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THE  
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**Articles : Original and Selected.**

**THE RIGHTS OF CHILDREN.\***

By W. D. LIGHTHALL, M.A., B.C.L.

Canada offers a fresh field for legislation and social reforms. Questions here stare us in the face in new lights, and in shapes which frequently do not yet present the difficulties by which they are encrusted in old and deccased civilizations. For public men there are splendid opportunities, and if those willing to take them have hitherto been few, let us hope that signs are rising which warrant the belief that the warnings of older societies will yet be duly studied and applied.

I must admit that for my part, I have been ready to dream of not only a Canadian political and social science and a Canadian literature, but even of a Canadian art and a Canadian philosophy, none of them merely narrow or provincial, but simply independent and freshly adapted to work.

It is astonishing that the nationalization of land, for instance, should be still a dormant question in our midst. A glance at any of our colonization maps will recall the land reforms of New Zealand, New South Wales, Ireland, France or Denmark, and show that it is one of the most vital of questions for our future.

Monopoly also is not yet thoroughly entrenched here, poverty in cities has little of the "submerged tenth" phase.

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\* A paper read before the Women's Club, Montreal.

Drink seems within hope of abolition, crime and vice are but weakly rooted; the outlook for beneficent social institutions is still cheerful. May we trust then that before the morning of Canada is spent something will be done for the solution of the root-problem of all social problems—that of the child—the child, in whom, generation after generation, all progress, all civilization, take their form, and in the training of whose instincts sleeps the success of all humane movements, all humane institutions.

I remember once an instance which concentrates some of the features of the problem. Early on one of the sharpest mornings of a severe midwinter, when I was a child myself, the door-bell rang, I opened, and to my amazement the ringer pressed forcibly past me into the hall. He was a French boy of say ten years of age, quite naked except for a piece of sacking which he held around his body. His eyes and look were like those of a wild animal. The skin of his face and limbs was livid with the cold; he seemed to be dumb, and sprang shivering towards the hall stove. To me, in my first surprise, he was an intruder whose unwarranted entry I was bound to resent. If he had known how to weep and appeal to my feelings it would have been different. So I cried out, and my elders came. They saw the situation, took him in, warmed and clad him and fed his ravenous hunger. He spoke no word and gave no sign of gratitude. They recognized him as the offspring of drunken parents in the neighborhood, who had doubtless pawned his rags for liquor and turned him out in the frozen street to bring them food and still other articles to pawn.

Take another case. A child's parents die or desert it. It lives on the streets obtaining what shelter or food it can through the precarious charity of neighbours, or by theft or by semi-adoption in some family. Its existence is a pitiable fight, resembling the career of some roughcoated ownerless dog. No one troubles about educating it, and either tyrannical overwork or vagabond idleness are its lot. In Canada this class of cases may be few for the present; they will be many; in Chicago and New York they are numerous.

A third case still is the foundling, of parentage quite unknown, abandoned to the care of some irresponsible institution.

The question I ask about all these, and the varieties which they but suggest, is, "What are the rights of children?" And the answer which I consider most just is, "The child has a right upon all mankind to receive good food, clothing, education and physical and moral care." Its parents, its relatives, the community or State, and even mankind in general are bound to respond; as among themselves the primary duty rests upon the parents, and then upon the others in turn, on the failure of those preceding them; and this order of duty is only as among themselves; and all are bound to supervise the result; for the right of the child is peremptory on all and independent of any rights appertaining to the other parties between themselves. The basis of this right is the moral rule: "To each according to his need;" the helplessness of the most helpless of beings, the infant, makes upon our conscience the most imperative demands. The duty to succour is not a mere optional pity, but an obligation. But what I wish particularly to emphasize is the feature that the right of the child is independent of its parents; it is inalienable from itself, and where the parents disregard it the State ought, if necessary, to set their claims of authority and interference aside, and directly do full justice itself.

Let us measure these rules by past and existing systems. Under the most ancient of human regimes—that of instinct—the inherited reason of the race—which was the same as its inherited conscience—for function, instinct, habit, conscience, reason, and evolution itself are all but shapes of one great reasoning process which proceeds within and without us, and half reveals to us the greatness and depth of our soul's life—as vast and profound as, and in fact identical with, the mighty ocean of thought and feeling which we name the universe—under that most ancient of human regimes, that of instinct, in the first crude dawn of institutions, the right of the child to good shelter and protective care was recognized by the warm hearts of primitive parents.

With the formation of the earliest patriarchal communities we find the child's rights still affectionately recognized, as for example, among the village communities of rural Hindostan, and among our North American Indians, amidst whom the children are the cherished treasures of the whole tribe, and so valued that their regard for children

led child-stealing for adoption to become a widespread institution on this continent. Curé Burtin, of Caughnawaga, showed me extensive notes on this Indian institution of child-stealing. No doubt it has the same origin among the Gypsies. On one occasion, in the first days of New France, when a young French boy had injured some sullen Iroquois chiefs visiting Quebec and was about to be beaten for the offence, by order of the Governor, these chiefs, though most hostile to the French, bared their own backs and begged to be allowed to undergo the flogging rather than permit a child to suffer. Under Roman institutions a notable change had taken place from the simple patriarchal organization. The father, as head of the *familia*, was its autocratic proprietor in a literal sense. The children of the household like the wife and the slaves were the property of the *pater*; under the *patria potestas* he could sell, kill, punish, or torture any of them at will; and the principal of paternal authority, continuing in modified tradition to the present epoch, has frequently been one of the worst enemies of the child's right. In the scientific Roman Law of the Later Empire, the *patria potestas* was shaped into a far more reasonable phase of paternal authority, and as this Roman Law has been the basis of the best modern European systems, we find the principles to-day in the codes of Southern Europe and in the forms and teachings of the Canon Law everywhere. In the Civil Code of the Province of Quebec it appears in such articles as No. 175—"A wife is obliged to live with her husband and to follow him wherever he thinks fit to reside." In one case (*Sansfaçon vs. Poulin*—Judge Andrews) the judge discussed whether the legal means of obliging her is imprisonment or brute force. Article 243—(A child) "remains subject to the authority of his parents until his majority or emancipation; but the father alone exercises this authority during marriage." The Court of Appeals of Quebec has defined that "a father is by law entitled to the possession, custody and guardianship, and cannot be deprived of his minor child, except for insanity or gross misconduct; nor can he deprive himself of his paternal right." Observe that this important matter is viewed from the standpoint of the right of the parent. The child's right is only recognized by certain restrictions upon the paternal authority. Thus the power of punishing is limited to "a

right of reasonable and moderate correction" (C. C. 245)—the chief remnant of the ancient Roman power to kill or sell into slavery, (Merlin Ref.). Another restriction is that "husband and wife contract the obligation to maintain and bring up their children", (C. C. 165). In the absence of the father the mother has his powers of control, and it is only in the extremest cases that the courts will deprive either of them of such powers, or interfere in their conduct. The Roman idea of tutorship as a right, and not a charge, still clings. It is the omissive and imperfect recognition of the rights of the child that we should note rather than its positive rights. There is not even a compulsory education law in Quebec; nor is there any systematic supervision of the condition of children anywhere throughout the Dominion; nor any systematic protection except a little under the Factory Acts. All is left to the parents, especially the father; an infinitesimal protection being given by the magistrates and only from extreme brutality and on complaint. The criminal laws in themselves provide reasonably well for gross crimes against children. A trifle is done to supplement the efforts of the magistrates by the voluntary endeavours of the Society for the Protection of Women and Children in the city of Montreal. It is evident that these means, though most conscientiously pursued, cannot meet the evils in question—still less assure to absolutely every child its full and equal chance in life, and its full share in the advantages of the nation, which would be the true arrangement of our law.

The State in Canada, and particularly in Quebec, has not yet conceived the part it must play either in supervision or provision, but particularly in the latter. "The children of the poor," to use the words of the French economist Huet, "are cast naked on the bare earth as though they were born in a savage state." "The mission of the State," says Fichte, "is to keep everyone in possession of what belongs to him, to secure him his property and to guarantee the same to him. The end of human activity is to live, every individual is entitled to be put into a position to support life. The distribution ought to be effected in such a way that everyone may live by his labour. If anyone is in want of the necessaries of life it should be the consequence of his own fault and not of the acts of others. The portion which ought to come to everyone for this purpose belongs to him of right.

In our day we ought to easily agree that the child is entitled to more than the mere necessities of life. Let us then be logical and welcome all that makes for him a fair and equal chance in life.

I do not wish for a moment to suggest any substitute for parental care and responsibility. Any device to supersede parents in general would have all the disadvantages of artificiality as against nature. The experiment was tried in the French Revolution and failed. But, as the best physical organism is open to disease, imperfection and unfitness for certain hard conditions, so is the parental institution open to decay, imperfection and unfitness to battle efficiently for the child against some phases of modern poverty or danger, and means must be devised to assist or even replace it. The advantage of the child should be the first rule. The plea is almost always the sacredness of the right of the parent. The parents, it is true, have a profound right to be considered, on their own account, in so far as such consideration does not interfere with that of the child. Their sacrifices and pains are a debt due by the child; but in considering the one right against the other, where they conflict, it should be remembered that the child has been the unconsulted, enforced party to the arrangement, and where the arrangement is really, on the whole, against his interest, it is unjust that he should be held to it. The parents in fact, in bringing him into the world, have contracted the obligation of maintaining and bringing him up. They have contracted the obligation of doing so, well and efficiently; and the community or the State is bound to see that contract carried out.

The position of the parents, in fact, is that, not of owners of the child, who may work their sweet will upon him, but of *trustees for the child itself*, bound to do for him, as his agents, what he would do for himself if grown up. The true point of view is that the *parents are trustees*; if they fail in their trust, they should be forced to fulfil it so far as they can; if they cannot be made to fulfil it, it should be taken out of their hands; if they are unable to fulfil it, their efforts should be supplemented by the State, for the law of *need* is a moral law incumbent on the State as much as on the parents. The first right to consider is, not that of the parents, nor of the State, but of the child. The State and the parents may fight out their precedence of obligation

among themselves. Of course no impossible thing should be demanded of the parents as trustees. Their exact duty is that prescribed for agents in general in an apt phrase of the French law "*agir en bon père de famille*"—to act as a good householder would attend to his own interests. Fortunately in most cases, and not least in humble homes, the *bon père de famille* attends even better to the interests of his children than he would to his own.

One more principle should be considered before we apply those which precede. How far can the problem of securing to the child his full, fair chance, be solved by legislation? We must draw a distinction which applies to many suggested reforms. The nature of laws is not such as to enable them to solve certain questions. Laws are external systems, not internal, like religions. Both seek, it is true, the same class of objects—moral conduct among men; the first by pains, and sometimes rewards, applied to men from without them; the second, by motives appealing to their inner intentions. It is obvious that if you can get a man to *intend* to do right, you have far more complete and efficient results than if you attempt to get at him by a clumsy system of external pains which he may evade. The rigors of legislation are, it is true, frequently useful,—laws of capital punishment prevent much murder, as statistics prove. The existence of good laws, too, is educationally good, for men tend to respect the written laws. It is equally true that they are no spur to all the finer shades of generous, or charitable, or patriotic or dutiful action, consequently the reforms which depend on highly refined or highly organized action must not seek panaceas in legislation; they may only expect to attain them by improvements in moral education, and in applying the power of religion. This is a truth which one must bear in mind over and over again in discussing new schemes of reform. It is useless to base many desired social improvements on statutory enactments; to use a hackneyed phrase "the public must be educated up to them." But this phrase is not sufficiently explicit, for crude newspaper campaigns, such as are usually meant, are seldom a sufficient education of the public. Systematic, deep and universal moral education of the individuals of the nation, beginning with them as children, is necessary before a true popular wish to carry out good laws and complex movements can be brought into



existence. And to inroot a sincere and firm desire for progress in the school children of the land would be the best work ever done towards the new day. Those nations and communities alone in which the individual standard is high are capable of the social reforms which so many desire ; while among those whose religions are ineffective, and whose honesty and intelligence are low, the more elaborately perfect the legislation the more complete the failure.

(*To be continued*)

### Editorial Notes and Comments.

WHILE believing that the rightly educated mind strives not for marks or prizes but desires only "to satisfy a deep and earnest longing to understand and appreciate what man and nature have placed about him," and to rise to an understanding of what is beautiful, true and good ; and while realizing that the love of learning that will last must spring from love of the study itself and not from the material reward that crowned it, we yet venture to offer a prize to the school sending in the best answers to certain questions on the map. This we do, knowing that the working together, under right conditions, of bodies of men, women or children, towards some common end, is ennobling to all who take part in the work, and being convinced that it is conducive to mutual helpfulness and 'esprit de corps.' If the idea of the *school* and not the *individual* predominate no harm can possibly come from the exercises proposed. Yet, if one child contributes more than all the others to the success of the answers, that child should have the strongest vote in determining the disposition of the prize, or the children may infer that the idle and diligent alike receive the prizes of life. Every child who takes part in the exercises will be rewarded with an increased understanding of the map and its purpose. Then, too, we must bear in mind that it is a good thing for the child to be cast adrift from the teacher at times, with some definite problem to solve. In this way he learns self-reliance and gains executive power. That which the child has an earnest desire to know he will know.

—WE publish in another column a suggestion with regard to the teaching of history. We are always pleased to

hear from the teachers and to receive from them practical hints in reference to teaching methods. There is no reason why the EDUCATIONAL RECORD should not be a means of gathering together and distributing the many admirable methods of teaching, in reference to particular points, that are in vogue among the teachers of our province.

In this connection we would ask for suggestions as to the best way of celebrating "Empire Day." Our next number must contain a programme for this day, and as the occasion promises to be one of unusual interest, we must have a programme befitting it. If each teacher would write to us stating what part of his last year's programme was most helpful towards the fostering of the Imperial spirit, we might arrange a very good time-table for this year.

—WHEN free scholarships are awarded to students who show exceptional ability in any of the lines of scholastic work, they are not only a boon to the students who are successful in obtaining them, but are a distinct gain to the country at large in that they tend to increase the number of competent men in all the departments of the State. A recent writer in the *New York Evening Post* calls attention to the rapidly increasing number of scholarships in the colleges, and the social evils that attend this increase:—

Recent years have seen an enormous extension of the system, as the funds available for this purpose have increased. There are now more scholarships than ever, and those given are, as a rule, larger in amount. Colleges point with pride to the money which they can use for this object. What makes the thing an evil, however, is the fact that, in very many cases, so-called "scholarships" no longer stand for intellectual ability of a distinguished sort, but are bestowed as practically free gifts upon any student, wise or foolish, who can make out some sort of a show of need. In the East, particularly, institutions have come to bid against each other for students by means of the beneficiary aid which they can offer. One well-known New England college practically assures a substantial scholarship to every member of the freshman class; and the rapid growth in numbers testifies to the efficacy of the plan. Another has pursued the same policy, by a somewhat different method, until the principal of its endowment has been seriously encroached upon. On the other hand, neighbouring institutions which have refused thus to de-

grade their service, have found themselves suffering in numbers, and consequently in popular prestige, by the indefensible conduct of their unscrupulous competitors.

The worst sinners in this matter are, as is well known, the theological seminaries. In these, with but few exceptions, we have the policy of assisted education run mad. Free tuition, free room-rent, free text-books, and some spending money are among the inducements regularly and unblushingly held out to young men whose ultimate business in life is to lead the religious thought and work of the community. To call such misplaced charity "pauperization," as has been done, is to use a term none too strong. It would not be difficult to show that such wholesale distribution of money, or money's worth, has had a positively debilitating effect upon the ministry, and has robbed the profession of much of the independence and manly vigour which it ought by all means to exhibit.

### Current Events.

**GEOLOGIC CHANGES IN NORTH AMERICA.**—Recent investigations by geologists show that some important, though slow, changes are going on in the land in the lake region and on the Atlantic coast. It is said there is a movement of the lake basin that is destined eventually to turn the waters of the great lakes through the Illinois river into the Mississippi. This is because, according to a long series of observations, the east end of the basin is being lifted and the west end lowered at the rate of about forty-two hundredths of a foot per hundred miles per century.

Another great movement is going on on the Atlantic coast and the shores of Hudson Bay. South of Connecticut the land is subsiding at the rate of about two feet every one hundred years, while the land around Hudson and James Bays has actually risen seven feet during the present century. Bays and inlets in which the Hudson Bay Company's ships wintered about a century ago, will now scarcely float a row boat, and rivers whose mouths were navigable for ships for several miles are now no longer so, but enter the bay by a rapid or fall.—*Our Times*.

—**SABLE** Island, ninety miles from the nearest coast of Nova Scotia, is slowly sinking. It has been aptly named the "Ocean Grave-yard," owing to the number of vessels

that are wrecked there. It is in the track of vessels trading between America and Britain. The island is formed of sand-hills thrown up by the sea. Some of these reach a height of eighty feet. The sand produces wild grasses on which herds of wild horses feed. Some idea of the rate of sinking may be obtained from the following figures: In 1776 the island was thirty-one miles in length and over two miles in breadth. In 1816 it was thirty miles long and less than two miles in breadth. In 1886 it was twenty-five miles long and one and a quarter broad. At the present time it is reported to be twenty-two miles in length and one mile in breadth, and sinking more rapidly than before.

—FOR the two thousand blind persons in Greater New York, a free circulating library of books in raised letters has been opened. The founder of this library, Richard Ferry, lost his sight three years ago, and one of his keenest sorrows was that he could not read his favorite authors. Using his own privation as a guide, he decided that the lot of the blind in his city should be made happier, and this beautiful philanthropy is the result of his efforts.—*The Household*.

—SIR Walter Besant was one of the pioneers of the movement for the opening of the East End London schools for poor children, as clubs for working people. It was felt that the brick and mortar in these buildings was not being put to the greatest possible use. The day school-rooms were arranged in the evening for lectures and concerts, for games as chess, checkers, dominoes, etc., for reading rooms where those who desired a quiet time might retire, and for the supplying of tea and coffee. The object of this departure in social reform was to get the boys off from the streets at night, to keep the men from the taverns, and to get the women away from their miserable tenement-houses, so that a little of heaven's light falling upon them might quicken their vision with regard to all life, and enable them to form better ideals for their own homes.

—CURRENT COMMENTS ON EDUCATION.—“No child should leave school without understanding the principles of government, so that when he grows up he may be able to give an intelligent vote as a citizen. Good secondary education is the best preparation for the technical school,

as has been abundantly proved in Germany."—Mr. BRYCE, at Northampton

"We need a thorough reform of the whole system of secondary education in this country, and more power to help it forward out of the rates."—Lord SPENCER, at Northampton.

"Every effort to be proficient was a good moral training, and he would say to all boys who had made the effort and had failed: 'Do not be disheartened, do not think that because you have failed your efforts have been useless. Far from it. In these efforts you may be laying the foundation of a knowledge, painfully, patiently, slowly acquired, which, with perseverance, with industry, may in good time bear plenteous fruit.'"—Lord RUSSELL, at Merton.

"Froebel is no dreamer. He meant business—the soundest business that has ever been done in the factory of education."—Sir GEORGE KEKEWICH, at West Kensington.—*The Journal of Education*, London.

—INDIA has perhaps a greater variety of plants than any other country in the world, having 15,000 native species, while the flora of the entire continent of Europe only embraces about 10,000.—*Current Literature*.

—IN Switzerland's six universities there are 937 women students, of whom 555 are matriculated regularly. The greatest number, 353 comes from Russia; 65 are Swiss, 53 Germans, 25 Bulgarians, and 7 from the United States. They are inscribed chiefly in the faculties of medicine and philosophy.—*Chicago Times-Herald*.

—THE committee (presided over by Dr. Harper, of Chicago University) appointed to consider the question of establishing a National University at Washington, under government control, expresses itself as adverse to the plan for the following reasons: "It has always been one of the recognized functions of the Federal Government to encourage and aid, but not to control the educational instrumentalities; that no one of the bills heretofore brought before Congress to provide for the incorporation of a national university at Washington commends itself to the judgment of this committee as a practical measure, etc."

This resolution was referred to a sub-committee: "That the government, through the State Department, might wisely maintain in Washington a school for consuls and

alogous to West Point and Annapolis, and, like those schools, leading to a life career in the government service.

—THE American admirers of Ruskin have established in his honor a "poor man's college" at Oxford.

—RECENTLY a mistress in a London Board School appeared before a magistrate to answer a charge of assault on a scholar. By way of extenuation it was given in evidence that the mistress had, with one pupil-teacher, the charge of 125 children, and that at the time of the alleged assault the pupil-teacher was engaged elsewhere. Can it be possible that under the London Board, a teacher has to manage 125 infants with the help of one pupil-teacher?—*The London Journal of Education.*

—THE dates of the Olympian games to be held in Paris next summer have been definitely decided upon. First will come the lawn tennis championships, which will be played in the latter part of June. Three days early in July have been set aside for the professional runners, and the amateur track events, in which the University of Pennsylvania and Princeton track teams will participate, will take place in the middle of the month. Cricket will probably be played late in July, but no matches have yet been arranged. September 9th and 10th have been allotted to base-ball. France will meet Belgium at hockey on September 30th and England on October 7th. In the latter part of September France will play association football against teams representing Switzerland, Belgium, Germany and England respectively. Rugby football matches will be played in the middle of October between France and Germany, England and Germany, and France and England.—*McGill Outlook.*

—MRS. Cornelia K. Hood, LL.B., in delivering a course of law lectures to women recently, draw special attention to the points of law which women should know for their own protection, such as being thoroughly cognizant of the contents of all documents before signing them.

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

### **MAP EXERCISES.**

The purpose of the papers that under this title will appear from month to month in the RECORD is to give pupils

a series of exercises in maps that may be taken as seat-work, helpful not only in geography but in arithmetic and composition. Teachers are advised to introduce them to occupy most usefully and interestingly a part of that school time in which children of necessity are working without direct supervision. Let the exercises be carefully done, the calculations exactly made, and the results committed neatly to paper for preservation.

Each month a prize will be awarded to the school that sends to the editor of the RECORD the neatest exact reply to the questions and exercises of the preceding month. No more than one reply must be sent from one school, but it may be the work of one pupil or the composite work of any number of pupils. The teacher may criticize the work during the progress, may point out that any answer is incorrect, but must not herself do any part of the work or state what is the correct answer. The reply must be posted to the editor within three weeks of the date of issue of the questions in the RECORD. The award of the editor is to be final and without dispute, and will be published not later than the second issue after the publication of the questions. The prize when received will be at the disposal of the teacher, either to reserve for school use or to give to the pupil who has most contributed to the successful issue. To facilitate the transmission of the prize, with every reply submitted must be given the name of the school, the grade competing, the name and address of the teacher, and, if the reply be the work of one pupil only, the name and age of that pupil.

Correct answers will be published in the issue of the RECORD next succeeding that in which the exercise appeared.

The following exercise is open to competition only for pupils of grades not higher than 4th grade elementary or 1st grade model :

Beginning at the Western Coast of America and going eastward trace the course of the Equator, of the Tropics of Cancer and of Capricorn and of the Arctic Circle, by naming in order every important point through which each line passes ; that is, give the degree of longitude at which any continent, country, large island, ocean or sea is entered and left by the line, and the number of degrees of longitude in the breadth traversed. Reduce to miles each

breadth, reckoning the degree of longitude at the Equator to be 69·16 miles, at each tropic 63·43 miles, and at the Arctic Circle 27·57 miles. Give also the longitude of the crossing of each smaller island, river or mountain chain, and that of each city or mountain peak within one degree north or south of each line. All longitudes will be sufficiently exact if given to the nearest degree.

The reply to this month's question may be easily and neatly given in tabular form if any school chooses so to prepare it.

—HOW TO USE THE DICTIONARY.—The art of using the dictionary is becoming a lost art, and many of the spelling books are helping towards this much to be deplored end. A generation or so ago it was considered to be a part of the teacher's work to instruct children in the use of the dictionary. Now the spellers are made the goal towards which all desire in regard to words and their meaning tends. Children should be taught that the spelling book is only an introduction to the dictionary, and that a due appreciation of the value and use of the dictionary and the habit of consulting it are the ends towards which their efforts should be directed. Unfortunately the better the spelling-book the less the dictionary is called into use. The result of making the spelling book the highest aim along the line of knowledge of words is shown in the homes of the people. How few comparatively are supplied with modern dictionaries! As the admirable custom of starting every new home with a family Bible is bearing fruit in the good moral tone of the social life of our people, so the character of our intellectual life would be raised if a good standard dictionary and a large atlas were added to the furnishing of the home.

The habit of consulting the dictionary is a most valuable one to form, but, if not commenced in early life, will never be acquired. One great drawback to the forming of this habit is the difficulty of understanding the markings to indicate the various vowel and consonant sounds. This could very easily be taught in school in connection with the reading, history, geography, literature, etc., lessons. Instead of the teacher, looking up the pronunciation and meaning of the words the children might be assigned the duty in turn. A young lady of eighteen, who had attended school continuously up to that age, meeting in a child's speller



the word "refuse," with the place of the accent marked (refuse'), pronounced the word like the French refusé. Similar blunders have been made through ignorance of the signs for the quantity and quality of the vowel sounds. The child does not require to be crammed with the facts of the dictionary so much as to be taught how to use this important tool for delving in the mines of knowledge. To form the habit of looking up the pronunciation, history and meaning of the new words met with in the daily reading will be of inestimable value to the child. It is an interesting task to read down a page of the dictionary, mark the unfamiliar words and arrange these in classes. A gentleman of considerable culture, taking two pages of the Standard Dictionary at haphazard, found the following list of unfamiliar words: —Dene, dengue, denigrate, denier (coin), denim, denization, dennet, dens, densher, densimeter, dentagra, dentaliidae, dentirostres, dentree, denumerant, denuncia, deodar, deodate, deontology, deoperculate, depaint and depardieux. It will be admitted that in regard to the above list several words might be dropped from the dictionary and not be missed by many people, while some others are well worthy of study. The value that the various classical authors assign to the dictionary is well set forth by H. E. W. in the *Leisure Hour* for November. "It may surprise those who look upon a dictionary as merely a useful, dry-as-dust book of reference, to learn that dictionaries such as Johnson's and Butter's, in English, and Hederic and Scapula's in Greek, possess other and higher uses. Lord Chatham tells us he read Butter's dictionary twice through, with delight and profit. Moreover, when his sight began to fail, he was fond of having the dictionary read aloud to him. Emerson affirmed that dictionaries were full of suggestion, "the raw material of possible poems and histories." Robert Browning, according to one biographer, qualified himself for the literary profession by reading and digesting Johnson's dictionary, from cover to cover. Wordsworth regarded his dictionary as a dear and inseparable companion. Macaulay once observed that he almost feared to take up a dictionary, he found it so difficult to lay it down, such was the fascination it possessed for him. This fact may account, in a measure, for the historian's supreme mastery of the English language."

D'Israeli says, "I suspect we had not any spelling books in 1701. I have seen Dyche's of 1710." Well, they had the dictionary, which was far better!

—NEITHER is a dictionary a bad book to read. There is no cant in it, no excess of explanation, and it is full of suggestion.—Emerson, *Society and Solitude*.

—IN making models of mountains, rivers and lakes in sand or clay, panes of glass are very useful to represent the water, as these can be placed at any slant required. All that is needed to be done when the slope of the glass is arranged is to push aside the sand or clay to show the water. Lakes among the mountains may be represented by small pieces of glass.

—THE BAGDAD RAILWAY.—Last month reference was made to the project of France to construct a railway through the Sahara Desert to connect her various possessions in Africa. We would now draw attention to the project of the German Government to build a railway through Mesopotamia, the Tigris-Euphrates valley, to connect Constantinople with the Persian Gulf. For three hundred years the Turks have kept this very fertile valley closed to the world. Russia held out for several years against the scheme to open it, fearing a loss in her grain trade. Her concession has been recently obtained. Great Britain favored the scheme from its inception as she, as well as Germany, expects to exchange her manufactures for grain. The *Sunday at Home* furnishes us with several interesting details in reference to this railway.

"An ancient Bible land, which has been the scene of wonderful vicissitudes, is about to be opened up to occidental enterprise. Mesopotamia, the country between two great rivers, is about to be traversed from north-west to south-east by a railway. Ur of the Chaldees, Padan Aram, Babylon, Nineveh, and many another place in Bible history, will be brought within easy distance of the ordinary traveller. Its vast pasture lands over which the herds of Abraham and Laban wandered will be turned into tracts of wheat and rice, into fruit gardens, and cotton and orange plantations, and mulberry groves. The railway, which will be known in future as the B. B. B. Railway, because it will pass through Birijik, Babylon, Baghdad, and Bussorah, will leave the present terminus of the Anatolian railways, Konia, and after stretching almost due east, will strike the Eu-

phrates at Birijik. Thence it will follow the course of the "great river" through a country now desolate, but which can be easily irrigated either from the Tigris or from the Euphrates, until Baghdad is reached, and from Baghdad its course will be continued to Basra or Bussorah on the Shat el Arab, as the river is called after its junction with the Tigris. The railway will be financed by the German Bank and a French syndicate, and will take eight years to build. Already the surveys have been completed, and its promoters rejoice to hear that no engineering difficulties lie in their way. A large number of ancient trading centres will be again revived. We need only mention Diarbekir, on the Tigris, the ancient capital of Armenia, and Mosul, an important place farther south. The concession which the German Bank has obtained from the Sublime Porte is a distinct diplomatic victory for the Fatherland, and Englishmen can only feel relieved that so important an undertaking will not be in the hands of any power less friendly to this country, or with hostile or semi-hostile intentions towards our great Indian dependency. Rumors, which are not wholly unfounded, state that the Kaiser and his advisers intend to encourage the settlement of German artisans and agriculturists along the railway line, and that the Sultan views this intention with favour. Whether or not this project is feasible remains to be seen. If carried out, it will be an interesting experiment in emigration. Hitherto the chief waves of emigration have been from east to west. This would be a move in the contrary direction.

—REMINDERS FOR THE TEACHER.—The chief object of a dictation lesson is to *prevent*, not to *correct*, mistakes. Therefore the dictation lesson should be prepared by the children, or the teacher should write correctly on the blackboard the words likely to be misspelled. The child should never, if possible, see a word incorrectly spelled.

Let the children form the habit of writing out clearly, using the proper signs of operation and connection, the various steps in the process by which they arrive at a certain conclusion in arithmetic.

Children should be allowed to move about in school as much as is consistent with effective work.

In defining words the teacher must not be satisfied with an approximation to the meaning of the word. These are some very good rules to observe: Never give a negative

definition when a positive is possible ; never use the word to be defined in a definition ; a definition should not be couched in obscure, ambiguous or figurative language ; a definition should state the essential attributes of the word defined and be an exact equivalent for the word defined.

The teacher questions the child to find out what it knows and to keep its mind in a state of activity.

It is impossible for the teacher of undisciplined mind to teach successfully.

When a child is not properly classified in school he often gives the impression that he is stupid.

—SOUND WITHOUT SENSE.—An orator at one of the university unions recently declared that “ the British lion, whether it is roaming the deserts of India or climbing the forests of Canada, will not draw in its horns nor retire into its shell.”

Some time ago a lecturer at a large meeting gave utterance to the following :—“ All along the untrodden paths of the future we can see the footprints of an unseen hand.”

—A YORKSHIREMAN’S criticism of one of Rev. C. H. Spurgeon’s sermons would be quite applicable to some of the lessons given by discursive teachers : “ If it had been cut short at both ends and set afire in the middle, it wad a dean mare good.”

—DOMESTIC SCIENCE INSTRUCTION.—The school girls of to-day are to be the home makers of the future. We may well ask ourselves what the schools are doing to fit the girls to fill these positions to the advantage of all concerned. We find on every hand incompetent wives and mothers. Good food ruined by unscientific cooking and clothing thrown away, that might have been renovated with a little knowledge of needle-work, are matters of every day observation. Has the school no responsibility in the matter ? What is the end of education ? Is it not to fit the boy or girl to do the best possible work in the calling which he chooses or which falls to his lot ? Incidentally the school is doing much towards this end by inculcating habits of order, cleanliness and economy, in teaching children to judge of all questions from the right standpoint, and to do all the work in which they engage in the best possible way. In certain schools in the Province of Quebec courses of well-graded instruction in sewing, knitting,

darning, etc., and cooking are given to the girls, but these schools are all too few. Our sister Province, Ontario, is moving in the right direction. In January last, says *The Christian Guardian*, "a large and interested audience, composed mainly of women students, teachers and college graduates, assembled at the Normal School, in Toronto, to hear Mrs. Hoodless, of Hamilton, speak on the furtherance of Domestic Science Instruction in the schools and colleges of our country. The speaker made a strong plea for the provision of scientific instruction in household economics throughout the educational system of the country, in the public schools, high schools and colleges. Home making is of the utmost importance in human life and is quite different in our complex civilization from what it was in the simpler pioneer days, and even the ablest women need special training. Five years ago the speaker said she was almost alone in the movement in this country; to-day, so rapidly has public sentiment advanced, that there is established in connection with the Normal College at Hamilton, a Normal School of Domestic Science, with a staff of fully qualified teachers. Departments of Domestic Economy have been established in many of the leading Universities of the United States and Germany. A solution of the difficult problems of domestic life will be approached when the benefit of trained minds and scientific knowledge is brought to bear on the greatest responsibility God ever gave to woman—the home."

What is wanted is not fancy work in sewing and cooking but a good solid foundation—not the baking of cakes, pies and other indigestibles, the ornaments of the culinary art, but knowledge as to the best way of cooking meats, vegetables and bread; not knitting and crotcheting in patterns of marvellous intricacy, but the most economical methods of cutting out and sewing new garments and of mending torn ones.

—THE FOSTERING OF GENIUS.—There is no doubt that a great amount of genius produces no effect upon the world, because its environment is not suitable for its display, or the individual possessing it has not the natural or acquired energy to bring it forth. In passing through school and college we have met with this dormant genius. We have seen the budding author, poet, painter and inventor in the school-room. We look again in a few years. Where are

they? One is the mother of a family and expends her talent of story-telling on her little family. Another is bound down by the ceaseless struggle for daily bread. A third has been unable to burst the bonds of indolence and is merely drifting aimlessly along.

The teacher can foster genius best by increasing the child's power of making effort.

—SCHOOL GARDENS.—Chicago, among other departures in the educational field, has school gardens. In them practical lessons in floriculture and farming are taught. In this country no such teaching, outside the agricultural colleges, exists to any extent in our public schools. In Europe school gardens are common, Germany especially having fine ones. Poisneak, an industrial town in the Duchy of Meininger, Thuringia, according to Prof. Herman T. Lugeus, of the State Normal School, California, Pa., has the model school garden in Europe. It is ten minutes' walk from the school itself. An hour a day is spent there by each child in learning practical agriculture. Each child has a patch and tools. Some family tables are daily, in season, supplied with vegetables as the results of the labours of the children.

Chicago school children do not grow vegetables for their home table at the school; but at the Auburn Park school, Wright and Eightieth streets, a practical course of nature study is given at this time of the year. A large garden and vacant lot give plenty of room for planting and growing, and the teacher backs up her class-room work with actual garden lessons as soon as the soil is fit.—*The School Weekly*.

—REQUISITES OF GENIUS.—Cathrall gives in terse form the requisites of genius.

The three foundations of genius: The gift of God, man's exertion, and the events of life.

The three primary requisites of genius: An eye that can see nature, a heart that can feel nature, and boldness that can follow nature.

The three indispensables of genius: Understanding, feeling and perseverance.

The three properties of genius: Fine thought, appropriate thought and finely diversified thought.

The three marks of genius: Extraordinary understanding, extraordinary conduct and extraordinary exertions.

### Correspondence.

*To the Editor of the EDUCATIONAL RECORD :*

SIR,—Seeing some time ago, in the EDUCATIONAL RECORD, a request for methods used in teaching, I give the following method, which I have found very useful in teaching history. It is as follows:—I place the name of some leading character or event in history on the black-board; for example, I will take a lesson on Bishop Laval, as I place it on the black-board.

#### BISHOP LAVAL.

In 1623 F—— de M—— L—— was born at L—— in F——.

In 1659 B—— L—— came to C—— as V—— A——, with the title of B—— of P——.

In 1663 B—— L—— founded and endowed the Q—— S——.

In 1663 B—— L—— was made a member of the S—— C——, by which C—— was ruled for 100 years.

B—— L—— tried to prevent drunkenness among the Indians.

In 1674 B—— L—— was named first R—— C—— B—— of C——.

In 1708, May 6th, B—— L—— died at Q—— aged 85 years.

I have the children copy the lesson from the black-board, supplying the names where initials are given. I allow them to use their histories in writing out the lesson that the words to be supplied may be spelled correctly. The lesson, when copied on the children's slates with blanks filled, will be as follows :

#### BISHOP LAVAL.

In 1623 François de Montmorency Laval was born at Laval, in France.

In 1659 Bishop Laval came to Canada as Vicar Apostolic with the title of Bishop of Petrée.

In 1663 Bishop Laval founded and endowed the Quebec Seminary.

In 1663 Bishop Laval was made a member of the Sovereign Council, by which Canada was ruled for 100 years.

Bishop Laval tried to prevent drunkenness among the Indians.

In 1674 Bishop Laval was named first Roman Catholic Bishop of Canada.

In 1708, May 6th, Bishop Laval died at Quebec, aged 85 years.

Mill Hill, Feb. 24th, 1900.

M. PROCTOR.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—Permit me, through the columns of the RECORD, to call the attention of Local Associations of Protestant Teachers to the following By-Laws passed by the Provincial Association, at the Convention held during the last month :—

(1). A Local Association must represent a definite territory approved by the Executive Committee of the Provincial Association of Protestant Teachers.

(2). It shall enroll, each year, at least twenty of the teachers within its territory.

(3). It shall keep a record of attendance at its meetings.

(4). It shall hold at least three meetings each year.

(5). An average of one-third of its members shall have attended three meetings of the Local Association, provided that the average attendance does not fall below twelve members.

(6). A statement of the work done, signed by the President and Secretary of the Local Association, shall be sent annually to the Executive Committee of the Provincial Association at least one month previous to the annual Convention.

(7). Having fulfilled the foregoing conditions a Local Association shall be entitled to affiliation with the Provincial Association.

(8). Only such Presidents of the Local Associations shall be recognized as members of the Executive Committee of the Provincial Association (*a*) as are fully qualified members of the Provincial Association, (*b*) as have been duly elected at a legally constituted meeting of such Local Association, and (*c*) whose election shall have been officially reported to the Corresponding Secretary of the Provincial Association, by the Secretary of the Local Association, within two weeks of their election.

I am, etc.,

Yours truly,

A. W. KNEELAND,  
Corresponding Secretary.



**Official Department.**

MCGILL NORMAL SCHOOL,

MONTREAL, February 23rd, 1900.

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

Present:—The Honorable P. B. de La Bruère, D.C.L.; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D., D.C.L.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Very Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; Alderman H. B. Ames, B.A.; Principal W. Peterson, LL.D.; W. S. Maclaren, Esq.; W. J. Watts, Esq., Q.C., M.P.P.; Gavin J. Walker, Esq.; C. L. Cotton, Esq., M.D., M.P.P.; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D.; the Honorable Mr. Justice Lynch, D.C.L.; John Whyte, Esq.; James Dunbar, Esq., Q.C., D.C.L.; E. W. Arthy, Esq.

The Honorable the Superintendent acted as temporary chairman.

Prayer was offered by the Lord Bishop of Quebec.

Dr. C. L. Cotton, M.L.A., was introduced as a member of the Council of Public Instruction to succeed Dr. Heneker, resigned.

The minutes of the last meeting were read and confirmed.

The Secretary read a letter from Dr. Heneker, as follows, and was instructed to embody it in the minutes:

SHERBROOKE, February 3rd, 1900.

G. W. PARMELEE, Esq.,

Secretary,

Protestant Committee of the Council of Public Instruction, Quebec.

MY DEAR SIR,—I shall feel obliged if you will inform the members of the Protestant Committee that I have very reluctantly felt it my duty to place my resignation in the hands of His Honour the Lieutenant Governor, thus severing my connection with my colleagues.

I have been led to take this course for many reasons, but mainly because I find myself in direct antagonism with the

sentiment now prevailing in the Legislature, and upheld by the Government (which represents the people), that no further grants should be made to the two Universities of McGill and Bishop's College. These, the leading educational institutions for the training of the Protestant youth of the Province, must henceforth carry on their high class work without any assistance from the public purse.

All who are acquainted with University work, know that the Arts Course is the foundation course of all learning, and cannot without difficulty be maintained, with satisfactory results, without state aid, and it is in these institutions, that the statesman, the professional man, the high class merchants, and the teachers of high class, seek a proper preparation for the duties of life. The Normal School is, and should be, presided over by University men, and those who have studied the educational systems of other countries know that the practice is universal, of aiding the Universities in this important part of their work, while technical and strictly professional education are easily provided for by other means.

I deeply regret this disposition in the public mind, and I believe it to be a mistaken policy.

My relations with my colleagues, during a very long period of joint service with them in the public interest, has been in itself a very full compensation for any services I have performed, and I cannot part from them without thanking them most cordially for their uniform kindness, and courtesy, and especially for their consideration and the assistance they have afforded me while acting as their Chairman. I hope still to retain, as long as I live, a lively interest in the great cause of education, without which no country or nation can be happy, truly great or prosperous.

I also hope, my dear Sir, that you may continue to give to the public the benefits of your talents, and experience, in the same great cause.

Very truly yours,

(Signed) R. W. HENEKER.

Moved by the Reverend Dr Shaw, seconded by the Reverend A. T. Love, and

*Resolved*,—That, having been officially informed that our esteemed Chairman and colleague, R. W. Heneker, Esq., LL.D., D.C.L., has tendered to the Government of this Province his resignation as a member of the Council of

Public Instruction, and that his resignation has been accepted, we hereby record our sincere regret at the termination of his long association with us, and our appreciation of the very valuable services he has rendered to the cause of education in this Province. During many years he has assiduously devoted his time amid a multiplicity of duties to philanthropic, religious and educational activity. These high and sacred interests were to him most congenial. His cultured mind and broad sympathies placed him *en rapport* with everything that furthered the interests of the Province, the Dominion and the Empire. For twenty-four years he has been a member of this Committee and for eight years its Chairman.

In the discharge of the important duties devolving upon him, he has shown most conscientious and painstaking diligence, uniform courtesy to his colleagues combined with fearless independence as to his convictions, as well as loyal devotion to the educational interests of the Protestant minority of this Province.

We beg to assure Dr. Heneker that in retiring from our counsels he carries with him our highest confidence and esteem, and our prayerful wish that by the Divine blessing his life may be prolonged in health and happiness, and that with his advancing years brightened with Christian faith and hope, he may tranquilly close his long life of noble activity and usefulness.

That a copy of this resolution be forwarded to Dr. Heneker, and that copies be furnished to the press.

A ballot was taken to elect a Chairman, which resulted in the choice of the Reverend Dr. Shaw, who then took the chair.

The Secretary read a copy of the order in Council, No. 38, approving the distribution of the superior education fund and marriage license fees, and also a letter from the Attorney General of the Province giving the opinion upon which the order in Council was framed.

It was moved by Dr. Peterson, and seconded by Mr. Ames, that this Committee learns with regret that the Provincial Government has not acted, in regard to the matter of the marriage license fees, upon the expressed desire of this Committee as conveyed in the resolution adopted at the meeting of 24th November, 1899. Lost on division, six for, seven against.

The Secretary read a letter from Lady Dawson in acknowledgment of the resolution passed by the Committee in reference to the death of Sir William Dawson.

A letter from Mr. W. H. Clapperton, M.P.P., asking for the division of the Gaspé district, for school inspection purposes, into two equal parts, was read, and upon motion of Mr. Ames and Dr. Cotton, it was

*Resolved*,—That the request be considered at the next meeting, a report regarding the situation having in the meantime been asked from ex-Inspector Lyster and present Inspector Kerr.

Miss Cunliffe's application for a recognition of her extra-provincial certificate was read and referred to the Central Board with instructions to grant her an elementary or a model school diploma upon her satisfying the Central Board by examination of her fitness to receive either of such diplomas.

A letter was read from Mr. Nicholson, of Westmount, asking for an alternate French paper to test the knowledge of pupils who are learning French by the natural method.

On motion of the Reverend Mr. Rexford and Mr. Masten, it was

*Resolved*,—That the Inspector of superior schools be requested to provide an alternative paper in French for grade 2 Academy on the lines of the natural method.

Upon application of the Secretary it was agreed to pay for Como model school and for Megantic village model school, grants of fifty dollars each, which had been withheld and deposited to the credit of the Committee.

Mr. Goltman's application for authorization of his Manual of Book-keeping was referred to the sub-committee on textbooks for report.

Mr. F. A. Garland's request to be allowed to qualify for the academy diploma without taking an arts' degree was not entertained.

A letter from Dr. Harper, in reference to the distribution in the schools of a patriotic song and a list of "flag days," was read, and Justice Lynch was asked to report upon the matter at next meeting.

Dr. Harper's report on the competition for prizes for well kept school grounds was read, and it was resolved to grant the prizes as follows: (1) Lachute, \$100; (2) Richmond, \$50; (3) Berthier, \$25.

The Reverend A. T. Love reported on behalf of the sub-committee appointed *re* Normal School finances, that the sub-committee met the members of the Government on the 16th of January, and received a most attentive hearing. After conference, during which the urgent needs of the Normal School were fully set forth, the Government assured the sub-committee that a substantial increase would be made to the annual grant, particulars to be arranged later.

The report was adopted and the sub-committee was continued.

The report of the sub-committee on Professor Kneeland's recommendations was read, and after consideration, clause by clause, it was moved by Professor Kneeland, seconded by the Reverend E. I. Rexford, and

*Resolved*,—That the report be adopted as amended, and that the sub-committee be continued with instructions to recommend a staff of assistant examiners at the next meeting of this committee.

The Reverend E. I. Rexford resigned as member of the Protestant Central Board of Examiners because of inability to give the necessary time to the work. The resignation was accepted with regret.

It was resolved that Mr. E. W. Arthy be recommended to succeed Mr. Rexford as member of the Central Board.

Inspector Parker and Mr. Arthy were appointed to act as supervisors of the June examinations in conjunction with Dr. Harper.

A petition from the officers of the Women's Christian Temperance Union was presented, praying that the subject of hygiene be placed on the same basis as to Government examinations in model schools and academies as history and grammar, and that temperance and health be placed in the course of study for elementary schools.

The Secretary was instructed to reply to the effect that the Inspector of superior schools has reported, as required by regulation, in detail upon the several subjects on which no Government examination is held, and that the marks he has given are highly creditable to pupils and teachers, alike. In consequence the Committee cannot see good reasons for acceding to the prayer of the petitioners in this regard, and further, that the Committee is of opinion that the present provision for the teaching of temperance and health in elementary schools is sufficient.

On motion of Dr. Peterson it was resolved that the Government examinations should begin this year on the 11th of June.

The report of the sub-committee upon complaints concerning the last June examinations was read and adopted.

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

The suggestion therein that his annual report should be submitted at the September meeting was accepted, and a question concerning the preparation of a book on "moral drill" was held over for further information. It was ordered that the whole report should be remitted to the Chairman for further consideration.

The sub-committee on text-books reported in favor of authorizing the map of the Province of Quebec, which has been prepared for free distribution by the Government, and recommended that provision be made for placing additional maps on sale at prices as low as may be consistent with the cost of publication. The report was adopted.

The sub-committee for the preparation of the list of grants to poor municipalities made a distribution report, which was adopted.

The Secretary was instructed to transmit the list to the Lieutenant-Governor in Council for approval under provision of articles 449 and 450 of the school law.

#### FINANCIAL STATEMENT—FEBRUARY 23RD, 1900.

##### *Receipts.*

1899.		
Sept. 29—	Balance on hand.....	\$ 779 45
Dec. 30—	Unexpended balance from the Department of Public Instruction.....	1530 22
		<hr/>
		\$2309 67
		<hr/> <hr/>

##### *Expenditure.*

1899.		
Oct. 9—	T. J. Moore & Co., printing and supplies.....	\$ 15 98
Nov. 21—	J. M. Harper, salary ..	300 00
" 28—	W. G. L. Paxman, making index.....	10 00
" 28—	W. W. Lynch, expenses of Waterloo investigation .....	84 45

1899.	
Nov. 28—J. M. Harper, sundry expenses.....	\$ 133 84
“ 28—W. Vaughan, A. A. Examinations.....	137 50
“ 28—F. W. Frith, “ “ .....	62 50
“ 29—The Chronicle Printing Co., minutes..	15 00
Dec. 7—G. W. Parmelee, salary.....	62 50
1900.	
Feb. 23—Balance on hand.....	1487 95
	<u>2309 67</u>

*Special Account.*

1899.	
Nov. 13--City Treasurer of Montreal.....	<u>\$1000 00</u>

*Contra.*

1899.	
Nov. 28—Dr. S. P. Robins, for Normal School...	<u>\$1000 00</u>

Audited and found correct.

WILLIAM I. SHAW,  
Chairman.

It was resolved that the Inspector of superior schools be instructed to direct all deputy examiners to retain possession of all examination papers from the time they are received until they are actually distributed to the classes.

After the reading of the rough minutes the meeting adjourned till the 25th day of May next, unless called earlier by the Chairman.

GEO. W. PARMELEE,  
Secretary.