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*Review*

**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.**

**VOL. XVI.**  
**JANUARY TO DECEMBER,**  
**1896.**

**MONTREAL:**  
**CANADIAN SUBSCRIPTION AND PUBLISHING CO**  
**—**  
**1896.**

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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Nos. 1 & 2.      JANUARY-FEBRUARY, 1896.      VOL. XVI.

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**Articles : Original and Selected.**

**ENGLISH IN THE SCHOOLS.\***

BY A. G. CROSS, B.A., B.C.L., ADVOCATE, MONTREAL.

*(Continued.)*

The first point at which legitimate criticism may take exception to existing methods appears to be the undue predominance accorded to text-books and fixed subjects of study.

Pupils acquire the mistaken notion that all that they are to learn is to be gotten out of some book, and almost any sort of an interrogation at once sends them upon the enquiry as to what is said about it in the text-book.

We have become a reading people, so much so that the practice of conversation has largely gone into disuse. There seems to be almost nothing of sustained conversation in family circles. A relic of the practice seems here and there to survive in the evening meeting at the village shop-keeper's store, which may deserve to be perpetuated as a source of possible intellectual stimulus. In our elementary schools, however, attempts at having the pupils try to give expression, in the reciprocal way presupposed in conversation, to

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\* Second part of a paper read before the Teachers' Convention held in Sherbrooke in October, 1895. The first part appeared in the December number of the RECORD.

ideas formed at the moment of utterance and not in language copied from text-books, are practically unknown. Faculties disused do not improve but rather shrink ; and the pupils in our schools, unlike politicians and frequenters of evening parties, cannot speak when they have nothing to say.

In this way, paradoxical as it may seem, the very vehicles of instruction, printed books, become an obstacle to education in language. When it has been my fortune to witness class exercises on a few occasions, I have heard a high school teacher shout questions at a class very much in the style of an auctioneer or nostrum vendor at a fair, while to each question the reply would come from one or more pupils in the stereotyped language of the text-book. The answers were evidence that there had been a considerable amount of memorizing, but were not evidence of development in originality of conception.

A short time ago I asked a class in Canadian History, as a sort of introductory question, how it happened that the people of this Province were in part French speaking people and for the remainder English speaking. The pupils of the class were quite prepared to have answered almost any question the reply to which could be given by reciting one or more sentences from the text-book. Nor were they lacking in the knowledge of facts which would form the answer to the question actually put, but in reality they were unable to answer it, because they were almost wholly without experience in giving expression to an inference from stated facts.

They found themselves mentally running through a text-book in search of a few sentences with which to convey a reply, the substance of which was quite within their knowledge and the resultant look of impatient disappointment plainly suggested the wish : " Oh that he would only ask us something out of the book ! "

I venture humbly to suggest to you that in all such cases the teachers had not acted up to the requirements of the Course of Study in the matter of " conversation with pupils on familiar subjects," " short stories related by the teacher and repeated by the pupils," or " writing sentences about a particular object." The reason why pupils have their intellectual horizon thus bounded by the text-book must be that the teachers themselves do not go outside of the text-book.

Let me here quote a few sentences from an article by Dr. J. M. Rice, which appeared in the July issue of the "Forum" magazine, and which may be made valuable as suggesting a basis from which efforts for amelioration should proceed. He writes: "That the mode of teaching in vogue, in our progressive, as in our non-progressive, schools, is destined to cultivate the memory rather than the power to reason, is proved alone by the fact that, in the subjects particularly adapted to appeal to the reasoning faculties—the so-called thought studies,—the pupil is required to obtain his ideas by reading the text-book in advance of the recitation. If it be the teacher's aim to lead the child to think, it is necessary for her to apply the principle that the child must be told nothing that he is able to find out for himself. To compel the child to study the lesson from the text-book in advance of the recitation, is to violate this principle *in toto*, because by this means he is directly told by the text-book every point that he might be able to reason out for himself. In order properly to apply the principle, it is necessary to bring the new matter before the pupil for the first time during the recitation period. It is then, and then only, that the teacher is enabled, by means of skilful questioning, to lead the child to find out for himself whatever it is possible for him to discover. Facts that the child is unable to discover must be told to him by the teacher. Simply to hear children recite lessons that they have committed to memory is a very easy matter, and requires no expert knowledge or skill, but, by means of questions, to lead the child to think, involves both science and art." \* \* \* \* "True instruction will not be obtained until the teacher is substituted for the text-book, as it is then only that the principles of teaching can be properly applied. To suggest the removal of the text-book, without recommending anything in its stead, might justly be regarded as destructive criticism; but surely no one can construe my remarks in this light when I offer as a substitute, the teacher herself."

As a logical outcome of the defect which has been described, we have the mischievous system of periodical examinations, which in the main serve the purpose of accord- ing underserved glory to that pupil whose memory has stood the heaviest surfeit. Many of us have doubtless observed that the keen sense of having suffered an injustice at a school examination is one of those experiences which

cause many a sensitive pupil to carry through life a feeling of rankling resentment.

The plea of an interested spectator on this point accordingly is, that you do not waste time and energy unduly in loading the minds of your pupils with a mass of dates, names and episodes which they will certainly forget in a few years at most. We have doubtless in our school days at some time committed to memory the names of all the Governors and Intendants of New France and the number of settlers who perished of scurvy or small-pox at Stadacona in the first winters in which that fort was inhabited by Europeans. Do any of us, who are not teachers of Canadian History, remember those things now? And if we did remember them still, of what advantage would it be to us? You will surely be greater benefactors of your country and its youth if you succeed in having your pupils educated so as to be able to read from a newspaper or book taken at random, so that listeners can hear without discomfort and understand without effort, and so that the pupils will be able to give clear expression to a narrative either in the form of oral statement or of written composition or letter writing. When a farmer in the country finds it necessary to send a letter, his thirteen year old boy or girl should have learned enough at school to be able to write the letter for him, and when it happens that he requires something to be done at the village, his boy should have acquired sufficient power of observation and expression to be able to make a tradesman understand clearly what is wanted. You are not bound hard and fast to communicate nothing to your pupils except what you can get out of books. Indeed, as a wholesome breach in mechanical routine, it would be a benefit to your pupils and perhaps a blessing to their parents if you could prevail upon the children to read the newspapers aloud from time to time both in school and at their homes. Even if it be not provided for in the course of study, such a practice of dealing with what is of public interest in the world from day to day as events are happening would create an interest in the practice itself, and would, in a secondary way, give rise to a faculty for conversation and expression of the great importance of which we are apt to lose sight.

Writers of note have often insisted upon the importance of what has just been pointed out. There are to be found

in the *Spectator* a series of letters contributed by Mr. "Budgell," early in the last century, in which we find language such as the following: "To this end, whenever they read the lives and actions of such men as have been famous in their generation, it should not be thought enough to make them barely understand so many Greek or Latin sentences; but they should be asked their opinion of such an action or saying, and obliged to give their reasons why they take it to be good or bad." \* \* \* \* "To carry this thought yet further, I shall submit it to your consideration, whether, instead of a theme or copy of verses, which are the usual exercises, as they are called in the school phrase, it would not be more proper that a boy should be tasked, once or twice a week, to write down his opinion of such persons and things as occur to him by his reading; that he should discant upon the actions of Turnus or Æneas; show wherein they excelled or were defective; censure or approve any particular action; observe how it might have been carried to a greater degree of perfection, and how it exceeded or fell short of another."

"I have heard of a good man who used at certain times to give his scholars six-pence a-piece, that they might tell him the next day how they had employed it. The third part was always to be laid out in charity, and every boy was blamed, or commended, as he could make it appear he had chosen a fit object." (Letter No. 337.)

In the same volume we find the writer addressing himself to another phase of the subject, as follows: "I take the liberty to send you a fourth letter upon the education of youth. In my last I gave you my thoughts upon some particular tasks, which I conceived it might not be amiss to mix with their usual exercises in order to give them an early seasoning of virtue: I shall in this propose some others, which I fancy might contribute to give them a right turn for the world and enable them to make their way in it.

"The design of learning is, as I take it, either to render a man an agreeable companion to himself, and teach him to support solitude with pleasure; or, if he is not born to an estate, to supply that defect, and furnish him with the means of acquiring one.

"The fault.....of grammar schools is that every boy is pushed on to works of genius; whereas it would be far more advantageous for the greatest part of them to be taught such

little practical arts and sciences as do not require any great share of parts to be master of them, and yet may, come often into play during the course of a man's life.

“ While I am upon this subject, I cannot forbear mentioning a particular which is of use in every station of life, and which methinks, every master should teach scholars ; I mean the writing of English letters. To this end, instead of perplexing them with Latin epistles, themes and verses, there might be a punctual correspondence established between two boys, who might act in any imaginary parts of business, or be allowed sometimes to give a range to their own fancies, and communicate to each other whatever trifles they thought fit, provided neither of them ever failed at the appointed time to answer his correspondent's letter. I believe I may venture to affirm that the generality of boys would find themselves more advantaged by this custom, when they come to be men, than by all the Greek and Latin their masters can teach them in seven or eight years. The want of it is very visible in many learned persons, who while, they are admiring the styles of Demosthenes or Cicero, want phrases to express themselves on the most common occasions. I have seen a letter from one of these Latin orators which would have been deservedly laughed at by a common attorney.” (Letter No. 353.)

Doubtless a difficulty, which made itself so apparent as to be thus criticized over one hundred and eighty years ago and which exists still, is one to overcome which strenuous effort is needed.

To an association of teachers it is perhaps unnecessary to quote from Herbert Spencer, though it may be encouraging to observe that he writes as if the defective method had in a measure become a thing of the past. Amongst much other matter to the same purpose he writes : “ The once universal practice of learning by rote, is daily falling more into discredit. All modern authorities condemn the old mechanical way of teaching the alphabet. The multiplication table is now frequently taught experimentally. In the acquirement of languages, the grammar-school plan is being superseded by plans based on the spontaneous process followed by the child in gaining its mother tongue. Describing the methods then used, the ‘ Reports on the Training School at Battersea ’ say—‘ The instruction in the whole preparatory course is chiefly oral, and is illustrated as much



as possible by appeals to nature.' And so throughout. The rote-system, like other systems of its age, made more of the forms and symbols than of the things symbolized. To repeat the words correctly was everything; to understand their meaning nothing; and thus the spirit was sacrificed to the letter. It is at length perceived, that in this case as in others, such a result is not accidental but necessary—that in proportion as there is attention to the signs, there must be inattention to the things signified, or that, as Montaigne long ago said—*Sçavoir par cœur n'est pas sçavoir.*" (Education, page 103.)

I have urged upon you the desirability of not allowing the whole sphere of your teaching work to be filled and bounded by any officially prescribed programme of study. You should rule and administer your course of study instead of letting yourselves be ruled by it. It has also been suggested that pupils should practise reading aloud from books or papers selected at random. Your course of study prescribes conversation with pupils and exercises in composition by them, and I would venture to suggest that you double the time usually allotted to these exercises by a corresponding diminution in the time devoted to memory work.

Next, as a further stimulus to powers of observation and expression, I suggest the expediency of your taking your pupils out of doors and of having them observe and discuss objects in nature, animals and plants, seasons and processes of growth and decay. The keeping of young children in school-rooms from nine o'clock in the forenoon until half-past three or four o'clock in the afternoon, except during dinner and recess intermissions, savors of cruelty and tends to make them dull and taciturn, so that double benefit would result from a little open air instruction. Moreover children are quick at learning to improve their powers of observation in the way suggested. I am convinced that boys from the rural localities outstrip city bred boys in commercial pursuits—a commonly noted fact—mainly because they have formed a habit of mentally taking note of everything about them, a practice not easily followed in cities. We may congratulate ourselves that the introduction of Kindergarten instruction is operating a great amelioration in methods of imparting knowledge.

Even if it seem a little removed from my subject, I feel justified in adding a few words upon the desirability of taking account of particular traits of character in pupils and of special aptitudes and even idiosyncrasies. Do not try to have all your pupils become men and women exactly like one another. Unless the special aptitudes of pupils are taken into account from the commencement of their school education many of them will suffer. A youth who is destined some day to be a bishop or a judge should be dealt with from boyhood onward differently from one who gives promise of becoming a successful tradesman. So long as, from youth onward through life, the individual is made to bear to the community the same relation which one board bears to all the boards in a fence, every individual of special genius must suffer wrong and injustice. The spirit of commercial democracy which dominates the life of our time may be an advance upon the ruling forces of former times, but it surely seems to involve an undue suppression of the individual for the sake of the mass. The assumption of public services by governments and great corporations, the mere scheduling of masses of human beings as numbers so and so on factory pay sheets, trade combinations and industrial amalgamations, all these characteristics seem to indicate that we are fast approaching a time when distinctive individuality of character will be regarded with something akin to the deprecatory wonderment with which we might look upon a Patagonian aboriginé. We have become so intolerant of persons who do not travel in the beaten track, that we promptly designate them as cranks or degenerates, not hesitating to coin words at short notice to facilitate the expression of our disparagement, and so far have we gone in this direction that the more exceptional and atrocious the offence which a ruffian may commit, the easier it seems to be for him to procure eminent specialists to hasten into Court and pronounce him insane.

I have directed attention to some of these general characteristics of contemporary fashion as they seem to be subjects upon which the instructors of youth should ponder and exercise careful judgment. Temporary popular enthusiasms are often in great part mistaken and are almost always mixtures of good motive and bad judgment. Hence the importance of sometimes encouraging a pupil to break away from the habit of imitation. There occurs to

me at present the case of a locality in this province where the elderly inhabitants, though not what would be considered well educated, express themselves with a fair amount of clearness and accuracy, but where the children of these same inhabitants have adopted a manner of speech which is nothing short of an offensive *jargon* wherein such expression as "aint" and "I seen" are not the worst which might be cited. It seems harsh to say that many of these young people spoke better English before they went to school than after, but in some instances such is the fact; and it seems to be the outcome of the weak, but prevalent desire to be, like other people, a notion which seems also to lie at the root of the prevailing fancy which attracts into cities hosts of young people who have no fitness or adaptation for professional or commercial pursuits. Accordingly, the inference is, that teachers should discourage sameness and imitation and encourage independence of judgment, thoroughness and excellence, particularly in the way of developing special aptitudes, that they should aim at making of their pupils all sorts of honorable and right-thinking citizens, even if the pupils differ from one another as widely as the proper qualifications for one calling may differ from the qualifications for another.

What after all is your mission to the youth of this Province, but to educate them to observe for themselves, to think for themselves, and to speak and write the outcome of their observation and reasoning, so that when the time of action shall have come, each one shall rightly act for himself in his life's calling.

In what has been said regarding the teaching of English, you will have observed that there is scarcely anything about the teaching of grammar. I do not feel open to reproach on this account. The teaching of grammar is of course necessary even for a low standard of education; knowledge of the rules of grammar however is quite a different matter from ability to express one self adequately. There are in this Province abundant illustrations of the fact that persons well instructed in grammar may be ill-educated in the use of the English language. The latter art is what is here chiefly in question.

If your patience will tolerate another criticism applicable specially to the subject of English, I would ask if there is not in our schools an absence of thoroughness of instruc-

tion in the more elementary matter coupled with too wide a range of study, if there is not, on the one hand, too much ambition to teach something of many subjects, to "go over"—so to speak—a great quantity of matter, and not enough care on the other hand to make sure of what has been dealt with? I suppose that the close of teaching in our country elementary schools marks the close of all school instruction for over sixty per cent. of the pupils. Hence the importance of thoroughness of instruction in the small sum-total of education which these will have acquired. It has been my fortune to hear teachers assist pupils in class recitations by supplementing inadequate answers to questions upon the day's lesson. The practice is doubly injurious. It makes the pupil contract a disposition to lean upon the teacher, as it were, and it at the same time exhausts the teacher with work which properly is not the work of the teacher at all but that of the pupil. Pupils should be made to answer questions with deliberation, and should, by supplementary questioning and criticism, be made to take the responsibility of their answers and of the manner of expressing them. They should be made to find out for themselves rather than be told that which they ought to know.

Just as the beauty of the greatest scientific discoveries often consists in the simplicity of the result when attained, so it is that the beauty of an education consists in the perfection of mastery achieved rather than in the bulk of what has been attempted. When this consideration comes to be more fully realized and carried into effect by our educators, we may contemplate the possibility that Canada may produce men who will deserve to be called statesmen and men of letters.

However, as it has been my object to lay before you certain considerations having a practical bearing upon the work of your profession, the beauties of the English language form a subject which I have not dwelt upon. These you appreciate probably more fully than can be expected of one whose calling has to do chiefly with the outcome of the controversial side of human nature.

I would not have it thought that I have ignored the smallness of the inducements from a pecuniary point of view which are held out to those engaged in the profession of teaching.

Constituted authority in our land makes elaborate provision for argument, persuasion and conviction in dealing with men in the domains of religion and politics, and for compulsion and restraint of obstinate men and wrong-doers in the sphere of the law, but in the realm of education the body politic seems averse to contributing more than from two to four hundred dollars a year to those who are charged with the unmeasurably more important mission of actually forming and moulding the characters and dispositions which our young people will carry through life with them, which in short make them what they will be.

Fortunately however, as teachers have sufficient occasion to know, there are better things in this world than money, and if you can manage to bring it about, that your pupils shall secure that varied training which will enable them to be masters in the art of speaking and writing good English, you will have accomplished something which cannot be expressed in terms of dollars and cents.

Even if you be engaged in your profession only as a way of temporary bread-winning to be continued until you shall have been prevailed upon to assume the direction of a domestic establishment or until you shall secure command of sufficient money to enable you to gain an entrance to another profession, the knowledge that you are shaping the destinies of so many young Canadians will suffice to convince you how essential a thing it is that your standards should be high.

As regards any practical inferences which may be drawn from what has been said, let a word of qualification be added in conclusion. It may be that certain of the propositions here laid down are not in harmony with the instruction and recommendations which you have received in the course of your professional training, or may be such as your after experience as teachers makes you believe are not well founded. If so, it will still be quite in accordance with the spirit of what is here laid down, that you maintain your confidence in your own judgment of what is best, provided it be a deliberate judgment, and that you act accordingly.

My parting word to the representations of our honorable though ill-remunerated profession, upon whose indulgence I fear that I have unduly trespassed, accordingly is: "Be thorough in what you do and not ambitious to attempt more than you can do well."

## Editorial Notes and Comments.

THE PRESENT NUMBER of the RECORD has been considerably delayed owing to various changes in the business arrangements that were found necessary.

We must therefore ask the forbearance of our readers until regularity of issue can be again established. The March number will follow in a few weeks.

### *Common School Grant.*

The Legislature will be asked next session to amend the law relating to the distribution of the Common School Fund, so as to enable the Protestant Committee to distribute the share of the Protestants in such a way as to assist the poorer municipalities more generously. At present the money is divided amongst the municipalities according to population. Thus the cities and larger towns, which are well equipped educationally, receive the larger share from this fund, while the struggling schools in the remote districts receive so little as to make it hardly worth their while in some cases to apply for it. In the State of New York no school section having a valuation of three millions of dollars is allowed to participate in the state grant. The presumption is that sections so wealthy, comparatively, are both able and willing to look out for themselves.

Probably the grants to our wealthier municipalities are welcome, well earned, and well spent, but if they are somewhat diminished in favor of the poor municipalities, no one will make serious objection. Our system should be provincial. Under our law the rich man contributes to the education of the poor man's children. The rich district in a municipality assists the poor district, and thus the inequalities of life are rendered less striking. Why not then require the rich municipality directly or indirectly to give aid to the less fortunate?

### *Compulsory Professional Training.*

It will be seen by the minutes of the March meeting of the Protestant Committee that in a short time Normal School training for at least three months will be demanded from all candidates for teachers' diplomas in this province. The longer course of one year for the elementary and two

years for the model school diploma will be provided as usual, and will probably be followed by the usual number of students, while the shorter course will be taken by those who now go up for examination before the Central Board without any practice in the art of teaching, and with little knowledge of the principles of education and of the methods of applying them.

No one doubts that the best educational work can be done only when the teachers have been specially trained. In this province, so great is its extent and so scattered is the Protestant population, it has been a question whether some degree of training should be actually demanded from all, or whether the encouragement offered by the high character of the training and education to be had at the Normal School together with the prospect of larger salary, would be sufficient inducement to those who could afford the expense of a residence in the city. The result of optional attendance has been that our city, town and village schools, in which fair salaries are paid, are now taught by Normal School graduates, while in the remote districts there are few who have professional training.

A few weeks ago a prominent man in the western part of the province declared to the writer that the people in his part of the country are willing to pay larger salaries if they can get better qualified teachers, and that they are favorable to compulsory Normal School training. If this is true of the whole province, there will be no trouble in supplying trained teachers. It is expected that the short course will be of great value to the rural schools.

A strain will be imposed upon the staff and upon the finances of the Normal School by the dual nature of the work. It will be cheerfully borne, however, for the general good.

Of course, diplomas granted by the Central Board before attendance at the Normal School is insisted upon by a change of regulations, will remain valid.

—WE HEAR that Principal Dresser, of St. Francis College, Richmond, proposes to hold a summer school during the coming holiday season. His idea is to give instruction in Geology Botany and Drawing, with the addition, perhaps, of one or two other subjects. We hope that the encouragement which is needed to bring about the successful carrying out of Principal Dresser's plan will be extended to

him by all those who may be in a position to benefit by such a summer school.

—THERE is no complaint so common in the educational world, as that concerning the meagre salaries received by common school teachers, and the complaint is not without cause. Speaking of this very matter, the *Canadian Magazine* says: "Unless the public at once take up the matter of larger salaries for public school teachers, our educational system is going to be seriously deteriorated by the present practice. The idea of a male teacher possessing a second or third class certificate, and being over eighteen years of age, working for \$200 or \$250 a year! It is dangerous.

"No teacher with such a salary can afford to buy books, or even to wear good clothing. He will thus lose the dignity which is derived from both these sources. He will be reduced to the equal of the farm laborer, who seldom gets less than \$200 per year and his board. In fact, comparing the two, the farm laborer is in better circumstances. The teaching profession will simply be a body of men or women always on the look-out for new positions, without ambition of success in their present profession, and without the dignity which should be transmitted to the children under their charge."

It is indeed dangerous, and the public will perhaps realize this before long. We have not cited the above with any intention of making the teacher discontented with his or her lot, except in a legitimate way.

What are the circumstances which have given rise to such a state of affairs? The most evident is that there are teachers ready to accept positions under such conditions. Of course, in the great majority of cases, the teachers who thus accept are in no way to blame. The hard facts of their life may be such that they have no option. But it is possible that there is a large percentage of the number who are doing a serious injury to the profession, which it lies in their power to prevent in great measure. Let the teachers co-operate, for they may rest assured that the municipalities ready to offer the real value of their services are few in number.

In connection with what has just been said about co-operation, we reproduce an appeal to teachers from the *North-west Journal of Education*, though we believe its remarks are hardly applicable in this province. Speaking of the "Ethics of the Profession," the *Journal* says: "Has the



profession of teaching any ethics? This question can hardly be answered other than in the affirmative. And still, when a bright, intellectual teacher is heard to exclaim, 'I serve notice to those holding good positions that, if they do not find me in possession of their place some of these days, it will be because they manage to keep themselves in,' it is to be feared that the ethics of the profession have gone glimmering as far as some of its members are concerned. To no one more than to the teacher comes the 'new' commandment, 'Thou shalt love thy neighbour as thyself.' No teacher can be true to himself or the profession who seeks to displace another. Time enough to work for a position when we know it is vacant or is surely going to become vacant. Close up the ranks. Practise and feel fraternal feeling. Actively manifest to each other sympathy, kindly feelings, good-will. It will hasten the needed solidarity of our profession."

—IT WOULD seem that, like other "fads," the so-called spelling-reform is still extending its influence. Indeed, the movement has now, and evidently has had, unknown to us, for some time, an organ of its own, devoted to the interests of those who cannot master the intricacies of English orthography,—a "Jurnal" published in the beautiful mother-tongue of the spelling-reformer. We were recently made aware of the fact by the receipt of a copy of the "Jurnal ov Orthoepe and Orthografi, publisht Sumwhar in Nu Jurzi." This transcription of the title—as faithful a one as can be accomplished by a Christian printer—gives but a faint idea of the appearance presented by the original text which looks like nothing so much as a mixture of German and the worst of ill-spelled English, set up as it is in characters to be found, we feel sure, in no printing-office other than that of the "Jurnal ov Orthoepe." The scope of this "Munthli Magazen" devoted to the "Orthoepe and orthografi ov the Inglish langwej as spocen in America," is "Fonic speling, yuonic wurdz, fitnes ov wurdz," and its motto, "The envurunz ov a pepul mold thar langwej." If, indeed, they speak the English language in "America" after the manner indicated by a *phonetic* pronunciation of the contents of the "Jurnal," how far must they have wandered from the speech of their fathers! But, seriously, let us be thankful that this "reform" movement has so far confined itself to the "pepul" who

have conceived the idea of rearing a two-hundred-story, three-thousand-foot-high building. History repeats itself, and it is only appropriate that the new Tower of Babel should have its confusion of tongues! Let us, at least, remain in the lower stories and speak and write English, and let us remember what Archbishop Trench has said, that there is no conceivable method "of so effectually defacing and barbarizing our English tongue, of practically emptying it of all the hoarded wit, wisdom, imagination, and history which it contains, of cutting the vital nerve which connects its present with its past, as the introduction of the scheme of phonetic spelling."

We have been in some measure led to speak of this matter by the report that a Teachers' Association in the Western States has adopted a resolution favouring this spelling reform. In conclusion, we would like to ask the editor of the "Jurnal" whether he has as yet evolved a system of phonetic penmanship, to enable him to *write* his editorials in his own "langwej"—but perhaps he writes them in English and then translates them.

—How much truth there is in what the *Teachers' Institute* says about "Lay Suggestions," every teacher whose professional conscience is in active working order and who is really desirous of finding out his own weak points, with a view to strengthening them, will decide for himself. "Clothed," remarks the *Institute*, "in a little brief authority, the teacher sometimes forgets that he is also subject to authority, that it is the parent who employs him, and the great public who pays him. Crude as the opinions of laymen naturally are as to practical class-room questions, there are very many laymen who are well acquainted with educational principles, who understand children and are qualified to criticise the schools in a general way. Teachers should be less impatient of this criticism. Much of it is highly suggestive, and many of its suggestions are vastly more practical than the rut teacher has any conception of—as the out-of-the-rut teacher is daily proving. Hearing that 'an old maid teacher' had written some advice to mothers, the mother of one child (and that one not very successfully brought up) was heard to say scornfully, 'What does *she* know about it?' 'Read and you will see,' was the quiet reply. Teachers, too, should consider carefully the lay criticisms offered upon their methods and results before

pooh-poohing at them. 'Teachers are the most touchy people I know,' said a thoughtful teacher the other day. 'We are so used to criticising that we unconsciously come to think we never must be criticised, and bridle up the instant any one attempts to question our ways or hint at anything better.'"

—WHY do our teachers not take a greater interest in the EDUCATIONAL RECORD, in the way of contributing to its pages? All teachers who are professionally alive must at times have *thoughts* about their work worth imparting to their fellow-teachers. Why do they not give these thoughts definite shape and pass them on through the pages of the RECORD, which is always prepared to publish what is of general interest to its readers? It cannot be because they have not been asked. And another thing, our correspondence department is seldom overcrowded. *Verbum sat sapienti.*

### Current Events.

—THE new Model School, built by the Lachine Dissident School Trustees, was formally opened on the 24th January last. Several interesting addresses were delivered on the occasion. The building, which was begun last July and completed in time for the opening of this term, is a handsome brick structure of two stories and a basement. Its cost was nine thousand dollars, and it will accommodate some four hundred pupils within its eight class rooms. The building, which is divided into two parts, one for boys, the other for girls, is provided with separate stairs and separate play-rooms in the basement. Suitable committee rooms have been furnished. The whole structure, which is fifty-five by eighty-five feet, is heated by hot water. The site is well chosen, being on the north side of Sackville street, on a rising ground, a short distance from the river. The principal of Lachine Model School is Mr. E. N. Brown, B.A., who has for assistants, Miss Lancaster and Miss Ellicott.

—AMONG the other municipalities which have recently erected new school buildings, that of Leeds Village deserves mention. The new school-house, a well constructed frame building, with two departments and large, airy rooms, is pleasantly situated in the heart of the village. Mr. John Whyte, ex-M.P.P., the Chairman of the Board of School

Commissioners, deserves credit, as, indeed, do the other commissioners. The influence of Inspector Parker is felt in his inspectorate.

—THE teacher occasionally appears in a new role. From the following news-note it appears, that he can be plaintiff in a suit for libel. The teachers of Dartmouth, in Nova Scotia, have instituted a suit for libel against a member of the local School Board, because he stated, at a board meeting, that the penmanship of all of them, except the principal, was bad. They deny the truth of the statement, and have concluded to carry the matter into the law courts.

—BISHOP'S COLLEGE, Lennoxville, has 182 students in attendance this session, 112 at Lennoxville and 70 in Montreal, at the Medical College. The Dominion College of Music and the Dental College of the Province of Quebec have been affiliated to Bishop's. In the Arts Faculty, Prof. Parrock has succeeded Prof. Watkins as professor of classics. The authorities are confident that they will be able to raise the \$10,000 necessary to entitle them to the \$20,000 offered by Mr. Robert Hamilton, of Quebec.

—It is understood from some remarks made by the Chief Superintendent of New Brunswick, at a recent teachers' institute, that it is contemplated to regulate the employment of teachers according to the ability of the districts. If this plan be carried out, there can be no doubt but that it will meet with the approval of all rate-payers who are interested in schools, and teachers as well. At present some of our ablest districts employ the cheapest and lowest class teachers they can engage, greatly to the disadvantage and annoyance of many rate-payers.

—THE influence of the free text-book movement seems to be extending in the United States. From latest accounts, ten states, Massachusetts, Maine, New Hampshire, Delaware, Nebraska, Rhode Island, Pennsylvania, Idaho, Vermont and New Jersey, have made free text-books compulsory; while nine states, Connecticut, Wisconsin, Maryland, Michigan, Colorado, South Dakota, Minnesota, Ohio and North Dakota have passed resolutions making the system permissive.

—THE State of Illinois has a law providing for the retirement of public school teachers, after twenty-five years' service in the case of men, and after twenty years' service in the case of women. The statute provides, however, that no taxes can be levied for the use of the pension fund

established. The fund is to be maintained by the deduction of one per cent. each year from the salaries of all public school teachers employed in the state.

—It is said that Mr. Rockefeller has given still another million dollars to Chicago University, and this will bring the amount of his gifts to the cause of education almost up to the sum left by Stephen Girard to Girard College.

An exchange says that it is somewhat remarkable that with the vast increase in the amount of wealth and number of millionaires the record made by Girard so long ago as the year 1831 should still remain unbroken at the close of the year 1895.

Of the eighteen American millionaires who have contributed to educational institutions sums ranging from the one million dollars given by Ezra Cornell to Cornell University to the eight millions given by Stephen Girard to Girard College, four, namely, Girard, Asa Packer, James Lick and A. J. Drexel, were Pennsylvanians, and the value of their gifts reached the large total of \$14,650,000.

Mr. Rockefeller, being still in the land of the living, is likely at last to exceed Girard's record as a patron of education. If a great university could be made with millions, Mr. Rockefeller would already have made it.

—BESIDES the \$1,000,000 which Mr. Rockefeller is said to have just added to his former donations to the University of Chicago, Miss Helen Culver, of Chicago, has given to the same institution a like sum for the spread of knowledge within the field of biological sciences. With the great wealth which is being put at its disposal, the University of Chicago should be able to do good work in the realm of higher education.

—THE University Banquet, which is a quinquennial event of the history of McGill, was held on the 24th of January last, at the Windsor Hotel, Montreal. Many distinguished educationists, from all parts of the Continent, were present, in addition to the members of convocation. Many excellent speeches were delivered. The Hon. G. W. Ross, Minister of Education for Ontario, in proposing the toast, "McGill University," spoke in glowing terms of the work done by the university, and referred to the high and honourable positions held by many of its graduates. He gave a word of praise to its princely benefactors, and intimated that they would be glad to see the same generosity in Toronto. He

deplored the smallness of the influence exercised by the universities in Canada, as compared with the Mother Country, and advocated the teaching of constitutional law, political economy and civil government, as a training for public life. Such a university training would broaden the sentiments of our legislators, steady their minds in times of crisis, give them broader conceptions of the empire, and lessen the influence of demagogues.

—ON THE same occasion, in response to the toast of 'Eastern Universities,' President Eliot, of Harvard University, said: I find a close resemblance between the history of McGill and the history of Harvard. To be sure, Harvard University is much older. Its character, unaltered to this day, dates from 1650, twenty years before the charter of the Hudson's Bay Company was given. We were poor for two centuries. McGill University has, within its comparatively short life, reached a greater magnitude and a higher level than Harvard University in two hundred years. Therefore, the history of Harvard is encouraging to every university which depends chiefly upon endowment for support. We have depended almost entirely upon the benefactions of our citizens. The dependence of McGill has been similar. Mr. Ross called attention to the munificence of the citizens of Montreal to McGill University, but there is another side to that picture. Universities like McGill and Harvard have given a noble opportunity to rich men. A judge I knew used to say that Harvard University had given a good chance for a rich man to escape the application to himself of that saddest of epitaphs, 'the rich man also died and was buried.' But, jesting quite apart, I know no greater service that a patriot can render to his country than the endowment of education, and I know that there is no finer luxury a rich man can procure for himself than the luxury of indulging the hope that he has done some perpetual good on this earth. Think of it—the doing of some perpetual good. What a privilege to dream of it; what a delight to realize it. President Eliot went on to speak of the good that had resulted from benefactions to Harvard, and enlarged upon the opportunities for beneficence presented at McGill in its present position.

—IT WOULD seem that Upper Canada College, which has been identified as "the one great national primary school" of this country, is in financial difficulties, and word

has gone forth that, to assure the permanent efficiency of this school, a supplemental endowment by voluntary subscription is required to take the place of the endowment conferred at its foundation by Sir John Colborne in 1829, of which the College has been deprived by events in the course of years. We trust that the amount needed will be speedily raised. Indeed, it is announced that already Messrs. W. H. Beatty, W. R. Brock, and W. G. Gooderham have given tangible evidence of their views by subscriptions aggregating \$11,000.

### Literature, Historical Notes, etc.

—PRONOUNS.—As most of us have more or less had occasion to use the cumbersome expressions, "his or her," "him or her," referring to an antecedent of common gender, this question, asked by an exchange, is of general interest:

Does the English language need a pronoun that may logically stand for an antecedent of common gender in the singular number? A great many will answer yes, and the writer is inclined to agree with the affirmative answer.

Of course we know what the rule is. Every one can say that "When the gender of the singular antecedent is common or intermediate, use the masculine pronoun." But anyone listening to the average public speaker or watching ordinary conversation will discover that the rule and the practice are far apart. Among the educational fraternity wrong practice is very marked, particularly in the use of the singular of the nouns "teacher" and "pupil." The usual error is to use the feminine pronoun with "teacher" and the plural with "pupil." After listening to many lecturers and institute instructors from the highest rank down, we can safely affirm that the great majority habitually say "the teacher, she." Now that might be correct if "teacher" were being used strictly in the feminine and the use were clear to the listener; but when a lecturer, addressing an audience of teachers of both sexes, uses the singular feminine pronoun with "teacher" in the common gender, he exposes himself to the charge of either not knowing and using good English, or of ignoring the masculine portion of the profession. Here are three examples in point—(1) The teacher should study his profession. (2) The teacher should study her profession. (3) The teacher should study their profession. In the first sentence the use of the word "teacher" as a noun of common gender and of "his" as a pronoun of common gender is unquestioned. In the second sentence, "teacher" can only be parsed in the feminine gender, for if of the common gender, the pronoun "her" is wrongly used for "his." The use of noun and pronoun is wrong from all standpoints in the third.

If the masculine pronoun, third person, singular, is the only one that can also be properly used as a singular pronoun of common gender, let us use it.

An attempt has recently been made by some publishers in the East to introduce a new pronoun to "fill a long felt want" of a pronoun of common gender, singular. The pronoun and its declension is: Nominative "Thon," Possessive "Thons," Objective "Thon." Using this pronoun in one of the sentences given previously, it would read; "The teacher should study thons profession."

This word has failed so far to find that favor that is needed to bring it into general use. It is a probable failure. One thing however is sure, we, as teachers, should either bring our practice up to what we know to be correct by our present rules or usage, or use a new device.

## Practical Hints and Examination Papers.

### DECIMAL FRACTIONS.

BY H. D., IN *American Journal of Education*.

1. Principles of increase and decrease, made clear by illustrations; such as 5, 50, 500, 5000, 50000, 500000, and  $\frac{1}{5}$ ,  $\frac{1}{50}$ ,  $\frac{1}{500}$ ,  $\frac{1}{5000}$ ,  $\frac{1}{50000}$ ,  $\frac{1}{500000}$ . I should not try any more than have the above fully understood by every one of the class; not only the apt ones, but also the slow ones. Show the child that  $\frac{1}{5}$  is another way of writing  $\frac{2}{10}$ , thus  $\frac{1}{5} = \frac{2}{10}$  or  $\frac{2}{10}$ . It is more convenient, often, to use  $\frac{1}{5}$  than  $\frac{2}{10}$ . Therefore, we use it. Decimal fractions are simply one class of the common fractions expressed in a different manner. They are simply fractions having as denominators 10, 100, 1000, etc.

2. Writing decimals. Learn orders, tenths, hundredths, thousandths, ten-thousandths, hundred-thousandths, millionths, ten-millionths, hundred-millionths, billionths, ten-billionths, hundred-billionths, trillionths. I consider that far enough. I should write these words until all can spell them. These words look ugly if spelled incorrectly. Learn to name and to write them. Don't forget the hyphen. John, name the fourth order. Mary, give the seventh order. Peter, name them backwards. Teacher, dictate not 10, but 50 or 100 decimal fractions.

3. James, will you put these on the board? .25, .304, .082, 1.3, 54.0004, 194.5, 345.1916, .1896, 20.001008, 1489.690001.

Mary may read them. Ruth may read them. Jacob try it. Who made a mistake? Papers or slates ready. Please write these ten decimal fractions dictated by the teacher. Exchange papers. Lucy may read hers by naming the figures in succession and calling the point, decimal point—14.3085, 1, 4, decimal



point, 3, 0, 8, 5, etc. Those that have it as Lucy read may go to the board and write 10 decimal fractions for the others to read. Don't put in any ands except at the decimal point when reading a whole number and a decimal fraction combined.

4. Addition problems of your regular book.
5. Addition problems of some other book.
6. Addition problems given by some pupil.
7. Subtraction examples of the regular book.
8. Subtraction examples of some other book.
9. Subtraction examples of an original nature.
10. Multiplication problems in your text-book.

In addition and subtraction it is only necessary to place tenths under tenths, hundredths under hundredths. In multiplication show why we point off in the products as many figures as are in both multiplicand and multiplier.  $1\frac{1}{10} \times 1\frac{1}{10} = 1\frac{1}{100}$ ; then  $.1 \times .1$  must be equal to  $.01$ , or as many decimal places as are in both multiplicand and multiplier.

11. Multiplication problems of some other book on the teacher's desk. These examples may be put on the board by some fast pupils; some that get through with their work too soon and then get into mischief. No doubt every teacher has more than one arithmetic. If he has not, he is not anxious that his pupils should learn decimals very thoroughly.

12. Let some genius of the class (there is one in every class) place, say, ten problems on the board for the pupils to solve. The teacher may suggest the nature of some examples in multiplication of decimals.

13. Division of decimals as given in your text. To point off in division is already known from multiplication of decimals, since division is the reverse of multiplication. Product corresponds to the dividend and the quotient to multiplicand or multiplier.

14. Division problems of some other book.

15. Original examples by some members of the class, to be placed on the board, in which division is required.

16. Original problems in multiplication and division mixed, in order to make the child think, or, better, reason. Example: If 1 pound of butter costs 30 cents, what will 5.5 pounds cost? If 5 pounds cost \$1.50, how many pounds can be bought for 75 cents? If 25 pounds of butter cost 50 cents, what will 8.03 pounds cost?

17. Devote one lesson to decimals as applied to money. Let no one, in a class of 20, write 5 cents without the cipher and decimal point. Show the connections: 5c. or .05, or  $1\frac{1}{20}$ , or  $\frac{1}{20}$ , 20 five cent pieces in a dollar; 1c. or  $1\frac{1}{100}$ , 100 cents in a dollar;  $\$1.16\frac{1}{2} = 1.165$ ;  $\$2.16\frac{1}{4} = 2.1625$ ;  $\$3.87\frac{3}{4} = \$3.8775$ .

18. Reduce common fractions to decimal fractions:  $\frac{3}{4} = 3.00 \div 4 = .75$ .

Put as many decimal places to the right of the numerator as are necessary. Only point off correctly, and no law is violated.

19. Reduce decimal fractions to common fractions:  $.25 = \frac{25}{100} = \frac{1}{4}$ ;  $.2 = \frac{20}{100} = \frac{1}{5}$ ;  $.40 = \frac{40}{100} = \frac{2}{5}$ .

20. To reduce a decimal of one denomination to an equivalent decimal of another denominator, is identical with the reduction of compound numbers. It requires no special illustration if the foregoing is properly performed.

To find the value of a decimal in integers of a lower denomination:  $.25$  bu. to pks.— $\frac{25}{100}$  of 4 pks. equals  $\frac{1}{4}$  pks., or 1 pk., etc.

Next day give your pupils ten miscellaneous examples about decimals, and if your pupils make an average of 80 p. c., consider yourself a very fair teacher. If pupils learn all this in one month, and know it thoroughly, they have done enough, and they, as well as you, feel that you did not work for money only.

—THE first and most important thing is to teach the children to observe, compare, and contrast; the second is to impart formation; and the third is to re-inforce the other two by making the results of them the basis for instruction in language, drawing, number, modelling, and other handiwork. There are, however, other important uses of good object-teaching. It makes the lives of children more happy and interesting by opening up an easily accessible and attractive field for the exercise of the brain, hand and eye; it gives the children an opportunity of learning the simplest natural facts; and directs their attention to external objects, making them less bookish. It further develops a love of nature and an interest in living things, and corrects the tendency which exists in many children to destructiveness and thoughtless unkindness to animals, and shows the ignorance and cruelty of such conduct. The value of the services which many animals render to man should be dwelt upon, and the importance of kindly treating them should be pointed out. By these means, and in other ways, good object-teaching may lay the foundation for the right direction of the activity and intelligence of the children throughout the whole school.—*Educational Review*.

—AN EXCHANGE gives a description of a very simple and interesting electrical experiment which may be made with a sheet of brown paper, illustrating in a remarkable manner how the most astonishing effects may be produced by the simplest means. Take a sheet of coarse brown paper, and, after holding it before the fire until it is perfectly dry, fold it up into a long strip of about two inches wide. The magnet is now complete. To exhibit its attractive power, cut some strips of writing paper about three inches long and about as wide as one of these lines, then place them upon the table three or four together. Now take the

magnet and draw it briskly under the arm two or three times; its electromagnetism is instantly developed, and becomes apparent when held over the small strips of writing paper, for they fly up from the table toward the paper magnet veritably "by the wings of lightning."

—MANY teachers of the word method have overlooked the necessity of causing the child to learn the names of the letters, to recognize them at sight, just as they have learned to recognize words, and to name these letters in their established order. I think it has been assumed by some teachers that all the words of the language are to be learned just as the first two or three hundred are learned—on simple authority, Chinese fashion. It should be clear to the most inexperienced teacher that in the art of reading, as in that of walking, the child must be helped, but all to the end that he must finally learn the art of self-help.

The easiest and most direct means of teaching the letters of the alphabet is by causing the pupil to print words; for to print a word is to break it up into the elements (letters) and from the formation of these elements to the learning of their name, the step is direct and easy. It is often said, and no doubt with much truth, that by means of printing the child will learn the names of the letters almost unconsciously, but here, as in the learning of words, the teacher should furnish systematic help. As these names are purely arbitrary, they must be learned on mere authority.

In the line of systematic teaching, words may be selected that contain special letters; certain words may be printed on the board, and then the letters named by the class; the letters may be arranged in their established order and then told by the class; and lastly, the pupils being provided with boxes of letters, they may reproduce words which have been assigned by the teacher. The last exercise is the characteristic employment of the pupil during this period. It should have been stated in an earlier place that capital letters should be employed wherever proper usage requires them, so that in the printing work here recommended, the pupil will learn the capital forms along with the ordinary forms.—W. H. Payne.

—HERE is a story for the children, taken from the *Kindergarten News*. It is about "The Little Cotton Plant," and how it became a sheet of pink paper.

Once upon a time, there was a Little Cotton Plant which lived in a great field in the far South. There were a great many other cotton plants, both large and small, growing in this same field, but I am going to tell you about this one, and how it became a sheet of pink paper for a sweet little girl named Dot.

The skies were very blue and the winds gentle over the field where the Little Cotton Plant lived—and it grew, and grew—

until one day a cotton-picker came along and pulled off the beautiful white bolls, and hurried them away in his basket. The Cotton Plant cried a little when it saw its pretty white bolls taken away, but the little bolls were not afraid. They just lay *very* still in the bottom of the basket, and by and by they found themselves in a great big factory, where they were put through machines and made into yards and yards of lovely blue cloth which after a time was put for sale on the shelf of a shop. Then the mamma of a little girl named Dot, bought this blue cloth and made it into a beautiful new dress for her. And little Dot wore it and wore it until it was worn out and thrown into the rag-bag. Little Dot thought no more about it until one day a man (whom I suspect you all know!) came through the streets calling: "Rags! rags! rags!" and little Dot ran and gave him what was left of her little blue dress. And what do you suppose became of it? The old ragman took it down to a paper mill where it was torn into tiny pieces and ground into a soft pulp—and then made into little pink sheets and envelopes—*beautiful* pink like a seashell! and by and by Dot's papa bought it all tied up in a nice little box, and gave it to Dot for a Christmas present. But she didn't know it was made from her old blue dress which had first come from the dear Little Cotton Plant! Did you?

—At a recent meeting of the Colorado State Teachers' Association, Prof. W. J. Wise read a paper on "The Personal Culture of the Teacher," in which he said:

"The personal character of the teacher is the most important factor of the school. Text-books, apparatus, and proper methods are desirable aids, but it is the stamp of the individuality of the teacher upon the pupil which makes or unmakes the future man or woman. What he is in temper, in morals, in will, in habits, in personal bearing, in general culture, cannot but make a lasting impression on the minds and hearts of his pupils, largely directing and influencing their future lives. It is not enough that the teacher be a thorough scholar, and apt to impart instruction. This, of course, if he is to be a teacher at all. But back of this and embracing these qualifications of mere machine work, there must be feeling and an earnestness of purpose and a sense of moral responsibility. With all that constitutes true manliness and womanliness, trained and cultivated for the constant demands of the vitally important work of the teacher. Two things I shall take for granted. First, that the teacher has a commanding acquaintance with the branches he undertakes to teach; second, that he has entered upon teaching as his profession, as his life work. I am compelled to do this; for nowhere in the realm of school economy am I able to discover any code which applies to an individual who is teaching for a term or two simply as a convenience while he prepares for the bar or she prepares for the wedding bells.

Being then a scholar competent to teach and a teacher devoted to his work, the question is: What shall be the teacher's further personal culture? What shall he do and how shall he train himself to become still more thoroughly qualified for his work and for bearing his proper part as a citizen of the republic, an active member in society, a felt factor in the world's progress. Personal culture—manly, womanly culture is my subject. The training of one who has so much to do both in laying the foundation and building that noble and stately structure we call society—this is my theme. The teacher should be a person of high moral principle and of blameless life. The teacher should be a Christian and a gentleman, an active man, 'one who has common sense and understands boys.' The teacher should also be a patriotic citizen, be a politician, not in the common meaning of the term. But every intelligent man or woman, and especially every one who undertakes to teach those who in a few years will be citizens and rulers in this vast and free country, ought to be thoroughly acquainted with the history, mode of government, and general policy of this nation. The history of men in government, literature, and religion, their wars, their arts, their material and intellectual progress, and the comparison of these with our own times and civilization ought to hold a distinguished place in our studies and readings, and will prove to the thoughtful teacher a means of culture, and will tell positively and directly upon his professional efficiency. There is to the teacher a wide range for self-culture in the history of civilized nations, ancient and modern, in enriching his mind with the vast treasures of their best literature. Here is a great source of intellectual culture if only his readings are with method and to a purpose. A few choice books, thoroughly read and re-read, often accomplish more for mental culture and even for fulness of thought and information than a thousand books, however good, run through with the rapid dispatch of a single reading. Great cultivation, large information, much experience we ought to have, but it must be such as will make us valiant and ready and skilful for the work in which we are engaged, that we may be furnished and schooled as those who must lead an army in battle or pilot a ship in a storm. We need, then, a vivid sense of our relations to our pupils and of our responsibility, both for success in their studies and for their future character as men and women."

—A LESSON ON WATER.—Select a lump of ice and bring it into the school-room. What is this? Describe it. Clear, cold, brittle. Give each child a piece. What does it do when brought into the house? Why does it melt in the hand? Let us hold the thermometer bulb on the ice. What does the quick-silver do in the thermometer? How far does it go down? We will melt this piece of ice. What does the heat change it into? Is ice lighter or heavier than water? Will it float on water? Why does ice stay on the top of the pond instead of sinking?

Now let us put the water on the stove. What does it do? What comes off from this boiling water? Let us put the thermometer in the boiling water. What does the quicksilver do now? How high does it rise? What does cold do to the quicksilver? Heat? Let us put just a little water in this baking-powder box, and set it on the stove. We will put the cover on tightly, and make a small hole in the cover with an awl. When the water boils what happens? Hold a cold piece of glass in the steam a moment. What is on the glass? Breathe on the glass. What is on the glass now? We call water, when solid, ice; when liquid, as we usually see it, water; when hot, coming from boiling water, steam, vapour. In what form is water that comes from our breath? What form is in the well? Tell me some other forms of water. Fog, snow, cloud, hail, rain.

Catch snow-flakes on a piece of black cloth, and examine with a glass. Draw all the different forms you can find. Darken the room and put a thin piece of ice over a hole in the shutter, so that the sunlight can pass through. Now look with the glass. What do you see? Are these crystals like snow crystals? How do they differ? Get a sheet of ice from some little brook or puddle where the water has gone down after the ice has frozen. Examine the beautiful crystals on the under side. Examine crystals forming on a cold window. Examine the steam as it issues from a teakettle. Is it white just where it leaves the spout? Why not?

Take a spoonful of sugar and place it in a cup of cold water. Stir it around and pour off the water. Is all the sugar there? Where has the rest of it gone? Taste it. Do you taste any sugar? What has the water done to the sugar? Take a spoonful of sugar and put it in a cup of hot water. Stir one second, and pour off as before. Where is the sugar now? Does hot water dissolve more or less rapidly than cold water? Water dissolves substances put into it. Place the thermometer in freezing water. At what temperature does it freeze? Place the thermometer in boiling water. At what temperature does it boil? Place a small dish of water out of doors on a cold night; next day get it and see what has occurred. Why did the dish break? Why did the ice bulge? What does water do, then, in freezing? It expands. Hold up a glass of water. Look through it. Describe it.

Question the class about the uses of water, ice, snow. Have some of the various poems on snow, water, etc., been read in school? (Lowell's description of winter in the "Vision of Sir Launfall" is among the finest in literature.) Drawing snow crystals is interesting and instructive work. Frost on the windows is also very beautiful. An experiment may be made by placing a tumbler of cracked ice in a warm room. There will soon form on the outside of the glass beautiful frost crys-

tals. This proves the presence of water vapour in the atmosphere.—From *One Hundred Lessons in Nature Study*, by Frank O. Payne. E. L. Kellogg & Co., Pub., New York.

## Books Received and Reviewed.

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

The *Canadian Magazine* for March is in every particular a number of which Canadians may well be proud. Good reading in plenty is to be found between its covers. A principal feature is the continuation of Ian Maclaren's novel, "Kate Carnegie." Among the other articles are "The Nature of Robert Burns," by J. Campbell, M.D.; "The Men who made McGill," by A. H. U. Colquhoun, B.A.; "Photography Extraordinary," treating of the new process with Cathode rays, by F. T. Thomason. Book reviews, poems and papers on various subjects of interest make up the number. The *Canadian Magazine* deserves all the support it can get from Canadians. The April number promises an excellent table of contents. Published by the Ontario Publishing Company, Toronto.

In the January number of the *Atlantic Monthly* is a paper on "The School-house as a Centre," by the editor, Horace E. Scudder, which will prove of interest to the teacher. Mr. Scudder's ideal is the school-house forming the social centre of the municipality or district, and occupying the place which, according to him, is being usurped by the public library. This paper is an introduction to the discussion of "The Status of the Teacher," in subsequent issues. "The Johnson Club," by George Birkbeck Hill, is an entertaining description of a meeting of Johnson enthusiasts. The *menu* of the *Atlantic* is varied and of the best, and the January number is full of most interesting matter. The book reviews are, as usual, excellent.

The *School Journal* of New York makes a new move that will commend itself to educators, in publishing two illustrated magazine numbers a month from 36 to 44 pages each. The first number of the month is devoted to the interests of School Boards and Superintendents. The third week is to be a "Method" number. The *Journal* was established in 1870, and is published weekly at \$2.50 a year.

The *American Journal of Education* deserves special mention among our exchanges. It is a splendid teachers' paper. One of the features of each issue is a beautiful specimen of art in the line of photogravure. The *Journal* is published by Messrs. Perrin and Smith, St. Louis, Mo.

The *Atlantic Monthly* for February carries its own recommendation. Among the special features of this number are: "Some Memories of Hawthorne," by his daughter, Rose Haw-

thorne Lothrop; "The Bibliotaph," by Leon M. Vincent; a second of Mrs. Catherwood's studies in provincial France, entitled, "A Little Domestic"; and several short stories, including "Glasses," a very unique one, by Henry James. Gilbert Parker's Canadian novel, "The Seats of the Mighty," continues, and has lost nothing of its original interest. We have no hesitation in saying that the *Atlantic Monthly* is one of the best and most reliable to the monthlies of the day.

IN THESE DAYS of reprints and deceptions it behoves the teacher who is desirous of possessing a good dictionary to be wide awake in his quest for such a necessity. He should, if possible, get the best. There is one lexicon which has stood every test, and is to-day more popular among those able to judge in such matters than, perhaps, it ever was. We refer to Webster's International Dictionary, published by Messrs. G. and C. Merriam Company, Springfield, Mass. We have found it to be an unimpeachable authority in our own case, and we always defer the settling of any orthographical or etymological question till we have consulted the International. In the matter of dictionaries, the Messrs. Merriam have had the confidence of the public for some time. They were proprietors of the authorized Unabridged of 1864, and since then have published several editions of Webster's great work. In this connection, they have expended on revision and compilation many hundreds of thousands of dollars. Consequently, in preparing the International, they have not been obliged to omit on account of copyright any excellence contained in former editions. It would be difficult to imagine any more complete lexicon of the English language than Webster's International Dictionary, and we advise all who are thinking of purchasing a reliable authority in lexicography to communicate with the publishers of this great work.

THE ARDEN SHAKESPEARE, a branch series of *Heath's English Classics*, published by Messrs. D. C. Heath and Company, Boston, U. S. A. We have received two numbers of this series, *MACBETH*, edited by E. K. Chambers, B.A., and *AS YOU LIKE IT*, edited by J. C. Smith, M.A. (Edin.), B.A. (Oxon.), and have nothing but good to say of them. The publishers announce that "in this edition of Shakespeare an attempt is made to present the greater plays of the dramatist in their literary aspect, and not merely as material for the study of philology or grammar." The two volumes we have had the pleasure of examining are most complete, containing besides the text, a glossary, an essay on metre, an index, and appendices upon points of special interest, and we heartily recommend them as suitable for school work. The "Arden Shakespeare" is well arranged and has a most attractive appearance, though issued at a very reasonable price. These other plays have so far been issued: *Hamlet*, *Julius Cæsar*, *Twelfth Night*, and *Richard III*, with others to follow shortly.



## FOR SECRETARY-TREASURERS.

Please notice that the RECORD is no longer addressed to the secretary-treasurer by name. Owing to the frequent changes it seems best to address "The Secretary-Treasurer of the Protestant Schools," &c., and so avoid the correction of the mailing lists or the loss of the RECORD.

*Acknowledgment of Subscriptions to the RECORD for the current year.*

F. Hamilton, Esq., Sec.-Treas.,	Longueuil.....	\$2 00
H. Howe, Esq.,	" Barnston.....	1 00
E. W. T. Raddon, Esq.,	" Westmount.....	3 00
Et. LeBel, Esq.,	" Kingsey.....	1 00

**Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, November 28th, 1895.

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

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

Sir William Dawson by letter expressed his regret that he would be unable to be present at the morning session.

The Chairman read the official announcement of the appointment of H. B. Ames, Esq., B.A., as member of the Council of Public Instruction and welcomed him to the meeting.

The minutes of the last meeting were then read.

Moved by the Lord Bishop of Quebec, seconded by the Reverend Dean Norman, "That in order to make the minutes of the last meeting conform to the facts, the following words be inserted after the words 'authorized under existing regulations. Carried.' "The Reverend E. I. Rexford then tendered his resignation as member of the text-book committee." Carried.

The name of the Venerable Archdeacon Lindsay, M.A., D.C.L., was inserted in the list of members who were present at the last meeting.

The minutes as amended were confirmed.

The present method of distributing the common school fund according to population was discussed. R. S. Q., 1892, sec. 1, and 2081.

The discussion resulted in the following resolutions:—

1st.—Moved by the Lord Bishop of Quebec, seconded by the Dean of Quebec, "That this Committee approve the principle of using the sum now distributed among common schools largely in assisting the poorer municipalities." Carried.

2nd.—Moved by the Reverend Principal Shaw, seconded by the Venerable Archdeacon Lindsay, "In view of the pressing needs of the elementary schools of this province, which should be improved as the province advances in material interests, and in view of the general demand there is throughout the province for their improvement, while it may be claimed that in general the character of these schools is as favorable as the resources available allow, be it resolved that we respectfully and strongly urge upon the Government the advisability and the imperative need of increasing the Legislative grant for the elementary schools of the province." Carried.

3rd.—Moved by Professor Kneeland, seconded by the Lord Bishop of Quebec, "That whereas the Protestant Committee of the Council of Public Instruction have no means for increasing the efficiency of elementary schools by the leverage of grants made under like circumstances as those made to superior schools, and whereas the distribution of the money at the disposal of the Committee according to certain defined conditions, to the superior schools of the province, has conduced to a most satisfactory state of efficiency in these schools, and whereas this Committee believe that even the small sum now distributed to the elementary schools of the province, according to population, would, if distributed by this Committee according to definite conditions, have a like effect upon the elementary schools of the province, be it resolved that this Committee recommends that the grants to elementary schools be distributed in accordance with a scheme which shall recognize both the needs and the merits of the several schools and localities concerned, and that a sub-committee be appointed to prepare and submit such a scheme." Carried.

Sub-committee, Professor Kneeland, Convener; Dr. Shaw, Reverend E. I. Rexford, Mr. H. B. Ames and Sir William Dawson.

The Committee then examined a number of the bulletins of inspection for different parts of the province. After discussion it was moved by the Reverend E. I. Rexford, seconded by the Ven. Archdeacon Lindsay, "That after careful consideration of the best means of promoting the interests of our elementary schools this Committee recommends that an experienced teacher be appointed to the Department of Public Instruction to supervise wisely and intelligently the work of the Protestant elementary schools, through school bulletins and others (as is now done for the Roman Catholic schools), and to relieve the English Secretary of some of the routine work, in order that he

may be able to devote more time to the work of elementary schools." Carried.

It was agreed that inspectors' bulletins should be laid before the Committee for consideration from time to time.

It was also resolved, "That the inspectors' visits can be made more valuable to the teachers by relieving the inspectors of one ordinary visit, and requiring them at a special visit to devote all their time to the assistance of the teacher or of several teachers met at a convenient centre."

From reports of attendance in the rural municipalities it appears that in many instances the schools are too numerous considering the number of pupils to be accommodated, while if the number of school-houses were less, the distances would be too great for some of the pupils. After discussion it was resolved, on motion of Sir William Dawson, seconded by the Lord Bishop of Quebec, "That the school boards be authorized to unite into one, two or more small or poorly attended schools, provided that, when necessary, means be supplied to convey remote pupils to and from the schools." Carried.

It was agreed that the Protestant share of the prize book appropriation could be more profitably expended in the purchase of school equipment to be distributed amongst deserving schools than in the purchase of prizes for individual pupils. The Secretary was instructed to communicate with the Government on this matter before next session of the Legislature.

Moved by Sir William Dawson, seconded by the Lord Bishop Quebec, "That a sum, not exceeding one hundred dollars per annum, be given to pay expenses and for remuneration of inspectors and others not provided for by regulation 118, who may assist at the Institutes, until provisions may be made by special Government appropriation. The amount of remuneration is to be determined by the directors of the Institutes and reported to this Committee." Carried.

Moved by Professor Kneeland, seconded by Mr. Masten, "That a sub-committee be appointed to consider what can be done to provide a greater number of trained teachers for our elementary schools, and that this sub-committee be requested to consult with the Normal School Committee and the Committee of the Provincial Association of Protestant Teachers in relation to the subject, and report at next meeting." Carried.

The following sub committee was then appointed: the Reverend Mr. Rexford, Convener; the Reverend Mr. Love, the Reverend Dr. Shaw, Mr. N. T. Truell and Professor Kneeland.

The question of means to secure a more regular and uniform method of keeping the accounts of secretary-treasurers, and a more efficient audit of such accounts, was left over till February at the request of the Chairman, who will introduce the matter with definite suggestions.

The Chairman and Dr. Hemming were asked to consider the question of the limits of School municipalities, and to see whether it is advisable or possible to make them coincide with the limits of the rural municipalities.

The question of increasing teachers' salaries and providing for a minimum was referred to the sub-committee on legislation, as well as all matters decided by resolution to-day and requiring legislative action.

The meeting then adjourned until 9.30 Friday morning.

QUEBEC, November 29th, 1895.

The Protestant Committee of the Council of Public Instruction met at 9.30 a.m. Present: R. W. Heneker, Esq., D.C.L., LL. D., in the chair; Sir William Dawson, C.M.G., LL.D.; the Venerable Archdeacon Lindsay, M.A., D.C.L.; G. L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; Professor Kneeland, M.A.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; S. Finley, Esq.; H. B. Ames, Esq., B.A.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; Peter McArthur, Esq.; the Reverend E. I. Rexford, B.A.; and N. T. Truell, Esq.

Proposed by Dr. Hemming. Considering that a large majority of this province are, at the present time, protesting against the school laws of the Province of Manitoba, on the ground that the rights of conscience of the individual rate-payers are not duly respected, inasmuch as the religious minority are thereby compelled to contribute towards the support of the public schools, to the management whereof they are conscientiously opposed;

And whereas the same grievance exists to a certain extent with respect to the system of school laws now in force in this province, and that under certain circumstances individuals of the religious minority are compelled to contribute towards the support of the schools of the religious majority, although conscientiously opposed thereto;

And whereas it is desirable, not only on the merits of the case but for the sake of consistency, that said grievance should be removed from the laws of our province, and that no one belonging to the religious minority should be compelled thereby to contribute towards the support of schools of the religious majority in case he should be conscientiously opposed thereto;

And whereas this grievance has already to a certain extent been removed, in so far as the cities and some of the towns of this province are concerned, by the substitution in their special charters of that which is generally known as the "Panel System," in lieu of the ordinary right to dissent, as provided by our school laws, and which latter system is still in force in all the remaining portions of this province;

And whereas the provisions of article 1973, R. S. Q., giving power to the Lieutenant-Governor in Council to change the limits of school municipalities, such changes in certain cases to affect only the religious majority or minority, as the case may be (thereby virtually recognizing the principle of the complete independence of the Roman Catholics and Protestants one from the other), are incompatible with the general laws of this province giving the right to dissent, inasmuch as they practically take away such right from all those who may have acquired property or settled in the territory that was so under two distinct jurisdictions, subsequent to such order in council;

And whereas the uniform adoption of the principle of the Panel System in lieu of the complicated machinery now required in order to dissent would remove all these difficulties, and the friction that is constantly arising in connection therewith, and would afford to each rate-payer full liberty of conscience with respect to his support of the schools of this province;

Be it resolved,—that those members of our Committee forming part of the joint sub-committee of the Council of Public Instruction on legislation be instructed to use their best endeavors to obtain the uniform adoption of the principle of the "Panel System" in lieu of the existing system of dissenting schools throughout this province; and in case of the adoption of the principle of the "Panel System," then to obtain such modification of the "Neutral Panel" thereof, as ordinarily found in such special charters of said cities and towns, and also of the law as set forth in art. 2143 R. S. Q., so as to permit corporations and other rate-payers not generally included in such Neutral Panel to have the option of appropriating their school taxes to the support of the schools under the jurisdiction of the Roman Catholic or Protestant Commissioners within the school municipality as they may decide, in harmony with the principle underlying articles 1993 and 2045 R. S. Q., and the suggested amendment to article 2038 as article 2038*a*; so as to grant the fullest liberty of conscience possible to all who by law are bound to contribute towards the support of public schools.

But if in any school municipality the minority should be present but so weak in numbers as to be unable to elect a board of commissioners to represent them, and consequently the above mentioned option could not be exercised, then the sole remaining board of commissioners shall have the right to assess and collect the taxes due by such minority, including those on the Neutral Panel, but shall pay over to the Superintendent of Education all sums so collected from such minority and such portion of the Neutral Panel as may be appropriated to schools of the faith of such minority to form part of the Poor Municipality Fund, and to be by him distributed among the commissioners of such poor municipalities (within the same county if possible)

representing the same faith as such minority as may be approved of by competent authority.

It is suggested that the provisions of 54 Vic., chap. 85, sec. 50 *et seq.* (respecting school matters), to be found in the charter of the Town of Waterloo (1890), whereby such change in the two systems is carried out, would (subject to such modifications as to make the same conform to the spirit of the foregoing resolution) be found of material assistance in making the proposed changes in the existing law.

Moved by Sir William Dawson, seconded by the Bishop of Quebec, "That the report and resolutions of Dr. Hemming be referred to the representatives of this Committee on the joint committee, with power to present the matters referred to in such form as they may deem judicious and conducive to the interests of education." Carried.

Moved by the Lord Bishop of Quebec, seconded by the Reverend Dr. Shaw,

"1st. That the EDUCATIONAL RECORD be continued, so far as the Government grant and revenue from other sources may permit.

2nd. That it shall contain official matter emanating from this Committee and under its authority, and that this shall be distinctly stated on the title-page; and also general matter useful either directly or indirectly in the interest of education in this province.

3rd. That the Editorship be placed under the exclusive control of the Secretary of the Committee, with power to associate with himself other leading educationists in the general department, and to invite tenders for the publication and accept one of them, reporting to the Committee." Carried.

Applications for the inspectorship in the counties of Ottawa and Pontiac, rendered vacant by the death of Inspector Bolton Magrath, were read from Messrs. T. A. Howard, W. H. Brown, Ernest Smith, D. M. Gilmour and A. L. Gilman. The last three being reported by the Secretary as legally qualified for the position, it was agreed on motion of Dr. Shaw, seconded by Dean Norman, to vote by ballot, voting to continue till one candidate should receive a majority of votes cast. Mr. Gilman having received the majority of votes, upon resolution, the Secretary was instructed to request from the Government the appointment of Mr. A. L. Gilman, to succeed the late Inspector Magrath as inspector of the Protestant schools in the counties of Ottawa and Pontiac, at a salary of one thousand dollars per annum, from January 1st, 1896.

A petition from J. M. M. Duff, Esq., and others, asking for the appointment of the Reverend Einion Evans, D.D., as associate member to succeed the late Reverend Dr. Cornish, was read. The Committee proceeded to the election of an associate member, following the same method as before. After ballot, Principal S. P. Robins, LL.D., of Montreal, was declared elected.

The resignation of Professor Kneeland as member of the text-book sub-committee was read. It was then moved by the Bishop of Quebec, seconded by Dean Norman, "That those who have tendered their resignations as members of the text-book sub-committee be requested to withdraw them." Carried.

A letter was read from the Educational Book Company asking that a special committee be appointed to carry out pending arrangements for the revision of the Gage Readers.

The Secretary was instructed to acknowledge the receipt of the letter, and to inform the Educational Book Company that the Committee cannot deal with them in regard to the reading books, except through its regular text-book committee.

Moved by Mr. N. T. Truell, seconded by the Dean of Quebec,

"That, as the earlier numbers of the Gage's System of Vertical Penmanship are defective in grading, the Secretary is instructed to inform the Educational Book Company, that these earlier numbers must be revised and properly graded; and that the recommendation of the Committee be not submitted for the approval of the Lieutenant Governor in Council, until this revision is provided for." Carried.

Moved by the Dean of Quebec, seconded by Samuel Finley, Esq.,

"1st. That the text-book committee be hereby instructed to proceed with all possible despatch to secure the early issue of the Quebec Readers under the offer of the Educational Book Company; and

2nd. That the sub-committee be instructed to see that the spelling of the revised readers shall be made to conform to English usage, and the punctuation to that usage which has received the official sanction of this Committee." Carried.

In view of the foregoing action, Mr. Rexford and Professor Kneeland consented to continue to serve on the text-book committee and withdrew their resignations.

A letter from C. A. Magrath, Esq., asking for provision for the support of the widow of Inspector Magrath, was referred to the Government with a strong recommendation for favorable consideration.

Moved by Mr. N. T. Truell, seconded by the Lord Bishop of Quebec, "That the Corporations of McGill and Bishop's Universities be requested to place arithmetic, as required for model school diplomas from the Protestant Central Board of Examiners, on the course of study, as an optional subject for the A.A. examination; and that whereas no limits are assigned to the optional geography in the A.A. examination, and consequently the subject is too broad and indefinite to be successfully taken up in the superior schools of the province; and whereas physical geography itself forms a most important branch of study, the Corporations of McGill and Bishop's Universities be requested to substitute a definite amount of physical geography, with

a text-book thereon, for the optional geography as it now stands." Carried.

Applications for diplomas under regulation 40 were submitted with a report from the Secretary who had examined all the documents.

After the Reverend E. I. Rexford had, at the request of the Committee, verified the report, it was agreed to grant:

1st.—Mrs. M. E. Cooke a model school diploma after examination in Latin, French, and School Law.

2nd.—Mr. James Rowland a model school diploma after examination in Latin, French, and School Law.

The certificates of Mr. J. H. Keller were accepted for a first class academy diploma under regulation 56.

The interim report of the Inspector of the superior schools was read.

Moved by Mr. Masten, seconded by the Rev. Mr. Love. "That while it is not possible to grant the prizes promised for 1895 for school grounds, as the inspection has not been made, this Committee would recommend that the inspectors of common schools report the best kept grounds in their inspectorates to the inspector of superior schools not later than the middle of August, and that the inspector of superior schools visit such schools during the first two weeks of September and report to this Committee before its meeting in that month." Carried.

#### FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

##### 1895. RECEIPTS.

Sept. 27.—Balance on hand..... \$3,546 9

##### 1895. EXPENDITURE.

Oct. 1.—Salary of Inspector of Superior Schools...	\$ 125 00
Salary of Secretary.....	62 50
" 4.—Engrossing address to Hon. Mr. Ouimet...	15 00
Frame, etc.....	2 50
" 19.—Legal Blank Printing Company blanks.....	3 15
Balance on hand as per bank book.....	3,338 75
	<hr/>
	\$3,546 9

Contingent debit balance.....:..... \$1,026 8



It was agreed to add Dr. Robins to the sub-committee on professional training.

The Secretary was instructed to inform Miss K. Stobo that since there is already one superior school in Coaticook, the Protestant Committee cannot make a grant to another school there.

It was agreed that a copy of the new course of Bible study should be sent to each of the Protestant ministers of the province.

There being no further business, the rough minutes were read, and the meeting adjourned till the last Friday in February, or earlier, on the call of the Chairman.

GEO. W. PARMELEE,  
Secretary.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, February 28th, 1896.

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

Present: R. W. Heneker, Esq., D.C.L., LL.D., in the chair; the Venerable Archdeacon Lindsay, M.A., D.C.L.; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, M.A., LL.D.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend E. I. Rexford, B.A.; N. T. Truell, Esq.; and Principal S. P. Robins, LL.D.

The Reverend A. T. Love, B. A., was absent through unavoidable causes, and sent his regrets.

The Chairman read the official notice of the appointment of W. Peterson, Esq., M.A., LL.D., Principal of McGill University, to replace Sir William Dawson, C.M.G., LL.D., etc., resigned, and introduced Principal Peterson. He read also the following letter from Sir William Dawson, which the Secretary was directed to inscribe in the minutes :

293, UNIVERSITY STREET,

MONTREAL, February 19th, 1896.

DEAR DR. HENEKER,

I hope you will not think that my retiring from the Council of Public Instruction is due to my failure of zeal in the good cause our Committee represents.

I had in truth made up my mind sometime ago that I should retire in the interest of the work itself, and my experience at the last meeting so fully convinced me that I no longer possess the physical energy required, that I determined at once to carry out my intention.

With proper care, however, I still find myself as fit as ever to do a little daily work in my study and among my collections, so that I may hope to do something in a quiet way for the advancement of learning, and shall not lose any opportunity to further in any way in my power the good objects for which I have so long laboured in connection with the Committee.

I have no doubt also that you will find my successor, Dr. Peterson, a man in every way fitted by character, experience and learning, to advance the cause of education.

I may add that my chief regret in being obliged to retire is that I shall no longer have the pleasure of meeting from time to time with you and our colleagues of the Committee, in acting with whom I have found so much profitable stimulus as well as social enjoyment.

It is my earnest wish and prayer that the labours of the Committee may continue to be productive of much good to the cause of education in this province, and may meet with the hearty approbation and support of the Government, Legislature and people.

Sincerely yours,

(Signed) J. WM. DAWSON.

The following resolution was then read and carried upon motion of the Very Reverend Dean Norman, seconded by Dr. Hemming:

"That this committee welcomes with much cordiality Dr. Peterson, Principal of McGill University, on the occasion of his first taking his seat as a member of this body.

"His high position, his talents and energy, together with the distinguished reputation as an educator which he won for himself in the Mother Country, afford the strongest hope that he will prove a great acquisition to this Committee, and to the cause of education in this province.

"At the same time, the Committee wish to place on record their deep regret that they have lost the valuable services of Sir J. William Dawson. His high character, his great scientific attainments, (recognized by the world), his thorough knowledge of the educational needs of this province, of its past history, and of the struggles which have been gone through, and the difficulties which have been surmounted, to attain the present status, his unwearied devotion to education in its elementary and higher phases, render his resignation nothing less than a calamity. The Committee feels honored at having

had such a man as their colleague for a long period of time. The members beg to tender to Sir J. William Dawson a respectful farewell, and to express a sure hope that he will still take an interest in their proceedings, and that his valuable life may be prolonged to further the cause of education in this province."

The minutes of both sessions of the November meeting were read and confirmed.

The application of Mr. Traill Oman, M.A., for a diploma, was read, and after consideration it was moved by the Reverend Mr. Rexford, seconded by Mr. Masten, and carried, that an academy diploma be granted to Mr. Traill Oman upon his complying with the conditions prescribed in article 58 of the committee's regulations.

Mr. Thomas Townsend having submitted satisfactory evidence of his right to a first class academy diploma under regulation 56, on motion of Mr. Truell, seconded by the Lord Bishop of Quebec, the diploma was granted.

A letter was read from Mrs. Brouse, asking that she be allowed to teach in Compton Ladies' College upon her Ontario certificate until 1897, without prejudice to the claim of the institution for a grant. The Secretary was instructed to inform Mrs. Brouse that in view of previous action on the part of the committee, the nature of which has been communicated to the officers of the College, no assurance such as is asked for can be given, but that the matter will be considered on its merits under regulation 65.

The Secretary was instructed to examine the documents submitted by Miss O'Loane on the 27th of February, to give her such information as to their value as he should deem necessary, and to report at the May meeting.

The Secretary was instructed to secure the services of the deputy-examiners who acted for the Central Board last year, and to report at the May meeting; and also, in conference with the Inspector of superior schools, to arrange for deputy-examiners for the superior school examinations in June next, and to report at the same time.

The Central Board examination was fixed for Tuesday, the 23rd of June, and the four following days.

The interim report of the Inspector of superior schools was read, and the personal reference in regard to salary and travelling expenses was referred to a sub-committee consisting of the Quebec members, with Dean Norman as convener.

Moved by the Lord Bishop of Quebec, seconded by the Reverend Principal Shaw,

"That the Secretary advise the Commissioners of the several superior schools of the points in which improvement is deemed desirable and practicable, as may appear from the reports of the Inspector." Carried.

Dr. Heneker reported that, owing to absence from the province, he had been unable to prepare suggestions concerning the keeping and auditing of the accounts of secretary-treasurers of school boards. The matter was left in his hands for later action.

The sub-committee, appointed at last meeting to confer with the Normal School Committee and with a sub-committee of the Teachers' Association in regard to professional training for the teachers of elementary schools, reported that a conference had been held, and recommended that the Normal School be instructed to arrange its course of study, for the present, so as to receive for a portion of the year such persons as shall have passed a satisfactory examination before the Central Board, who shall then take a professional course along with the ordinary students of the Normal School, and upon receipt of a certificate from the Principal that they have completed their course to his satisfaction, they shall receive diplomas from the Central Board.

It was resolved that the report be received, adopted and referred back to the sub-committee, with instructions to confer with the Normal School Committee, and to report at the May meeting a detailed scheme concerning diplomas and training.

#### REPORT OF SUB-COMMITTEE ON TEXT-BOOKS.

The sub-committee beg leave to report that, in answer to their communications to the Educational Book Company, they have been informed that Inspector Hughes, of Toronto, has been engaged to revise the Canadian Readers, and that attention will be given to the special points set forth by the committee regarding spelling and punctuation.

So far the sub-committee have not been able to meet a representative of the firm ; but they will meet Mr. Hughes at an early date.

(Signed)

A. W. KNEELAND, CONVENOR.

"

ELSON I. REXFORD.

"

G. L. MASTEN.

Moved by the Bishop of Quebec, seconded by Dr. Peterson, "That this Committee hears with regret that the text-book committee has not yet been able to complete arrangements with the Educational Book Company for the issue of a series of Quebec Readers, and that the text-book committee be instructed to procure at once, through the Educational Book Company, the publication of a series of readers for the province before the reopening of the schools in September next, or, failing this, to recommend some other series of readers." Carried.

The report of the sub-committee on grants to elementary schools was submitted. It recommended :

1st.—That such sum be deducted from the gross sum now distributed to Protestant elementary schools as would make the total amount available for grants to poor municipalities equal to \$5,000 per annum, and that this sum be used for the assistance of the poorer Protestant schools of the province.

2nd.—That the sum of five thousand dollars be in like manner deducted from the general fund and be used (a) for bonuses to successful teachers, taking cognizance both of the quality of their work and the circumstances under which it is performed, and (b) for bonuses to municipalities which maintain schools in such a state of efficiency in regard to salaries and diplomas of teachers, buildings and apparatus, as to merit such special grants.

3rd.—That, with a view to carrying out the above proposals, the Legislative grant for elementary schools be, at the outset, divided between Roman Catholics and Protestants according to population, as in the case of the grant for superior education, and that the portion assigned to the Protestants be at the disposal of the Protestant Committee of the Council of Public Instruction with a view to distribution under plan above outlined.

4th.—That the joint committee on legislation take into consideration the proposal implied in the above, viz., that each committee of the Council of Public Instruction have discretionary power in the administration of its share of the elementary school fund with a view specially to strengthening the weaker schools, the whole of the above plan to be subject to regulations approved by the Lieutenant-Governor in Council.

Further details for working out the scheme were submitted in the report and were held over for consideration after the legislative action that is required.

Moved by Dr. Hemming, seconded by Dr. Shaw, "That the committee, while approving of the principles set forth in the report of the sub-committee, think it advisable, before the adoption thereof, that the committee should receive full power from the Legislature to distribute the common school fund coming to the schools under their jurisdiction as they may think advisable, subject of course to the sanction of the Lieutenant-Governor in Council." Carried.

Moved by Dr. Hemming, seconded by Dr. Shaw, "That the sub-committee on legislation be instructed to endeavor to have the law that refers to the distribution of the common school fund by the Superintendent so changed that, instead of it being distributed according to the respective population of the different municipalities, the Superintendent be required to distribute the same in accordance with the recommendation of the committee of the Council of Public Instruction that may have the control of the schools interested.

Dr. Heneker reported progress for the sub-committee on legislation and stated the sub-committee had been in session for three days with the members of the Roman Catholic sub-committee. The work had been considerably advanced. It had been agreed to meet again in April to complete the work, if possible. Some important questions had arisen, a part of which the Roman Catholic members wished to submit to their committee before final action.

The sub-committee expected to be in a position to report in May, and was continued.

### FINANCIAL STATEMENT PROTESTANT COMMITTEE.

1895.

## RECEIPTS.

Nov. 27.—Balance in hand.....	\$3,338 78
Special deposit for prize book fund.....	700 00
	<hr/>
	\$4,038 78

1895.

## EXPENDITURE.

Nov. 30.—Inspector of Superior Schools, salary.....	\$ 125 00
Salary of Secretary.....	62 50
1896.	
Jan. 9.—Inspector Hewton, Institute expenses.....	40 00
“ Parker “ “ .....	40 00
Feb. 4.—“ of Superior Schools, on travelling expenses for the current year.	150 00
“ of Superior Schools, Institute expenses.....	40 00
“ Forwarding examination papers by mail.....	49 23
“ Express .....	6 20
“ Special attendance on sub-com- mittee meetings in Montreal..	30 00
“ 23.—Cash on hand as per pass book.....	3,495 85
	<hr/>
	\$4,038 78
Contingent debit balance.....	\$1,569 79

Examined and found correct.

R. W. H.

The report of the sessional examinations of McGill Normal School, with a copy of the examination questions, was laid on the table.

The Secretary read a report to show the position of business that had arisen in previous meetings. He announced that the Government had ordered the payment of arrears due Inspector McOuatt, to bring his salary to the amount of one thousand dollars per annum from the date of his appointment.

There being no further business, the meeting adjourned till May the 20th.

GEO. W. PARMELEE,  
Secretary.

### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 9th of December, 1895, to appoint Aaron Luther Gilman, of Cowansville, inspector of Protestant schools for the counties of Ottawa and Pontiac.

Jan. 3rd, 1896.—To appoint Mr. Frederick England, school commissioner for the municipality of the village of Knowlton, county of Brome, in place of Mr. John J. Williams, who has left the municipality.

Jan. 4th.—To appoint Mr. John McFarlane, school commissioner for the municipality of "Upper Litchfield," county of Pontiac, to replace Dr. Robert H. Klock, who has left the limits of the municipality.

Jan. 15th.—To make the following appointments, to wit:

#### *School commissioners.*

County of Kamouraska, Saint Louis.—The Revd. N. H. Leclerc, priest, and Mr. Xavier Landry, the former to replace the late Napoléon Lapointe, and the latter to replace Mr. Horace Dumais, absent.

County of Kamouraska, Saint Philippe de Néri.—Mr. Théodore Jean, to replace Mr. Pierre Dionne, deceased.

Jan. 16th.—1st. To detach from the municipality of Saint Canut No. 1, county of Two Mountains, the cadastral lots Nos. 144, 145, 146, 147, 148, 149 and 150, and to annex them, for school purposes, to the municipality of Sainte Monique, same county.

2nd To detach from the municipality of Saint Colomban, county of Two Mountains, the cadastral lots Nos. 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 and 17, and to annex them, for school purposes, to the municipality of Saint Canut No. 1, in the same county.

These annexations to take effect on the 1st of July, 1896.

Jan. 25th.—To appoint Mr. Emile Morin, school commissioner for the municipality of Saint Maurice, county of Champlain, to replace Mr. Maxime Dugas, who has left the locality.

Feb. 4th.—To appoint Mr. Elzéar Lanouette, school commissioner for the municipality of the "village" of Sainte Anne de la Pérade, county of Champlain, to replace Mr. Honoré Godin, absent.

Feb. 22nd.—To appoint Mr. Joseph O. Kelley, school commissioner for the municipality of Huntingdon, in the county of Huntingdon, to replace Mr. John A. Cameron, absent.

Feb. 26th.—To detach from the school municipality of the town of Longueuil, county of Chambly, the following lots of the official cadastre of the parish of Saint Antoine de Longueuil, in the said county, to wit: Nos. 154, 155, 156, 157, 158, 159 and 160, and to erect them into a distinct school municipality, for Roman Catholics only, by the name of "Saint Jean Baptiste de Montréal Sud", county of Chambly.

This erection to take effect on the first of July next, 1896.

## THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

THE DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, 10th March, 1896.

The next examination of candidates for teachers' diplomas will open Tuesday, 23rd of June, at 9 a.m.

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

Local Centres.	Deputy-Examiners.	Place of Meeting.
1. Aylmer.....	Inspector Gilman.....	Academy.
2. Cowansville..	Inspector Taylor.....	Academy.
3. Gaspé Village.....	Rev. J. P. Richmond...	Schoolroom.
4. Huntingdon.....	Inspector McGregor....	Academy.
5. Inverness.....	Inspector Parker.....	Academy.
6. Lachute.....	G. F. Calder.....	Academy.
7. Montreal.....	.....	High School.
8. New Carlisle.....	W. M. Sheppard.....	Court House.
9. Quebec.....	.....	High School.
10. Richmond.....	Inspector Hewton.....	St. Francis College.
11. Shawville.....	Rev. W. H. Naylor.....	Academy.
12. Sherbrooke.....	Rev. Wm. Shearer.....	Boys' Academy.
13. Stanstead.....	Inspector Thompson....	Wesleyan College.
14. Waterloo.....	Rev. J. Garland.....	Academy.



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

Candidates will please note that *no applications will be received after the time prescribed by law, namely, the 8th of June*.

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

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

(Signature).....

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

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

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

Three things are to be enclosed with the application :—

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

signed by some responsible person, must be submitted with the application. Candidates who are eighteen years old before or during the year 1896 are eligible for examination in June next. *Candidates under age are not admitted to examination.*

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

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

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

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

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

Upon receipt of the application with certificates and fees, the Secretary will mail a card of admission to the examination to each candidate. This card must be presented to the deputy examiner on the day of examination. Each card is numbered, and at the examination candidates will put their numbers on their papers, instead of their names. A new card must be obtained each year by candidates.

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

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

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

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

If no answer is received to application within a week, write for explanations. *First-class diplomas* under regulation 37 are granted in July only.

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

	Elementary.	Model.	Academy.
Tuesday, 9-12.	{ Reading, Writing, Dictation ; Arithmetic.	{ Reading, Writing, Dictation ; Arithmetic.	{ Reading, Writing, Dictation ; Arithmetic.
Tuesday, 2-5.	{ Grammar and Composition ; Literature.	{ Grammar and Composition ; Literature.	{ Grammar and Composition ; Literature.
Wednesday, 9-12.	{ History, Scripture and Canadian ; Geography.	{ History, Scripture and English ; Geography.	{ History, Scripture and English ; Geography.
Wednesday, 2-5.	{ Drawing ; Art of teaching.	{ Drawing ; Art of teaching.	{ Drawing ; Art of teaching.
Thursday, 9-12.	{ Book-keeping ; Physiology and Hygiene ; School Law.	{ Book-keeping ; Physiology and Hygiene ; School Law.	{ Book-keeping. Physiology and Hygiene ; School Law.
Thursday, 2-5.	{ Algebra ; Geometry.	{ Algebra ; Geometry.	{ Algebra ; Geometry.
Friday, 9-12.	{ French. .....	{ French. Botany.	{ French. Botany.
Friday, 2-5.	{ ..... .....	{ Latin. .....	{ Latin ; Roman History ;
Saturday, 9-12.	{ ..... .....	{ ..... .....	{ Grecian History. Greek.
Saturday, 2-3 $\frac{1}{2}$ .	{ ..... .....	{ ..... .....	{ ..... Trigonometry.

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

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