

more be given a prominent place in the programme. Studies should not be introduced into the curriculum of our common schools simply because they are desirable. I hold that the principle upon which such a curriculum should be based is the essential studies before the desirable ones. I regard it as a sound proposition that it is better that our pupils should learn a few subjects thoroughly than many subjects superficially." Properly understood these are sound conclusions.

—A writer in the Contributors' Club, in the February *Atlantic*, wisely pleads for Interest in the Uninteresting:—As we come into the lower stages of education, we reach a zone, not precisely definable, in which the dangers become more prominent and the advantages more questionable. To almost any youth under, say, eighteen, nothing in the way of study is either violently uninteresting or notably enticing. Doubtless one thing "comes easier" to him than another, and if left to himself he is very, very likely to mistake this ease of acquisition as an indication of permanent interest. Of course, in all this talk genius is barred. Genius, as it will submit to no rules, so also needs no rules. The question is: For the vast multitude of youth, is it safer to say, "Attempt nothing in which you are not interested, lest your accomplishment therein be poor," or to say, "Don't worry about whether a subject be interesting or not, but believe that, on the whole, the traditions of the past will guide you more safely than you can guide yourself just yet, and do what comes to you as if it were the only thing possible for you to do at the time?" Good accomplishment is indeed one of the great stimuli to the intellectual life, but it is only one. The sense of having done faithfully, and a little better than we have done it before, some kind of work that was not "interesting" is also a stimulus, and a powerful one. I hardly know of a more precious gift to any man than the power of seeing the interest which lies concealed in the "uninteresting." Everything is interesting if you can get into it far enough, and he who can fit the sweeping of his room into its right place in the law of God finds that it is no longer the sweeping of a room, but the adjusting of one tiny yet essential spring into the mechanism of the universe. The vast burden of every human life is routine, and one's own routine is seldom "interesting." The real problem of every education is how best to prepare a man to carry his lifelong burden joyfully. Surely it is not by deceiving him into the hope that it will be entertaining, nor by teaching him to avoid it as far as he can. Is it not rather by trying, in so far as in us

lies, to make him see the interest which the uninteresting may have for him ?

—Educational circles in Germany, says a contemporary, are said to be greatly excited over Emperor William's recent speech on education, in which he severely criticised the present system, both as to the matter taught and the manner of teaching. His Majesty held that as regards the basis of instruction in gymnasial schools it ought to be German, and the principal aim ought to be to turn out Germans instead of youthful Greeks and Romans. Said he, "We must courageously break with the mediæval and monkish habit of mumbling away at much Latin and a little Greek, and take to the German language as the basis of all our scholastic studies. It is this cruel, one-sided, and eternal cramming, which has already made the nation suffer from an over-production of learned and so-called educated people, the number of whom is now more than the nation can bear, and who constitute a distinct danger to society." His Majesty also dwelt on certain evils which prevailed to an intolerable extent in high schools, and quoted figures to prove that certain physical ailments, especially short-sightedness, which was increasing to an alarming extent, were directly due to too long hours and bad ventilation in school rooms. He asked his hearers to reflect on the meaning of these figures in relation to the question of national defence. What they wanted was soldiers. The country also stood in need of intellectual leaders and efficient servants. But how was the stock of these to be replenished when the number of short-sighted youth in the upper forms of the schools rose in some cases to as much as seventy-four per cent. When he studied at Cassel, no fewer than eighteen of his fellow pupils out of a class of twenty-one wore spectacles, while some of these with their glasses on could not even see the length of the table. As Landesvater or Father of his country, he felt bound to declare that such a state of things must cease. Naturally, such unsparing condemnation of the traditional system has created a feeling of consternation in the ranks of the old-fashioned schoolmen. The Conservative newspapers, too, are dumb-founded, and admit that the last vestiges of the ancient regime have been thrown overboard, while the organs of the Liberal Progressists and Freisinnige parties laud their Kaiser as the most far-seeing of contemporary sovereigns.—*Exchange.*

### **Current Events.**

—The programme of the second meeting of the Dominion Educational Association has just been issued. The sessions will be held on the 16th, 17th and 18th of April, in Toronto, at the same time that the Ontario Educational Association holds its annual convention. The programme is an elaborate one, and may be had by applying to the Hon. G. W. Ross, LL.D., Minister of Education, Toronto. The following announcement is of importance to those of our teachers who intend to take advantage of their Easter Holidays by visiting Toronto at the time of the great Convention:

Reduced Rates on the Railways will be granted to those attending the Convention and becoming members of the Association, at One First-Class Fare and One-Third Fare for the round trip, if more than 50 attend; or at One First-Class Fare, if 300 or more attend.

Those travelling to the meeting must purchase First-Class Full Rate one way tickets, and obtain a receipt on the Standard Certificate for purchase of Tickets from Agent at starting point, within three days of the date of meeting (Sundays not included). The Secretary of the Association will fill in the said Certificate, and the Ticket for the Return Trip will be issued at the above rate. The Standard Certificate will be supplied free by the Agent from whom the Ticket to Toronto is purchased, and no other form will be recognized by the Railway Companies. In order that the members of the Association may have the full benefit of the reduced rates granted to the Association by the Canadian Pacific and Grand Trunk Railways, the Board of Directors especially request all who attend the Convention to purchase tickets as above indicated.

The regulations of the Education Department provide that "Any teacher who has been elected a Delegate by the Association of his County or Inspectoral Division to the Provincial Teachers' Association, shall be at liberty to attend the meeting of such Association for any time not exceeding one week each year, providing he always report to the Trustees such attendance certified by the Secretary of said Provincial Association."

As the time formerly selected for holding the Provincial Convention prevented the attendance of many inspectors and teachers who took their holidays then, special provision has been made by the Minister of Education to allow teachers to attend the Convention without interfering with their summer

vacation. It is therefore hoped that this will be appreciated by the profession and that every effort will be made to secure a large attendance at this meeting.

Persons wishing to become members of the Ontario Educational Association will enrol their names either with any of the Secretaries of the various departments (or associations), or with the General Secretary, Mr. R. W. Doan, who will be in attendance for this purpose at 9 a.m. Tuesday, April 16th, in the Examiners' Room, Education Department. The membership fee in the General Association is fifty cents, in addition to any fee which may be imposed by any sub-department.

—The liberation of Morrin College, Quebec, from the financial embarrassments which threatened its existence and the prospect of its early restoration to a footing of the highest efficiency and public usefulness are events of no little importance to the educational interests of the Province, and it has been learned that the outlook for their realization at an early day is now of the very brightest. Under the agreement by which the dispute over the will of the late Senator J. G. Ross was settled some time ago, the institution shares in the deceased's estate to the extent of some \$110,000, while it will benefit to the extent of some \$20,000 more at some future time when certain reversionary legacies from other parties follow. Under these circumstances and in the face of this brightening of their financial horizon, the governors of the college have for some months past had the question of placing the institution on the very highest possible footing of efficiency and usefulness, under very serious consideration.

—The students of the Congregational College received an agreeable surprise on Saturday evening. During the day the college reading-room had been in the possession of a committee of ladies, with Mrs. (Dr.) Barbour at their head. When the doors were thrown open in the evening the students had some difficulty in recognizing in the elegantly furnished apartment before them the old reading-room. They were reassured, however, by the paper on the wall. A fine Brussels carpet covered the floor, and heavy curtains hung by the windows. Conspicuous among the furniture of the room was an oak settee and rocker, presented by Emmanuel Church.

—A lesson from Holmes's life.—This habit of always doing his best is surely one of the fine lessons of his life. It has given his prose a perfection which will carry it far down the shores of time. The letter sent during the last summer of his life to

be read at the celebration of Bryant's birthday was a model of simplicity in the expression of feeling. It was brief, and at another time would have been written and revised in a half a day; but in his enfeebled condition it was with the utmost difficulty that he could satisfy himself. He worked at it patiently day after day, until his labor became a pain; nevertheless, he continued, and won what he deserved—the applause of men practised in his art who were there to listen and appreciate.

—Free text-books are now furnished to many schools. The problem that troubles most boards of education in cities that have adopted the system is how to control the supply and keep the expense within reasonable bounds. One city has a plan that seems to solve the difficulty. A principal who wants a supply is asked to fill out a prescribed order form. The janitor takes it to the office of the board of education, where the order is filled and a receipt taken for the books. During the last two years 200,000 volumes have been issued. Only a few hundred have been returned for repair. For malicious or unnecessary damage a fine is imposed upon the pupil, ranging from one cent up to the full value of the book. On the inside of each one a record blank is pasted on which each fine must be entered. Considering the wear and tear the books are subjected to, the damage is relatively light and the percentage of malicious damage is very small. A text-book's usefulness is not really at an end until there is not a perfect leaf left, as the whole sheets are used to fill up gaps in other damaged books which are sent to the binder to be restitched and, if necessary, re-covered or the cover may only need a little fixing. The work costs from 10 to 35 cents. It is said that exclusive of the high school catalogue the supply list includes 130 different text-books. Of these 40 are readers of various grades and issued by different publishing houses. The board's office stock comprises from 3,000 to 4,000 volumes, not including drawing books, maps, etc.

—The free text-book plan has now been pretty generally adopted in some places. In Canada also there seems to be many towns ready to adopt it. Toronto, which often takes the lead in matters relating to educational advancement, has tried it for some time and is well satisfied with it. The cost to the city for books during 1894 amounted to \$8,900, thus averaging about 30 cents a pupil for the year. The books are frequently examined by officers in the employment of the school board and the pupils are held responsible for loss or damage to them. The responsibility and supervision certainly have great value

not only as money saving agencies but as a means of discipline, teaching the children habits of carefulness and honor in dealing with what is temporarily entrusted to them.

—The death of Rev. Father Lefebre, who for the past thirty years has been the honored head of St. Joseph's College, Memramcook, removes one who may be said to have founded higher education among the Acadians of the Atlantic Provinces. His scholarly and well-stored mind, his ripe powers as pastor, teacher, and counsellor, were constantly and unselfishly placed at the disposal of those who gathered year by year in constantly increasing numbers at Memramcook. It is safe to say, that no pioneer in education in these provinces has done more to infuse into the youth committed to his care the spirit of education than has the zealous and distinguished teacher who has just passed away.

—During the last fifteen years Berlin has expended nearly six million dollars for new school buildings, erecting some years as high as ten. As a result there never has been lack of space for all children that came, though the increase has been some years as high as five thousand. To-day there are ninety-four class-rooms in Berlin unoccupied, but all ready for use. To my mind nothing could speak louder for the wisdom, foresight and efficiency of the school board than the above fact.

—The teachers of Prussia have lately met with a great disappointment in the decision of the minister of instruction, Dr. Bosse, not to present the proposition for an increase in salaries to the reichstag at this session. While the minister is a warm friend of the teachers and deeply feels the justice of their claim for better salaries, he recognizes that with increased taxes for the army, an appeal to the reichstag at this time would be futile. So the poor teachers must wait. But their claim must be met and that in the near future. It is a well-recognized fact that they are not paid as well as other civil officers of like rank in the state. While the city teachers are fairly well paid, many of the country teachers are obliged to eke out a miserable existence on six hundred marks (\$150) a year with free rent. It was proposed that in no case should the salary be less than nine hundred marks a year with house. Think of living and supporting a family on even that amount!

—The reasons given by the Boston school committee for the discontinuance of slates, slate pencils and sponges in the public schools and the substitution of paper, lead pencils and rubber erasers in their place are as follows: A light gray mark upon a

slightly darker gray surface is more or less indistinct and trying to the eyesight. The resistance of the hard pencil upon the hard slate is tiring to the muscles, and the resistance to which the muscles are thus trained must be overcome when beginning to write with pencil or pen upon paper. The use of slates, slate pencils and sponges is a very unclean custom and leads to and establishes very uncleanly habits.

—Sir Donald Smith, Chancellor of McGill University, stated to a newspaper interviewer that no Principal has yet been selected for that institution. He had just returned from Great Britain, and though he had visited Cambridge, Oxford, Edinburgh and Dundee, no offer of the Principalship had been made to any one. One of Sir Donald's favourite projects, the establishment of a "Royal Victoria College for Women," is still under consideration. The RECORD once tried to report, through the influence of a circumstantial account in the newspapers referring to the appointment of a principal to McGill, that a Scotsman had been appointed. The statement was made in good faith, but, alas! turned out disastrously to our reputation for accuracy. It will be safe after this to speak of McGill's new principal only after he has "grow'd up."

—Dr. Francis Parkman, the late historian, had a strict idea of justice. A friend met him one day walking along the street leading a street boy with either hand. "What in the world are you doing, Parkman?" asked his friend. "I found that Johnny here had eaten all of the apple instead of dividing with his little brother. I am going to buy another for the younger boy and make Johnny watch him while he eats it."

—A college settlement has been founded among the mountains of North Carolina. Miss S. C. Chester, a graduate of Vassar, has taken up her quarters in a log cabin about three miles from Asheville, to work among the mountaineers. One or more helpers will stay with her at intervals. Clubs and classes for the children and a library and reading room for elders will be opened and in other ways religious and educational work will be done. Miss Chester has made preparation for her work by a study of the college settlements in cities.

—The special schools for poor children in Berlin whose parents are unable to pay tuition fees are discouraged by the Minister of Instruction, on the ground that attendance upon such a school will act in after life as a reproach or detriment to success. The abolishment of tuition fees will be found also to act as a leveler of class distinction in that it gives all children equal school advantages and puts them on the same plane.



**Literature, Historical Notes, etc.****BOYS' SCHOOLS IN ANCIENT ATHENS.**

You cannot drive out nature with a fork, nor can you produce such-and-such an individual by such-and-such a method of education. The Athenians, like genius, were born, not made. Nevertheless, there is a fascination in the study of the methods of education adopted by the finest race the earth has ever produced, and the descendants of generations whose mental lives have been nourished by the literature of a dead world, may care to investigate the educational notions of those among whom that literature arose.

But we have first, if I may be allowed the expression, to undifferentiate ourselves. We must give up the dividing lines which mark us out into intellectual, moral, physical, or social beings. In the Athens of Pericles intellectual education, as such and for itself, was hardly conceived of: the whole man was to be educated. (I say man advisedly, for woman, alas! from the Athenian point of view, was not a thing to be educated at all.) Moreover, to appreciate the meaning of education among the Greeks, one needs to realize a far more vivid feeling of patriotism than modern life in Western Europe admits of. The chief aim of the educator was a moral one; and the chief part of morality was to be a good citizen. To produce a brave soldier, a wise ruler, a just judge, in one and the same individual, was the purpose of education, where each citizen might be called to fulfil all these duties in turn. Thus the harmonious development of all the faculties was the result desired, rather than the acquisition of knowledge for its own sake.

Realize an education carried on mainly *without books*, in which no foreign language was ever taught, and in which so little was one branch of learning marked off from another that all necessary subjects—apart from the physical training—were briefly summed up under the head of “music.” Such was the teaching of those whose writings have inspired all subsequent literature. They do not seem, however, to have escaped educational difficulties of a very common sort. A remark of Plato’s leads one to suspect that stupid boys were by no means uncommon in favoured Athens, and that even this attractive method of education was not infallible. Those, he says, who cannot learn to read and write quickly and well within a suitable time should be “let go.” How much trouble this simple

method would save! But perhaps too large a number of boys and girls would on this system be "let go."

Let us enter in spirit a schoolroom of ancient times—not, perhaps, so very unlike a schoolroom of our own. A circle of boys are seated on their stools, scratching on their wax tablets the pretty, quaint letters of the Greek alphabet, as the teacher writes them up; picking out the odd and even numbers (for which the letters of the alphabet also served); or listening to stories of the Trojan heroes out of the Bible of the Greeks, the Homeric poems; copying them, learning them, and repeating them aloud. This was the meaning of "letters," to read, write, count and learn the national poets by heart. Necessarily the teaching was mainly oral, and must have been much assisted by the fact that, from the scarcity of books, the boys were obliged to write out the lessons for themselves.

In the golden age of Athens, some science was also taught in the schools; that is to say, in addition to arithmetic, a certain amount of geometry and astronomy was included in the course. These studies were not pursued very far in most cases. What seems to have been considered absolutely necessary for every one was to be able to "count one, two, three" (compare modern Board-school arithmetic!); to distinguish odd and even numbers; to reckon night and day, and to be acquainted with the revolutions of the sun, moon and stars. Drawing was introduced into the school-course about a century after the age of Pericles.

After "letters" came the lyre, which the boys generally began to learn about the age of thirteen. A picturesque addition to school-life must the quaint, tortoise-shell lyres have been, in their frames of curved horn, upheld in the right hand and played with the fingers of the left; and—a mental training by no means to be despised—the seven modes of music, and the sixty-seven symbols, with the double notation for instrument and voice. At the same time, instrumental music was not treated as a science in its own right, but was only an aid to singing and was always subordinate to the words. Hence the comprehensive meaning of the word "music"; for most literature was poetry and most poetry was sung.

The combination of both music and dancing with the singing of lyric poetry is the perfect expression of the Greek feeling for harmony between the different sides of human nature. The training of the bodily powers was, in their eyes, a pursuit as worthy and as important as education in our limited sense of the word. The boy was conducted by his pedagogue to the

wrestling school, at about the same age as his musical education began. There he learnt to run, leap, wrestle, and throw the ball; going later on to the gymnasium, where more complicated and dangerous exercises were carried on. It is not necessary here to speak of the influence of the national games in forming the Greek character, or the glory of success therein, a goal towards which every religious and patriotic feeling became a motive for strenuous endeavour. But the objects professedly pursued in this branch of education—in the order in which Plato puts them—were health, beauty, strength. A perfect man was to be produced—not primarily a successful athlete; which accords with the idea sometimes suggested by the sight of Athenian antiquities, that the secret of the greatness of the Greeks was a sense of proportion. For them, science, as we understand the word, did not exist; history served chiefly to cultivate patriotism; geography, such as it was, was learnt incidentally in the writings of the historians, as they had occasion to describe the position of such and such a place; and foreign tongues were “barbarous”; so limited, so un-self-conscious, so unspecialized, was the education of the masters of literature.

We see that with the Greeks education had its most comprehensive meaning. It began in the nursery; indeed, Plato summarizes it as “right nurture,” since at this period especially may the soul of the child be directed to the love of virtue; and to be educated, according to him, is to love that which we ought to love, and to hate that which we ought to hate. So eminently practical was the view of the Athenian educator. This characteristic appears yet more clearly in an institution which, for wealthy Athenians, took the place, in some respects, of a university education. The sophists, professing, in a word, to teach everything, imparted to such youths as could afford to pay the high fees they charged, a kind of philosophy of life. The life of a citizen, as such, depended much on facility in public speaking, and the sophists devoted a good deal of attention to the teaching of rhetoric; they were, indeed, the first to make a serious study of the art of expression. But, throughout, the teaching of the sophists was based on the conviction that education was essentially a practical affair; their object was to teach the art of living.

The just balance which the Greeks maintained between the two sides of life must have been picturesquely illustrated by the scene presented in the gymnasia. In one court, the youths at their athletic exercises, their beautiful bodies, with well-developed, symmetrical limbs, a sight to rejoice the beholders;

and, in another, philosophers and rhetoricians discoursing on the problems of life with their disciples. Rousseau was not yet born, and the science of education did not yet exist; but there is a marked resemblance between the spirit of Athenian education and some of the doctrines laid down in "Emile." Without dogmatizing about it, the Greeks, nevertheless, followed reverently the guidance of nature: the young of all creatures, says Plato, are full of motion and cannot remain at rest; but only the human young have rhythm in their movements. And, taking the hint, the Greeks devoted special attention to a training by means of dancing, singing and harmonious movement of the limbs. Freed, as Greek education was, from the blighting influence of priestcraft, watched over and, to a certain extent, made compulsory by law, and yet left to be carried out in detail by private means, drawing its inspiration from nature, and appearing as the true outcome of the national character, it is allowable to believe that, but for the profound ignorance of the time, we might have seen for once, in the hands of the Greeks, education as it ought to be. The essence of their system was preservation of the true balance between the different human energies, and its inspiration was the moral purpose, always kept in view—the production of a good citizen. There was no labelling and pigeon-holing of the different faculties, nor was the intellect marked off for an exclusive, hothouse cultivation on its own account, as though to accumulate a certain amount of information was to be an educated man. On the other hand, technical education, as such, would have been to the Athenians a contradiction in terms, for the mechanical arts were the business of a class about whose education it was not (in Plato's view) worth while for the legislator to trouble. Culture was aimed at, and science considered necessary; but neither was pursued for its own sake. The conduct of life was the business of the educator, not rules of grammar, nor beetles' wings; the pupil was not to be informed, but developed. In short, education was a work of art, of which the subject was the ideal man.

—MISS PRESTON'S LEAVEN: *Truancy*.—Just after school had been called to order at noon of the second day, the door into the main hall opened suddenly and a tall, pleasant-faced man led in a small boy who was crying disconsolately. Without ceremony, except to remove his hat, the man walked firmly down the aisle, deposited the boy on the recitation seat in front of Miss Duncan and said, somewhat brusquely but with perfect good humor:

"You are the new teacher, I suppose. This is my son. He runs away. He was sent to school regular last term and never come near here oftener than half a dozen times, 'nd I've just found it out. He was sent agin yesterday, both sessions, 'nd this afternoon too, but I'll warrant his phiz is new to you. Hain't it?"

Miss Duncan acknowledged she had not seen the boy before now, and the father resumed:

"I want him to come every day, 'nd he's got to, or I'll break every bone in his body. If he's absent whip him when he gets back, 'nd whip him good 'nd strong. None o' yer little love taps. *Then*, if he don't come reg'ler, lem *me* know, 'nd I'll season his hash. Good day," and he bowed himself out as suddenly as he had entered.

The boy still sobbed, but from the mobility of his features, his weak chin and sensitive mouth, Juliette divined that he was not *intentionally* bad—but weak, and that possibly someone else was to blame for the truancy. How should she meet it?

Not wishing to render him conspicuous now, hoping, by present neglect, to cultivate calmness, she promptly decided not to call out the class now due but to give a general exercise that would hold the attention of the rest and, perhaps, divert that of the crying boy.

"I know of something that is round and has a smooth 'skin, and is good to eat. Who can tell me what it is?"

And the guessing began. The exercise was spontaneous and interesting, the sobs grew lower, presently ceasing altogether, and the tears were dried with the back of one grimy hand. The flush died out from the face, and Willie Pitt began to like school.

Then, before there was any chance for monotony, Juliette produced a slate and pencil, and saying, "You may sit over there at that little desk all by yourself, and make some pictures if you like," she pointed to a desk in a corner near her, and called her class. She gave him no more attention until the class was dismissed, but, before calling the next class, gave him a box with a variety of colored crayons in and asked him to sort them for her, putting all of one color into this box—handing him one—the rest elsewhere, as she designated. She also gave him an illustrated story book, which, with the crayons, held his attention until the recess bell sounded.

"Before you go out you may bring the book and crayons to my desk," said Miss Duncan, smiling, as she dismissed the others; and Willie rose promptly, carrying the crayon boxes

on the book and depositing all in front of the much-dreaded "new teacher."

"Would you like to go out and play?"

"I don't care."

"I don't know what to call you yet, and came near saying George Washington."

Willie laughed, and told her his name.

"Do you know any of the boys?"

"Yes, ma'am; but if you'll lend me that book and let me stand by the blackboard I'd rather draw than go out."

"You need the fresh air and exercise, but if you will go around and open all the windows for me you will have a little of each, and then you may do as you wish."

It developed later that last term's truancy was caused primarily by a variety of untoward circumstances, an injudicious teacher, lack of work enough to last in school, and the undue influence of some of the older boys in the other grades who went away swimming, boating, fishing, or what not, whenever fancy dictated, and there was not enough attraction in school to counteract all this evil. So Willie had drifted into a truant but not into a hopeless one, as Juliette soon found. He had a genius for form, and she was glad of his help in illustrating many of her blackboard lessons, and it proved a bond of friendship between them. She never had to "whip him good and strong" to keep him in school, for he was happier now in school than he had before been while wandering in the woods or skulking around on the back streets, trying to keep out of his father's sight.

### **Practical Hints and Examination Papers.**

**ARTISTIC BLACKBOARDS.**—Miss Berry's room is always bright and homelike, and the effect is, in a great measure, due to her use of the blackboard. Having more than sufficient blackboard space for class use, she divides some boards into panels for special uses.

Most of the boards have pretty borders which need not often be changed.

One panel upon which is kept the roll of honor or record of perfect lessons is especially pleasing. At one time it appeared in white and gold. The narrow border was in the form of daisies, white with yellow centres, like a daisy chain. The names of the members of the class were written with white and yellow alternate, and at the end of the week every child who had won the required number of "perfect

marks" had a daisy placed opposite his name. For another term tiny flags took the place of daisies.

Let us look at the side board. A panel is marked off and, leaving a space at the top, the calendar of the month is copied, marking very precisely, with ruler; the little squares and writing the days of the week and dates in their places.

A cluster of scarlet poppies at the top, with the name of the month in rustic letters, completes a decorative piece that will please the children and even cultivate their artistic sense, besides saving the teacher the trouble of writing the date anew every morning.

That pretty panel of birds, in flight, in gay colors was done by an artistic ten-year-old.

A small board, used to illustrate the different forms and margins of leaves, shows the work of the children of the Fourth Grade, each child having drawn one leaf from nature.

The Fifth Grade were studying roots, and their board work done in natural colors is their especial pride.

The use of the blackboard may be both practical and decorative, if the teacher is free to use it for illustration and is not afraid to draw, although she may not be a genius in art.—*Popular Educator*.

### Correspondence, etc.

#### MANNERS IN SCHOOL.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The following letter has lately appeared in the *Witness*, and many teachers are wondering in their minds when they are to allow their pupils to say "Yes, Ma'am." Will Mr. W. A. Kneeland inform us when and how often he uses it while in conversation with his lady friends. Yours, &c.,  
ENQUIRER.

Sir,—In your evening edition of Feb. 22 I notice a letter under the above heading, signed "Point St. Charles." The question raised is, Do teachers encourage children to prefix "please" to every question which they ask. On behalf of the Riverside teachers I reply that not only is the "ridiculously stupid" prefix not required but there is a constant fight maintained to kill out this insipid insipidity of "Please yaas," "Please no," "Please this," "Please that." I feel perfectly safe in saying that not a day passes in this school which does not witness some of my staff correcting children about this very matter and insisting rather upon a plain and independent, "Yes, ma'am," "Yes, sir," etc., in reply to questions, and the dropping of the questionable "Please," etc., in asking questions.

Where children get it I know not, but they come to us full-fledged, and that, too, from Ontario as well as from Quebec province.

I would respectfully ask that "Point St. Charles" and his friends, the people in general, come to our assistance and thus help to take one more thorn out of the teacher's rosy life.

There is no mannerism which I dislike more, nor one which I have tried harder to uproot, and I have no doubt that other principals could say the same.

W. A. KNEELAND.

Riverside School, Feb. 25, 1895.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—Will you be so good as tell us how a Canadian or British subject may become a citizen of the United States, and oblige. Yours truly,

EMIGRANT.

[The naturalization law requires that an alien wishing to become a citizen must apply to a court of law in the state or territory in which he desires to exercise the rights of citizenship for formal papers declaring him a legal citizen; that before receiving such papers he must take oath to be an orderly loyal citizen and renounce his allegiance to his native country and any title of nobility he may have held; and that in order to obtain such papers he must have lived in the United States five years or in the state or territory one year, and at least two years before his application he must have declared under oath his intention to become a naturalized citizen. The conditions are modified by serving in the United States army and by going there as a minor.]

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—I am just afraid you will hardly dare to publish to the teaching world of our province the following bit of a teacher's mind given to the examiners, as I find it addressed in a teacher's journal I have just been reading. The sarcasm has a humor of its own, however, which you may enjoy with the rest of us, and be inclined to put in print just for the "fun of the thing." Yours, &c.,

FRIENDLY SCHOOLMARM.

*To the Editor of the Educational Journal :*

SIR,—Please allow me to state briefly a few simple rules for the guidance of the examiners who will soon be appointed to set the papers for the Departmental Examinations (Ontario not Quebec) in July next. My purpose is purely philanthropic and disinterested, and the rules are given solely with a view to aid the examiners in making their papers as unique as possible.

RULE 1.—NEVER CONSULT THE AUTHORIZED TEXT BOOKS.

N.B.—If you do, your paper will be quite commonplace, and people will say that you have no originality. Besides, the candidates will read these books, and very likely a number of them will know what your questions mean—a thing to be carefully avoided by every good examiner.



**RULE 2.**—*NEVER CONSULT THE OFFICIAL PROGRAMME OF STUDIES to ascertain the precise limits the candidates are supposed to follow in their studies.*

N.B.—If you do, your paper of questions will appear reasonable, and there will be nothing to bewilder and stupify the candidate, which is one of the prime requisites of a good examination paper, since it serves to take the conceit out of him and leaves him gazing into the awful abyss of his own ignorance. The educative value of this is manifest.

**RULE 3.**—*Never make your paper resemble the one set last year in the same subject.*

N.B.—If you do everybody will say you copied the style of Mr. A., B. or C. And worse than that, the candidates will go over last year's paper with their teachers and will be prepared to answer another paper of the same general style. But the main purpose of an examination is to show the candidates how little they know, and this purpose would be defeated if the papers were at all uniform from year to year.

**RULE 4.**—*Never clothe your questions in simple, unambiguous language.*

N.B.—If you do, the candidates will not lose time, as they should be compelled to do, in translating your questions into ordinary phraseology. The consequence will be that they will spend the whole time allotted in *answering* the questions. As the weather will be hot, they ought to get a cold chill the moment they see the paper; the process of translation helps to bring this on quickly.

**RULE 5.**—*Never grade your questions, further than to put all the hardest ones at the beginning of the paper, and a few of the easiest at the end.*

N.B.—If you do, the candidates will think you are trying to obey the precepts of the Sermon on the Mount; they may mistake you for a Christian. The consequence will be that they will give answers to all the questions on the paper that they are qualified to answer and will not lose time in attacking more difficult questions which they cannot answer, and many of them will get the full number of marks their scholarship entitles them to. This would be a serious affair.

**RULE 6.**—*Never forget that most of your questions are intended for the teachers in the schools and not for their pupils.*

N.B.—If you do, you will be omitting your chief function. Teachers are a very ignorant class of people and need to be continually "directed" by abler minds. Never mind the pupils, your chief business is to "direct" the teaching. If this were not done each year, civilized society would soon be impossible.

**RULE 7.**—*Never omit the airing of your own pet views and hobbies.*

N.B.—If you do, you will miss an opportunity that may not come to you the second time. There is no doubt your ideas are absolutely

correct; you must do your best to propagate them; the examination room is the most appropriate place in the world for the discussion of disputed questions and "advanced" ideas. The candidates will feel disappointed if you do not give them a few first-rate conundrums, and the public will say you have no individuality.

**RULE 8.**—*Never put one clear cut question under a single number; but arrange four or five topics under question No. 1, two or three under No. 2, and so on.*

**N.B.**—If you number each question separately it will make your paper much easier to answer—a thing to be carefully avoided, because the standard must be kept up. Think on what may be done. A clever examiner once succeeded in asking nearly a hundred different questions under twelve numbers. The effect was fine.

**RULE 9.**—*Never attempt to answer your own questions.*

**N.B.**—If you do, even in distinct outline, the result may be paralysis or insanity. Remember that a number of world-reformers like yourself have spent years of their lives in lunatic asylums. Think how great a loss it would be to the world if you should unhinge your mighty intellect. No, let them go unanswered. The failure of a few thousands of young people who have injured their health by over-study and gone into debt to obtain an education would be only a small affair compared with the consequences to you, personally, if you should run the risk of this dangerous experiment.

**RULE 10.**—*Never proof-read the first printed copy of your questions.*

**N.B.**—Drudgery of that sort is beneath the dignity of a person in your position, and a few errors in the printing will help to give the candidate a useful piece of training. The world is full of mistakes, educated people must learn to correct them as they occur.

I am, dear sir, yours truly,

AMICUS.

### Official Department.

Department of Public Instruction,  
Quebec, February 22nd, 1895.

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

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; George L. Masten, Esq.; the Reverend Principal Shaw, LL.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, B.A.; the Right Reverend A. Hunter Dunn, D.D., Lord Bishop of Quebec; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; Peter McArthur, Esq.; the Reverend Elson I. Rexford, B.A.; N. T. Truell, Esq.

Excuses were submitted for the absence of the Reverend Professor Cornish, LL.D.; S. Finley, Esq.; the Venerable Archdeacon Lindsay, M.A.; and Sir William Dawson, C.M.G., F.R.S., &c, &c.

An application was read from G. L. Masten, Esq., for a first class academy diploma, under regulation 56. The necessary certificates

having been submitted, it was moved by the Lord Bishop of Quebec, seconded by the Dean of Quebec, that the application be granted, Mr. Masten having fulfilled the conditions required. Carried.

After letters were read from the universities in relation to the A. A. fees, it was moved by the Reverend Elson I. Rexford, seconded by the Reverend Dr. Shaw, that the sum of two hundred dollars be appropriated towards the remuneration of the A. A. Examiners, and (2), that the attention of the universities be directed to the importance of securing, as far as possible, experienced examiners, or those who have had actual experience in school work, as members of the university board of examiners. Carried.

Letters were read from Mr. E. W. Arthy and from the Educational Book Company, in regard to text-books. The report of the sub-committee on text-books was read, and the whole matter was discussed at once.

Moved by the Reverend Principal Shaw, LL.D., seconded by the Lord Bishop of Quebec, "That the report of the text-book committee adopted in May, 1894, but whose contents have not yet been approved by the Lieutenant-Governor, be reconsidered." Carried.

Moved by Mr. Hemming, seconded by the Reverend Dr. Shaw, "That the report of 11th May, 1894, be amended by the elimination of the words 'for exclusive use,' so far as they relate to books 3 and 4 in the series of the Quebec Readers." Carried.

The report of the sub-committee was then adopted, and will be published when the list of text-books is complete.

The Reverend Principal Shaw read a report on the finances of the Normal School, in which he stated that the sub-committee had found that this important institution was seriously hindered in its work by financial limitation, owing chiefly to the unprecedented number of students in attendance this year for whom bursaries should be provided.

After a conference with the Normal School Committee, it was agreed to approach the Protestant Board of School Commissioners of Montreal, with a request to increase its subsidy to the model schools, thereby releasing from this department of the institution such a portion of the funds as might be necessary to pay the bursaries referred to.

The Protestant Board of School Commissioners received the sub-committee most cordially and increased the subsidy of \$2,000, provided for by 55-56 Vict., Chap. 61, Sec. 2, by adding \$1,000, with the intimation that this amount would be "subject to increase if further examination of the facts justify such increase."

Two conditions were attached by the Protestant School Commissioners to this additional grant of \$1,000. 1st. That a representative of the Commissioners should be appointed to the Normal School Committee. As this Committee is appointed by the corporation of McGill University, it was understood that the demand would be promptly met at the next meeting of corporation. 2nd. That the Commissioners, through their Superintendent, should have the right of inspection of the model schools. To this demand the Normal School Committee answered that it is incompetent to give such a power where it is not conferred by provision of school law. The Committee, however, agreed to a modified proposal coming from the Commissioners, and expressed in the following terms:—

"While our Superintendent has no control over the model schools, he still has the right of visiting them at such times as may be mutually agreed upon between him and the Principal of the said schools

with a view to familiarizing himself with the methods there employed."

The sub-committee re-affirmed the statement, that in view of the importance and growth of the work of the Normal School, it seriously needs to be further strengthened financially. The report was adopted.

On motion of Professor Kneeland, seconded by Mr. Masten, the following report on professional training was adopted:—

Professional Training.—The sub-committee beg leave to state that in their opinion, the report of the sub-committee on professional training, presented on the 26th of May, 1893, should be amended by striking out the last clause of paragraph (b) and replacing it by the following:—"These clauses are not to be interpreted prejudicially to teachers holding diplomas granted during or before the year 1895, within the delays prescribed by existing regulations for securing first-class diplomas."

Dr. Heneker reported progress for the sub-committee on the method of distributing the superior education funds. The sub-committee had met on the 12th of February in Montreal, but wished to consider the question again after more information had been laid before it. The sub-committee was accordingly continued, and is to report finally at the May meeting.

#### FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE C.P.I., FEBRUARY 22nd, 1895.

##### RECEIPTS.

Nov. 29, 1894.—Balance on hand.....	\$3,012.26
Feb. 22, 1895.—City Treasurer of Montreal, 55-56 Vict.	1,000.00
	<hr/>
	\$4,012.26

##### EXPENDITURE.

Dec. 1, 1894.—Salary of Inspector of Superior Schools.	\$ 125.00
Salary of Secretary.....	62.50
Cash on hand.....	3,824.76
	<hr/>
	\$4,012.26
	<hr/>
Contingencies debit balance,.....	\$1,539.68

R. W. H.

The Secretary read the interim report of the Inspector of Superior Schools, which was received. He then presented a list of names for deputy-examiners for the Central Board, when it was moved by Mr. N. T. Truell, seconded by the Reverend Elson I. Rexford, "That members of the Central Board of Examiners be not appointed deputy-examiners for the examinations for teachers' diplomas." Carried.

Moved by the Reverend Dr. Shaw, seconded by Mr. G. L. Masten, "That Mr. Rexford and the Secretary be authorized to appoint deputy-examiners to the places made vacant by the resolution just passed, preventing examiners in the Central Board being also deputy-examiners." Carried.

The next examination before the Central Board of Examiners was

fixed for the last week in June, and the following were appointed deputy-examiners for the several centres :—The Reverend Inspector Taylor, the Reverend J. P. Richmond, Inspectors McGregor, Parker, Hewton and Thompson, W. M. Sheppard, Esq., and the Reverends W. H. Naylor and J. Garland.

It was announced that the Dominion Educational Association would hold a convention in Toronto during Easter week, and that the Executive Committee of the Provincial Association of Protestant Teachers had recently passed a resolution asking this Protestant Committee to request School Boards to make such arrangements for Easter holidays as will allow those teachers who wish to do so, to attend the convention. It was resolved to accede to the request of the teachers. The Secretary was instructed to bring the matter before the School Boards.

Moved by the Reverend Elson I. Rexford, seconded by Mr. N. T. Truell, "That the head teachers of our superior schools be notified that in the examination in Scripture History in the model school and academy grades, in June next, the subject in each grade will be the same as in June, 1894." Carried.

There being no further business, the rough minutes were read, and the meeting was adjourned, to meet on the fourth Friday in May, or earlier, on the call of the Chairman.

GEORGE W. PARMELEE,  
Secretary.

Note.—Dr. Hemming dissented from the action of the Committee in proceeding with a consideration of the report of the sub-committee on text-books, and held that the whole matter should have been referred to a special committee, and that action should have been deferred until after the reception of a report therefrom.—G. W. P.

THE DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 10th March, 1895.

The next examination of candidates for teachers' diplomas will open Tuesday, 25th of June next, at 9 a.m.

The local centres, deputy-examiners and places of meeting are as follows :—

Local Centres.	Deputy-Examiners.	Place of Meeting.
1. Aylmer. . . . .	T. J. Symmes. . . . .	Academy.
2. Cowansville. . . . .	Inspector Taylor. . . . .	Academy.
3. Gaspé Village. . . . .	Rev. J. P. Richmond. . . . .	Schoolroom.
4. Huntingdon. . . . .	Inspector McGregor. . . . .	Academy.
5. Inverness. . . . .	Inspector Parker. . . . .	Academy.
6. Lachute. . . . .	G. F. Calder. . . . .	Academy.
7. Montreal . . . . .	I. Gammell. . . . .	High School.
8. New Carlisle. . . . .	W. M. Sheppard. . . . .	Court House.
9. Quebec. . . . .	W. Chalk. . . . .	High School.
10. Richmond . . . . .	Inspector Hewton. . . . .	St. Francis College.
11. Shawville. . . . .	Rev. W. H. Naylor. . . . .	Academy.
12. Sherbrooke. . . . .	Rev. Wm. Spearman. . . . .	Ladies' Academy.
13. Stanstead . . . . .	Inspector Thompson. . . . .	Wesleyan College.
14. Waterloo. . . . .	Rev. J. Garland. . . . .	Academy.

Candidates for elementary and model school diplomas may present themselves at any of these centres, but candidates for academy diplomas are required to present themselves at Montreal, Quebec, or Sherbrooke. They are required to make application for admission to examination to the Secretary of the Board (Geo. W. Parmelee, Quebec,) *on or before the first of June next*. The regulation requires only *fifteen days' notice*, and candidates giving such notice will, of course, be admitted. But as it is almost impossible to make all the preparations necessary on fifteen days' notice, candidates are earnestly requested to file their applications *before the first of June*.

Candidates will please note that *no applications will be received after the time prescribed by law, namely; the 10th of June*.

The applications of the candidates should be in the following form :

I.....(a).....residing at.....(b).....county of.....(c).....  
 professing the....(d)....faith, have the honor to inform you that  
 I intend to present myself at.....(e)..... for the examination for  
 ....(f)....diploma in June next. I enclose herewith (1) A certificate  
 that I was born at.....county of.....the....day of  
 ....18.. (2) A certificate of moral character according to the  
 authorized form. (3) The sum of.....dollars for examination fees.  
 (Signature).....

It is absolutely necessary that candidates follow closely this form of application. The special attention of candidates is therefore called to the following points in reference to the form : In the space marked (a) the candidate's name should be written legibly and in full ; much trouble and confusion is caused by neglect of this simple point—some candidates give their initials—some give a shortened form of their real names—some give one name in the application and a different name in the certificate of baptism. *Insert in the space marked (a) the true name in full, just as it appears in the certificate of baptism or birth, and in any subsequent correspondence or documents connected with educational matters in the Province give the same name in full as your signature.*

In the spaces marked (b) (c) give the post office address to which you wish your correspondence, card of admission, diploma, etc., mailed.

In the space marked (d) insert "Protestant" or "Roman Catholic;" at (e) insert the local centre ; at (f) the grade of diploma.

Three things are to be enclosed with the application :—

- (1) A certificate of baptism or birth, giving the place and the exact date of birth. Note that the mere statement in the application is not sufficient unless you have already sent a certificate when applying for another diploma. In such a case refer to the year in which the certificate was sent, or mention the date of your diploma. An extract from the register of baptism, or, when this cannot be obtained, a certificate signed by some responsible person, must be

submitted with the application. Candidates who are eighteen years old before or during the year 1895 are eligible for examination in June next. *Candidates under age are not admitted to examination.*

- (2) A certificate of moral character, according to the following form, must accompany the application: "This is to certify that I, the undersigned, have personally known and had opportunity of observing ..... (*Give name of candidate in full*) ..... for the ..... last past; that during all such time *his* life and conduct have been without reproach; and I affirm that I believe *him* to be an upright, conscientious and strictly sober man.

(*Signatures*) ..... (*Signature*) .....  
 ..... of the ..... congregation.  
 at ..... to which the  
 candidate belongs.

This certificate must be signed by the minister of the congregation to which the candidate belongs, and by two school commissioners, school trustees or school visitors.

As unexpected difficulties and delays occur in the preparation of these certificates of age and moral character, intending candidates will do well to get these certificates at once, in order that they may be in a position to make application at the appointed time.

- (3) A fee of two dollars for elementary and model school diplomas, and three dollars for academy diplomas, is to be enclosed with the form of application. Those who failed last year to receive any diploma are exempt from fees this year, but must send the usual application and certificate of character. Those who received a 3rd class elementary diploma are not exempt.

Upon receipt of the application with certificates and fees, the Secretary will mail a card of admission to the examination to each candidate. This card must be presented to the deputy examiner on the day of examination. Each card is numbered, and at the examination candidates will put their numbers on their papers, instead of their names. Great care should be taken to write the numbers legibly and in a prominent position at the top of each sheet of paper used.

In the examination for elementary diplomas, algebra, geometry and French are not compulsory; but, in order to be eligible for a first-class diploma, candidates must pass in these subjects.

Those candidates who received third-class diplomas last year with the right to receive second-class diplomas after re-examination in one or two subjects, must give notice in the usual way if they intend to present themselves for re-examination. Such candidates are requested to notice that their re-examination must be taken on the day and hour fixed for their subjects in the general scheme of the examination.

Any candidate who wishes exemptions on account of his actual or prospective standing in the A. A. examinations should, if possible,

give at the end of his application the number under which he wrote. If exemptions are not asked for they cannot be given. A certified list of exemptions will be sent to each deputy examiner and if the results of the A. A. examinations are received in time to each candidate who is entitled to exemptions. See regulation 41 in the new edition of the Manual of School Law.

Send fees by post office order if possible. When several candidates can conveniently do so, they should send their fees in one order and the applications &c. in one envelope, for the sake of safety and economy.

The following are the subjects and the order of the examination for the three grades of diplomas :—

	Elementary.	Model.	Academy.
Tuesday, 9-12,	{ Reading, Writing, Dictation ; Arithmetic.	Reading, Writing, Dictation ; Arithmetic.	Reading, Writing, Dictation ; Arithmetic.
Tuesday, 2-5.	{ Grammar and Composition ; Literature.	Grammar and Composition ; Literature.	Grammar and Composition ; Literature.
Wednesday, 9-12.	{ History, Scripture and Canadian ; Geography.	History, Scripture and English ; Geography.	History, Scripture and English ; Geography.
Wednesday, 2-5.	{ Drawing ; Art of teaching. Book-keeping ;	Drawing ; Art of teaching. Book-keeping ;	Drawing ; Art of teaching. Book-keeping.
Thursday, 9-12.	{ Physiology and Hygiene ; School Law.	Physiology and Hygiene ; School Law.	Physiology and Hygiene ; School Law.
Thursday, 2-5.	{ Algebra ; Geometry.	Algebra ; Geometry.	Algebra ; Geometry.
Friday, 9-12.	{ French.	French.	French.
Friday, 2-5.	{ .....	Botany.	Botany.
Saturday, 9-12.	{ .....	Latin.	Latin ;
Saturday, 2-3½.	{ .....	.....	Roman History ; Grecian History.
	{ .....	.....	Greek ;
	{ .....	.....	Trigonometry.

Candidates should examine carefully the syllabus of examination, copies of which may be obtained from the Secretary.

NOTES.

The Dominion Educational Association will hold its second meeting in Toronto on the 16th, 17th and 18th of April next.

At the request of the Executive Committee of the Provincial Association of Teachers, the Protestant Committee recommends that all



School Boards in this Province make arrangements so as to permit teachers to attend this important gathering in Easter week.

On account of the distance and expense, it is probable that but few of our teachers will care to go, but it is hoped that such as wish to go may have every facility offered.

### TEXT-BOOKS.

The Protestant Committee has now under consideration the regular quadrennial revision of the list of authorized text-books. This revision is demanded by law. Although the list is now nearly complete, the changes recommended are very few, and have been made only after a full consideration of their effect upon the efficiency of the teaching, upon the parents who buy, and the merchants who sell the books. Final action will be taken in the revision at the May meeting, after which the list will be published, and will show that all interests have been carefully considered.

### FIRST CLASS DIPLOMAS.

In consequence of the action taken by the Protestant Committee at its last meeting, every teacher in charge of a department in a model school or an academy, must hold a first class diploma after 1895, except those whose second class diplomas were issued in 1895 or previously. The holders of the list named diplomas will be exempt from the proposed regulation for five years from the date of their diplomas, if elementary or model school, and for ten years if academy. The Normal School diplomas are all considered first class.

A summary of the minutes of the last convention of the Protestant Teachers' Association of the Province of Quebec, is in hand, but is crowded out of this issue. It will appear in April.

In the April number, a list of the municipalities that have subscribed this year for the "Record," will be given, as well as the amendments to the school law which have been passed during the last two sessions.

### NOTICES FROM THE "OFFICIAL GAZETTE."

His Honor the Lieutenant-Governor has been pleased, by order-in-council dated the 25th of January last (1895), to detach from the school municipality of Saint Anselme, in the county of Dorchester, lots numbers 372, 373, 374 and 375, of the cadastre of the parish of Saint Anselme, and to annex them to that of Saint Gervais, in the county of Bellechasse, for school purposes. These lots are now the property of George Bilodeau.

This annexation to take effect only on the 1st of July next (1895.)

23rd January.—To appoint John Hamilton, Esq., school commissioner of the Protestant Schools for the city of Quebec, to replace William Wurtele, Esq., whose term of office expired on the 30th of June last, 1894.

21st February.—To appoint Mr. Julien Seguin, school commissioner for the municipality of Le Tres Saint Redempteur, county of Vaudreuil, to replace Mr. Napoleon Campeau, absent.