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# THE EDUCATIONAL RECORD

OF THE  
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## Articles : Original and Selected.

### HOW TO INCREASE THE EFFICIENCY OF OUR ELEMENTARY SCHOOLS.\*

The question asked implies on the face of it that our elementary or district schools, as they are called, are not as efficient as they might be or even as they should be. Let us then, in the first place, try to point out where, in our judgment, these schools are defective, and, as we pass along, possibly the remedies will suggest themselves. First, the district school house is far from what it should be, both as to convenience and comfort. Located close to the dusty highway, on some barren, sterile, rocky corner of somebody's farm, the site donated to the school board because it was good for nothing else; not a tree or shrub (we would not presume to add or flower) to beautify or render the place attractive; with no playground but the public road and outbuildings that are a disgrace to decency and civilization. So much for the outside of the district school house. The interior cannot better be described than in Whittier's immortal lines:—

“Within the master's desk is seen,  
Deep scarred by raps official,  
The warping floor, the battered seats,  
The jack-knife carved initial.  
The charcoal frescoes on the wall,  
The door's worn sill betraying  
The fact that creeping slow to school  
Went storming out to playing.”

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\*A paper read by J. A. Tomkins, Esq., Sec.-Treas. of the School Commissioners of Granby, before the Teachers' Convention at Montreal, October 22nd, 1891.

And I may add the "battered seats" might well be preserved as relics of the inquisition of the nineteenth century, for shambles and stocks were comfortable positions compared with sitting all day on the straight-back, ill-fitting benches of most district schools. As a remedy for this, the department have already done much to improve the condition of things, but let them go further still and provide plans and specifications all complete for school houses to cost from \$500 to \$1500. A book of designs is all very well, but in rural parts architects are not numerous and school architecture does not often come in the way of the country builder. Let the department insist that these plans shall be carried out according to the financial ability of the district, and that all new buildings shall conform to them both as to building and equipment, and the old ones be made to do so as speedily as possible. Let at least half an acre be laid out in school grounds, planted with trees and kept neat and attractive. Let the health and comfort of the pupil be the first consideration, and though there may be some grumbling on the part of the ratepayers, grumbling is proverbial with them, and while complaining of the department and school board, the crops and the weather will be having a rest.

Next, the teacher. This I am aware is dangerous ground, and, as I look around on these bright and intelligent faces, one would be exacting indeed who would venture to suggest any improvement in this direction. But let us analyze the subject a little. Of what is the average district school teacher composed? Of flesh and bones as we are, it is true; but how is she fitted for her work? A few years at some other district school, then a few months at the village academy, then a second or third class diploma before some local board of examiners, and she takes up the most responsible and God-given task it is possible to perform, that of training the young mind, moulding the character and shaping the destiny of the youth of the land, the future fathers and mothers of our nation, for good and ill. But alas! instead of entering upon this work with this high purpose before her, is it not too often the fact that her object in teaching is to find occupation for a few months or years, as the case may be, until *her* destiny comes along and she shall set up a school of her own. Well, I am at a loss to suggest a remedy for this. We could not wish that all lady teachers should remain in single blessedness for the sake of teaching. If such had been the law, my own home would have been deprived of one of them, but I do think that those entering upon this work should do so from a love of it and should be specially fitted and

trained for it. We would not think of employing in our homes a surgeon who had never walked the hospital wards, then why should we place our children, for the greater part of the tenderest and most susceptible portion of their lives, under the care and supervision of teachers devoid of experience or special training for the work.

These Conventions are a grand step in the right direction, and, were it possible, the committee or department should insist on every qualified teacher not only attending regularly but taking a normal course of training as well.

The remuneration of the teacher. We all know it is too small, far too small, in consideration of the services we *ought* to receive in return. The district school teachers should receive at least fifteen dollars a month after paying for their board. The department very kindly fix the salaries of the secretary-treasurers, why not fix those of the teachers as well. For when times are hard and competition is great, and teachers are plentiful, school boards are not apt to advance salaries very much. Let the salary be reasonable, if not generous, and then let the standard of the teacher be raised accordingly, thus teaching will become a profession and will not be brought into competition with other kinds of labor; its market will not be glutted from the mistaken notion that it is easier work, less menial, and can be undertaken by almost anybody with very little study, trouble, pains or brains.

The course of study. This is a vexed question and one that gives rise to a good deal of complaining in our streets. As I am not dealing with the higher schools I shall pass over the Model and Academic course, the Elementary course being moreover, to my mind, the most important of the three, because too often it is the only one to which the large majority of the children of the land, especially the farmers' sons, have access, the colleges and the higher schools being frequented mostly by the favored few. This is why the elementary school should be made as efficient as possible, the best teachers to be obtained employed, and the course of study made as comprehensive and profitable as may be. It should contain everything in a general way that is necessary to conduct the ordinary affairs of life. Business principles and the science of agriculture, some knowledge of physiology and hygiene should be taught, while history, philosophy and science, should not be entirely discarded. The day for teaching simply the three R's in our country schools has passed away, and while we would not expect pupils to be rooted and grounded in all these subjects, still there should be

simple and easy text books that would impart at least the rudiments of these branches.

School inspection. Doubtless the School Inspector performs his duties as well as it lies in his power to do, and as far as I have known them, personally I have found them faithful, earnest men, who were anxious to promote the welfare of the teacher and progress of the school. As I have already said, they doubtless do their duty well so far as it is given them to do, but the circumstances and conditions of things are against them. If school inspection is necessary, let it be done by some one who has, to a certain extent, a constant supervision of the schools, say the teacher of the local Academy, the clergy of the vicinity, or some one who would be in a better position to judge of the progress or otherwise of the school, or let the inspector's visits be more frequent, till he becomes thoroughly acquainted with both teachers and scholars, and the parents too.

Lastly, I reach the Department of Public Instruction, or rather the Protestant Committee of that department. I notice, though, in passing, that I have omitted to mention an important body connected with our elementary schools, the board of School Commissioners. Well, being rather intimately associated with certain boards, perhaps the less said of them in the way of criticism the better for me. However, school boards are not perfect, but being more directly under the control of the department than any other part of the educational ship, they being the rudder, while the department is the helm which governs their movements and shapes their course, consequently the department is responsible to a certain extent for their acts, and, so far as my experience goes, I have found them at all times ready to carry out the suggestions and second the efforts of the department in all things. The department I think have made great improvement in this work in every direction, and the Protestant committee, under the able and efficient direction of their late secretary, have accomplished a grand work in rendering the school system of the province in many respects second to none; but let them not weary in well doing; let them not be content to rest on the laurels earned in the past. There is still work to do, Mr. Chairman. While I advocate better buildings, better teachers, higher salaries, I also plead for larger grants, especially to our common schools. Help those who help themselves is a good motto. A few years ago, in making up the secretary's report, we had to make a solemn declaration that the amount raised by taxes for school purposes was equal to the government grant. I propose that we reverse the order, and

that, with the cheque for the grant, we receive a certificate from the department that the amount is equal to at least one-tenth of the amount levied by assessment.

Before I close, permit me one word to the teachers, the elementary teachers present here to-day. Your work, if not a labor of love, is indeed a wearisome task. The dull round of your time-table, day after day, has not much in it that is poetical or beautiful.

“ For it seems such an endless round,  
Grammar and A, B, C,  
The blackboard and the sums,  
And the stupid geography.

But if your heart lies in your work, if a love of childhood prompts you to your task, then, as you think of the grand possibilities which lie before you, as you look upon the dull, uninteresting faces, perhaps, of the little ones around you, and think how, under your instruction and guidance, they may develop into the grand men and women of the future, then you will find yours is no irksome task. Strive ever to instil true principles and a high sense of honor into their hearts and minds, and then

“ When the lessons and tasks are all ended  
And death says the school is dismissed,”  
You can lay aside the ruler, book and pen,  
Feeling your life-work has not been spent for nought,  
Nor your labor been in vain,  
“ Without haste! Without rest!  
Bind this motto to your breast,  
Through storm and sunshine guard it well,  
Bear it with you like a spell.  
Haste not, rest not! calmly wait,  
Meekly bear the storms of fate,  
Duty be your polar guide,  
Do the right, whate'er bestride,  
Haste not! rest not, conflict past,  
God shall crown your work at last.”

### **Editorial Notes and Comments.**

—An old schoolmaster used to compare the school year to a circle with two bits taken out of it, the midsummer holidays and the recess at Christmas, but though he was willing enough to joke over his simile at the recurrence of every gap, he was never known to speak of his year as a “weary round.” In extending our congratulations to our readers at this season of the year, in presence of the teacher’s duties for the half-year already accomplished, we trust we address those who have come to look upon the task of teaching as anything but a weary round. The Christmas recess, as a refreshing halting place, comes as a special

blessing to the teacher, and in extending the hand of fellowship at this, the season of expressing "good-will towards men," we trust that the encouragements they have met with in their work since the summer months will outweigh any forebodings they may have of difficulties to come when the school re-opens after Christmas. The praise of men is a reward that comes to but few in this world, and as it seems to be measured out mostly to those who can flatter the weaknesses of mankind, the teacher need not regret its loss, in face of his or her own earnest endeavours to improve mankind. The exaltation of the office in general terms is a favourite theme in the mouths of those who find such lip-exaltation serviceable to their own advancement: let us hope that the time is approaching when some true friend of the teachers of our province will step forward and advocate the pecuniary improvement of a position which comes in for such a large share of commendation in the abstract, as the old schoolmaster would say. Meantime we sincerely wish all our readers a pleasant holiday season.

—The letter which appears elsewhere, as addressed by Mr. Hubbard to the *Sherbrooke Gazette*, is worthy of careful consideration; and yet it must be said, that these facts have been before the public ever since the Course of Study was framed. The editor of the *Gazette*, by way of reply to Mr. Hubbard's plain statement of facts, asks him to explain why there exist so many complaints. "Mr. Hubbard," the editor says, "should be from his position as school inspector, and doubtless is, well-acquainted with the working of our elementary system, but we feel sure that if he could carry out his real sentiments as to the mode of teaching, the qualification of our teachers and the text books prescribed by the Protestant Committee of Public Instruction for use in our elementary schools, he would be able to suggest many important changes and improvements in these particulars referred to. But if things are working as well as Mr. Hubbard would intimate as present, how is it that we have so many complaints from all over the country of the inefficiency of our elementary school system?"

A query of this kind involves a more serious investigation into the workings of our school system than either Mr. Hubbard or the editor of the *Gazette* is in our opinion inclined to demand; and it is, as far as we can judge, an injustice to blame either teacher, parent, or inspector for a condition of affairs which has given rise to the complaints that are to be heard on all sides. When complaints arise people are prone to look for a scapegoat, while the blame may rest altogether upon the system itself and

the fundamental fallacies upon which it rests. Mr. John Whyte, in his sensible address before the Teachers' Convention, pointed out several of the difficulties which lie in the way of making our elementary schools as efficient as elementary schools ought to be, classifying these as difficulties all but insurmountable, and obstacles which may in time be overcome. Of the insurmountable difficulties, he mentioned our sparse population and our dual system, of the others he referred to our insufficient inspection and our untrained teachers. At the same Convention, the Rev. Mr. Taylor pointed out the insufficiency of the grants, while the paper read by Mr. Tomkins has laid the whole question of "How to Increase the Efficiency of Our Elementary Schools" before the public. In presence of what these gentlemen have advanced, we cannot but think that the defects in our system are fundamental; and before the public can lay the blame upon any part of the administration, they must be made acquainted with all the facts of the case. These facts the EDUCATIONAL RECORD has been endeavouring to place before the public from time to time, and we trust that the spirit of enquiry at present awakened in the province will not rest until all the facts are calmly examined or re-examined. The spirit of the age seems to be born of man's inherited tendency to find fault. In criticism the negative attitude precedes the positive: *it ought not to be* is father to the fiat *let it be otherwise*. All fault-finders, however, are not of the faith that longs for improvement. The co-ordination of their complaining is no doubt a great social force, but there is in it no germ of progress until the desire for advancement comes into play. The spirit of true progress is a spirit of rectification. The man who never rises beyond the mere raising of an objection is a fool for his pains. The pioneer is born of better stuff: he has in most instances to complain against himself; he has to make of his own mistakes the rungs that lead to success. And thus it is that true progress is to be found only in the age that dares to own up to its own mistakes, in such an age as ours, in which the system that is above criticism, on account of this man's smile or that man's frown, will soon have no place. The dogmatism that thinks to crucify criticism is about to be out of date, whether that dogmatism arises from the prejudice of professionalism, the ridicule of the many who care not, or the prestige of caucus foresight in its own behalf. Even the smile of the syren is but a fleeting influence, when in the song of the syren there is once detected the discordant note of self-seeking. And hence it is, with the spirit of the age for their protection, the people of the



province, in their aim to make of the present system more than it is, should arm themselves with the facts of the case, in order to find out whether we have been endeavouring to accomplish an impossibility, namely to build up an efficient system of elementary instruction on an insufficient foundation. The writer has frequently pointed out, in anything but a spirit of cavil, some of the fundamental defects upon which our system rests, and these have been further emphasized, as we have seen, at the late Convention. These fundamental defects are insufficient grants, inadequate supervision, and untrained teachers; and until the people come to their senses, and, instead of raising complaints against secondary matters, rise in their might and demand an increased subsidy for our elementary schools, an increase in the number of inspectors, and the utilizing of our Normal School in such a way as to place within a given period, say four or five years, all our schools in the hands of trained teachers, having due regard of course to the vested rights of our present teachers, all attempt at administering the present system will be more or less futile.

—Dr. Mowry has lately been examining the problem, "Do our Schools Meet the Demands of Practical Life?" and we lay his remarks on "What is Education?" before those of our readers who may be inclined to divide the subjects in the Course of Study into practical and "unpractical." The school-house, as he says, is the place where an education is obtained; the school teacher is the person who aids the pupils in securing an education. The object of the school is not that they may acquire information. It is not that they may secure knowledge. It is not that they may learn to read, write, and cipher; it is not primarily to store the mind with facts or principles which may be useful in after life. One may go to a commercial school and learn the art of book-keeping, and yet, possibly, not acquire thereby the principles of an education. If, however, he studies the science of book-keeping, and from it derives the method, he may in this way add to his true education. . . . The object of the schools is then not, primarily, to aid a boy or a girl in getting a living, in earning a livelihood. Hence the schools are not to teach trades, and even the most ardent advocates of Industrial Education in the public schools are understood to have receded already from the position that the schools should teach the elements of trades because they will prove useful to those learning them. To-day, the leading advocates of Industrial Training in connection with our public school system base their advocacy of it upon the educational power of Manual Training.

The expression to-day is not 'the training of the hand and the eye,' but the 'training of the mind through the hand and the eye.' . . . . If the above reasoning be correct, then, it will follow that the question which is so frequently heard, 'Will this study or that study help the boy to get a living?' is not the true question to be asked. In this country, in the present condition of society, with all the various avenues of industry open, even to every child, there is no difficulty in earning one's bread. Absolute poverty is unnecessary in this country, except from crime and from unusual misfortune. . . . . The question should rather be, not what will aid the child to get a living, but what will aid him to become a man; what will best conduce to develop the mind of the boy into the higher type of manhood, and the girl into the best and highest womanhood."

—The above statement of the educationist's standpoint has been enunciated much in the same way ever since the "New Education" was born. And yet Dr. Mowry must know that people will not believe in such a doctrine, however clearly it may be enunciated. For example, Grant Allen continues to say, in the tones of the popular cry, "It is unfortunately impossible to educate our educators. Two grand errors still pervade all their thinking: First, that mental training is more important than knowledge, second, that useless things train better than useful things. The best kind of training is the acquisition of knowledge, and the knowledge itself is more important than the mental gymnastic of obtaining it." Nor is the editor of the *Sherbrooke Gazette* behind hand in his thoughts upon this question:—

"We are inclined to think that it is not the parents who wish their children placed in higher grades than their attainments warrant, but that it is the teachers, who, for the sake of showing how many marks their pupils can obtain in the examinations, crowd pupils forward and give a mere superficial smattering of too many subjects, more theoretical than practical, more showy than useful."

—In the above, there is an impartial presentation of the case from the two opposing standpoints, and it is for our teachers and educationists to examine themselves in this matter to see whether there is, in their advocacy of the former definition of education, any of that prejudice of academic professionalism which stands as the blindest of all forms of conservatism. The majority in this case is evidently against them for the time being, and though the majority is as often in the wrong as in the right, yet the voice of the people is seldom for long altogether

in the wrong. There is generally some wool to their cry, and though Dr. Mowry's definition of education is the only definition that can ever be accepted, yet as he says: "The definition, aim, and design of education as here given should not blind us to the fact that our free schools are public institutions, and hence depend upon popular vote and popular will. Whatever the majority of the voters wish put into the schools will be put into them. Whatever they wish left out will be left out. Moreover the instincts of the people are frequently more nearly right than their logic may be. So, doubtless, we shall find that many things for which a public clamor is created will be found, possibly, contrary to the reasons on which they base their demand, after all, right and best, and to be desired, even in accordance with the highest principles of psychology and pedagogy." And in trying to find a mean between the views of our educationists and the desires of the people, we have only to read what the *Sherbrooke Gazette* declares the people want. "What we contend for," says that journal, "is that instruction in all of our educational institutions should be devoted more than formerly to such subjects as will be found calculated to prove useful in future life; and when our youth can only give a limited time to study, their time should be spent on those branches they will find necessary in attending to their daily avocations hereafter—that is, a more practical education than theoretical—the latter being soon forgotten, not being required for practical, steady use."

—In such a statement of the case as the above, the question of the curriculum in our Superior Schools is directly impugned, while the condition of our elementary schools is for the moment separated as a distinct issue. Mr. Hubbard in his letter says, "if parents will persist in crowding their children, who ought to be in the elementary schools, into the classes of the Model Schools and Academies, they must not be surprised if they find them overworked." In other words, Mr. Hubbard blames the parents, and the *Gazette* blames the teachers, just as Judge Lynch has blamed the Protestant Committee and their administration of the law. It is more than a marvel that no one has thought to blame the School Commissioners, since they, as a general thing, are no less eager to accept a large grant than the Protestant Committee are willing to bestow one, or the teachers to earn it. As has been said, the people in a complaining mood are sure to find some scapegoat or other, on whom they may lay as a load the errors of their indignation. In this case, however, the blame, if blame there be, is altogether impersonal, and in our

next issue, we will try to trace the history of our present system of examination, in order that the people may see where the proper remedy is required.

—The *School Journal* of New York, one of our most welcome exchanges, has in its Christmas number referred to the question of what the school ought to be. "The turning round of the wheels of time brings curious changes. It is marvelous now to look back fifteen years, or even ten, and mark the changes that have been initiated in educational thought. The aspect of things is a good deal different. 'Go to school and learn your lessons,' was the educational maxim for fifty years, as pertained to the pupil. It is now, 'Go to school and be everything that is manly and upright, and strive to understand your surroundings.' Herbart's immense influence in Germany has been felt here and reinforced that of Pestalozzi in demanding that character be the object of the teacher and that no lesson be given in which a real ministry to the growth of the child was not apparent. This has led to searching enquiries and the arithmetic 'fetich,' as Prof. Francis Walker calls it, must follow the grammar 'fetich' which once was enthroned on high in the school-room. The pupil's highest good must stand paramount; that is the new maxim. What is the highest good? Jesus said, 'Seek ye first the kingdom of God'; Pestalozzi and Herbart both repeat this in a different form. Cause growth into character by means of the school-room exercises." And again, "Pestalozzi says, 'I believe that the first development of thought in the child is very much disturbed by a wordy system which is not adapted to his faculties or to the circumstances of his life.' This statement, plain as it may seem, and consented to as it is by all thinking educators at this time, has demanded one hundred years of debate by school-masters. The book has been over-valued, not only as a means of education, but it has caused us to define education wrongly; so much learned from the book and you are educated. There is progress because a study of Pestalozzi has been begun by teachers. And it is all the more pity that those who seek the perversion of the school in their moods of public declamation should not go to the same source to find for themselves what the true function of the school is.

### Current Events.

—The library of McGill College has recently been enriched by the gift from Mr. W. C. McDonald of two hundred and

ninety-five volumes, comprising leading works upon electrical science, as applied to industrial uses, by English, French and German authorities. The gifts to the library of this university during the last quarter have numbered in all five hundred volumes, exclusive of pamphlets. Prominent amongst the many donations may be noticed one from Mr. Peter Redpath of one hundred and twenty-nine volumes. The library is fast becoming of great value and use to the many students. Baron Ferdinand Von Muller, of Melbourne, has given a collection of Australian plants.

—About three hundred gentlemen sat down to the last annual dinner of the Medical Faculty of McGill in the St. Lawrence Hall. It was one night in the year for the students, and they made the most of it. They were nothing if not loyal to old McGill, and enthusiastic in the reception of their favorite professors and friends. It was a thoroughly enjoyable evening, and resembled a happy family gathering at Christmas-tide. The majority of the speeches were of a happy nature and principally of a technical character, but everybody present seemed to pass an enjoyable and profitable evening around the festive board.

—Bishop's College, Lennoxville, is having prosperous times. It is gratifying to know that subscriptions sufficient to complete the Divinity House by finishing the ten students' rooms in the space left vacant on the third floor have been forthcoming during the recent vacation, and friends of the College are earnestly urged to make known the large proportionate increase in accommodation thus to be afforded for residents in the university, in both the faculties of arts and divinity. Steps are being taken to provide for the loss of the chapel at the time of the disastrous fire last year. Subscriptions are coming in for the re-building of this most necessary adjunct to the College.

—Morrin College, Quebec, is enjoying one of its most prosperous years. The number of undergraduates is larger than at any previous time in its history. The staff has been re-organized, and we hear that the prospect of further endowment is all but assured. The students held their annual *Conversazione* on the evening of the 10th of December, and the proceedings were of the most enjoyable character.

—Of our schools we have to report that the Academy of Cote St. Antoine has been closed for a week or two on account of diphtheria, which, we regret exceedingly to say, carried off two

of the little ones in the primary department. The classes have been resumed, though they are still deficient in numbers. We trust all will be well again after the Christmas holidays. The Berthier Grammar School has increased its numbers this year and is in an improved condition in nearly every respect. Lachine Model School is also well attended.

### **Literature, Historical Notes, etc.**

University Extension, as a mode of popular culture, has entered on a new phase within the past few weeks. The "Canadian Association for the Extension of University Teaching," which was organized just a fortnight ago, bids fair to become an active and important educational force in the Dominion. Sir Donald Smith has promptly accepted the presidency of the association, and L'Abbé Laffamme has with equal promptitude and cordiality accepted a vice-presidency. This gives the Province of Quebec a fair degree of prominence in the executive direction of the society's affairs. No doubt when the Council of the Association meets in January next, both McGill and Laval Universities will be found represented by able educationists, some of whom will be chosen members of the Executive Committee. By a cautious stipulation inserted in the constitution, the Council must place only University men on the Committee, and as the membership of the latter body is not fixed as to maximum, each of the great universities, if not each university, is sure to be represented on the Committee as well as on the Council. The feeling at the late Conference was strongly in favor of maintaining as high a standard of teaching and examination as possible, so that the working of the scheme may not tend to bring any discredit on the term "university," which has been conventionally appropriated to it. Any such result would be as fatal as it is uncalled for. While the majority of those who attend extension lectures must, for a time at least, be contented with the lectures alone, there will always be a few who desire to take the class work, write the prescribed exercises, and pass the final examinations. The certificate, which is based on the class work and examinations jointly, should from the beginning mean something in the public view, and with passing years it should come to mean more and more in the way of work done and standing secured. Those who take a despondent view of the future of the "extension" movement should remember that extension work has for some years past been done in different parts of this province

and elsewhere in Canada without formal recognition, and that such recognition as the Association will soon be able to extend to it will undoubtedly give it a stimulus. In Ontario alone, and within our own knowledge, extension work of a very genuine kind is now a progress in Ottawa and Hamilton as well as in Toronto. Here it is carried on by at least five different local organizations this winter, and no doubt this number will be increased after New Year. It is not at all improbable that half a dozen or more written examinations may be asked for in Toronto alone before spring. One of the courses in this city is given in the history of English literature in Association Hall under the auspices of Trinity University. Another is given in the same "local centre" in Shakespeare's "Merchant of Venice," under the auspices of the Young Men's Christian Association, and as part of its regular educational work. A third is given in economic science in the Canadian Institute building, with the consent, though not otherwise under the auspices of the Scientific Society, which owns it. A fourth is given on Saturday afternoons to public school teachers in one of the Normal School lecture rooms, the subjects being Shakespeare's "Merchant of Venice" and prose essays by Mr. Lowell and Mr. Gladstone. The fifth of the courses referred to is in Tennyson's Arthurian poems, including the "Idylls of the King," the "Lady of Shalott," "Sir Launcelot and Queen Guinevere," and "Sir Galahad," and it is given as the regular weekly work of a literary society in one of our churches. There are two courses going on in Ottawa, one in Literature and one in Political Economy, under the auspices of Queen's University. The one that I know of in Hamilton is in Shakespeare's "King Lear," and it is given by the Young People's Christian Association. These are for the most part free, or nearly so, to those who take advantage of them, and therefore their success does not prove that it would be possible to make extension classes anything like self-sustaining. It proves, however, that many people can be drawn into taking an interest in such subjects, and with a large proportion of those who take advantage of these courses the fees is a matter of comparatively little importance. For the present year not much may be possible outside of large cities, but a good beginning may, and probably will, be made in them. It has taken the movement twenty years to reach its present proportions in England, but it will now go on and increase. It has been introduced under very favorable conditions into the United States. Canada cannot afford to ignore it, or decline to give it a trial, and a fair trial it will probably have.—*Witness.*

## THE STOIC'S (CHRISTMAS) CHEER.

(Horace, Book I. Car. 9.)

See yonder stands the mountains white  
 With snow-wreaths deep ; the tottering trees  
 Can ill sustain their heavy weight  
 With biting frosts the rivers freeze.  
 Drive out the cold beyond the hearth  
 By freely heaping faggots on,  
 More bounteously the wine bring forth  
 That's lain four years in demijohn ;  
 And leave the rest the fates to mind,  
 Since hoary oak nor cypress shakes  
 Whene'er they pacify the wind  
 That with the sea hot quarrel makes.

## REPORT OF SUB-COMMITTEE ON THE DISTRIBUTION OF GRANTS.

*To the President and Members of the Provincial Association of Protestant Teachers:—*

We, the undersigned, members of the Sub-Committee appointed to consider the question of the Distribution of Grants, beg leave to submit the following scheme for the consideration of the Teachers in Convention assembled.

## UNIVERSITIES.

A sum, not exceeding one-third of the total amount annually distributed by the Protestant Committee for superior education, may each year be divided between the Universities of McGill College, Montreal, and Bishop's College, Lennoxville, in the same proportion as at present.

## AFFILIATED COLLEGES.

The total sum annually granted Affiliated Colleges shall not exceed one-third of the amount granted to the Universities, and shall be distributed to the Affiliated College, subject to the following conditions :

(1.) No Affiliated College competing with the schools under the control of the Protestant Committee shall receive a grant greater than that paid to any individual academy. The amount of such grant to be determined in the same way as that made to Academies.

(2.) Each Affiliated College, not competing with the Academies and fulfilling the requirements of affiliation, may receive an annual grant of (\$400) four hundred dollars, and in addition



a bonus for every *bona fide* matriculated student that shall have passed the sessional examination of the University with which the College is affiliated. The amount of this bonus to be determined as follows :

The average Academy grant to be taken as a basis. The total bonus to be divided by the number of pupils who have passed the June examination, the quotient (being the rate per pupil in the Academies) to be multiplied by two (2).

The bonus per student in the Affiliated Colleges will thus be twice that per pupil in the Academies, and its grant twice the Academy grant.

If there should remain a surplus after these bonuses and grants have been assigned, it shall be distributed between the Universities, Academies and Model Schools as follows : one-third to Universities, three-fifths of remainder to Academies, and the residue to the Model Schools.

#### ACADEMIES AND MODEL SCHOOLS.

The grants to Universities and Affiliated Colleges being thus provided for, the amount remaining to be distributed as follows : Three-fifths to the Academies and the Special Schools that rank as Academies and two-fifths to Model Schools and special schools that rank as Model Schools.

The following is recommended to determine the relative standing of the different schools and consequently the amount of their bonuses :

1. Grand Total of Marks.
2. Average of the Percentages per Grade.
3. Percentage of those enrolled who presented themselves for examination.
4. Percentage of passes, reckoned on those who presented themselves for examination.
5. Average of percentage of those presented who passed in Geometry, Algebra, Latin, French, English and Greek or a subject in Natural Science.
6. General excellence of examination and of schools, as shown by reports of the Inspector.
7. Average number who passed in subjects of Sec 5.

Each of the above to have a maximum value of one hundred marks.

In considering the bonus, no material diminution should take place on the result of one year's work, unless an extraordinary falling off in marks should be shown and not accounted for by circumstances outside the management of the school.

It is the opinion of the Sub-Committee that the method recommended by the Protestant Committee for determining the equipment grant will be found satisfactory.

It is recommended that the grant to each Academy be \$200, and to each Model School of the first class \$100.

The Sub-Committee is of the opinion that the adoption of the method herein recommended would determine, with justice and accuracy the relative merit of each institution, and the amount of public money to which it would be thus entitled.

R. J. HEWTON, *Convener.*

A. W. KNEELAND.

G. L. MASTEN.

### Practical Hints and Examination Papers.

#### MODEL SCHOOL DIPLOMA.

*French.—Two hours.*

1. Traduisez en anglais un de passages suivants :—

(a) Un Indien qui n'a pas eu de succès dans sa chasse, erre dans le voisinage d'une plantation en Virginie. Il s'approche de cette plantation, et voyant le propriétaire assis à sa porte, il lui dit qu'il a grand faim et lui demande un morceau de pain.

(b) Un berger des montagnes de l'Écosse amenait souvent son petit garçon de trois ans quand il allait visiter ses moutons. Un jour, il découvrit que deux ou trois d'entre eux s'étaient égarés et il se disposa à aller les chercher en laissant son fils avec le chien.

2. Nommez les adjectifs démonstratifs et indiquez leur emploi.

3. Traduisez et mettez au féminin les adjectifs suivants : big, white, first, lively, happy, Christian.

4. Quelle est la position du pronom sujet? Exemples.

5. Écrivez le Présent Indicatif et le futur simple de *finir*, *aimer*, *perdre* et le passé indéfini négativement de *recevoir*.

6. Traduisez en français :—

How is the weather to-day?

They do not hear us.

We shall have much pleasure.

You have done nothing this morning.

It is not I, it is he.

The garden has lost its beauty.

*Algebra.—1½ hours.*

1. A rectangular room is  $x$  feet long,  $y$  feet wide, and  $z$  feet in height. Find: (1) area of the walls, (2) area of walls, ceiling and floor, (3) the volume of the room.

2. (I.) Multiply  $y^2 - 2y^2 + 3y - 4$  by  $y^2 + 2y^2 + 3y + 4$ .

(II.) Divide  $3x^4 + 14x^2 + 9x + 2$  by  $x^2 + 5x + 1$ .

3. Resolve into elementary factors:—

$$(I.) ab + ax - bx - x^2.$$

$$(II.) x^2 + 4x - 45.$$

$$(III.) 1 + 4y^2 + 4y^4.$$

$$(IV.) x^6 - y^6.$$

4. Find the H. C. F. of  $15x^2 - 18xy + y^2$  and  $40x^2 - 3xy - y^2$ .

5. Solve the equations:—

$$(I.) (x + 7)(x - 3) = (x - 5)(x - 15).$$

$$(II.) \frac{x + 5}{7} = \frac{x + 2}{4} - \frac{x - 2}{3}.$$

6. The sum of the ages of a father and son is half what it will be in 25 years; the difference is one-third what the sum will be in 20 years. Find the respective ages.

*Geometry.*— $1\frac{1}{2}$  hours.

1. Define:—"Plane Surface," "Diameter of a Circle," "Rectilinear Figures," "Square," "Parallel Straight Lines."

2. In how many ways may plane triangles be classified? Classify them in each way you mention.

3. If two angles of a triangle be equal to one another, the sides also which subtend, or are opposite to, the equal angles, shall be equal to one another.

4. If two straight lines cut one another, the vertical, or opposite, angles shall be equal.

5. The greater side of every triangle has the greater angle opposite to it.

#### LANGUAGE.

Children must think well before they write well.

Children should have something to say before they talk.

Children talk best about what they see.

Children will talk about what they wish more readily than about what you wish them to talk about.

Children will talk with each other better than with you.

Children use all parts of speech of their own account before they are four years of age.

A child's vocabulary will grow as fast as he has any desire to use it.

A child will talk fast enough if you let him talk as he wants to.

When a child can write easily he likes to write.

The aim to have the child make perfectly formed letters, by drawing the lines in the letters, makes it practically impossible for them to enjoy writing.

Never teach penmanship in connection with early composition writing. A child's attention must be upon his thought rather than his pen.

The correct formation of the letters must be established by his penmanship lessons.

There must be much and frequent writing before it will be enjoyable.

Written language work should be incidental rather than formed, a luxury instead of a task.—*The American Teacher.*

## PRIMARY GAMES.

I have several games that I have tried in my school which I believe primary teachers will welcome as practical helps. One is :

*The "Story Game."*

The story is written on a large card; each line across the card making a complete sentence. On little cards is written each word that occurs on the large card. The arrangement of these little cards in the order of the words on the large card is a work of pleasure to the children. The one whose work is first done correctly is considered the victor.

*The "Word Game"*

is played in this way: A pile of small cards, on which words are printed, is placed in the centre of the table. The child who can tell correctly the most words on the cards until the centre pile is gone is the victor this time. But one word is given at a time.

If the child does not know the word given him, the card is put back in the centre pile and another given.

*The "Number Game"*

I find to be a great help in quick number work. In this game are small cards on which I have written single combination of numbers as high as the class have taken. The number of cards used in a game depends on the time that can be given to play a game. These cards are placed in the centre of the table, and but one card is given at a time. As soon as the child has thought of the answer, a hand is raised and another card given. The one who has the most cards when the centre pile is gone wins the game.

It is surprising how soon the multiplication table may be learned by this game method. I can but compare the eagerness with which my pupils look forward to the days we play "multiplication," to the days I spent in study on that hated multiplication table.

For all these games I keep the cards in envelopes with the name of the game written on the outside. For cards I have used Bristol board or stiff paper. For the youngest children I have the cards of different colors. This makes the game more attractive, and they learn the different colors at the same time they are learning the words. —*Gertrude Smith in School News.*

—Dr. Arnold, of Rugby, it is said, was no disciplinarian, although he lived in the time when corporal punishment was the panacea of school troubles, but he could read the inner souls of boys, and his kindness and tact drew them closer to him. So, in many of our country schools, the teacher who leaves a sort of sanctified reputation behind, is the teacher who has been able to draw from their pupils a strong expression of love and reverence.

—When Shakespeare and Milton wrote, only 5,000,000 or 6,000,000 spoke their language. One hundred years ago 40,000,000

of people spoke German, 30,000,000 French, and 15,000,000 English. Professor S. A. Marsh says that more than one-half of the letters of the world's postal service are now written and read by English-speaking people. Jacob Grimm, one of the ablest historians of language says: "The English speech may with full right be called the world language."

—The following geographical game is worthy of note:—It has for a foundation some directions found in an old school paper years ago. Each pupil is to be prepared with pencil and paper. I allow a certain time, say five minutes, for writing all the geographical names beginning with a certain letter which I name, after all directions are given. At the end of the time, the one who has the largest number of names tallies ten. One pupil is called upon to read his list. As he names each, those who do not have it, raise hands. If no other has the word, if he can tell of what it is the name and where it is, he tallies a number equal to all in the game excepting himself. Otherwise each of the others tallies one. After his list is finished, others are called upon, until all names are read. Then tally marks are compared and the winner announced.—*Educational News*.

—An elderly Quaker gentleman used to say when he met a boy with dirty hands, "My boy, dost thou study chemistry?" Of course the boy would know nothing about chemistry, and the Quaker would say, "I will teach thee how to perform a curious chemical experiment. Go home, take a piece of soap, put it in water, and rub it briskly on thy face and hands. It will make a beautiful froth, and thy skin will be very much whiter. That is an experiment in chemistry which I advise thee to try."

—The following rule is said to be in the Talmud: "If the number of children does not exceed twenty-five, the school shall be conducted by a single teacher; for more than twenty five, the town shall employ an assistant; if the number exceeds forty, there shall be two masters." This would not be considered unsound doctrine even in the full blaze of electric light.

### Correspondence, etc.

*To the Editor of the EDUCATIONAL RECORD:*

SIR,—The last Teachers' Convention in Montreal was a very interesting and instructive one in many respects, but I, like others, regret that the amount of practical work accomplished was so small. The speech of the Honorable Justice Lynch was admirable, shewing, as it did, the loose way in which the distribution of grants is made. The Pension Act was the most important question before the Convention, but no time could be given for its discussion until the last session, which being devoted to superior education was attended by only a few of the Elementary Teachers. As these feel the burden of this unjust tax the most, and reap comparatively no benefit from it, it seems a pity that the discussion was not brought up before a full

house. It is uncertain whether any time would have been granted for this purpose, had not the Principal of the McGill Normal School exerted his influence in bringing it before the Executive Committee.

This however is not my main purpose in writing this letter. The country teachers have a grievance, and a serious one. Ever since the meetings of the Convention became permanently located in Montreal, the country teachers have gradually lost the influence they possessed formerly, when the meetings were of a migratory character. This can be readily seen in the result of the election of officers for the ensuing year. The retiring President, the President elect, two of the three Vice-Presidents, the Treasurer, the Recording Secretary, the Corresponding Secretary, the Representative to the Protestant Committee of Public Instruction, and one of the Pension Commissioners, are all engaged in school work in the City of Montreal. It is perhaps preferable that the Treasurer and Corresponding Secretary should reside in Montreal, but surely there are men to be found—and women too—in the ranks of the country teachers who could acceptably discharge the onerous duties of one or more of the remaining posts of honor.

When I add that the retiring President, the President elect, one of the Vice-Presidents, the Recording Secretary, the Corresponding Secretary, one of the Pension Commissioners, and the Representative to the Protestant Committee are all connected with the High School, Montreal, it does seem as though the Convention were either trying to honor one institution to an extreme extent, or were anxious to pay all the compliments they could to its much esteemed head. If the Montreal teachers wish to make the Provincial Association of Quebec Protestant Teachers a local affair, by all means let them do so, but let me respectfully suggest to them the propriety of changing its name. The trouble is that everything connected with the Association is run on the "Ring" principle. The Executive Committee must always have a "Montreal" majority so long as the Annual Conventions are held there. Of course the country teachers have the privilege of combining to carry any particular point, as the City teachers do, but they never have a chance of coming together excepting at the time of the October meeting, and there is therefore no chance of united action on their part. I know for a fact that many of them are disgusted with the whole business. At several meetings I have heard the expression—"This is the last Convention I shall attend in Montreal, but the following year sees them in their accustomed places, and they do nothing to remedy the existing state of things.

Personally I enjoy these annual gatherings very much. Independently of the pleasure of meeting old friends, I always manage to pick up some new ideas which are of use in my profession, and am old enough to feel more amusement than chagrin when I see office after office thrust on to one or two men whom we all delight to

honor. There are several other points upon which I would like to write, but feel that this letter is too lengthy as it is.

HULL, Q.

JOHN L. WALTON.

*To the Editor of the Sherbrooke Gazette :*

Without attempting a discussion of the Hon. Judge Lynch's remarks in regard to our Academies, I wish to take exception to the somewhat sweeping condemnation, in your editorial of last week, of our Common, or more properly Elementary, schools.

You speak, at the outset, of the injurious effects of the large number of books required, the frequent changing of books, (and) the multiplicity of studies imposed in our . . . Common Schools. A sweeping statement like this is easily made, but let us look carefully at the facts. If we examine the Authorized Course of Study for Elementary Schools (see 2nd page of cover of the School Register published in your office) we find that in the 1st and 2nd grades, or the youngest pupils, almost no books are required, and comparatively little actual study. In grade 3, the number of books and studies naturally increase, and passing to the 4th or highest grade, we find the following, which can hardly be termed a very formidable list: "Book IV. (reader), spelling book, arithmetic, grammar, geography, Canadian history, copy-book, blank book, drawing-book, (the last three being simply exercise books, costing, in all, 25 cents), and by examining the list of studies of grade 4, we find that these books cover all that is required in the way of study or work. Elementary French may be taken if desired, in which case another book may be needed. Now, how much have we here beyond what you have specified as essential? Only Canadian history and drawing, neither of which is intended as a daily exercise. *There are no other lessons required to be learned.* In view of these facts, it strikes me that your complaint is decidedly overdrawn. I may suggest that in my view, very much of the complaint of "crowding" arises from the willingness, if not anxiety, of parents, (too often encouraged by the teachers), to press children forward into grades beyond their age and capacity; the unavoidable alternative being poor work or overwork.

The grievance of the "frequent changing of books," so far at least as the elementary schools are concerned, is wholly imaginary, as there has been almost no changing since the introduction of the present authorized series, some eight years ago. I venture to assert that for no other period of equal length during the past 35 years, has there been as much quiet and stability in text-books as during the last five years. In fact, it is a question whether more change would not be advantageous. An occasional changing of school books is not necessarily an evil. It is a very general opinion among experienced educators that a period of five or six years is as long as one series of readers should be used. "But," you will say, "think of the expense." True, the expense is worthy of consideration, but it is not the only point to be

considered. How often does the farmer or mechanic, regardless of the expense, throw aside a partly worn implement to purchase a new one which he thinks will do better work? and is *better work* in the education of our children matter of less moment?

Your rather trite reference to the ignorance in common things often shown by college graduates can, I think, hardly be regarded as being especially apposite to our schools; unless it can be shown that Quebec graduates are more faulty in that regard than others. It is well for complainers to bear in mind that it is much easier and cheaper to pull down a poor, or a fairly good structure, than it is to replace it by a better one. I leave the position of the Academies for others to discuss, offering only this suggestion, that if parents will persist in crowding their children, who ought to be in the elementary schools, into the classes of the Model schools and Academies, they must not be surprised if they find them overworked. My object has been to show the true position of our elementary schools, and that the complaints as to books and studies in these schools are largely imaginary. It is not, perhaps, undue vanity for me to claim that I am in a position to know that under the present system there has been decided advancement "along the whole line." If "reforms" in minor details are needed let us have them, but let us not condemn wholesale without examination.

Will you allow me a word in closing, upon another point. Many who declaim strongly against the multiplicity of studies in the schools have some additional pet object which they claim should be introduced. Judge Lynch's subject is agriculture; and he expresses regret that the teachers had refused to admit it as a school study. Now, I may be thought heterodox, but from my experience as a farmer for more than 20 years of my life, and as a teacher having it occasionally thrust upon me as a study, as well as upon general principles, I regard the idea of teaching agriculture, at least in the common schools, as nonsense. As well may we try to teach painting or any other art by a mere abstract study or theory. The fundamental principle of all education, "*We learn to do by doing*," applies emphatically to agriculture and all like subjects. I would by no means discard theory or science in farming, but let it be acquired in connection with practice, and do not attempt to cram it as abstract study, into the minds of children.

H. HUBBARD.

Nov. 9th, 1891.

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—Mr. Walton has written to the *Montreal Witness*, a communication which perhaps you will hardly dare re-publish, seeing it refers to those all-powerful combinations that seek to rule the affairs of the Teachers' Association. He may perhaps find further food for comment in the appointment of the sub-committees, where Mr. Hewton's name occurs at the end of every committee. Perhaps the



addition was only an afterthought on the part of those who pre-arranged that he should not be our representative.

Yours respectfully, A TEACHER.

SHERBROOKE, Que., Nov. 16th, 1891.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—At the last Convention three important papers, viz. that of Mr. Parmelee, that of Dr. Harper and that of Mr. Alexander, were crowded off the programme. As these were all on subjects in which we are greatly interested, I beg leave to suggest that they be printed in the Record, and opportunity given for discussion. Two purposes would thus be served : these papers would be brought to the notice of teachers, and teachers would be induced to communicate their criticisms of them to the only educational paper published in the Province.

Yours truly, R. J. HEWTON.

### Books Received and Reviewed.

—Through arrangements made by us with that popular juvenile, Harper's Young People, we are enabled to offer to all teachers and school-officers *who are our regular readers* a Portrait of Christopher Columbus. This portrait is 11 x 14 inches in size, and is printed upon paper suitable for framing. It bears no advertisement. It is after the original in the Naval Museum of the Spanish Government. All you have to do to secure the portrait is to write to Harper's Young People, Franklin Square, New York, *mention this paper*, and enclose a 2-cent stamp to pay postage. This portrait, when framed, will be found a capital thing for any school-room, and very timely at the opening of the Columbian anniversary year.

### Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 20th November, 1891.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present : The Right Rev. James W. Williams, D.D., Lord Bishop of Quebec, in the chair ; The Rev. John Cook, D.D. ; Sir William Dawson, C.M.G., LL.D. ; R. W. Heneker, Esq., D.C.L., LL.D. ; The Ven. Archdeacon Lindsay, M.A. ; George L. Masten, Esq., The Rev. W. I. Shaw, LL.D. ; A. Cameron, Esq., M.D., M.P.P. ; A. W. Kneeland, Esq., M.A. ; E. J. Hemming, Esq., D.C.L. ; The Very Rev. Dean Norman, D.D. ; The Rev. Dr. Cornish ; and the Rev. E. I. Rexford, B.A.

The minutes of the previous meeting were read and confirmed.

The following correspondence was submitted for the consideration of the Committee.

1. From the Secretary of the Provincial Association of teachers, announcing the election of the Rev. Elson I. Rexford, B.A., as representative on the Protestant Committee.

Nominations were then received for an Associate member to succeed the late Rev. Dr. Weir.

The names of the Rev. Mr. Rexford, the Rev. Mr. Love, and Dr. Robins having been submitted, it was moved by Dr. Shaw, seconded by Dr. Cornish, "that the election be made by ballot." Carried.

It was agreed that balloting should be continued until some nominee should receive an actual majority. Two ballots having been taken without a majority being polled for any candidate, it was moved by Sir William Dawson, seconded by Dr. Cornish, "that the election be postponed till next meeting, to be taken as the first item of business." Carried.

2. From Messrs. E. L. Curry, B.A., and A. W. Strong, B.Sc., submitting Extra-Provincial diplomas and certificates and asking for exemptions from examination under regulation 40.

It was agreed that Messrs. Curry and Strong may be exempted from examination for second class Academy diplomas in all subjects excepting School Law and Regulations, and French, and in the latter also if they furnish the Secretary of the Central Board with satisfactory evidence of having passed in that subject after doing as much work as is demanded by the syllabus of examination for the Province of Quebec.

3. From the Kingsey Falls school, asking for examination and inspection as a superior school.

The Committee agreed to request the Inspector of Superior Schools to inspect and examine the school and report to the Committee.

4. From the Rev. W. Percy Chambers, Knowlton, A. W. McEachern, Ormstown, W. H. Lambly, Inverness, and F. E. Gale, Waterville, concerning grants to the superior schools in these places.

The Rev. W. P. Chambers of Knowlton appeared before the Committee and explained the difficulties connected with the examinations at Knowlton. After a full statement of the case, it was agreed that the matter was of sufficient importance to engage the attention of a sub-committee; accordingly Dr. Cornish, Dr. Kneeland, and Dr. Shaw were appointed to examine the question and report at the next meeting.

The Inspector of Superior Schools stated that the school buildings in Ormstown were entirely unsuitable, and that the commissioners had already been requested to improve affairs, particularly in relation to the primary department, and had not done so.

It was then agreed that the Secretary should be instructed to inform Mr. McEachern that his letter having been received and examined, the Committee feels that it cannot alter its decision.

The Secretary was instructed to say that there is no Academy in the Province of Quebec in which there are not three teachers except Inverness Academy, and that the committee must insist that the

Inverness Academy conform to regulation 63. If, however, the commissioners of Inverness will undertake to supply a third teacher next year, the grant this year will, owing to the peculiar circumstances mentioned by Mr. Lambly, be paid.

The Secretary was requested to inform Mr. Gale that the grant to Waterville cannot be increased this year, and that the question of recognition of Kindergarten work which is done at Waterville will be referred again to the Superintendent.

5. From Mrs. J. P. Noyes, transmitting a petition from the Woman's Christian Temperance Union concerning the authorized text-books in Physiology and Hygiene.

The Committee agreed to refer the matter to the sub-committee on text-books for special report.

6. From Messrs. Gage and Company, asking for authorization of the Advanced First Reader and of the Short Grammar.

Postponed until report of text-book committee is read.

7. From Dr. Howe, acknowledging the resolution passed at the last meeting of this Committee concerning Dr. Howe's retirement from the Montreal High School. Submitted for the information of the Committee.

8. From the Secretary of the Department, submitting list of grants from the Poor Municipalities Fund.

The list was received and approved.

9. From the Secretary of the Department, giving information concerning the revised school code.

Moved by the Rev. Elson I. Rexford, seconded by Dr. Kneeland, and resolved: "That the Secretary be requested to draw the attention of the Honorable the Provincial Secretary to the fact that the school code has not yet been distributed to the Protestant clergy and teachers of the Province, and to enquire when the distribution will be made."

It was moved by Sir William Dawson, seconded by the Very Rev. Dean Norman: "That so soon as sufficient means can be provided for the purpose, the Committee of the Normal School be requested to make arrangements for the introduction of a course of professional training for candidates for diplomas of the first class, in accordance with their recommendation." Carried.

The Secretary presented the following financial statement of the Protestant Committee, which was received, examined, and found correct:

FINANCIAL STATEMENT.

I.—*Superior Education Fund.*

Nov. 20. Balance in hand . . . . . \$5,238 50

II.—*Contingent Fund.*

RECEIPTS.

Sept. 21. Balance in hand . . . . . \$ 83 86

" Overdrawn to balance . . . . . 241 39

————— \$325 25

EXPENDITURE.

Sept. 21.	Salary Inspector Superior Schools to Sept. 30th.....	\$125 00	
"	Salary of Secretary to September 30th .....	50 00	
"	Postage expense of Inspector of Sup. Schools.....	50 00	
Nov. 10.	John Dougall & Son, printing examination papers...	100 25	
		<hr/>	\$325 25
"	Net balance.....		<u>\$4,997 11</u>

R. W. H.

The Sub-Committee recommended the following amendments to the School Law :—

Art. 5. To replace article 1863, R.S.Q., by the following : The Superintendent is the custodian of all documents belonging to the Department of Public Instruction ; he may give copies of these documents upon receipt of a compensating fee, the amount of which he shall determine.

Art. 6. In article 1864, R.S.Q., after the words "signed by," in the second line, to insert "the Superintendent."

Art. 119. To strike from the second line of article 1967, R.S.Q., after the words "composed of" the words "five members," and to replace them by "not less than five or more than ten members."

Art. 123. To add to article 1973, R.S.Q., as amended by article 2, chapter 24, of 52 Vict., and to article 1, chapter 28, of 53 Vict., the following words : "In the case of the annexation of any territory whatever to a school municipality, the necessary expenses of said annexation shall be paid by the municipality to which this territory is annexed."

Art. 158. In the first paragraph of article 1997, R.S.Q., to strike out the words "paying taxes or monthly fees," and to replace them by the following "inscribed as such upon the valuation roll and having paid all their taxes and other school contributions."

Art. 181. To strike from article 2004, R.S.Q., the words "paying taxes or monthly fees," and to add, after the words "qualified to vote," the following : "in virtue of article 2005, R.S.Q."

Art. 182. To replace the first paragraph of article 2005, R.S.Q., by the following : "In order to have the right to vote at the election of school commissioners or trustees, one must be a proprietor or usufructuary of real estate, be inscribed as such upon the valuation roll and have paid all his taxes and other school contributions."

Art. 184. In the first section of article 2006, third line, to strike out the words "and all voters resident in the school municipality" and after the word "trustees" in the fourth line, to add : "and also all resident tax payers qualified to vote in virtue of the preceding

article are eligible as commissioners or trustees," and to strike out the words in this section after "school trustees" to the fifth line.

Art 224. In article 4, chapter 27, 53 Vict., in the first line, after the words "every pupil" to add "persistently insubordinate or."

Art. 258. To add to the first paragraph of article 2055, R.S.Q., as amended by article 7, chap. 27, of 53 Vict. : Before addressing this request to the Superintendent, the interested ratepayers must make a demand upon the school commissioners or trustees, by a requisition signed by at least five of them, to reconsider their decision or to perform the duty or the duties that they have refused or neglected to perform. Within the 30 days following the receipt of this demand, the commissioners or trustees must make known their decision in writing, through their secretary-treasurer, or by a bailiff, to one of the two whose signatures appear first on the said demand. Within the 15 days that follow the notice of the said decision, or if no decision is made known to the interested parties within the above mentioned delay of 30 days, a demand in appeal may be addressed to the Superintendent, as provided above. The Superintendent may then exact from the appellants a guarantee that the expenses of procedure of the said demand in appeal shall be paid, and may designate the party or the persons who shall pay the costs, of which the Superintendent shall determine the amount.

Art. 273. Article 2068, R.S.Q., in the third line, to strike out the words "for 8 school months" and replace them by "for eight months, and also for such further time as the school may remain open."

It was moved by Dr. Heneker, seconded by Dr. Cameron : "That the report of the Sub-committee on Legislation be adopted, and that the Government be requested to introduce the necessary legislation to give effect to the same at the next meeting of the Legislature." Carried.

The Text-book committee reported in favor of authorizing Gage's series of Supplemental Readers, Longman's French Grammar, Smith's Elementary Algebra, and Hall and Stevens' Euclid's Elements. The committee found that Chambers' Readers, although good, are not better than the ones in use. A change is therefore not recommended. The committee having suggested improvements in Calkin's Introductory Geography, the publishers give assurances that changes will be made of such a nature as to warrant an authorization of the book in a short time. The report was adopted.

Report of Sub-Committee on the report of Central Board of Examiners was by read by Dr. Cornish and adopted. The report contained the following recommendations :—

The committee respectfully submit the following summary of amendments, or additions to, the Regulations :

(a) That if in the written answers handed in by any candidate there shall be found by the examiners, after careful examination and comparison of the same, clear and satisfactory evidence of copying or

“cribbing” by such candidate, the Central Board of Examiners shall have the power of refusing to award such a candidate the diploma to which he may have been otherwise entitled; provided that such suspected candidate may, should he so desire it, be re-examined in the subject, or subjects, in which he is suspected.

(b) That it be an instruction to deputy-examiners, (1) to place one candidate only in each seat, (2) to require each candidate to occupy the same position designated by the candidate's number, throughout the examination, (3) to prepare and forward to the Board of Examiners a plan of the examination room, setting forth the position occupied by each candidate.

(c) That “Baldwin's School Management” be replaced for the examination of July, 1893, by “Gladman's School Methods,” and that a chapter on “School Organization” be added to “The Manual of School Law.”

(d) That the city of Three Rivers cease to be a local centre for the examination of candidates.

All which is respectfully submitted by your Sub-Committee.

(Signed) GEORGE CORNISH, *Convener*.  
 “ R. W. NORMAN,  
 “ A. W. KNEELAND.

Montreal, November 12th, 1891.

Sir William Dawson read a report on Agriculture, which was received and adopted. The recommendations contained therein were summed up as follows:—

“1. The extension of the Course of Agriculture in the Normal School and provision for training special teachers.

“2. The preparation of a text-book or text-books suited to this Province.

“3. Pecuniary aid to schools efficiently teaching Agriculture, for the purchase of apparatus and by way of bonus.

“4. Arrangements for introducing the subject of Agriculture into the regular course of study, in such a manner as to meet the wants of country and city schools.

“Your Sub-Committee would ask the general approval of Committee to the above suggestions and its permission to confer with the Honorable the Superintendent of Education and the Principal of the Normal School as to the means of carrying them out, and to report the necessary regulations and arrangements at next meeting of the Committee. All of which is respectfully submitted.”

(Signed) J. WM. DAWSON.

November 12th, 1891.

In the discussion that preceded the adoption of the report it was agreed that, if possible, itinerant lecturers should be secured to give scientific instruction in Agriculture in different parts of the Province during the winter months.

The Rev. Mr. Rexford read and explained the resolutions of the Convention of the Teachers' Association concerning the distribution of the Superior Education funds, after which Dr. Shaw read the following report:—"Re. Grants to Affiliated Colleges, etc.

#### REPORT OF SUB-COMMITTEE.

*To the Protestant Committee of the Council of Public Instruction :*

Your Sub-committee appointed September 18th, 1891, to consider and report upon the status of affiliated Colleges and Special Schools with their relation to the Committee, and on the principle on which grants should be distributed, having considered the various matters referred to it and also having carefully considered the resolution of the Protestant Teachers' Association at its last session relative to the same, recommends as follows.

With reference to

#### 1. Grants to Academies and Model Schools.

That the system of grants adopted at the last meeting of the Committee be continued in force as the most satisfactory and impartial.

#### 2. Grants to Affiliated Colleges.

(a) That Affiliated Colleges of the second class, *i.e.* those conducting Undergraduates in Arts through the intermediate or second year's examination, constituting a part of the University system of the Province, shall each receive an annual grant of \$500 and in addition thereto \$15 annually for each *bona fide* Undergraduate who shall have passed either the sessional examination at the end of the first year or the intermediate examination at the end of the second year.

(b) The foregoing scale of grants shall take effect in September, 1892. If after the present year ending July, 1892, the annual attendance of Undergraduates during three consecutive years be reduced below the number of eight, said grants shall forthwith cease. This provision relates to actual matriculants and not to partial or occasional students.

(c) If in such Colleges or in connection therewith there is a department doing the work of an Academy, such department shall be subject to inspection by the Inspector of Superior Schools and grants shall be made to such department as to other Academies, according to the results of examination as presented in the reports to the Department of Public Instruction.

(d) That in case an Academy be established under the provisions of the School Law in the neighborhood in which an Affiliated College is located, the Protestant Committee will be free to transfer its grant to such Academy, anything herein to the contrary notwithstanding.

#### 3. Grants to Special Schools.

That the expression "Special Schools" be understood to refer not to private schools but to public institutions of Academy grade apart

from those otherwise provided for, and engaged in Superior Education, especially the higher education of women, and that special grants may be made to such not to exceed \$200 annually, on condition of their being inspected by the Inspector of Superior Schools, due regard being had to their relation to other institutions in their neighborhood established under the School Law. All of which is respectfully submitted.

(Signed) J. W. M. DAWSON, *Chairman.*  
 “ WILLIAM SHAW, *Secretary.*

After discussion of the paragraphs *seriatim*, the report was received and adopted.

His Lordship the Bishop of Quebec reported progress on behalf of the Committee on Contingencies, which was instructed to continue.

Dean Norman reported that the committee named to draw up a certificate for the county academy pupil who took the highest marks in the A. A. examination had done so.

Professor Kneeland gave notice of the following motion:—I beg leave to give notice that I will move at the next meeting of this Committee (1) that the imperative subjects for Academies be those required for matriculation in Arts in the Universities of Bishop's College and McGill and that those controlling such Academies be permitted to select as the remainder of the curriculum one or more of the additional subjects required for the A. A. together with Agriculture and Book-keeping.

2. That the imperative subjects for model schools be Reading, Writing, Arithmetic, Geography, English Grammar, Spelling, Drawing, French, and History of Canada, and that those controlling such schools be permitted to add one or more of the following subjects:—Algebra, Geometry, Latin, Music, Physiology and Hygiene, Book-keeping, and Agriculture.

3. That the imperative subjects for elementary schools be Reading, Writing, Arithmetic, Geography, English Grammar, Spelling and Scripture History, and that those controlling such schools be permitted to add one or more of the following subjects:—French, Music, Drawing, Physiology and Hygiene, and Object Lessons.

(Signed) A. W. KNEELAND.

The Rev. E. I. Rexford gave notice of motion as follows:—I beg to give notice that I will introduce at next meeting of the Committee a resolution to provide a Science or Modern Course in the Protestant Superior Schools of the Province.

(Signed) ELSON I. REXFORD.

Moved by the Rev. E. I. Rexford, seconded by Dr. Kneeland:

“That the Inspector of Superior Schools be instructed to give two days to the inspection of each Academy and one day to the inspection of each Model School.” Carried.



The Chairman, Dean Norman, and Mr. Rexford were appointed to communicate with the Government concerning the relation of the Inspector General of Drawing to the Protestant Inspectors.

It was agreed to submit Meiklejohn's Short Grammar, the High School History of England and Canada, and the Botanical Collector's Guide to the Sub-Committee on text-books for examination and report.

There being no further business, the Committee adjourned to meet on the third Friday of February, or earlier, on the call of the Chairman.

GEO. W. PARMELEE,  
*Secretary.*

#### NOTICES FROM THE OFFICIAL GAZETTE.

His honor the Lieutenant-Governor has been pleased, under date 5th of November 1891, to appoint a school commissioner for the municipality of "Bergeronnes," in the county of Saguenay.

11th Nov. To erect a new school municipality under the name of "St. Henri de Péribonca," county of Chicoutimi.

16th Nov. To appoint a school commissioner for the municipality of St. Calixte of Kilkenny, county of Montcalm.

28th Nov. To detach from the school municipality of the town of Longueuil the lots of land bearing numbers 154, 155, 156, 157, 158, 159, and 160, on the official plan and in the book of reference of the cadastre for the parish of Saint Antoine of Longueuil, county of Chambly, and to annex the same to the school municipality for the parish of Longueuil. This annexation shall come into force on the first day of July next, 1892, only.

To unite into one school municipality, under the name of "Municipality of the Catholic schools of Bedford," the two municipalities of the town of Bedford and Stanbridge East, county of Missisquoi, with the same limits as they have now. This erection will be for the Catholics only and shall come into force on the 1st July, 1892.

QUEBEC, Nov. 10, 1891.

Notice is hereby given that an examination of candidates for the office of inspector of Protestant schools will be held at the Department of Public Instruction, Quebec, at 9 a.m. on Wednesday, the 30th day of December next. Candidates are requested to send their applications and certificates accompanied with a deposit of six dollars to the Secretary of the Protestant Committee of the Council of Public Instruction, Quebec.

(18) 9524/30  
MK

GÉDÉON OUMET,  
*Superintendent.*