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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC,

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

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1884.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 11.

DECEMBER, 1884.

VOL. IV.

THE EDUCATIONAL RECORD.

At the beginning of the current year, relying upon the Teachers and School Commissioners, I arranged for a monthly issue of fifteen hundred copies of the *Record*, instead of the former issue of one thousand copies once in two months. In order to carry out these arrangements, I undertook the work of Editing the *Record*, at the request of the publishers, the former Editor having retired. The present number concludes the first year's work. The issue of fifteen hundred copies, has enabled me to send monthly, a copy of the *Record* to each Protestant School and Protestant School Board, in the Province. I have endeavoured to make the pages of the *Record* valuable to teachers and others, not only as a medium of communication, but in their practical bearing upon the every day work of the School Room. Selected articles from our best Educational Magazines have been given a prominent place in the pages of the *Record* during the year. I believe that the readers of the *Record* will find it very helpful to them in their work. In making arrangements for the coming year, I have again to appeal to the support of the School Boards and Teachers, throughout the Province. Without this support it is impossible to continue this publication, under the present arrangements. I therefore, appeal, first to *School Commissioners and Trustees*, to support the *Record*, by sending to my address a subscription of one dollar, for one copy, to be mailed to their Secretary-Treasurer; first, in order that each school in the municipality

may have a copy every month, and secondly, that the commissioners may have before them in a convenient form official announcements and regulations concerning Educational Matters.

Secondly I appeal to teachers to help this work in one or all, of the following three ways:—First by subscribing themselves; second by inducing the school boards to subscribe, and third by obtaining one subscriber among the residents of the district in which they are teaching. Those who do not feel inclined to subscribe for a journal sent gratis to teachers should, because they receive it free of charge, use their influence in the other two directions indicated. These subscriptions should be forwarded to my address without delay, in order that the present arrangements for the issue of the *Record* may not be disturbed.

ELSON I. REXFORD,

Department of Public Instruction, Quebec.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, 26th November, 1884.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present: His Lordship the Bishop of Quebec, in the chair; Rev. Dr. Coqk, Rev. Dr. Mathews, George L. Masten, Esq., R. W. Heneker, Esq., D.C.L., Sir William Dawson, C.M.G., E. J. Hemming, Esq., D.C.L., The Hon. Senator Ferrier, Dr. Cameron, M.P.P., and the Hon. L. R. Church.

The Secretary read letters from the following parties:—

1. Dr. Robins, asking an interview with the Committee on behalf of the Provincial Association of Protestant Teachers.

2. Mr. T. A. Gibson, in regard to Annie Dickson, Dewittville, a reference from the Board of Examiners, Montreal.

3. The Hon. Gédéon Ouimet, Superintendent of Public Instruction, intimating the appointment by an order in Council of the 20th inst., of the Venerable Archdeacon Lindsay of Waterloo, and of George Lyman Masten of Coaticook, as members of the Council of Public Instruction to replace the Right Reverend Wm. B. Bond, Bishop of Montreal, and the Hon. Judge Irvine, resigned.

The accounts with the vouchers were submitted by the Secretary, examined and found correct.

A deputation from the Provincial Association of Protestant Teachers, consisting of Dr. Robins, Dr. Harper, and Mr. Masten, was heard on certain educational matters, and they were asked to put their views in writing for the consideration of the Committee.

On the motion of Sir William Dawson, seconded by Dr. Cook, Dr. Cornish was unanimously elected an Associate Member of the Protestant Committee.

On the motion of Dr. Hencker, seconded by the Hon. Senator Ferrier, the Rev. Canon Norman was unanimously elected an Associate Member of the Protestant Committee.

The English Secretary of the Department read letters from the following parties :—

1. Messrs. Gage & Co., concerning the publication of a weekly Journal of Education.

2. Rawdon Model School, concerning the second teacher required by the new regulations of the Protestant Committee.

3. Dr. Robins, concerning the Teachers' Institutes which the Normal School Professors are now required to hold.

4. Mr. Rexford, addressed to the Superintendent, concerning the appointment of an English clerk for the work of the Department.

The following Reports from sub-committees were read and presented :—

1. *On School Law.*

The Sub-Committee on this question, after waiting many months for the promised consolidation of the laws on Education, have recently received the English reprint of the laws in force with an index. This has enabled them to continue their labours, but until they have in their hands the promised code, which they are led now to expect very shortly, they cannot complete their report. Since their report of the 29th of November, 1882, the following new matter has been referred to them, viz. :—

1. Whether the principle of taxation for school purposes now in force in Montreal, Quebec and other places, can be made applicable to the whole Province.

2. A proposed amendment to sec. 12. cap. xvi, 32 Vic. as to the manner in which dissentients may come under the control of the Commissioners.

3. Whether the principles of the School Law in Manitoba as regards Roman Catholics and Protestants can be applied with advantage to this Province.

4. A petition from the Trustees of Dissentient schools in Wendover and Simpson, complaining that by cap. 38 of the Acts of 1883, certain lots in these townships, the property of Protestants, were transferred to the Parish of Ste. Clotilde de Horton, thereby subjecting the said proprietors to pay taxes for the support of Roman Catholic schools.

5. The question of a uniform system of preliminary examination for entrance on professional studies.

The Sub-Committee have given consideration to all these matters, but as (with the exception of No. 5) they are based on the fundamental distinctions which arise out of the difference in creed between Roman Catholics and Protestants, they will not be prepared to report on them, until they have had the opportunity of studying carefully the proposed code.

With regard to No. 5, the Sub-Committee feel that the system of examination, to be just and reasonable, should be founded, at all events so far as the Protestant population is concerned, on the curriculum of the Protestant public schools of the Province. Candidates would thereby understand the nature of the examination, and the friends of education would be aided in their endeavor to raise and maintain a high standard in the public schools.

They therefore recommend that a special sub-committee be appointed to confer with the corporation of the University of McGill College and the council of Bishop's College with the view of bringing into harmony the whole educational system of the Province in respect of superior education, pointing out at the same time, especially, the desirability, nay even the necessity of providing that the Arts course of the Universities shall so satisfy the reasonable demands of the Professional faculties, that a candidate seeking to enter on professional studies, who has obtained a degree or passed the Intermediate examination, shall be entitled to enter on such studies without further examination.

The Sub-Committee would further point out that in regard to this same subject, they made the following recommendations in their report of the 29th November, 1882, sec. 6, viz :

“vi. Notwithstanding anything contained in any of the following Acts . . .
 “ - it shall be competent for the Protestant Committee
 “ of the Council of Public Instruction to decide by regulation to that effect,
 “ that the degrees in Arts of any British or Canadian University shall be
 “ held sufficient to entitle candidates being Protestant, to enter upon the study
 “ of the legal, medical, and notarial or other incorporated profession, in lieu
 “ of the preliminary examinations now fixed which may hereafter be fixed by
 “ law.”

With a view to prepare such amendments as will meet the difficulties which surround the fundamental question of the difference in creeds, the Sub-committee are of opinion that a classification of the subjects covered by the various Acts of Parliament should be made. Such a classification would greatly facilitate their labours, and tend to make such amendments as may be deemed necessary, easy of comprehension. Such classification should include the following heads, viz:—

1. Educational grants and the principles which underlie their distribution. Also school taxation with reference specially to the application of Roman Catholic money to Protestant schools, and *vice versa*.
2. The Constitution, powers and jurisdiction of the Protestant Committee.
3. The office of the Superintendent in his relation to the Protestant Committee.

The foregoing would perhaps cover the ground as to distinction of creed, but it would be also satisfactory to extend the classification as follows :—

4. The scope and work of the common schools, the Model schools and the High schools.

5. The Normal school and the training of Teachers.

6. The examination of candidates for the office of Teacher and the granting of diplomas.

7. The inspection of schools of all grades.

There may be other heads of importance and interest necessary to the full understanding of the subject.

As the object of the Protestant Committee, and indeed of the Government, and the Legislature must be to endeavour to settle this difficult question on a basis which will provide for the various conditions, high and low, of our mixed population,—so care and consideration given to the subject, if a satisfactory result can be obtained, will not be thrown away.

The Committee thus report progress and ask leave to sit again.

Respectfully submitted.

(Signed)

R. W. HENEKER,
Chairman.

2. *On financial matters and the expense of publishing the Educational Record and the Inspection of Academies, &c.*

Before treating of the larger question the Sub-Committee beg to report that the two latter questions will be, no doubt, dealt with by the larger Committee appointed to confer with the Government, and that as these questions are such as the Government only can settle by appropriations sufficient to cover the costs in each case, it will be advisable at all events to await the report of that Sub-Committee. As to the financial position of the Protestant Committee respecting superior education, which the Sub-Committee suppose to be the matter on which they are asked to report, although the direction is more general, they have carefully examined the statutes as well as the reprint with index, and beg to report as follows, viz :

Sections 1 to 10 inclusive of the Consolidated Statutes of Lower Canada, Cap. XV, and the amendments thereto show the provision made for a Superior Education Investment Fund, and a Superior Education Income Fund, and how the said income is to be appropriated.

Reference to the statutes will also show that in addition to the income from investments, provision is made for an appropriation of \$20,000, yearly, from the Consolidated Revenue fund of the Province, so as to make up the minimum amount of \$88,000 ; and should the above sources of revenue prove insufficient, then the deficit is to be made up out of the common school grant.

Looking now to the sum absolutely at the control of the Protestant Committee for Superior Education to be appropriated as the law directs, it will be seen by the public accounts of the Province, that instead of \$88,000 only \$78,410 was appropriated in 1883, of which sum only \$71,000 was paid over

to the Superintendent of Education, the difference being applied to the High Schools of Montreal and Quebec, as Protestant institutions, and an amount equal to the combined sums for Roman Catholic institutions.

The following seem to be the special charges against the Income Fund, viz—

- (a) Yearly deduction for Normal School buildings.
- (b) “ “ “ “ “ pupils.
- (c) “ “ “ Libraries.
- (d) “ payment of salaries of Inspectors of common schools.

But as is stated in the margin in italics, under section 12 of the said Act, Cap. XV. Consolidated Statutes of Lower Canada, a portion of the above charges embraced in sections 12, 13, 14, 15 have been obsolete since Confederation, the funds required for the purposes named being now specially voted annually by the Legislature, and the like has been the case with regard to the payment of Inspectors of common schools.

It is reasonable therefore to conjecture that some arrangement (deemed no doubt satisfactory at the time) must have been made, under which the annual grant of a net sum of \$71,000 was to be voted, to be appropriated for Superior Education between Roman Catholics and Protestants in proportion to their respective populations.

It would be satisfactory (if this conjecture be well founded) to have the matter clearly defined, and a search among the records of the Education Department may bring the paper to light.

Reference to the Public accounts of 1883 (Blue book, pages 56, 57) will show the details of the Educational votes, and will also establish the fact that excepting in the case of the grants for Superior Education, *i.e.* for Universities, Classical Colleges, Academies and Model Schools covered by the item of \$71,000 there was no intention of dividing the other grants in proportion to the respective populations.

Reference also to section 9, 32 Vic. Cap. XVI., further proves this by enacting that in case of the complete separation of the Council into two parts, then, from and after that time, all Normal School grants and grants for Educational purposes other than the Common School grants shall be in proportion to the population,—Roman Catholic and Protestant respectively. This furnishes conclusive evidence that until such time as aforesaid the distribution of the grants in this special manner was confined to Superior Education.

The Sub-committee find, moreover, in the Marriage Licenses Act, Cap. 3, 38 Vic., that the fees payable for Protestant Marriage Licenses paid into the Provincial Treasury are to be paid over annually “at such time and in such manner that the same shall be apportioned among the Protestant institutions of Superior Education . . . in addition to and in the same manner as any sums or aid granted by law for the purposes of Protestant Superior Education in this Province.”

It is clear from the foregoing that it was the intention of the Legislature to provide for the maintenance of the Universities, Classical Colleges and

other institutions of superior education,—that the method at one time adopted (of establishing permanent funds of investment and income to be supplemented by grants from the Consolidated fund, and even should it be necessary, from the Common School fund) has been modified by annual grants, with special grants with objects originally intended to be maintained out of the original \$88,000 of minimum income,—and that as a farther aid the proceeds of Protestant Marriage Licence fees were applied to the same purpose.

It will be as well to amend the law, so as to obviate all difficulty of interpretation as to the facts of the case.

Respectfully submitted.

(Signed)

R. W. HENEKER,

“

G. D. MATHEWS.

3. On Central Board of Examiners and Teachers' Diplomas.

The Sub-Committee on Central Board of Examiners, and Teachers' Diplomas, report that in respect to the Central Board of Examiners they have nothing to add to the report already submitted (page 3 Ed. Rec., 1884), The Report on Diplomas (page 160, 1883) they would amend by substituting the following resolution for the consideration of the Committee :

1st. That hereafter the Academy Diplomas granted by Boards of Examiners be known as “Academy Diplomas, Grade 2.”

2nd. That graduates from any British or Canadian University, (a) who have taken the course in the Art of Teaching at the McGill Normal School, or (b) who take *first rank* in the professional examination for graduates in the Normal School, or (c) who shall have received a certificate from the Academy Inspector that they have taught successfully —— years, shall receive “Academy Diplomas, Grade 1.”

3rd. That graduates who take *second rank* in the Professional Examination shall receive the “Academy Diploma, Grade 2.”

4th. That Teachers in training at the McGill Normal School who pass the intermediate examination, or in case of female candidates the examination for Senior Associate in Arts (taking both Latin and Greek) of the University of McGill, or Bishop's College, shall receive “Academy Diplomas, Grade 2.”

(Signed)

J. W. QUEBEC,

Chairman.

4. On Claims to be presented to Government for expenses of Committee, inspection of Academies. &c.

Sub-committee appointed on the 24th September, 1884, consisting of the Right Rev. the Lord Bishop of Quebec, the Rev. Dr. Mathews, and R. W. Heneker, Esq., D.C.L.

“To represent to the Government the claims of this Committee to the grant formerly given for inspection of Academies, and also the unfairness

of deducting percentage for the support of institutions for deaf mutes from the Superior Education Fund, as well as the necessity of permanent provision for the contingencies of this Committee."

The Sub-committee waited on the Government on Tuesday morning the 25th November, 1884, when there were present, the Hon. the Premier, the Hon. Mr. Robertson, the Hon. Mr. Lynch, the Hon. Mr. Blanchet.

The Lord Bishop of Quebec, on behalf of the Sub-committee, mentioned the nature of the business to which the attention of the Government was desired to be drawn, and then called upon Mr. Hencker to read the memorandum drawn up by him.

This memorandum is as follows:—

"In reference to the above the Sub-Committee feel that no words of theirs can add to the strength of the opinion expressed on the above resolution as to the importance of deducting from the grant for Superior Education, any percentages for the support of institutions for deaf mutes. All such institutions are in their essence Charitable institutions, and it is impossible that they can become part of the ordinary educational system of the Province. They are not placed under the control of the Council of Public Instruction, and ought not to be so placed. With regard to the other matters referred to them, the Sub-Committee desire to place before the Government the annexed table of income and expenditure, giving an analysis of the Contingent Fund of the Committee from the year 1879 to the present date."

"Reference to this table will show that the Income has been derived from the following sources, viz:—

"1. From the McGill Normal School. 2. Unexpended balances of Common Schools. 3. Other unexpended balances. Up to recent date the Normal School fees, (viz., the fees of the Model Schools in connection with the Normal School) furnished a large portion of the funds, and although fluctuating, yet when supplemented by the funds from other sources they proved sufficient for the wants of the Committee. Of late, however, they have, as will be seen, fallen off to such an extent that the Committee have been driven to use funds, intended especially for other purposes, to carry on their work."

"The Expenditure of the Committee has been as follows:—

"1. In payment of the Secretary's salary.

"2. For the Secretary's contingent expenses.

"3. Charges in connection with examinations for Teachers' Diplomas.

"4. Charges in connection with *Educational Record*.

"5. Inspection of Model and High Schools."

"In reference to these charges it must be borne in mind that the first item was absolutely necessary so long as the Committee were practically without aid from the Department of Education during the incumbency of Dr. Miles."

"With regard to the others the Sub-Committee are of opinion that all such

expenditure belongs more properly to the Department of Education, and the duty of the Committee would be greatly simplified and rendered more efficient, if their labours, as regards Superior Education were confined financially to the distribution of the funds placed at their disposal by the Legislature. It must not be forgotten that the Committee have other duties in addition to the above, such as the oversight of the Normal School and the Common Schools of Protestants, and Mixed Schools, and to do their work effectually they require a competent staff consisting of Secretary, Board of Examiners and efficient Inspectors of both Common and High Schools. It is on the reports of the Model Schools and Academies' Inspectors that the grants are for the most part based."

" Whilst bringing this to the notice of the Government they would at the same time respectfully urge on their attention the absolute necessity of an increase in the number of Protestant Inspectors, who at the present time cannot fulfil their duties owing to the great number of schools under their charge and the great extent of country over which they have to travel."

The foregoing memorandum was listened to with attention by the members of the Government in attendance, and the Sub-Committee was requested to leave a copy thereof with the tabulated statement of accounts in the hands of the Hon. Mr. Blanchet in order that the matter might receive due attention.

Respectfully submitted.

(Signed) J. W. QUEBEC,
Chairman.

Quebec, 26th November, 1884.

5. *On the Powers of the Protestant Committee.*

The Sub-Committee beg to report as follows:—

(*Index numbers of new edition of School Law are prefixed.*)

TWO COMMITTEES OF COUNCIL.

304. (1.) Sec. 2, Cap. xvi, 32 Vic., provides for the separation of the Council of Public Instruction into two Committees,—The one Roman Catholic, and the other Protestant.

23. Contingent Expenses.

JURISDICTION.

413. (2.) Section 16, Cap. xv, 39 Vic., provides that everything, which, within the scope of the functions of the Council respects specially the schools and public instruction generally of Protestants, shall be within the exclusive jurisdiction of the Protestant Committee.

DUTIES.

26 to 44. (3) Section 21. Cap. xv. Consol. Stat. L. C., specifies in detail the duties of the Council, all of which duties as respects Protestant schools devolve on the Protestant Committee.

411. Privileges.

431. Powers.

MEETINGS—CHAIRMAN—SECRETARY.

418, 419, 420. (4.) Sections 20, 21, 22 Cap. xv, 39 Vict., relate to the meetings of the Committee, the appointment of a Chairman and Secretary and the establishment of a business quorum.

DISTRIBUTION OF GRANTS, &c.

300. (5.) Sec. 4, Cap. xvi, 32 Vict., provides for the distribution of the total grants to Universities, Classical Colleges, Industrial Colleges, Academies and Model Schools in proportion to the respective populations,—Protestant and Roman Catholic, according to their last census.

OTHER FUNDS, DISPOSAL OF.

414, 415, 416, 417, (6.) Sections 17, 18, 19, Cap. xv, 39 Victoria treat of the receipt and distribution of all moneys, whether donations, legacies, &c., made or left for public instruction, and of the powers to the Protestant Committee in relation to Protestant funds. In furtherance of this last, the Committee is made a body politic and corporate.

427. Libraries.

488. Regulations of Council of Arts.

SCHOOL INSPECTORS, NORMAL SCHOOL OFFICERS, BOARDS OF EXAMINERS.

421. (7) Section 23, Cap. xv, 39 Vict., gives the Committee the right of nomination of School Inspectors, Secretaries, Normal School Officers, Boards of Examiners; the appointment in each case being vested in the Lieutenant-Governor in Council.

BY-LAWS FOR BOARDS OF EXAMINERS.

482. [8.] Section 25, Cap. xxii., 40 Vict., gives authority to make By-laws and regulations for Boards of Examiners.

MEETINGS OF BOARDS OF EXAMINERS.

534. (9.) Section 4, Cap. vi, 41 Vict., gives the power to regulate the meetings of Boards of Examiners, subject to the approval of the Lieutenant-Governor in Council, and publication in *Official Gazette and Journal of Education*.

RE-EXAMINATION OF TEACHERS.

294. (10.) Section 2, Cap. xlviii, 29 Vict., gives authority for the examination "de novo" of Teachers in certain cases.

APPEAL FROM SUPERINTENDENT.

422, 530, 531, 532. (11.) Section 24 Cap. 15, 39 Vict., constitutes the Committee a court of appeal from the decisions of the Superintendent in certain cases. But section 1, Cap. vi, 41 Vict., repeals this clause, and substitutes other regulations therefor,— as per sections 1, 2, of the said Act.

SUB-COMMITTEES.

533. (12.) Section 3, Cap. vi, 41 Vict., gives the Committee a power to appoint sub-committees.

REVISION OF TEXT-BOOKS.

582, 583, 584. (13.) Sections 8, 9, 10, Cap. xvi., 43-44, Vict., prescribe that a revision of the Text-books be made before the 12th May, 1881, and then once in every four years.

SUPERINTENDENT'S ANNUAL BUDGET.

400. (14.) Section 6, Cap. xv., 39 Vict. refers to the annual statement to be made by the Superintendent under the direction of the Committee, of sums required for public instruction, for submission to the Government.

Respectfully submitted.

(Signed,)

R. W. HENEKER, *Chairman.*

The reference from the Boards of Examiners, Montreal, about a diploma to Annie Dickson, Dewittville was considered, and in the circumstances her application was sustained.

A letter from the Secretary-treasurer, School-Commissioners, Cookshire, was read, and the Secretary was instructed to put said school on the list for inspection, notifying the Secretary-treasurer at the same time that no Academy grant can be given till a teacher holding an Academy Diploma be employed.

No action was taken regarding the publication of a Journal of Education by Messrs. Gage & Co., Toronto, as the Committee are satisfied with their own present arrangement.

The Committee agreed to refer the representation from Rawdon for Model School to the English Secretary of the Department further information, and to request him to report at next meeting of the Committee.

Mr. Rexford, having read a letter from Dr. Robins, Principal of the McGill Normal School, on the subject of Teacher's Institutes, it was moved by Sir William Dawson, seconded by Dr. Cook, and resolved :—

“That Mr. Rexford and Principal Robins be requested to make arrangements for the intended Teachers' Institutes, and that the Hon. the Superintendent of Education be requested to make an allowance from the contingent fund of the Department for the necessary expenses, and report to this Committee.”

The English Secretary having informed this Committee that the work in the Educational Department necessarily coming under his charge, owing to there being no English clerk in the Department, and that he had represented the case to the Superintendent, and wished to have the support of the Committee to his application, on the motion of Dr. Heneker, seconded by Dr. Cook, it was resolved :—

“ That this Committee feel it incumbent that the work of the Educational Department carried on in the English language should, in their opinion, be as efficiently performed as that carried on in the French language, and recommend that the application of the English Secretary receive favorable consideration.”

The report on School Law being then taken up and considered, the Committee agreed that the report be adopted and printed for circulation among the members of the Committee.

On the motion of Sir William Dawson, seconded by Dr. Heneker, it was Resolved :—

“ That the following be the Sub-committee to wait on the Universities of McGill and Bishop’s College, in relation to the regulations recommended by the Sub-committee on School Law, as regards the privilege of entering on the study of the Professions, with power, if they shall see fit, to confer with the Government and the various Professional bodies on the subject: the Bishop of Quebec and the mover and seconder.”

The report on financial matters affecting education under the Committee being considered was adopted and referred to the Sub-committee on School Law.

On the motion of Sir William Dawson, seconded by Dr. Cook, it was Resolved :—

“ That the report on Academy Diplomas now read be received, and that the portion relating to the central Board of Examiners for Diplomas of Teachers be referred to the Sub-committee on School Law, that the suggested regulations as to Academy Diplomas be taken up for final vote at next meeting.”

On motion of Dr. Heneker, seconded by Dr. Mathews, it was Resolved :—

“ That the report of the Sub-committee on the interview with the Government on the special claims of the Committee be adopted, and that the Committee be requested to continue their labours, if further conference with the Government be needed,—and that Dr. Church be added to the Committee.”

On motion of Dr. Heneker, seconded by Dr. Hemming, it was Resolved :—

“ That the report of the Sub-committee on the Powers of the Protestant Committee be received and be handed to the Committee on School Laws.”

The revision of the text-books was deferred till next meeting.

It was agreed that the Chairman and Dr. Mathews be a Sub-committee to report on Regulations for granting Teachers’ Diplomas.

In regard to the examination of Model Schools and Academies, it was agreed that such examinations shall take place during the

month of March next, and that Dr. Weir be instructed to communicate with Inspector McGregor requesting him to act as his substitute in case he should not be able to do the work, and that he and Mr. Allnatt be requested to prepare Examination papers for such inspection, the remuneration to be the same as on previous occasions.

The Committee adjourned to meet Wednesday the 25th February, 1885, or sooner, if necessary, on the call of the Chairman.

Read and confirmed.

(Signed,) J. W. QUEBEC.

Certified a true copy this first day of December, 1884, by
GEORGE WEIR, *Secretary*.

EDUCATIONAL TOPICS.

The Protestant Committee.—The November meeting of this Committee was a very important one for several reasons. A perusal of the lengthy minutes will show that the several Sub-committees gave a good deal of time to the consideration of the subjects referred to them, and that they have been charged with the consideration of still more important and difficult educational questions. The attendance was also unusually large, nearly every member of the Committee being present. This was due in a great measure to the recent changes in the *personnel* of the Committee. The death of the Hon. Judge Day, and the resignations of the Bishop of Montreal, the Venerable Archdeacon Leach, and the Hon. Judge Irvine, left four vacancies among the Protestant members of the Council of Public Instruction. These vacancies have been filled by the appointment of the Rev. Dr. Mathews of Quebec, the Hon. Dr. Church of Montreal, the Venerable Archdeacon Lindsay of Waterloo, and G. L. Masten, Esq., of Coaticook. These appointments will, we feel confident, meet with general approval. The appointment of Mr. Masten marks a new era in the history of the Protestant Committee. This is the first time that a member of the teaching profession of the Province has been appointed to a seat on the Protestant Committee. For several years the teachers have been urging that they should have a representation on the Board charged with the educational interests of the Province, and the Government has at length recognized their

representations in the appointment of Mr. Masten. This appointment has been received with great satisfaction throughout the Province, not only because a representation of the teachers has been appointed, but also because it is felt that Mr. Masten will represent the interests of elementary education in a manner that will reflect credit upon himself and upon his profession. By the promotion of the Rev. Dr. Mathews, and that of the Hon. Dr. Church, to positions on the Council of Public Instruction, two vacancies were made among the associates members of the Protestant Committee. These vacancies were filled at the last meeting of the Committee by the appointment of the Rev. Canon Norman, D.C.L. and the Rev. Dr. Cornish, making a very strong Committee, composed of fourteen members in addition to the Superintendent, as follows:—

The Hon. Gédéon Ouimet (ex-officio).

The Right Rev. James Williams, D.D., Bishop of Quebec, *Chairman*.

The Rev. John Cook, D.D. Quebec.

Sir William Dawson, C.M.G., LL.D. Montreal.

Hon. James Ferrier Montreal.

R. W. Heneker, Esq., D. C. L., Sherbrooke.

Rev. Dr. Mathews, D.D. Quebec.

The Hon. Dr. Church Montreal.

The Ven. Archdeacon Lindsay, M.A. Waterloo.

George L. Masten, Esq. Coaticook.

ASSOCIATE MEMBERS.

Hon. W. W. Lynch, D.C.L., M.P.P. Knowlton.

Dr. Cameron, M.P.P. Huntingdon.

E. J. Hemming, Esq. D.C.L. Drummondville.

The Rev. Dr. Cornish, LL.D. Montreal.

The Rev. Canon Norman, D.C.L. Montreal.

The Rev. GEORGE WEIR, LL.D.,

Secretary of the Committee, QUEBEC.

The Deputation from the Provincial Association, appointed at Cowansville Convention, waited upon the Protestant Committee and Members of the Government on the 26th November last and urged upon their attention the views of the teachers in reference to several important educational questions.

The Deputation, consisting of Dr. Robins, Dr. Harper and Mr. Masten, represented among other things:

First. That a central Board of Examiners should be appointed or some other means adopted to secure a uniform standard of examination.

Second. That one of the vacancies then existing among the Associate Members of the Protestant Committee should, by courtesy, be placed at the disposal of the Provincial Association to be filled by a member elected for a term by the Association.

Third. That special efforts should be made to bring the regular matriculation examinations and the professional entrance examinations of the Province into harmony.

Fourth.—That the examination of Academies and Model Schools should take place earlier in the year.

Fifth. That if the Pension Act of 1880 is to go into operation the first day of July, 1885, important amendments should be made to the Act.

Sixth. That the classification of Academy Diplomas, should be modified, and provision made, among other things, for advancing teachers to a higher grade on the ground of successful work.

From the minutes of the November meeting it appears that nearly all of these points urged by the Deputation were considered by the Committee. The first, third and sixth points are under the consideration of special Sub-committees. The examination of Academies, &c., was ordered to take place in the month of March, and the appointment of the Rev. Dr. Norman and the Rev. Dr. Cornish, as Associate Members, was a decided answer to the suggestion that one of these vacancies should be placed at the disposal of the teachers of the Province. This is the only deputation which the teachers have sent to represent their views to the Government and the Protestant Committee for several years, and the results of the effort will be awaited with considerable interest.

THE PENSION ACT OF 1880 was brought before the Protestant Committee at the November meeting by the deputation from the Teachers' Association. This Act has given rise to a great deal of discussion, and as the time draws near, when it is to go into full operation, the interest naturally increases.

Unless very important amendments are introduced at the next session of the Legislature a very serious injustice will be done the teaching profession of the Province. With a view of getting a clear idea of the present position of the Act let us trace its history up to the present time. In 1881 between three and four hundred Protestant teachers of the Province petitioned the

Legislature for important amendments to the Act, but no action was taken. In October, 1881, the feeling against the Act had grown so strong that the Teachers' Convention at St. John's decided against any Pension Act. As time went on it became more and more evident that the income of the Pension Fund would not suffice to pay the pensions promised by the Act, and accordingly the Government, in February, 1883, submitted to the two committees of the Council of Public Instruction a proposition to abrogate the Pension Act. The Protestant Committee approved of the proposal of the Government; the Roman Catholic Committee referred the matter to a sub-committee, which requested the Superintendent to ascertain the opinion of the Roman Catholic teachers of the Province concerning the Act. The result of this enquiry, made through the school inspectors, showed that about eighty per cent. of the Roman Catholic teachers are in favor of the Act.

Representatives of the Roman Catholic teachers of Montreal and Quebec submitted to the sub-committee certain amendments which they considered should be made to the Pension Act.

By invitation of the Superintendent, Dr. Robins, Dr. Howe, Geo. L. Masten, Esq., and the Rev. E. I. Rexford were requested to meet a deputation of the Roman Catholic teachers in Montreal on the 22nd October last, to consider the proposed amendments. There was very great difference of opinion concerning the subjects under consideration, but it was finally agreed by the casting vote of the chairman that the stoppages on teachers' salaries should not exceed four per cent.; that if this did not suffice to pay the pensioners, the pensions must be reduced *pro rata*. It was also the opinion of the meeting that stoppages should be made upon the pensions as well as upon the salaries of teachers. At the meeting of the Roman Catholic Committee on the 12th of November, the report of the Sub-Committee on the Pension Act was considered and certain amendments were adopted for recommendation to the Government. By these amendments certain obscure passages of the Act are cleared up; a maximum of salaries for the teachers of the various grades of subsidized independent schools is fixed; a maximum of emoluments which teachers may include as part of their salaries is fixed, and important changes are introduced into Section 12, which provides for the revenue of the Pension Fund.

If the proposed amendments are adopted the 12th Section will read as follows. (The proposed changes are given in italics):

12. In order to provide for the above-mentioned pensions:

(1.) A reduction or stoppage shall be made from the salary of each officer at the rate of two per cent, per annum; *and a similar stoppage of two per cent. shall be made annually upon the amount of the pension paid to each officer of Primary Instruction.*

(2.) A *similar stoppage of two per cent.* shall be made annually from and out of the "Common School Fund," as well as from and out of that portion of the "Superior Education Fund," appropriated to the support of institutions managed or directed by officers of primary instruction, as defined by the present Act;

(3.) An annual grant of *five thousand dollars* shall be allowed by the Government of the Province;

The aggregate amount^t of these various stoppages and grants shall be deposited every year *until 30th June, 1885*, with the treasurer of the Province, and by him converted into Provincial or Dominion bonds, and capitalized for the benefit of "The Pension and Superannuation Fund for officers of primary instruction." And the said fund shall not form part every year of the Consolidated Revenue Fund, notwithstanding any provision to the contrary in the Act respecting the Treasury; but it shall be held in trust by the treasurer of the Province for the purposes of this Act.

If after the delay granted by Section 26 of this Act, for the payment of pensions, the interest on the said capitalized fund, *the amount of these different stoppages and of this grant* do not suffice to pay the pensions applied for, the stoppages from the salaries *and from the pensions* of the officers of primary instruction, *from the "Common School Fund" and from the "Superior Education Fund"* shall be increased *in consequence, and in the same proportion in the four cases.*

After the 30th June, 1885, all excess of the revenue over the expenditure of the Pension Fund shall be employed first to pay the deficits of the preceding year, if there be any, and the remainder shall be added yearly to the capital of the Pension and Superannuation Fund for officers of primary instruction. Meanwhile, if, in order to pay the pensions, the stoppages increase to a rate which is considered too great by the officers of primary instruction, the Government may diminish the advantages offered by the present law.

As long as the stoppage does not exceed four per cent., no officer of primary instruction shall have the right to complain.

The following statistics will show the financial position of the Pension Fund up to the 30th June, 1884:—

Stoppages on Government Grants.....	\$7,530.00
Stoppages on Salaries.....	40,893.63
Amount of Arrearages received	10,969.55
Amount to be paid by Government.....	4,000.00
Total amount of the Fund, 30th June, 1884.....	\$63,393.18
Total amount of back stoppages reported	\$42,515.26
Number of teachers paying stoppages	4,267
Number of teachers paying back stoppages	235
Number of teachers who taught twenty-five years or more previous to 1880	91
The average salary of these teachers	\$400.00
The annual revenue from stoppages on salaries (in round numbers)	12,000.00

Such is the history and position of the Pension Act, financial and otherwise, up to the present time. Whatever action may be taken by the Government concerning this subject during the next six months, will naturally be followed with special interest by the teachers, and this statement may be of some service to them in that connection.

HINTS ON TEACHING LITERATURE TO JUNIOR PUPILS.

BY MISS ALICE FREEMAN, *Ryerson Public School, Toronto.*

(Continued from page 270.)

All such details should be given incidentally without departing in the least from the regular order of the lesson. Sometimes, when the selection promises to be dry and uninteresting, it is well to tell the children a little about the author and his writings on beginning the lesson, in order to attract their attention. Again, if it is by a writer they have learned to know well, the close of the lesson is best, because they are all on the alert to tell what they know, and the interest is keen to see who can tell most or first. It is amusing occasionally to see the look of dismay that arises when turning the page, they find no name attached to the selection, or again when a boy states that "Mr. Anonymous wrote it." Soon however they find out what any literary term means, and talk about paragraphs, and stanzas and anonymous books, without the consciousness that they are using other than every-day language.

The present age has been called the age of abbreviations, and we all admit the tendency to curtail our sentences, words, syl-

lables; we even try to think in epigrams. Elegance and fulness of language are daily sacrificed to force and expressiveness. Perhaps a certain amount of force is needful in the rush of business life, but it rests with us to show our pupils that true force is only acquired by using the right word in the right place, and that slang phrases, however fitting they may appear, are weak, inasmuch as they indicate a lack of ability to use the proper word.

In the Grammar Lessons, or Language Lessons, as we more correctly call them, not a little also may be done in a quiet way to acquaint our pupils with the names of authors and their works. In the construction of sentences, either for classification, analysis or correction, it would be an easy task to embody certain truths instead of the meaningless phrases we so often throw together. For instance in place of "Virtue is its own reward," "The tall man walks down the street," "It is a very fine day," substitute "Longfellow the poet was a great friend of little children," "Ballantyne has written some interesting stories of adventure," "Dickens was once a poor boy," and others more complete if needful for the requirements of the lesson. Such sentences lead to enquiry, especially if the pupils once realize that they are really true. "Tell us one of the stories," they cry, or "Did he grow rich?" "Had he to work very hard?" and then comes the promise that they shall be told at the first five or ten spare minutes through the day or week. Never wander from the subject of the hour, no matter how dry it is, or how attractive the path may be that opens out in some other direction. The children are not likely to forget to claim the desired information at some future date, and this brings us to our opportunity of directing their reading by stories told simply in story form.

There is no need for me to tell what fascination the prospect of a story exerts upon children of all ages, how the most restless are quieted, and the most indifferent become alert and intent. The charm is not lost even in more advanced years, for many of us here to-day, who grow occasionally restless and inattentive under the pressure of dry discussion, would promise unlimited attention and perfect order if the president would only tell us a story.

It is not to be wondered at, this eagerness of our pupils, with all the possibilities of this busy world before them, its strange

lands they cannot yet explore, its laws of science, they cannot yet grasp, its government they cannot comprehend, and, above all, the mysteries of the unseen, which surround them on every side, filling their imaginations with vague terror and superstition, or confidence and enlightenment, just as we people do it for them with evil or with good. Surely among all these wonders, there is material enough for us to draw upon. But why not let our stories turn frequently upon the lives and works of great men, especially of authors and their writings, than which we could find nothing more attractive. Again we might give outlines of some books worth reading, or select chapters, anything that will excite their curiosity and make them desirous of knowing the rest. In doing this we must remember the needs of the children. Their imagination must be fed. Give them plenty of adventures and wonders. Portray for them Hans Andersen, with his awkward figure and homely face, tell them of the sensitive nature, the vivid imagination and the big heart beating beneath, then relate the story of "the Ugly Duckling," and see how intently they listen, knowing it is a picture of his own neglected boyhood; put his name in the literary corner of the blackboard as one well worthy to stand pre-eminent among children's story-tellers; tell them too of Dickens' boyhood days, spent in a factory, give them some selections from his books. They never tire of hearing of Smike the half-witted drudge, of a poor neglected Joe the street Arab, of Little Nell and her travels, of Joe and Pip; these characters become old friends to the boys, and they are desirous always of knowing more about them, and determine some day to read for themselves. Then we have Ballantyne, with his host of startling adventures on sea and shore; and for senior classes Jules Verne, with his brilliant and not entirely unscientific flights through the universe. Longfellow should be the children's poet, not only of the present, but of the coming generation, his simplicity and pathos making it an easy matter for any child to understand him. Even Matthew Arnold with all his vague mysticisms writes a poem that children can appreciate, and they listen with rapt faces to the story of the merman, whose wife was charmed away to the upper world at the sound of the Easter bells from the little grey church on the sea shore.

But it is useless for me to begin to enumerate the hosts of beautiful legends and tales and sketches that are at our command,

each one pregnant with tender and heroic thought. The only wonder is that any one of mature judgment should be attracted even for an instant by the trashy or worse than trashy publications that crowd the parlors of to-day. Let us then try by this or any other judicious method to help our boys and girls, whose tastes are yet unformed, to appreciate and hunger for a higher and more wholesome class of literature.

But here let me say a few plain words in regard to this story teaching. It should not be of too frequent occurrence, nor yet without some other motive than mere amusement. We cannot denounce too strongly the custom that is not unfrequent among us of killing time, quieting troublesome pupils and relieving the teacher of needful work by taking up a book of suitable tales, and reading from it for an hour at a time, such a plan defeats all purpose of systematic instruction. We all know how our pupils demand another and still another; and before the second tale is finished, the first has become a blank in their memory. This method cultivates the habit of mental cramming so common in the present day, and seriously impairs the mental digestive organs. Let the story then come once a week, twice at the most. Question your pupils always at some aftertime, to see how much their memories have retained. If read to an advanced class let them rewrite it from memory. Tell the story, in preference to reading it, if your pupils are junior ones. It is fatiguing certainly and requires more effort than simple reading, but we are repaid always, not only by the increased interest of our pupils, but in the knowledge that it aids the teachers to become a graphic and fluent conversationalist. Let us not attempt too much at once; if we can make our pupils conversant with the lives and writings of three or four interesting authors during the session, we have given them quite enough to store away, and were this plan adopted in the various grades, any pupil on reaching the advanced classes, would be capable of comparing one author with another, and be able to give reasons for any preference he might have.

I am afraid the custom of memorizing choice selections from standard writers has dropped somewhat into disuse in our schools, although it is one we can ill afford to dispense with, yielding as it does an opportunity for voice culture as well as storing the minds of the children with noble thought expressed in choicest

language. We have the whole book world to choose from, and no teacher, be his literary judgment ever so poor, is likely to go far astray in presenting to his class suitable matter for memorizing. Give them selections suited to their capacity, and tell them the substance of the remainder of the article chosen; help them to find out when a thought is well expressed, show them that slang is never used by really good writers, teach them to detest anything like looseness of language in themselves or others, suggest the care that is exercised by writers in revising before sending their manuscript from them, thus by inculcating patience in composition, help them to make the language of literature their own, so that all unconsciously they will adopt it for daily use. The Association will pardon a slight digression here, in order to give a practical illustration of what is meant. A week or two ago, on walking to school in the morning, one of our teachers noticed, as probably we all did, that houses, fences, everything was covered with ice and the branches of the trees kept up a continuous rattle as they swayed in the wind. Her class had been reading, the day previous "The Wreck of the Hesperus," a selection familiar to most boys and girls. One line in it, describing the condition of the wrecked vessel, runs thus, "the rattling shrouds all sheathed in ice," and by a very natural association of ideas the lines recurred to her repeatedly, as she walked. Just after opening exercises, the class was asked whether any one had noticed anything peculiar on the way to school; more than a dozen answered, "The branches of the trees are all ice." "Well," said their teacher, "what then." "They rattle when the wind blows." "Now," she continued, "they have been reminding me of one line in the 'Wreck of the Hesperus,' can any of you tell me which one?" After a few moments and without any further assistance, two hands went up and the line was repeated, one boy adding, "it's the rattling trees all sheathed in ice" this morning. The teacher was surprised and pleased particularly at the voluntary adaptation of the words, and this perhaps helped to fix the incident in her memory. It is wonderful with what rapidity these little folk convert abstract notions into every day realities, and how quickly they familiarize to themselves the names and works of writers until even the teacher feels as if they were personal friends in whom a hearty interest was taken.

Never take a book away from a boy, be it ever so worthless without suggesting, or if possible supplying him with a substitute, and do not think a few minutes at recess or noon wasted that is spent in calling him to you and showing him wherein the book is valueless. He will remember your criticisms long after you have forgotten them, and will probably judge the next book he reads by the standard you have set before him. There are some boys in the city who are carrying the names of several books by certain entertaining authors about with them written on a scrap of paper "so's we'll know what to ask for when any one wants to give us a book." Of course the paper will be destroyed, used as bullets for popguns, or rolled into wads to fire at any offending companion, but the impression will have been made and retained in after years. It is to be hoped, though, that the present possession of the lists, will not suggest the asking, or parents and friends may not grow enthusiastic over the device.

It is only in little ways like these quietly interwoven in our daily school work that we can direct to any extent the present and future course of reading our pupils may adopt. No arbitrary rule will effect the desired result, but we are wiser than to attempt any such plan. Steadily and perseveringly we must work on, filling up each nook and cranny in our boys' minds, leaving no vacant space where dust or refuse may find lodgment, so that when all the varied literature of the present day is open to them, they may find no place for useless or vicious matter.

In view of the opening of the Free Library, from which we anticipate so much, it is desirable that some regulation should be passed limiting the age at which young people be allowed the privilege of selecting books, or better still, there should be a young People's Department, and this section only, open to them. Unless some step of this kind is taken the Library will not prove an unalloyed good to the community. It surely would be unadvisable that our young folks of twelve or fifteen years, should have the extensive range that so large a library must afford, and yet it seems hardly fair to debar them from access to it. We have neither time nor space to discuss this question more fully, but would like to press this one point, and it seems most fitting that any such suggestion should come from the Teachers of Toronto, rather than from any other source. Were the Directors willing

to allow us to make selections for the Young People's Department, we would undertake to choose so wisely as to attract not only the young but many older and wiser folks.

But close what avenues we may, there are always plenty of others open, and in these days of cheap publications, it is impossible to keep pernicious literature out of the hands of our pupils. After all, the best and surest safeguard must lie within. We must implant in them a desire for substantial thought, pretty fancies and choice language, that will give them unconsciously a distaste for poorer work. Even then there is danger, but beyond this point we can only guard them by teaching them the art of self-government and self-control, and that is a life-long study in which we can only hope to give the first few lessons.

On glancing over the suggestions contained in this paper, they seem so simple, as to be hardly worthy of a place in your memories, but if they serve to arouse an interest in a subject which forms so important a factor in child-life, I shall be satisfied. I know there are teachers before me now, earnest in work, thorough in discipline, skilful in method, anxious to do all in their power to send their pupils forth fully equipped for the battle of life. I beg of you, do not leave this one weak spot in their armour. Give them mathematical precision, if you will, help them to acquire all the business education possible, but believe me, the thoughts and fancies of leisure hours also need directing and guarding. A boy will never make a less successful business man, if when business hours are over, he can turn with zest to a wisely written book, and follow the author into the wide realm of facts and fancies, lights and shadows, that rise and fall over all the strange problems of human existence.

There are so many important subjects to be to be handled in our profession, that we sometimes feel like the fabled old woman of nursery rhyme; we have so many children and so much to impress upon them that we really "don't know what to do." Sometimes they get the bread without the broth, and sometimes the broth without the bread, and once in a while we are happy in our method, and give a judicious mixture of both. I suppose, after all, wise and successful teaching is simply learning to mix broth and bread in proper proportions.

One word in conclusion, do not think this subject a trivial one, even if the remarks you have heard deserve that appellation.

Look back each of you upon your own early days, and see how you have been biassed by the line of reading you have adopted. There are books you have read in the past, you would gladly blot from your memories, but the mischief has been done, the evil thought, the bitter sneer, the troubled doubt has been instilled, and you cannot ever bury it so deep, that it will not rise again.

If any pupil of ours should in future years lay down some spicy sensational novel, or leave the sheets of some violently illustrated periodical uncut, because of some dim remembrance of a warning note, sounded in old school days, the knowledge should make us more satisfied with our work than had he obtained all the honours that Universities could bestow.—*Canada Educational Monthly*.

MAKE YOUR SCHOOL ATTRACTIVE.

There are many things that may be done by the teacher in city or country, near or remote from towns or lines of travel, that will make the school attractive, brighten the pupils, give them true ideas of the outside world, refine them and cultivate their tastes—in short, educate them. Among many things the following plans are suggested, the expense of carrying them out will be trifling, and will more than repay the teacher:

A MUSEUM.—Get some strong iron brackets and some boards and put up shelves; for a trifle you can get pretty colored paper, ready trimmed, to cover these with. Ask the children to bring (1) specimen of grain, fruit and flowers, especially such as are not common; (2) mineral specimens; (3) curiosities; (4) specimens of hand-work, drawing, needlework, woodwork, etc. They will become quite enthusiastic when the enterprise is started, and the teacher will keep up the interest by making improvements all the time. Start with one small shelf; when several articles are brought in begin to classify, enlarge the shelf-room and label each shelf. To keep from the dust, get a number of shallow paper boxes, cut out a large portion of the cover and paste in glass; the glass can be scratched with a piece of quartz and then broken, so that pieces may be easily obtained to fit the box. Labelling the boxes admits of further classification. There can be a box for kinds of coal, one for ores, one for minerals, etc. One shelf

can be set apart for articles loaned to the museum. Some parents may have specimens which they will loan for a couple of weeks. Appoint a committee to get up a "Loan Exhibition" for one or two weeks. Have a shelf for the girls' fancy work; another for the boys' woodwork; buy a box of water colors, or boxes of small colored crayons; let the pupils draw and color designs. These may form part of the "exhibit."

DECORATIONS.—A committee is appointed to decorate the walls of the school-room; there may be one for each wall, and one for each window. This committee solicit pictures, brackets, hanging baskets, curtains and flowers for the windows; small brackets can be bought on which shelves can be placed across the windows for flower-pots. With a few yards of cheese-cloth and a little red cambric the girls can make very pretty window curtains; the boys can whittle out rings; a broomhandle will make a roller; these can be painted or stained and fastened up; the girls can crochet bands of red worsted to fasten the curtains back with; then, with two or three shelves of flower-pots across and a hanging-basket or fish-globe suspended in the centre, the bare window is transformed into a thing of beauty. Very pretty flower-pots can be made by pasting over an old tin can or box, a covering of thin black or dark brown paper, and pasting on this embossed flowers. The wooden brackets and easels which the boys make may be placed on the walls for ornaments; little pots of trailing vines may be put on the brackets; pressed ferns and autumn leaves may be arranged about the pictures and brackets. A spirit of rivalry, as to whose window or wall shall look the best, may be aroused, but the teacher can keep this from becoming unpleasant. A treasurer may be appointed to keep an account of the expenditures and the money contributed.

EXPERIMENTS.—The teacher makes a collection of easy experiments, illustrating the properties of common objects; full directions for performing these are written out on cards, or in a book; there is a table in the room containing the necessary apparatus, and the pupils, one at a time, are allowed to go to the table and perform the experiments whenever they have leisure. This can be a privilege reserved for those who have had perfect lessons, or who finish their work in advance of the others. Then when the lesson is taken up those who have performed the experiment state what they have discovered. If the operations attract the atten-

tion of the school, the table can be placed in the back part of the room, or a few yards of green cambric can be bought and tacked to a frame which the boys can construct for a screen. The boys will become so fond of this work that they will gladly contribute toward anything that is needed in the "laboratory."

· SELECT READING.—A few minutes after the noon intermission may be set apart for the reading of choice selections, stories, etc. There is a committee to collect appropriate pieces from newspapers, books and magazines; also to keep a list of the names of all who volunteer to read. The teacher, of course, will examine the pieces selected to see that they are appropriate, suggest good ones, and give help to the readers in making preparation. If the readers are allowed to come before the school unprepared, and make failures, they and the others will be discouraged. The knowledge that they can do well will keep them willing, even anxious to read.

QUESTION BOX.—A committee may be appointed to prepare and receive questions. This committee and also the school is instructed carefully as to the nature of the questions desirable for the box. They are told to notice the curious things that are taking place all around them, and to question only about what they would really like to know—such as, "Why does a horse's hoof strike fire from stones?" "Why do the tears come when we cry?" "How does a toad catch a fly," etc. These questions are written on slips of paper and handed in and numbered. A "bulletin-board" is prepared each week with four or five of these questions written upon it, with their respective numbers. The board is hung where all can copy the questions as they have leisure. The answers are handed to the committee as they are found. The committee keep a record of all who give correct answers. A list of all who give correct answers, with the number of answers given, may be kept on the "bulletin-board" with the questions. This board is just a plain board suspended by a string, and on it the paper containing the questions and names for each week is posted.

ELECTION OF OFFICERS.—The various committees mentioned may be appointed by the teacher at first. When all have become familiar with the duties of each, some of these may be elected by the pupils. The names of several are placed on the board as they are nominated by the others. Then pieces of paper are passed around

and the pupils vote by ballot. Those receiving the highest number of votes are elected to the office. After some of the "parliamentary rules" have become familiar to the school, the teacher can leave the chair and let the school organize itself, appointing a chairman and secretary and then attending to the business before it.—*From the School Journal.*

BOOK NOTICES.

Fenno's Favorites. One hundred choice pieces for Reading and Speaking. John E. Potter & Co., Philadelphia. Price, 25 cents.

Ginn, Heath & Co. are about to publish an introduction to the Study of Language, being a critical survey of history and methods of Comparative Philology, by B. Delbrück, translated by E. Channing.

Watson's Graphic Speller.—A. S. Barnes & Co., New York, is an excellent Manual for Primary Grades. It is prepared upon the principle that spelling is essentially a part of writing, and that the learner must devote himself to whatever is most effective in training the eye and hand to the formation of words in written characters.

Sophocles, Antigone, Edited, by Martin L. D'Ooge, University of Michigan. Ginn, Heath & Co., Boston. This is an excellent specimen of the "College Series of Greek Authors," the object of which is to furnish editions of the Greek Authors, with notes which embody the best results of recent philological research. The Greek type is excellent, the notes are clear and concise, and the introduction gives a very full review of the play.

Gymnastic Manual, by Dr. Edward Hitchcock, Amherst College. Ginn, Heath & Co., Boston. The object of this manual is to furnish a series of exercises by the use of which a teacher can directly instruct a class in light gymnastics. There is also given a series of simple military movements that may be made by a class or company of from twenty to a hundred—girls or boys—either in a small out-of-doors area or in an ordinary hall.

Addition Manual, by F. B. Ginn. Ginn, Heath & Co., Boston. The object of this Manual is to apply the principles of the "Word Method" in reading to Addition and Subtraction, so that the sum and difference of any two numbers may be known at sight. In this manual of twenty-four pages the author gives a three years' course in the study of numbers for young children. The exercises are interesting and well arranged, and would be of great help to teachers of primary schools.

Elements of Morals, by G. M. Paul Janet. A. S. Barnes & Co., New York.—This is a translation of one of the best works of the distinguished religious moralist. Its scholarly and mechanical arrangement, its clear and direct reasonings, its examples and illustrations render it singularly attractive

to young students. The author cannot conceive morals without religion. He holds that practical faith in the existence of God is the postulate of the moral law. The two things exist or fall together.

A New Descriptive Astronomy, by Joel Dorman Steele, Ph. D., A. S. Barnes, & Co., New York. The object of this work (which is one of a series of similar works upon Natural Science by the same author) is to collect the most valuable discoveries and interesting facts connected with the New Astronomy now scattered through expensive works, and to weave the story of the far-distant worlds into a form that may attract the attention and kindle the enthusiasm of the pupil. The work is beautifully illustrated, and is provided with several maps and coloured plates.

Exercise Manuals No. III. Geometry, by Wentworth & Hill. Ginn, Heath & Co., Boston.—The third of this series has just appeared and is even better than the first two numbers. The work has been prepared to encourage original work in the study of Geometry. In the past the tendency has been to confine the pupils to the propositions worked out in detail in the text-books, but a change in the method of teaching Geometry has taken place, and the present work is intended to supply the demand which intelligent teachers are making for a collection of suitable geometrical exercises. This is an admirable work in every way, and will be of great service to those who are engaged in teaching Geometry classes.

Latin Synonyms, by Edgar S. Shumway, A.M.; Principal of the Chautauqua Acadmia; Editor of Latine. Inrod. Price. 25 cts. Ginn, Heath & Co., Boston.—These synonyms comprise only those which are used in classical Latin. The number is purposely limited; first, to those whose likeness and difference can be made evident to the student; second, to those which are used frequently enough to make their acquisition of value in vocabulary-building.

Each group of synonyms is headed by that English word which expresses the most general meaning of the group. These groups are then arranged in alphabetical order of these English list-words, and numbered for ready reference. The hand-book is of size convenient for the pocket, and in flexible covers. It is designed to meet the needs not only of the college student, but also of the preparatory school.

DEPARTMENT OF PUBLIC INSTRUCTION.—OFFICIAL NOTICES.

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County of Missisquoi, Farnham.—Mr. John Wilson, re-appointed, and Mr. Winfield S. McCorkill, instead of Mr. J. C. McCorkill, absent.

His Honour the Lieutenant-Governor has been pleased, by an Order in Council dated 9th October, 1884, to separate from "Notre-Dame Auxiliatrice de Buckland," in the county of Bellechasse, the parish of "Saint Damien de Buckland," in the same county, and erect it into a distinct school municipality, with the same limits which are assigned to it as a parish.

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To the Trustees and Teachers of Lincoln and City of St. Catharines.

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