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THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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No. 11.

NOVEMBER, 1889.

VOL. IX.

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THE CONVENTION OF 1889.

There were many circumstances connected with the Convention of 1889, to make it a memorable event in the annals of the Association of Protestant Teachers of Quebec. Of these, it may be mentioned that this was the first convention held under the Act of Incorporation lately obtained from the Legislature, by means of which the stability of the association has been assured, and its prestige very much enhanced. Besides this, not a little interest was taken in the elections this year, especially in the election of a representative to the Protestant Committee of the Council of Public Instruction; and the interest became all the more intense when it was found that several members of the association were adverse to the old plan of delegating its powers to a nominating committee. It was also of very great service to the association in more ways than one that several of the professors of McGill University took part in the proceedings of the convention in a practical way by the reading of papers and the opening of discussions; while there was further *éclat* given to the gathering by the reception given to the teachers by Sir William Dawson, Sir Donald Smith, and their associates in the Corporation of McGill, at the brilliant *conversazione* held on the Friday evening in the spacious halls of the Redpath Museum. It is needless to say that, with these and other unusual circumstances to attract, the number of members enrolled was the

largest in the history of such conventions in the province. As usual, the city press gave courteous attention to the proceedings, and it is from the *Gazette* and the other papers that we cull our report.

The proceedings were opened on the morning of Thursday, the 24th of October, in the McGill Normal School, Dr. Robins presiding. The morning was entirely given up to the reception of the various reports, all of which were received and adopted with little or no discussion.

The Executive Committee reported having held nine meetings during the past year. At the last convention it received instructions to take steps to effect the incorporation of the association, and a bill was properly drafted and forwarded to Quebec for that purpose, which was effected. Also, at the last convention, a committee was appointed to endeavor to secure the representation of the association on the Protestant Committee of the Council of Public Instruction, and that committee reported that in the month of November last they learned of the existence on the Protestant Committee of two vacancies, and a deputation was appointed to wait upon the Premier, who, on being approached, expressed his concurrence in their desire, and stated that although the vacancies in question were already filled, yet if, as seemed probable, the law officers of the Crown reported that Protestants were entitled to increased representation on the Council, he would be careful to consider the representations of the teachers in any future vacancies. The issue of the action taken by the Executive Committee, was the recommendation of Dr. Kneeland to the government as a member of the Council of Public Instruction. This recommendation was acted upon by the government, and Dr. Kneeland was appointed along with Dr. Cameron and the Rev. Dr. Shaw. The Committee, having so far succeeded, did not consider its duty accomplished, but urged the necessity for further representation upon the Legislature through Dr. Cameron, one of its members, and a bill was passed by virtue of which the Teachers' Association may send a representative, elected annually at the convention, to take part in the deliberations of the Protestant Committee as an associate member of that body.

The report on the Summer School held at Dunham in July last was also made by Mr. Arthy. It expressed satisfaction at

some of the results obtained, but expressed regret at the large deficit incurred by its operations. This deficit, amounting to over \$70, has been paid out of the funds of the association.

Rev. E. I. Rexford submitted the statement of the position of affairs of the pension fund, showing that during the year ending 30th June, there were 232 persons receiving pensions, 173 women and 59 men; of these 148 received pensions on the ground of ill-health; 74, of age, and 10 as widows. The total amount given in pensions for the year was \$21,653.15. The total revenue for the twelve months was \$26,596.29; expenditure, \$21,972.20; balance, \$4,624.19. Accumulated surplus revenue on previous years to June 30th, \$18,662.37; total, \$23,286.56.

Mr. Thompson, of the Montreal High School, reported on behalf of the Drawing Committee that the aspect of the drawing question had somewhat changed since deciding on a report. A Canadian system of drawing books was in course of preparation by Prof. McLeod, of McGill, and Mr. Taylor, architect, of this city. Until these books were published the committee declined to commit itself to any series of drawing books.

Dr. Harper read a report of a technical nature from a committee to consider the question of grammar teaching in school. This was a report from the Committee on Grammatical Nomenclature, consisting of Messrs. Hewton, Truell, McArthur and McOuat. The members of the committee had divided the work in such a way as to cover the whole subject of grammar and analysis, and as there was not opportunity to complete their work, they ask to be continued, with the object in view of making suggestions in regard to a new text-book on the subject. The part of the report read suggested the reduction of grammatical terms to a minimum.

In the afternoon, Mr. C. A. Humphreys, treasurer, gave a detailed account of the association's financial standing, the result of which was: Revenue, including government grant, and balance from last year, \$518.87; expenditure, \$400.79; balance, \$118.08. The expenditure includes the amount expended on the Legislature for incorporation, and one hundred dollars paid to the committee on the Summer School.

Immediately after the Treasurer had made his statement, Dr. Reed, of the Normal School, opened the work of the afternoon's

session by reading a paper on Physiology. As we shall endeavor to secure this paper and the others read before the convention for publication, it is not necessary to make a full report of its contents. He demonstrated the action of the heart, illustrating his remarks by the heart of a sheep, its various parts being lucidly explained. Touching on school matters, he gave some good advice to teachers as to the means of work which they ought to adopt in training the children. He also spoke on the subject of intemperance and the use of narcotics. It would be difficult, he said, to find a pathological change in the human system for every pound of tobacco or pint of whiskey taken, but he, the speaker, was opposed to it on general principles—an opposition in which he was confirmed by his medical studies.

Mr. J. W. McOuat read a paper on the grading of elementary schools, in which the system of simultaneous examinations for promotion purposes was advocated. The paper was freely discussed by Inspector Hubbard, Dr. Kneeland, Rev. Mr. King, Mr. Truell and others.

Mr. W. Patterson followed with a paper on the subject of teaching Canadian history, asking that steps be taken in conjunction with other teaching bodies in the Dominion to obtain a text-book of Canadian history which will give every province such recognition as will unite the interests of Canadians as a whole irrespective of creed or nationality. How can this be done? Let a book be written by a committee of authors whose work shall be submitted to the ministers of education in the various provinces, who may eliminate, amend or add such passages as they think desirable, and so produce a book authorized to be used throughout Canada. Mr. Patterson moved a resolution to the effect that such a book is highly necessary, and that a committee be appointed to investigate the question, and report at next Convention.

Mr. Parsons seconded the motion, and referred to the lack of text-books which would make interesting the history of our country. The motion was carried and the convention adjourned.

In the evening of the same day a large audience assembled in the Armory Hall to hear several addresses and the programme of

music which had been prepared for them by the Harmony Male Quartette Club of Montreal, as well as a reading by Mr. Neil Warner.

The first speaker was Dr. Malcolm McVicar, of MacMaster University, who, in addressing his audience, said that he could look back over a period of twenty years spent in the teaching of youth, and, consequently, felt much pleasure in being, as it were, at home among such a large assembly of teachers representing the Province of Quebec. He had selected for his subject the products of a true education, a topic in dealing with which he wished to throw off all formality, and adopt the familiar style of the lecture room, thus enabling his audience to look with a little more earnestness on their work, which they may have been disposed to look upon perhaps a little lightly. First of all he would have them understand that erudition or learning is not education, nor does the possession of it constitute an educated man. It might be asked then what is to constitute education if learning is not the chief principle. He would answer that to take the word in a general sense is to develop or evolve symmetrically all the possibilities of individual life which have been planted in man by Almighty God, and which it is the duty of the teacher to train. Notwithstanding all the progress that has been made in science, animal and plant life has only thus far been touched on; therefore, the work of teachers, trainers of human life, the grandest product of God, is not the miserable mechanical duty which some people have called it. It is a duty of Christian training, instruction and discipline brought to bear on the pupil by which all the possibilities inherent in the human being are symmetrically developed. Man is an organized unit, composed of body and mind, united in such a manner that no one element in his complicated system can be developed in any way without in some degree affecting the entire being, and in this way diseases of the body are not infrequently the direct products of the reflex action of the mind. Not a little blame can be attached to the literature placed in the hands of youth to-day for the passive state into which they are falling; even some of the present day Sunday-school literature induces this, and is blighting both body and mind. (Applause.) If one takes a spoonful of alcohol for the first time it produces a pleasant sensation, to

gain which a second time the quantity has to be doubled. So it is with those books, they go step by step from one book to a brighter one until the effect is mentally disastrous to the boy or girl. Give the boy a scientific work, one that will keep the mind actively engaged and rouse it to healthful exertion. What a man is, using the word man in its generic sense, and not what he knows, is the measure of his effective power in whatever sphere of life he is called on to act. Numerous illustrations could be had of the force of this. The speaker exhorted his hearers to let their pupils bear the impress of their own lives, and so train their boys and girls to be educated, not in the sense of the amount of geography they carry round, but as true men and women, morally and mentally strong, industrious and polite.

The Rev. Mr. Rexford, after the Quartette Club had given one of their finest selections, was called upon by the chairman to address the meeting; whereupon the Secretary of the Department came forward as usual with a genial smile on his face, and gave one of those pleasant sensible addresses for which he is so well known at teachers' gatherings. He said that it was not so much a pleasure as a great encouragement in his work for him to be present before such a representative body of teachers of the Province of Quebec. During the past three or four years the association had grown from being comparatively a nobody to a great power for education in the Province. It had been given one privilege after another until now it is an incorporated body with an annual government grant. He asked for increased earnestness in the work of supporting the elementary schools, which after all were the foundation of the universities, and spoke of the progress which had been made in our Superior Schools within the past few years.

After Mr. Warner had enchained the minds of his audience for a few minutes with a reading from Shakespeare, Dr. Putney was introduced as delegate from the Vermont Teachers' Association, and conveyed in the briefest terms to the members of the Quebec Association, the cordial sentiment and warmest good feeling which their brethren across the line entertained towards them. Dr. Putney was heartily welcomed, amid great applause, to take part in all the proceedings of the convention.

As the evening was well advanced, Dr. Harper, on being

invited by the Chairman to address the meeting, refrained from speaking at length, but contented himself by pointing out in a few humorous remarks the relation between the administrators of the educational system and the teachers. The two greatest of the teachers' grievances were examinations and text-books, and the criticism applied to both was often akin in its character. The discussions at this convention would prove that the examinations—the simultaneous written examinations—were becoming more and more popular, inasmuch as some teachers had proposed to extend them to the elementary schools, while a committee had been appointed to supervise the work of preparing text-books, so as to remove all such compilations in future beyond the pale of criticism. Only the practical teacher knows what a good text-book is, and it was pleasant to learn that the teachers of Quebec had reached the stage of educational progress which encouraged them to supervise the preparation of the text-books they were to use. With the above two great grievances removed the teacher's experience in Quebec was likely to be in the future a fortunate one,—that is, if no other grievances arose to take their place.

On Friday morning the session was opened in the usual way, with Dr. Robins in the chair. The first paper was read by Dr. Eaton, of McGill College, in which the continental system of pronouncing Latin and Greek was lucidly explained, and many arguments advanced for its introduction into our province.

Dr. Howe, the venerable rector of the Montreal High School, saw no reason why there should be any change in the pronunciation of these languages. The one method was as near to the true pronunciation as the other, as far as Englishmen were ever likely to discover. The Latin is becoming every day more of a dead language, and the pronunciation of it was a matter of very little importance.

(Our readers, we trust, will have an opportunity of judging for themselves after a perusal of Dr. Eaton's paper which is to appear in the *Record*.)

Prof. Bovey next submitted a paper on manual training, which he considered of great importance, inasmuch as in training the hand and eye, even the moral nature is developed, besides being conducive to a healthful activity. The Professor exhibited various

specimens of carpentering and joining work executed by street Arabs in the Trinity schools, New York, as well as some work done by girls.

Dr. Howe asked if there was any reason in giving a boy a chisel when he was studying his Greek lesson; the boys in High schools had enough to do at present. This work was done by street Arabs who generally have plenty of time at their disposal.

The Chairman gave some account of the technical school which had been opened in connection with the Model School. Progress had been made but they had not reached perfection. It was difficult to find a man who was at once a good worker and an efficient instructor. For himself, he intended to a great extent to give up the actual work of teaching, and he hoped to devote a greater portion of his time to the workshop itself.

The Convention then divided into two sections. In the "Elementary," Miss Derrick, in a very cleverly written paper, presented the claims of Kindergarten work in primary classes, and dealt with the establishment of this new department in connection with the Model school, showing the progress made by the exhibition of many of the articles made by the girls and boys, in addition to their ordinary studies. Miss Derrick was emphatic in her praise of the work, which she held tended to make the children brighter, better and happier, by giving the little restless fingers congenial employment. Some discussion of a general nature ensued.

In the Academy section, which was presided over by Dr. Harper, the motion which was published in our last issue as a tentative proposal by Dr. Kelley, came up for discussion. As that gentleman said, he did not intend pressing his motion, but only intended it as an objective point, round which there might be a discussion. Dr. Adams was in favor of raising the standard for a pass in the A. A. examination; while Dr. Howe opposed the idea, seeing our schools had no sixth form to admit of the effort to raise the standard.

The Rev. Mr. Williamson, of Eliock School, thought the standard could be raised, while others who spoke seemed to think that there should be some kind of a change leading to two examinations instead of one. After Dr. Putney had given his

experience of the course of study and plan of examination in the Vermont schools, the section adjourned to meet in the afternoon.

Another full representation was present when the house re-opened for the afternoon session. Prof. McLeod contributed a paper on the subject of drawing, and explained his ideas by means of models and sections which the reader brought with him; it proved a very interesting discourse, and was given no small attention by the teachers assembled.

Professor Clarke, of Boston, followed with more details, which were somewhat cheerily presented, and dealt chiefly with the ways and means of bringing the subject before children in the most pleasing manner possible. The result was that the subject was re-committed to the Committee on Drawing to report at the next convention.

Dr. Eaton at this point brought forward a proposition for the institution of a Dominion conference of teachers, which, he suggested, should be named a Dominion Educational Association. It would have the effect of generally improving and elevating the character of the profession of teaching, and promote the cause of popular education throughout Canada; every grade of school could be fully represented and advocates of different schemes of education would have the fullest opportunities of explaining their views at its sessions which could be held at different centres. Normal schools would feel the quickening influence of this intercommunication, and the bonds of good fellowship between the schools of the whole country would be more closely interwoven, and what is more important, a mutual understanding on educational matters between the different parts of the Dominion would naturally result.

The Chairman suggested that the Executive Committee of the coming year be asked to take up this question and give the result of their investigations at the next convention. The matter was an important one, he added, and involved very important issues. Rev. Principal Adams made a motion to that effect, which was carried with evident pleasure.

Dr. Robins then left the chair, which was assumed by Dr. Harper, and the convention resolved itself into a committee of the whole to discuss questions which had been left over from the meeting of the Academy section. The Chairman brought forward

the motion which had been discussed in the morning, but as neither the mover nor the meeting seemed to be in favor of the motion as it stood, and as the number of amendments became embarrassing, a motion, made by the Rev. Mr. Rexford, was finally accepted, relegating the whole question to a meeting of the Academy teachers, which, it may be said, has been called for the second Saturday in January, to meet in the McGill Normal School, Montreal. There were other motions before the section, one by Mr. Hewton and another by Mr. McOuat, which were disposed of in the same way. Dr. Heneker addressed the section. The Chairman reported progress to the convention on Saturday morning.

The conversazione in McGill University, held in the evening, was a gathering which our teachers are not likely to forget.

Fully five hundred people were present in the hall of the Museum when Dr. Robins rose to deliver his presidential address, in which he reviewed the results of the previous year. The address was one of the finest which the Quebec teachers have ever been called upon to listen to, although some were inclined to demur at the attempt of a president pointing out, even in general terms, who should or should not be their representative to be elected next morning. The suggestion, however, was evidently made in good faith by a man who has adorned the teaching calling in the province, and has probably a right to speak as he did. Indeed, without his temerous eloquence and tact, the annual convention would not always be a success; and the applause which greeted him as he uttered a pithy period or pointed epigram showed how far the audience was listening to an address worth listening to and worth reading after. (The address will be published in full in our pages at a subsequent date.)

The Hon. Gédéon Ouimet, the Superintendent of Public Instruction for the Province, rose to express the pleasure he felt at having been present at this convention. He always liked to come among the teachers, and as he had attended every session of the convention, he could only say that he felt proud of the present gathering as one that reflected great credit upon our province. His wish towards them was an uninterrupted continuation of prosperity and a hope that they would make a

judicious use of their increased powers. The honorable gentleman gave the association some practical advice to that end, and he gave it in a fatherly, kindly way that won his hearers to him. He said he considered himself their father in a certain sense. He submitted the following figures regarding the progress of education in this Province since 1853. In that year there were 429 municipalities; in 1887, 1,166; school-houses in 1853, 1,556; in 1887, 5,228; in 1853 there were 2,338 elementary schools, model schools and academies; in 1887, 5,274; the number of pupils of these institutions in 1853 was 106,174; in 1887, 251,016; in 1853 there were 14 classical colleges; in 1887, 17; these colleges had 2,352 pupils in 1853; in 1887, 5,291; in 1853 the amount of government grants was \$109,730; in 1887, \$366,535, an increase of \$256,804. The ratepayers in 1853 contributed \$165,848 for school taxes; in 1887, \$1,016,372; in 1853 the number of male teachers with diplomas was 682; in 1887, 331, a decrease of 352. On the other hand, the number of female teachers with diplomas in 1853 was 51; in 1887 it had increased to 4,198. Mr. Ouimet thereafter addressed encouraging words to the teachers present in a manner which interested his large audience. His address throughout was well received, being frequently interrupted by loud applause.

Dr. Robins wanted to say that they had listened with the deepest interest to the statement of the Hon. the Superintendent of Public Instruction, and to state that the educational laws in this province are a conspicuous monument to the fairness of the minds of those at the head of the administration. He asked that while the teachers should make every effort to secure their rights they should do so in a spirit of kindness, and do or say nothing that would wound the sentiments of a high-minded, honorable people.

Sir William Dawson thereafter rose and said: I have much pleasure in extending to you the cordial greeting of this University in this great and successful meeting of the association. We have entertained here many eminent societies both of this and other countries, but there is none with which we feel more sympathy than the association of Protestant teachers of the Province of Quebec, for we have always realized and recognized the intimate interdependence of all our educational institutions,

from the elementary school to the university. It was by means of this University that our Provincial Normal School, so ably conducted by your President, was first established, and it was in connection with the Normal School that this association, now so large and powerful, took its beginning. Amidst rounds of applause, Sir William proceeded to speak of McGill University, which, as he said, is the creation of the liberality and public spirit of the citizens of Montreal, but its benefits extend throughout the province and throughout the Dominion, and to all the more important avocations of life. At this moment, of more than 600 students in attendance on our classes, the great majority are from other places than this city, and as many as 152, nearly all from the country, are enjoying under one form or another of scholarship and exhibition, free tuition. This is without reckoning the 80 students in the Normal School, but it included a number of students preparing in our college classes for the higher kinds of educational work. He then invited the members of the association to examine the museum and to partake of the refreshments which had been provided for them, and after an hour or so of pleasant converse in the halls and corridors of the museum, the gathering gradually dispersed.

On Saturday morning the all engrossing topic of discussion was the elections. As the ballot-box had to give a *majority* not merely a *plurality* of votes to the successful candidates for each office, the morning was mostly taken up by the scrutineers. While the ballots were being examined and counted, however, there were pauses from business which were filled up by desultory discussions on various questions; and perhaps the pleasantest of all the sessions was that of Saturday morning. Had this been known beforehand more of the teachers would in all probability have remained to the close. Of the three hundred members enrolled hardly a third were present to drop their ballots. The following is a list of the officers elected—

President—Rev. E. I. Rexford, B.A.

Vice-Presidents—Miss Macdonald, Quebec: Dr. Robins, Montreal; and Principal Masten, Coaticook. Ex-officio—Dr. Kneeland, Dr. Harper, Mr. Hewton and Mr. McQuat.

Recording Secretary—Prof. Parmelee,

Corresponding Secretary—Mr. E. W. Arthy.

Treasurer—Mr. C. A. Humphrey.

Representative on Prot. Com.—R. J. Hewton, M.A.

Representatives on Pension Commission—Dr. Robins and Rev. E. I. Rexford.

General Council—Dr. Kelley, Mr. Truett (St. Johns), Mr. Curtis, Inspector Taylor, Mr. Silver (Waterloo), Miss Wilson (Sherbrooke), Miss Peebles, Mr. Patterson, Mr. McArthur, Miss Derick, Mrs. Fuller, Miss Baker (Dunham), Mr. Gilman (Knowlton), Mr. Young (Quebec), and Miss Bright (Warden).

In our next issue we expect to be in a position to give a list of the motions passed and the standing committees appointed. From the amount of matter, we have been obliged to depart from the ordinary arrangement of the *Record* this month, and make the issue one of a purely business character.

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## Official Department.

### DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, 6th November, 1889.

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

PRESENT :—The Right Rev. James Williams, D.D., Lord Bishop of Quebec, in the Chair. The Rev. John Cook, D.D., Sir William Dawson, C.M.G., LL.D., R. W. Heneker, Esq., D.C.L., The Hon. Judge Ruggles Church, The Ven. Archdeacon Lindsay, M.A., The Rev. W. I. Shaw, LL.D., Dr. A. Cameron, M.P.P., A. W. Kneeland, Esq., M.A., Ph. D., E. J. Hemming, Esq., D.C.L., The Very Rev. Dean Norman, D.C.L., The Rev. George Cornish, LL.D., The Rev. George Weir, LL.D.

The Minutes of the previous meeting were read, and on the motion of Rev. Dr. Shaw, seconded by the Dean of Quebec, it was resolved,—

“That the following statement be inserted as a marginal note against the grants to the Universities and Colleges in the Minute. The grants to the Universities and Colleges being standing grants were inserted without being recommended in detail by this Committee.”

The Minutes as amended were then confirmed.

Letters were read from G. L. Masten, Esq., and from R. J. Hewton, Esq., regretting their inability to be present at the meeting.

The Secretary submitted the following items of correspondence for the consideration of the Committee :—

1. From the Provincial Association of Protestant Teachers giving notice of the election of Mr. R. J. Hewton, M.A., as an Associate member of the Protestant Committee.

The Communication was received.

2. From Peter McArthur, Esq., accepting the position of Associate member of the Protestant Committee.

The communication was received.

3. From A. W. Stevenson, Esq., concerning the Model School at Lennoxville.

The Committee agreed that the school at Lennoxville be placed on the list of superior schools for inspection and examination.

4. From Dr. Thornton concerning the New Richmond Model School.

The Secretary was instructed to inform Dr. Thornton that as all the funds have been distributed, the Committee regrets that no further action can be taken this year, but that his representations will be taken into favorable consideration at the next distribution of the grants.

5. From the Protestant Board of School Commissioners for Montreal, and from Rev. James Fraser concerning grant of \$60,000.

The communications were received and laid on the table.

6. From the Honorable the Premier of the Province concerning the statistics of the Protestant schools, submitted for the information of the Committee.

7. From the Honorable the Secretary of the Province concerning the teaching of French in Protestant schools, submitted for the information of the Committee.

8. From the Hon. Wm. Rhodes concerning scholarships in the Quebec High School.

The communication was received and the Secretary was instructed to inform the Hon. Wm. Rhodes that the Committee has no power to recommend for appointment to the Government scholarships of the High School.

9. From the Protestant Central Board of Examiners recommending the following amendments to the regulations:—

(1.) That Lachute and Waterloo be made Centres of Examination.

(2.) That the Centre of Examination for the County of Pontiac be removed from Portage du Fort to Shawville.

(3.) That the English required for the Academy Diploma be the same as that prescribed for Graded III. Academy Course.

(4.) That the Supplemental Examinations be discontinued in view of the practical difficulties involved in conducting them, and that candidates for Elementary Diplomas who fail in one or two subjects may, on the recommendation of the Board, be granted a permit to teach for one year on condition that they agree to present themselves at the next examination of the Board in those subjects in which they failed.

The Committee agreed to amend regulation 20 to read as follows:—

20. The Cities of Montreal, Quebec, and Sherbrooke shall be centres of examination for the three grades of diplomas; and the following places shall be centres of examination for elementary and model school diplomas, viz.: Shawville, Aylmer, Lachute, Huntingdon, Sweetsburg, Waterloo, Stanstead, Richmond, Inverness, Three Rivers, New Carlisle and Gaspé Village."

The Committee agreed to amend regulation 39 to read as follows:—

Candidates for elementary diplomas who fail in one or two subjects of the examination, may, on the recommendation of the Central Board of Examiners, be granted third class elementary diplomas, and candidates so recommended shall be entitled to receive second class elementary diplomas at the next examination upon passing in those subjects in which they failed.

10. The elementary schools in relation to the Protestant Committee.

On motion of Archdeacon Lindsay, seconded by Rev. Dr. Shaw, it was resolved,—

"That a standing sub-committee on Elementary Schools be appointed, with instructions to report to this Committee at each meeting, the sub-committee to consist of the mover, as convener, the seconder, Mr. Masten, Dr. Kneeland, and Mr. Hewton, and that the sub-committee be further

instructed to enquire as to the best methods of providing increased financial support for Elementary Schools, and to communicate with the Superintendent with the view of securing the same."

11. From J. H. Keller, Esq., Cookshire, applying for a diploma under the regulations of the Protestant Committee, and submitting certificates.

The Secretary was instructed to communicate with Mr. Keller to obtain further information.

The Chairman submitted the following letter from the Honorable the Premier of the Province in answer to the resolution of the Committee concerning the Jesuits' Estates Settlement Act, which was read and received:—

QUEBEC, October 9, 1889.

My Lord: We have, my colleagues and myself, examined with great care and a deep sense of the responsibility bearing on us, the resolutions of the Protestant Committee of the Council of Public Instruction, passed at its session of the 25th of September last, and transmitted by Your Lordship's letter of the first of October instant, and I am authorized to answer as follows:

1. I am indeed very happy to hear that the members of the Protestant Committee declare their readiness to discharge the duties devolving upon them and to administer any sums placed in their hands by the Provincial Legislature for superior education. I understand, therefore, that they accept, in the name of the Protestants of this Province, the public trust imposed upon them to distribute the \$60,000 given them by the Jesuits' Estates Act.

2. I understand also that this acceptance is made on four conditions, viz.: (a) That the superior education fund in existence before the Jesuits' Estate Act be restored; (b) That the Protestant Committee should receive in capital the sixty thousand dollars, instead of the right to distribute the income arising from the investment of the said amount; (c) That this amount of \$60,000 should be increased, because it is less than the amount due to the Protestants, according to population; (d) That the interest on the said amount of \$60,000 be allowed from the time the Jesuits' Estates Act came into effect till the said amount is paid.

3. With your kind permission, my Lord, I will examine separately every one of these conditions, (a) That the superior education fund in existence before the Jesuits' Estates Act be restored.

4. The intention of the Government never was to abolish this fund, and therefore we cannot have the slightest objection to recommend that the law be re-constituted as it was before the Jesuits' Estates Act, if it is found necessary. The truth of this statement and the sincerity of our action in this behalf appear, (1), in the following extract of an official letter sent by

the undersigned to Cardinal Simeoni, in answer to a question on the very same subject, (2), in a letter sent me by Mr. Oliver, one of the Law Clerks of the Legislature, and one of the secretaries of the Commission for the revision of the Statutes of the Province, published at the end of last year, and (3), in the text itself of section 4 of the Jesuits' Estates Act. Here are these documents.

1. Extract of an official letter sent to Cardinal Simeoni, Prefect of the Sacred Congregation of the Propaganda at Rome, dated the 25th October, 1888. The first question, "Does the Government of the Province of Quebec intend to continue to give in future, either to the three Archbishops or to the five Bishops of Lower Canada, or again, to the Jesuit fathers, the grants hitherto voted for superior education, even after having paid to the parties indicated by His Holiness the Pope the sum granted by the act of last session in settlement of the question of the Jesuits' Estates?" Answer—Yes. In virtue of an old law the revenues of the Jesuits' Estates formed a special education fund, the amount whereof, which has hardly varied since 1867, is now \$78,410, of which \$66,240 is at the disposal of the Roman Catholics, and \$12,170 at the disposal of the Protestants. The Government intends to leave that amount intact, at the disposal of the Council of Public Instruction. This council consists, (1), *ex-officio* of all the Roman Catholic Bishops of the province and of a Roman Catholic layman, appointed by the Government for each of such Bishops, 2, of a certain number of Protestants, who are also appointed by the Government. This Council meets very seldom, and then only to discuss matters of general interest respecting education. The affairs are practically managed by two separate committees, (1), one called the Roman Catholic Committee, composed of the Roman Catholic Bishops and Roman Catholic laymen appointed as aforesaid, (2), another called the Protestant Committee, consisting of Protestants, also appointed as aforesaid, and of a certain number of associate members appointed by that committee. Each committee sits separately, and every year it makes the distribution of the sums above mentioned, namely: 1. The Roman Catholic Committee, \$66,240. 2. The Protestant Committee, \$12,170. The document A hereunto annexed shows how this sum of \$66,240 was distributed by the Roman Catholic Committee this year and last year, limiting the details to classical colleges, and giving in a lump sum the amounts granted to convents and other institutions of lesser importance in each diocese. Document A: Amounts voted by the Legislature of Quebec, for superior education during each of the years 1886-87 and 1887-88, \$78,410; share of Roman Catholics, \$66,240; share of Protestants, \$12,170.

2. Letter from Mr. Theo. H. Oliver:

QUEBEC, 4th October, 1889.

Hon. H. Mercier, Premier, Quebec:

SIR,—In compliance with your request of this morning, I have the honor to state the following. During the early part of last session you

sent for me as one of the secretaries of the late Codification Commission, to meet and explain to Dr. Cameron, M.P.P., why sections one to five of chapter 15 of the consolidated statutes for Lower Canada had not been included in the Revised Statutes then just come into force. I met you and the doctor in the Speaker's room, and there, in answer to your question, "Whether we, (that is, Mr. Pariseault and myself), had consulted any persons before leaving out the sections in question?" I told you that we had consulted no one, considering that we were sufficiently authorized by Sections 6 and 7 of the Act 51-52 V., C. 13, but had spoken to the officers of the Education Office, who had told us that these sections had for years been disused. I have the honor to be, sir,

THEO. H. OLIVER,

Secretary of the late Codification Committee.

3. Section four of the said Act provides that the interest of the \$60,000 "shall be apportioned in addition to any in the same manner as any sums now granted by law for the purpose of Protestant superior education in this province." These words surely show conclusively that our intention was not to cancel the fund of superior education, nor to take away from the Protestant Committee any right they were then enjoying or any grant of money they were then receiving from the Government. (b) That the Protestant Committee should receive in capital the \$60,000 instead of the right to distribute the income arising from the investment of said amount.

5. Allow me to offer your Lordship the following observation on this point which will, I hope, also be found satisfactory. The said bill was bill No. 169 of the session of 1888, and was introduced and read for the first time on the 28th of June, based on resolutions recommended by His Honor the Lieut.-Governor. The fourth resolution reads as follows: (Journals of Legislative Assembly, 1888, page 300.) 4. "On such settlement being effected, the Lieutenant-Governor in Council may pay out of any public money at his disposal a sum of \$60,000 to the different Protestant and dissentient Universities and educational institutions, according to the distribution which shall be made by the Protestant Committee of the Council of Public Instruction. On the 3rd July, page 311 of the same journals, the following procedure took place. "The order of the day being read for the second reading of the bill respecting the settlement of the Jesuits' Estates, the bill was accordingly read a second time and committed to a committee of the whole house. *Resolved*, that this house do immediately resolve itself into the said committee. The house accordingly resolved itself into the said committee, and, after some time spent therein, Mr. Speaker resumed the chair, and Mr. Robidoux reported that the committee had gone through the bill and made an amendment thereunto. *Ordered*, That the bill as amended in the committee be now taken into consideration. The House accordingly proceeded to take the bill into consideration. *Ordered*, That the bill be now read the third time. The bill was accord-

ingly read the third time. *Resolved*, That the bill do pass. *Ordered*, That the clerk do carry the bill to the Legislative Council and desire their concurrence."

Please notice, my Lord, that an amendment, one single amendment, was made in the committee of the whole House, and the said amendment was to strike off section 4th, already quoted, and to replace it by the following section 4th: "(4) On such settlement being effected, the Lt-Governor-in-Council may pay out of any public money at his disposal a sum of \$60,000 to the Protestant Committee of the Council of Public Instruction, to be invested by the said committee. The interest from said investment shall be annually apportioned by the Protestant Committee, with the approval of the Lt-Governor-in-Council, among the Protestant Institutions of superior Education in addition to, and in the same manner as any sums now granted by law for the purpose of Protestant superior education in this Province." When the original section 4th was discussed before the Committee, I was asked by the Hon. Mr. Lynch to suspend the sitting for a few minutes to allow the Protestant members of the House to meet together in an adjacent room and see whether they could agree on an amendment to said clause. The majority of the Protestant members of the House not being disposed to leave the distribution of this capital to the Protestant Committee of the Council of Public Instruction, I willingly granted the request. The Protestant members withdrew and came back, after a very short absence, with an amendment in the handwriting of the Rev. Mr. Rexford, the secretary of the said Protestant Committee, with the exception of the word "annually" written in the margin, and which was in the Hon. Mr. Lynch's handwriting. That gentleman asked me if I would accept this amendment, and, on my consenting, he moved it and it was unanimously carried. This amendment is verbatim the present section 4th in the said statute. The original of said amendment is still in the custody of the proper officer of the House. The above statements are corroborated by the three following documents, marked respectively, 1, 2, and 3, the first being a letter from Mr. Louis Delorme, clerk of the Legislative Assembly, the second a certificate from Mr. Charles A. Pariseault, law clerk, and the third being a letter from the Hon. Judge Lynch.

1. Mr. Delorme's letter (translation).

QUEBEC, 9th July, 1889.

*Hon. H. Mercier, Prime Minister of the Province of Quebec, Montreal:*

SIR,—I have the honor to acknowledge the receipt of your letter of yesterday, in which you ask me for certain information respecting the proceedings of the Legislative Assembly on the bill No. 169, submitted to the committee of the whole house as follows: Bill respecting the settlement of the Jesuits' Estates. (See journals of the 3rd July, 1888, page 311.)

You will observe that this bill was read a second time, amended in committee, and read the third time, all on the same day, *nemine contradicente*, although there was an amendment, and that the usual practice is

to postpone the reading of an amendment to a bill to a subsequent sitting, if not to another day. I may add that an amendment was made in committee, which was drawn up in the English language (see the certificate of the law clerk respecting such amendment, which is enclosed herewith). From information I have obtained in the Department of Public Instruction, this amendment is in the handwriting of the Rev. Mr. Rexford, the Protestant secretary of the Department of Public Instruction, and was inserted in the bill, in committee of the whole House, at the request of the Hon. Mr. Lynch. There is a correction in the original, motion, viz., the word annually, which is in the handwriting of that honorable gentleman, who watched this bill very attentively, with Mr. W. Owens, the member for the electoral district of Argenteuil. This amendment was adopted and inserted in the bill in committee, then read twice and adopted by the House and read the third time immediately, as none of the members of the Protestant minority objected to the immediate consideration of the amendment, according to our rules 43-47 (see May, 559, Bourinot, 558, 559. I have the honor to be, etc,

(Signed),

LOUIS DELORME,

Clerk of the Legislative Assembly.

2. Mr. C. A. Pariseault's certificate (translation). "After having examined the writing of the amendment made to section 4 of Bill No. 169, entitled An Act respecting the settlement of the Jesuits' Estates. I declare that the said bill as passed was passed in the English language, and that the amendment was drawn up in English. I further certify that, from information obtained in the Department of Public Instruction, the amendment, as drafted in the record, was drafted in the handwriting of Rev. Elson I. Rexford, the Protestant secretary of the Council of Public Instruction, with the exception of the word 'annually,' which comes after the following words in the amendment: 'The interest arising from said investment shall be,' and which appears to be in the handwriting of the Hon. W. W. Lynch.

(Signed),

CHAS. A. PARISEAULT,

Law Clerk.

Quebec, 9th July, 1889.

3. Hon. Judge Lynch's letter.

MONTREAL, 16th July, 1889.

*Dear Mr. Premier ;*

You asked me a few days since if I recollected the circumstances connected with that clause of the bill, introduced by you during the session of 1888, respecting the settlement of the Jesuits' Estates, which referred to the \$60,000. I have a fairly distinct remembrance of what occurred at the time.

The clause in question originally provided that this amount should be divided among the Protestant Universities and other educational institutions of the Province in such manner as should be determined by the Protestant Committee of the Council of Public Instruction. The Protestant members of the House discussed among themselves the advisability of this distribution and conferred with Mr. Rexford, the Protestant Secretary of the Educational Department, with the result that they determined to ask you to allow the clause to be modified in such manner as that the same would be paid over to the Protestant Committee to be invested by them and the interest distributed annually in the same manner as the existing sum annually voted for superior Education is distributed, and when the House was in committee on the whole of the bill you accepted the section thus agreed upon and which is identical with the section of the law as it now stands on the statute book. This is, I think, a complete *resumé* of what occurred at the time.

I am, Mr. Premier,

Yours very truly,

(Signed),

W. W. LYNCH.

HON. H. MERCIER,

Premier, &c.,

Montreal.

I need dwell no longer on the subject, my Lord. These documents will be found conclusive no doubt by any intelligent man, and if section 4th of the Jesuits' Estates Act is objectionable on the point raised by the Protestant Committee it is not the fault of the Government nor of the Roman Catholic members of the House. The responsibility of the change lies entirely and exclusively on the Protestant members. Of course, however, there cannot be the slightest objection on the part of the Government to accept the second condition contained in the resolutions transmitted in connection with the payment of the \$60,000. It was the intention of the Government to give the \$60,000 in capital to the Protestant Committee the same way and with the same effect as the \$400,000 were given to the Roman Catholics, and the Government is ready if the Protestant members of the House agree to it to restore in the law the original section 4th as placed in bill 169.

(C.) That this amount of \$60,000 should be increased because it is less than the amount due to the Protestants, according to population. (6.) This condition cannot be refused if it is proved that the amount is insufficient. We thought at the time that the amount was the fair proportion to which the Protestants were entitled.

(D.) That the interest on said amount of \$60,000 be allowed from the time the Jesuits' Estates Act came into effect till said amount is paid.

7. The Government cannot consent, my Lord, to this fourth condition in the form it is stated, but it is ready to place the Protestants on the same footing as the Roman Catholics in this connection. The interest of

the grant to Roman Catholics runs from the 30th August, 1888, and the Government is prepared to recommend to the Legislature that the interest on the grant to the Protestants should run from the same date and at the same rate.

8. These are the remarks I have to offer, my Lord, upon your honored communication, and I hope they will be found satisfactory. The desire of the Government is to render justice on every occasion, and give full satisfaction to the Protestant minority in this Province, whenever it is possible, and we hope your Lordship, your colleagues, the other members of the Protestant Committee, and generally the Protestants of this Province will appreciate the friendly and liberal way in which we try to meet the views expressed in the resolutions of said committee. I do not think proper to add anything more, my intention being to limit myself to a mere statement of facts, and the publication of documents, and chiefly to avoid any reference to the most regrettable agitation that has taken place recently in connection with this question, leaving to the sound judgment and honest feeling of the people of this country to decide who is wrong and who is right in this very important matter.

With profound respect for your Lordship,

I have the honor to be your most devoted,

HONORE MERGIER,

*Prime Minister.*

The Right Reverend James Williams, }  
Lord Bishop of Quebec, Quebec, P.Q. }

Moved by Dr. Heneker, and seconded by Rev. Dr. Cornish, and carried on division :—

First.—That the Committee has heard with great satisfaction that it is the intention of the Government to introduce the necessary legislation in order to restore and perpetuate the Jesuits' Estates Trust as originally constituted; and the provisions made in the Act of 1856 for a permanent Superior Education Investment Fund, in accordance with the memorandum submitted to the Government by this Committee. (Rev. Dr. Cook and Rev. Dr. Weir dissenting.)

Second.—That the Committee begs to express its readiness to cooperate to that end, if informed of the nature of the legislation proposed, and would respectfully suggest that such legislation, in so far as it refers to the pre-existing law, should, as far as possible, take the form of a declaratory Act. (Rev. Dr. Cook and Rev. Dr. Weir dissenting.)

Third.—That the Committee also begs to thank the Honorable the Premier for his expressed intention as to the revision of the proportion of the grant made to Protestants. (Rev. Dr. Cook and Rev. Dr. Weir dissenting.)

Fourth.—That the Committee would further state with respect to its position in the matter of the grant of \$60,000, that, in its answer to the

Premier's letter, it was not intended either formally to accept or refuse said grant, conditionally or otherwise, the Committee holding that it has no power to refuse any grant accorded by the Legislature for the purposes of education, but the Committee holds that it is its duty to call the attention of the Government to any matter affecting the educational interests committed to it. (Rev. Dr. Cook and Rev. Dr. Weir dissenting.)

Fifth.—That with reference to the statements made by this Committee in its resolutions of the 25th of September last as to the methods prescribed for the administration of the fund, this Committee still holds that these statements were proper and necessary under the circumstances; but at the same time it recognizes the fact that such subjects must be left to the decision of the Legislature. (Rev. Dr. Cook, Rev. Dr. Weir, and Dr. Hemming dissenting.)

Sixth.—That the Committee desires also to state most distinctly that it does not wish in any way to reflect on the Protestant members of the Legislature, and having heard the explanations of the Secretary, given in May last and at this meeting, on the points raised by the Honorable the Premier, considers these explanations satisfactory. (Rev. Dr. Cook, Rev. Dr. Weir and Dr. Hemming dissenting.)

The Chairman was authorized to communicate these resolutions to the Honorable the Premier of the Province.

The Rev. Dr. Weir having read the following protest against the action of this Committee in regard to the Jesuits' Estates Act, and having requested that his protest be entered in the Minutes of this Committee, it was moved by the Hon. Judge Church, and seconded by Rev. Dr. Shaw, and resolved,—

“That as a matter of courtesy to Dr. Weir, and in view of the great importance of the matter therein referred to, his request be granted.”

#### PROTEST.

The undersigned protest against the acceptance on the part of the Protestant Committee of the Council of Public Instruction of the sixty thousand dollars (\$60,000) or any other sum as an indemnity for the four hundred thousand dollars (\$400,000) given by the Legislature of the Province of Quebec to the Roman Catholic Church in the said Province of Quebec:

1st. Because, if the said four hundred thousand dollars be taken from the proceeds of the sale of the so-called Jesuits' Estates and the grant be based on the moral claim by the Canon Law of the Roman Catholic Church on the said Jesuits' Estates, the Protestants of the Province of Quebec have no such moral claim on the said Jesuits' Estates, and the offer of sixty thousand dollars or any other sum as compensation to the Protestants can only be regarded in the light of a bribe or hush money.

2nd. Because by the Jesuits' Estates Act a trust established by the Crown of Great Britain for a specific purpose within the Province of Quebec has, to the detriment of Protestant Superior Education in said Province of Quebec, been annulled and done away with, without leave having been either asked or obtained from the Crown of Great Britain, the founder of said trust.

3rd. Because, if the money to pay the four hundred thousand dollars (\$400,000) to the Roman Catholic Church, and the sixty thousand dollars or any other sum to the Protestant Committee of the Council of Public Instruction be taken, as it is professedly done, from the Public Treasury of the Province of Quebec, it cannot be affirmed that there is any moral claim to make such grant specially, as the revenues of the Province of Quebec are in large measure contributed by Protestants for civil purposes only, but there is thereby a violation of Art. 3439 of the Revised Statutes which reads as follows:—"The free exercise and enjoyment of religious profession and worship without discrimination or preference, so as the same shall not be made an excuse for licentiousness, or a justification for practices inconsistent with the peace and safety of the Province, is allowed to all Her Majesty's subjects within the same."

4. Because there is no parallelism between the granting of four hundred thousand dollars (\$400,000) to the Roman Catholic Church and sixty thousand dollars (\$60,000) or any other sum to the Protestant Committee of the Council of Public Instruction,—the parallel would have been to give the sixty thousand dollars or any other sum to be divided according to population, among the different Protestant Churches in the Provinces of Quebec.

5th. Because it is contrary to British principle and practice to make legislation dependent on the sanction of the Pope before it becomes law, as is done by the Jesuits' Estates Act."

(Signed,)

GEORGE WEIR,  
JOHN COOK, D.D.

On the motion of Hon. Judge Church, seconded by Dr. Hemming, it was carried on division in reference to item number 5 of the correspondence submitted,—

"That the Rev. Mr. Frazer, and the Protestant Board of School Commissioners for Montreal, be informed that this Committee has no authority to accept or reject in the name of the Protestants of this Province any grant made by the Legislature, its whole duty in regard to such matters being to invest or distribute the same, or the revenues thereof in conformity with the law."

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

## FINANCIAL STATEMENT OF PROTESTANT COMMITTEE.

1889

I.—*Superior Education Fund.*

Nov. 4.

## RECEIPTS.

Sept. 25—Balance on hand.....\$ 1,400

1,400

EXPENDITURE.....

00.00

Oct. 15—Transferred to Superior Education.....

\$1,400

II.—*Contingent Fund.*

## RECEIPTS.

Sept. 25—Balance on hand.....\$654.95

“ Fees for A. A. Certificates..... 66.00

Total receipts..... \$720.95

## EXPENDITURE.

Sept. 30—Salary of Inspector of Superior Schools  
to 30th Sept., 1889.....\$125.00“ Travelling expenses of Inspector of Su-  
perior Schools for year 1888-9..... 300.00

“ Salary of Secretary to 30th Sept., 1889.. 50.00

“ Drysdale &amp; Co., for Stationery..... 25.00

“ Printing A. A. Examination papers.... 67.75

Total expenditure..... \$567.75

Nov. 4—Balance on hand..... \$153.20

“ Outstanding Cheques..... 25.00

“ do..... 67.75

“ Bank Balance..... \$245.95

Examined and found correct.

(Signed,) R. W. HENEKER.

The Rev. Dr. Shaw gave notice of a motion relative to a diminution of the marriage license fee.

Dr. Heneker submitted the following report of the Sub-committee on Ways and Means. (*This report will appear in the December number.*)

Moved by Dr. Heneker, seconded by Sir William Dawson, "That the report of the Sub-Committee on Ways and Means be adopted, and that the sub-committee be continued, with instructions to wait on the Honorable the Superintendent of Public Instruction, and to advise with him as to the best means of securing a contingent fund to meet the requirements of this Committee, and pointing out that this may be done either by an annual grant of \$1,500.00, to be applied by the Committee as heretofore, or by a less grant and the placing of the Inspector of Superior Schools on the permanent staff, without curtailment in number or salaries of the present Protestant Inspectors, and to take such steps as may be deemed advisable for the securing of the needed increase of the Committee's funds."

The standing Sub-Committee on Text-books submitted the following interim report, which was received :—

*Interim Report of Sub-Committee on Text-Books.*

Your Committee begs leave to report that it has had but one meeting since its last report, at which the proposed list then submitted, was carefully revised and amended, but, owing to the fact that new text-books in drawing, and possibly in French and Canadian History, are likely to be published soon, the Committee cannot yet recommend a final list for authorization, but desires to continue its labors.

(Signed) A. W. KNEELAND,  
Convener.

The list of the distribution of grants to poor municipalities was submitted and approved.

On motion of Dr. Shaw, seconded by the Venerable Archbishop Lindsay, it was

*Resolved*, "That Hon Judge Church, Sir William Dawson, Dr. Heneker, Dr. Weir, Dr. Cameron and the Dean of Quebec be a sub-committee to watch the proceedings of the Legislature in reference to education and generally to take such action in reference thereto as circumstances may require."

There being no further business, the Committee adjourned to meet the last Wednesday in February or earlier, on the call of the Chairman.

(Signed) ELSON I. REXFORD,  
Secretary.

THE ANNUAL REPORT IN CONNECTION WITH THE INSPECTION OF THE SUPERIOR SCHOOLS, UNDER THE SUPERVISION OF THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION OF THE PROVINCE OF QUEBEC FOR THE YEAR 1888-89.

TO HIS LORDSHIP, THE BISHOP OF QUEBEC,  
*Chairman of the Protestant Committee:*

*May it please Your Lordship:—*

I have the honour to submit the following report of my inspection and examination of the Protestant Superior Schools of the Province of Quebec, for the year 1888-89. I have already, at the quarterly meetings of the Committee, given the usual partial reports referring to the progress of the schools individually, while the summary which I have added to the statistics of marks taken at the annual written examination, places on record the general standing of each school as computed at my annual visit. The general progress has been very satisfactory, not only in connection with the school work as immediately supervised by the teacher within the school-room, but the activity and desire for improvement in school-buildings and appliances as shown by the public. During my annual visits to the communities, in which our academies and model schools are situated, I am always glad of the opportunity, when called upon to lecture, to do what I can to bring the school and the community into closer relationship, by referring to the progress witnessed by me during the hours I have to spend in the former during the day; and, I think, my efforts in this direction have met with sufficient appreciation to warrant me to continue the practice, whenever the teacher thinks his hands may be strengthened in this way. That there is an increased interest taken by the public in the matter of new or improved school buildings, may be witnessed in the fact that such buildings are to be seen either completed or in process of being completed at Bedford, Côte St. Antoine, Dunham, Granby, Huntingdon, Inverness, Shawville, Bolton, Danville, Frelighsburg, Hatley, Hull, Mansonville, Portage du Fort, and Rawdon; while applications for recognition as model schools, in improved buildings, have been received from Beebe Plain and St. Lambert. It is to be regretted that the Valleyfield and St. Sylvester Schools were not in operation as model schools last year. In this connec-

tion, it may not be out of place to urge upon the Committee the desirability of making the special bonus for appliances as large as possible, in view of promoting further progress in the matter of improved school-houses. It is almost impossible to exaggerate the importance of enterprise of this kind; and, now that in most of the districts there is to be witnessed a growing loyalty towards the code of regulations recently sanctioned by the Committee, and prudently administered by the Department of Public Instruction, every inducement should be placed in the way of those who are inclined to follow the line of progress marked out by such regulations and the law generally, in providing their children with the very best school accommodation the district can maintain.

In the seven hundred marks given under the heading "for appliances," in the fuller tabular form prepared for the guidance of the sub-committee on grants, the first element has reference to the standing of the teacher, and the manner in which his or her school is being conducted. The provisions made for securing diplomas have obviated the difficulty experienced in securing teachers who hold diplomas for our academies and model schools; and now all these schools, without one exception perhaps, have been placed in the hands of such teachers; and hence it is that nearly all our teachers now are, for the most part, men and women who have either had to study the school system thoroughly in preparing for examination, or who have watched and discussed for themselves the later changes from a practical point of view. During the past year, I have had many evidences of our teachers' honesty of purpose in adhering to the terms of the regulations, as well as of their eagerness to carry out suggestions for further efficiency. If there be at times a little restlessness on the part of the less experienced in favour of a change in the *modus operandi* of the examinations, it is seldom persistent when the change proposed is shown to be anything but progress. Indeed, as far as I have discovered, there is a feeling on the part of the more experienced of our teachers in favour of allowing things to assume a permanency, modified as it may be from time to time in its minor details.

The second mark refers to the condition in which the school-houses were found at the date of my visit. I have spoken of the

improvement in this respect, as far as the general character of the buildings is concerned; but there is still some neglect in the matter of care-taking, which ought not to be overlooked. In every school there should be a regularly appointed care-taker, who, being in receipt of a fixed amount of salary, should be held responsible for the heating and cleaning of the school-rooms, and be under the supervision of the principal or head-teacher. The other marks under this heading refer to the furniture, the school grounds and the outhouses, in all of which there is to be seen everywhere an effort to respect the regulations. The teachers have done something in the matter of planting trees, though there are still some schools of which it cannot be reported in the words of the regulation that the school-grounds are properly levelled and drained, planted with shade trees, and enclosed by a substantial fence. In regard to apparatus, there are less than thirteen of the academies and more than half of the model schools that have failed to take the highest mark, and this arises, no doubt, from the fact that the teachers have not considered with sufficient attention the catalogue of apparatus referred to in the regulation on this subject. One or two praiseworthy attempts have been made to establish school libraries, which ought to be imitated by all our schools. Of the June examinations, which are recognized as the school event of the year, the usual special report has been given in, with the tabular statement of marks. The number of certificates issued this year has been smaller on account of the further enforcement of regulation 81, in making out the marks for each pupil. Next year the regulation will be put into full force. The results in detail of the standing of each school have been submitted, with the suggestions of the sub-committee in regard to the grants to be awarded. The grading of the schools, in order of merit, has first been reached by the *grand total marks*, which is an evidence of the quantity of work done; but in investigating the character or the quality of the work done, the sub-committee has modified that grading by taking into account the *percentage of marks* and the *sum total of averages* of each grade; while the marks given for appliances have also been taken into careful consideration in assigning the respective bonuses. On the whole, the evidence of work done reflects very great credit upon the industry of the teachers, in their efforts to

adhere to the Course of Study while preparing their pupils for the final test. In this connection, I may say, that while the teachers are all striving to accomplish what constitutes a pass for each pupil with the Course of Study as their guidance, they are also confining themselves to the use of only the authorized series of text-books, indifferent though some of these are held to be. The criticism of text-books by the teachers who use them is often akin to the criticism of examination questions by the pupils who have to answer them or by their teachers. Yet such criticism cannot be wholly overlooked. As has been said, I have invited the teachers to send me specimens of examination papers, for the various grades, so that, as far as possible, I may be in a position to co-ordinate the various opinions of our teachers in preparing the papers in future. And, I trust, I may be permitted to suggest, that in the same spirit, the sub-committee on text-books may have their powers extended, before the final list of text-books be decided upon, so that any of our teachers, who have the preparation of a text-book more suitable than any of those in use in contemplation, may be able to submit their plan or manuscript to that sub-committee, as a committee of supervision previous to authorization and publication.

In closing my report, I have again to bear testimony to the uniform courtesy with which the teachers have received me during my visits to the schools. In many instances the commissioners have been present on the day of my visit, to co-operate with teacher and inspector in examining the school. This is as it ought to be. Even the presence of the parents is no interruption to the work, when the teacher is desirous of having them present. I have also to express my gratefulness to the sub-committee on grants for the patience with which they have examined the details of my report, and to your Secretary for his counsel and co-operation in all matters pertaining to my office.

All of which is respectfully submitted.

J. M. HARPER,  
*Insp. Sup. Schools.*

## REPORT ON THE JUNE EXAMINATIONS, 1889.

As the routine of conducting these examinations becomes familiar to the deputy examiners and the teachers, there is less difficulty, while carrying out the regulations, in avoiding those minor mistakes which are so annoying as interruptions during the week of examination. Notwithstanding the great amount of work involved, in the printing and distribution of the papers, only one mistake, and that easy of remedy, occurred. And it may also be said that the teachers, as a general thing, have been more careful this year than ever, in making themselves familiar with all the requirements of the law. Indeed, but for the neglect of one or two teachers there would probably be no cause of complaint whatever. A short time before the week of examination, everything was done to inform the teachers and deputy examiners in regard to the course to be adopted in conducting the examination; and yet in spite of the circulars pointing to the regulations accompanying them, one or two of our lately appointed teachers overlooked what, perhaps, they are inclined to view with indifference, but which, when there are thousands of papers to correct, are of not a little importance to the examiner.

There is again a very general improvement in the form in which the papers are sent in, as far as legibility and neatness of arrangement are concerned. Every teacher knows how much easier it is to correct, without the possibility of doing an injustice to the candidate, a neatly written and properly arranged paper than one which is neither of the regulation size nor clearly written out; and yet no less than twelve schools have altogether overlooked the easily understood regulation, "The answers of the pupils shall be written upon half pages of foolscap paper fastened together at the top left-hand corners," while one of the academies and two of the model schools have sent in papers which would lead one to suppose that the teaching of writing is no part of school work. This year these schools need not be mentioned by name; but of the schools which deserve the highest credit for the manner in which the answers were written may be mentioned Sherbrooke, Huntingdon, Cowansville, Coaticook, Waterville, Sutton, and Paspebiac. If all were to follow the example of these schools in this matter, there would certainly be

produced a fine educative effect in all our schools, for there is as much progressive mental training in learning *how to answer* as in learning *what to answer*. As an inducement to those of our teachers who are perhaps not as careful in this connection as they ought to be, I would suggest that in future a special mark be given for this, just as there is a mark given for the specimen sheets sent in to the department, and that such a mark be also an element in the award of the special bonus to any of the schools.

Of the examination papers, concerning which there is generally speaking more or less adverse criticism, there is nothing important to report this year, save that some of the teachers have again, of their own will, sent in favorable comments on the same. One principal says—"I found the papers very generally without room for adverse comment, when we consider that they are prepared for the whole province;" while another declares—"On the whole I have seldom seen a better set of questions." A third gentleman says—"The examination papers were fair," which probably means that they were just, however difficult; while of others, one asserts, "I have no fault to find with the papers, at least nothing of a very serious nature," and another, "The examination papers were very fair, and I trust the results will prove satisfactory." In order to be able to rectify the means which has guided me so far in drawing up the examination papers, if it require rectification, I have asked the teachers to send me specimen papers, such as would be a fair test of the work done in the respective grades.

The usual tabular statement accompanies this report, and from it may be learned the quality of the work done as well as its quantity. The Dictation, as a fatal paper, cut off many from receiving certificates who otherwise did fairly well, though the selections were taken from the portions set apart for study in the reader. By far too little attention is given to derivation and definition; and unless the selections are carefully studied for improvement in these branches as well as in spelling, the marks in this connection will continue to tell seriously on the results of the whole examination. In the Arithmetic there is a marked improvement in the upper grades, though not in the lower, for whom the paper, even this year, modified as it was in form, was

perhaps a little too difficult. The Geography and History were also improved in Grades I. and II. Academy, while the answers in Physiology were all that could be wished for on the average; there were more perfect answers, or nearly so, in connection with this subject than with any other. In regard to the column on the table which refers to the failures in Latin and Greek, it may be explained that where there is a cipher, none of the candidates who attempted these subjects failed. The greatest number of failures are to be seen in the columns referring to the passes and failures in Algebra and French, for these two subjects are somewhat neglected in the lower grades. Perhaps it will be well in another year to supply the teachers with a duplicate of the school returns, showing the marks taken in each subject by every child, though the preparation of such will involve a large amount of extra labor. This year, in view of the demand to have the certificates issued by the first of September, it has been necessary to have assistance in examining the papers; and it is for the Committee to say whether such assistance is to be arranged for permanently.

In connection with the marks given for "appliances," etc., it may be said that the figure includes the inspector's notes on the teacher, the school, the school furniture, the grounds, the out-houses, and school apparatus, reduced to a numerical value, as well as the marks given for prepared specimens of writing, drawing, etc. On these marks the additional bonus is given.

As usual I have reduced the marks awarded by the A. A. Examiners to the standard of marks fixed by the regulations, as may be seen in examining the total marks in Grade III. In this connection, I have so far acted upon the principle that all who pass for A. A. are to be looked upon as passing in Grade III.

J. M. HARPER,  
*Insp. Sup. Schools.*

## GENERAL REPORT OF THE A. A. EXAMINERS.

It may be well to begin the general report of the A. A. examinations for 1889 by giving a few statistics, which will serve to render comparison of the following details with those of previous years easy. The number of candidates who presented themselves for examination was 141, excluding twelve who took the papers proscribed for matriculation. Eighty-two candidates succeeded in passing as Associates in Arts, besides three who, having obtained their certificates last year, are not included in the present official list. Three candidates obtained junior certificates; fifty-three were rejected.

The centres of examination were Montreal (four schools), Clarenceville, Coaticooke, Compton, Cowansville, Dunham, Granby, Huntingdon, Inverness, Knowlton, Lachute, Lacolle, Quebec, Richmond, Shawville, Sherbrooke, Stanstead, St. John (N.B.), St. Johns (P.Q.), Waterloo, Waterville. It will be seen from this list that, although the examination forms part of the educational system of the Province of Quebec, its influence is felt elsewhere.

The result of the examination in each subject is as follows:—

## PRELIMINARY SUBJECTS.

	Total No. of Candidates.	Failures.
Arithmetic .....	141	2
Dictation .....	141	30
Geography .....	141	1
Grammar .....	141	6
History .....	141	29

## OPTIONAL SUBJECTS.

Algebra.....	138	19
Botany .....	84	19
Chemistry.....	47	2
Drawing.....	57	26
English language.....	24	1
English literature.....	101	11
French.....	125	43
Geography.....	96	2
Geometry .....	129	18
German.....	7	0
Greek.....	39	4
History .....	98	24
Latin.....	102	10
Natural philosophy.....	5	3
Physiology and Hygiene.....	92	2
Trigonometry.....	27	4

The chief feature of list of "Candidates in order of Merit" is the high standard obtained by the country academies. This is one of the effects which those who extended the old limits of this examination hoped to see, but they scarcely ventured to expect that that effect would be realized in such a marked way and in so short a time. It will be noticed that Inverness Academy takes the fifth, eighth and thirteenth places, Huntingdon, the fourth place.

The work connected with the various departments of the examination has become very heavy, and it is to be hoped that the minor regulations, both old and new, will be rigorously observed in order to prevent irregularity or delay.

The following special reports give details concerning the majority of the subjects. Incompleteness is due to want of opinion regarding the English branches examined at Lennoxville.

*Dictation.*—The improvement in this subject is undeniable, if a comparison is made between the results of the recent examination and those of dates not very remote. It used to be a rare thing to find a paper with less than four mistakes, even when the extract selected was less searching than that of the present year. The examiner is glad to be able to state that more than fifty of the papers just examined reach the degree of excellence mentioned above. Furthermore, it is noteworthy that this subject seems to be carefully heeded in certain centres and neglected in others. Long series of candidates from various schools pass creditably; the failures occur, for the most part, in batches, and convey their own lesson.

*Classics.*—As regards the classical examination, I can speak of general improvement, as far as my work is concerned. The questions in Latin and Greek accidence were more correctly answered, and the classical foundation in our schools seems to be more securely laid than it was some years back. Some of the papers were really creditable, and the translations were decidedly less slipshod than they have been. The spelling of Greek words also shows decidedly more accuracy. Things, however, are not yet what we hope to see them, and I would touch on a few points that call for improvement:

(1) Candidates should be careful to see that they understand what an examiner wants. It not infrequently happens that a candidate wastes time and trouble in giving information which is

not an answer to the question in any sense, and for which no marks can be given.

(2) In the anxiety to answer as much as possible, the candidates have sometimes written very badly, and have made some grievous errors in spelling. These diminish the value of a paper. I am glad to speak highly of the answers sent up by numbers 36, 40 and 41, as favorable exceptions.

(3) Greater accuracy should be looked for in translation. It is possible to write strictly good idiomatic English, and yet be very close to the original in rendering a Latin or Greek classical passage into English. Aorists, perfects and futures should not be translated by the present tense, and active voices should not be taken for passive and *vice versa*. We do not desire a merely general idea of what a classical author wrote but the exact meaning of the words.

I note the increasing number of the candidates, and observe with pleasure the advance in matters of higher education shown by the students of the academies. My best Latin paper was sent up by a boy of the High School of Quebec, and the two best Greek papers from a pupil of Cowansville and the above mentioned Quebec boy.

(Signed) R. W. NORMAN, D.D.

I had to examine in group C, both in Latin and in Greek. The questions set were confined to the accidence proper. The answers in Latin were unsatisfactory, with a few exceptions, showing that this part of the school work is not done as it should be. In Greek the answering was much better; some very creditable. The papers of the candidates from certain of the schools were exceedingly poor and careless and slovenly, both in matter and in form. I cannot, therefore, regard the results of the examination in Groups C. Greek and Latin as satisfactory.

(Signed) GEO. CORNISH, LL.D.

*French.*—The examinations in French compare favorably with those of previous years. The reading of the Montreal candidates however, was only passable. More fluency is desirable. The dictation was generally bad, as was also the translation from English into French. The translation from French into English was good. The verbs were learned with more care than usual; the grammar was also pretty well answered.

*French Pronunciation and Reading in the Academies.*—In regard to the study of a correct pronunciation of French in connection with the French classes of the academies, it may be said that, as a general thing, a fair amount of attention is being given to such training, and were it not for the difficulty in examining the various schools at one period and under one standard, the marks might readily be taken into account in the total marks given for French. But it seems all but impossible to act fairly in this respect. Indeed, the master of the first academy visited during the year protested warmly against the placing of his school in competition with other schools which would be examined months afterwards. Other teachers held a like argument, and hence only an average was struck for all schools. The schools which gave evidence of the greatest ease in reading French narrative correctly were the Sherbrooke schools. The reading in both schools was very fluent, with a correct accent, the reading in the Girls' Academy being further enhanced by the excellent *viva voce* translation into English. The Huntingdon Academy pupils also read well, while the average of some of the model schools was over 75 per cent. The teachers of many of our schools have lately been experimenting with this subject, in the hope of reaching the best results; and the larger number of them seem to be agreed that the true order of studying French as a school subject is as follows:—(1) The careful pronunciation of a short passage; (2) the careful translation of the same passage into English; (3) the writing of the same passage from dictation; and (4) the re-translation of the passage as the teacher reads the English translation. The process is slow, but for the correct reading and writing of French, the results obtained are meet reward for the time taken.

*German.*—The examination indicates careful teaching, in many points, of the candidates sent up. The questions were often fully and carefully answered; and generally well arranged. The translations were almost all wanting in one of two things, perfect accuracy and ease. The examiners would suggest that knowledge of German script sufficient for reading purposes is all that is wanted; candidates need not answer in this hand.

*Mathematics.*—A comparison of the results in mathematics with those of last year shows but little change. It was stated in the last report that very satisfactory work had been done in many of

the academics, and that the excellence of the Montreal High School seemed to call for special mention. While the same remark may be repeated this year, it may be added that certain schools which were decidedly weak in geometry and arithmetic now show a very gratifying improvement. This may be said of the Girls' High School, Montreal, but it is much to be desired that more of the pupils of this school should take the geometry, as without this subject it is impossible to enter the under-graduate course of the University. The average marks in arithmetic were perhaps never so high before, while a very large number of candidates obtained the maximum. In the general mathematical results, honorable mention should be made of the Cowansville, Huntingdon, and Dunham academics, of the Quebec High School, and particularly of the Inverness Academy, which was easily first of all the schools examined.

*Drawing—Boys' High School, Montreal.*—The geometrical drawing was well done, in so far as it coincided with the book-work; but in the problems requiring independent thought the failure was most complete. In the free-hand drawing the work was creditable, but, at the same time, showed insufficient training of the eye to see objects in their true proportions. In most cases an object similar to that to be drawn was well represented, but the precise object before the candidate was not accurately drawn as it appeared from his point of view.

*Girls' High School, Montreal.*—For both the geometrical and freehand drawing, the above remarks will apply. The freehand drawings were also in most cases distorted, through an attempt to use vanishing points within the limits of the drawing-paper. There has clearly been a lack of practice in drawing directly from the object. In both of the High Schools the drawings were made by rule rather than by the trained hand and eye.

*Academics and other Schools.*—The models for the object drawing were not delivered in time for the examination, owing to some mistake in forwarding. The work on the remainder of the free-hand portion of the paper was better than that of last year, but the improvement is very unequal. The best freehand drawing came from the Waterville Model School and the Girls' Academy at Sherbrooke. The excellent drawing of No. 148 of the former school is worthy of special mention. In the geometrical drawing

only nine of the thirty-eight who sent in papers obtained more than one-third of the marks. These were the two candidates from the Inverness Academy, the four girls from the Sherbrooke Academy and three of the four candidates from Cowansville. In two of the academies, attempts were made to answer questions involving the drawing of circles without the use of compasses.

*English Language—Preliminary.*—The failures in this subject were pleasingly few, and the great majority of the papers were neatly written, some commendably so. The least satisfactory answers as a whole dealt with the parsing and the analysis. The examiner recommends that a certain standard be required in the former subject, if not in both. The study of English should begin with the analysis of easy sentences, and not with definitions too often learnt by rote. There is nothing in the nature of the subject to prevent its being made interesting, and the ability to discern the structure of an English sentence at a glance often enables the pupil to grapple with the syntax of a foreign language more firmly and more easily than he would otherwise do. As Mason's Grammar is recommended for the advanced examination, the preliminary works which lead up to it and to his Practice and Help in the Analysis of Sentences, should be used by the teacher. Of these, the little book entitled "First Notions of Grammar" is written for the mere beginner. If this suggestion is adopted, there will be less evidence of mental confusion, clearly due to the use of several text books by certain candidates. Mention must be made of the excellence of the papers from the Inverness Academy, and from the Girls' High School, Montreal, in the particulars to which attention has just been drawn.

*Advanced.*—With the exception of one candidate, those who sat for the examination belonged to two centres—Montreal and Richmond. The results were on the whole satisfactory, but the two portions of the paper were not answered proportionately. The Montreal candidates paid more attention to the questions on French, and displayed commendable knowledge on that subject, while the Richmond candidates devoted themselves chiefly to the grammar. The Montreal analysis was uniformly good; several papers from Montreal and Richmond were excellent in regard to Portion A. (Analysis).

*History—Preliminary.*—The answering was on the whole satisfactory, but very unequal in quality. In the arranging of answers and in general methods of explanation there is still some room for improvement. The principal point which the examiners would insist upon is that many of the candidates have yet to learn the value of minute and perfect accuracy in answering questions. Further, it is desirable that pupils be taught more clearly the distinction between important historical facts and mere trifles of information concerning historical characters.

*Advanced.*—The results in this subject are pleasing. Most of the successful candidates show signs of having been carefully taught. The examiners would again mention for special commendation the Girls' High School, Montreal, and also the two from Eliock School, Montreal, all of whom gave in accurate, full, and well-written papers.

*Botany.*—The examinations in botany show an improvement in many respects over those of last year. Most of the papers are more or less faulty in terminology, which is probably due to the use of unrevised text-books. There is also a great deficiency in the descriptive work, the want of systematic treatment being most conspicuous. This appears to result, however, from improper methods of instruction, at least in some cases. To remedy this defect as far as possible, and secure greater uniformity of method, the examiner would strongly urge that every school sending up candidates should be required to use in its classes printed forms on which the analysis of plants may be written. (See form appended). It is also evident from some of the papers that imperfect specimens are supplied; in one case only a blossom being given. This should be strictly avoided. Some of the papers would likewise indicate that the pupils of very tender years, who are wholly incapable of grasping the subject, are allowed to come up for the examination. This should certainly be discountenanced, as it can only result in useless loss of time to the examiners.

*Physiology and Hygiene.*—A large number of papers were given in (90), and of these nearly all showed a fair degree of familiarity with the statements of the text-book, though in many cases with a very imperfect conception of their meaning and evidence. The text-book is also so desultory in its mode of presenting the sub-

ject that in order to produce a good effect it would require to have its matter re-arranged by a skillful teacher, so that it might remain in a systematic form in the mind of the learner. Half a dozen lessons by a good teacher would, in the judgment of the examiner, do more good than the study of the text-book, and he would advise teachers to treat the matter in this way, giving a few distinct lessons, with diagrams or blackboard illustrations on the more important functions of the body, and referring to the text-book for details.

In valuing the answers, the examiner has endeavoured to have regard to the practical comprehension of the subject shown by the candidates, rather than to their capacity to reproduce the words of the text-book.

In conclusion, the examiners feel that the inter-dependence of the highest and the lowest education in the Province, effected by the system of which these enlarged examinations are an outcome, tends to promote such co-operation as is essential to educational progress.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF THE ACADEMIES, 1889.

ACADEMIES.	Grand Total Marks.	Total general averages.	Percentage for each pupil.	No. of pupils enrolled.	No. of pupils presented.	Pupils in Grade I.		Pupils in Grade II.		Pupils in Grade III.		Total.		Appliances and specimens.		Geo-metry.		Algebra.		Latin.*		Greek.*		French.						
						Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	
Conitcook.....	2110	2379	56	83	43	17	8	9	13	11	2	2	7	0	6	3	27	16	625	26	0	35	8	34	8	3	1	0	29	14
Clarenceville.....	7372	2141	60	41	16	4	4	0	7	5	2	1	1	0	4	1	3	11	5	625	7	5	11	5	2	0	1	0	6	10
Compton.....	4252	2121	57	38	28	8	1	7	15	3	12	4	2	2	1	0	1	6	22	575	15	6	17	11	2	0	0	0	26	2
Côte St. Antoine..	16034	1528	68	220	45	19	9	10	23	18	5	3	3	0	0	0	30	15	675	17	9	18	27	18	2	3	0	42	3	
Covansville.....	17897	2781	71	141	27	6	5	9	9	0	7	1	0	5	5	0	26	1	640	21	0	25	2	19	0	5	0	17	310	
Dunham.....	12900	1798	54	81	20	0	0	0	4	2	2	11	9	2	5	4	1	15	5	670	19	1	17	3	7	0	3	1	5	15
Granby.....	10199	1919	51	100	32	10	7	3	22	9	8	1	0	4	2	1	19	13	545	10	12	17	15	9	8	0	3	1	16	16
Huntingdon.....	38846	2496	76	126	56	14	11	3	22	21	1	10	10	0	4	9	1	51	5	635	42	0	53	3	18	5	10	0	52	4
Inverness.....	18265	2666	64	55	27	0	0	0	10	4	6	9	6	3	8	7	17	10	335	16	11	19	8	6	1	2	0	13	14	
Lachute.....	30125	2124	59	135	55	4	3	1	26	17	9	16	16	0	9	0	36	19	610	47	4	33	22	39	10	18	0	32	23	
Lacolle.....	4194	1315	40	87	78	11	1	10	3	2	1	2	0	2	2	0	3	15	450	1	6	5	15	0	1	0	0	7	11	
St. John's.....	10335	1740	49	122	29	10	6	4	12	10	2	4	3	3	3	0	19	10	490	12	7	22	7	11	10	0	0	19	10	
St. Francis.....	18878	1861	48	97	41	9	1	8	11	2	9	4	5	12	5	7	12	29	525	21	11	18	23	23	2	4	0	19	22	
Shawville.....	16428	1783	43	102	27	4	0	4	13	3	16	5	3	2	5	3	9	18	545	9	14	9	18	8	4	3	0	14	13	
Sherbrooke (Boys)...	11434	2282	66	37	25	13	10	3	6	4	2	4	0	2	1	1	19	6	685	11	1	21	1	17	4	0	0	23	2	
Sherbrooke (Girls)...	16062	2475	84	40	24	8	7	1	6	6	0	5	5	0	5	0	23	1	700	16	0	24	0	19	0	0	0	21	0	
Stanstead.....	12874	1075	47	104	37	11	0	11	15	9	6	7	6	1	4	4	0	19	600	8	18	18	19	12	3	1	0	16	21	
Three Rivers.....	3427	1018	53	61	12	8	3	5	2	1	1	2	2	0	0	0	6	6	615	4	0	4	8	2	1	0	0	12	0	
Waterloo.....	24566	1885	59	140	65	30	12	18	13	3	10	13	12	1	9	2	29	36	660	28	7	25	40	17	14	10	3	34	31	

\* The failures in Latin and Greek include only those who attempted these subjects.



# DR. MILES' CANADIAN HISTORIES.

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*Copy of a Resolution passed by the Council of Public Instruction, Oct. 21st, 1869, and approved by the Lieut-Governor in Council, in conformity with Art. 4, Sec. 21, Chap. 15, Consol. Stat., L. C.*

"Resolved, that, on the recommendation of both Committees of the Council of Public Instruction, the following books be approved for the Schools, Catholic as well as Protestant, of the Province of Quebec, entitled, Dr. Miles's Series of Histories of Canada :

"1. A New History of Canada, 1531-1867, for the Superior Schools, and to serve as a general Reader in French Schools.

"2. A School History of Canada, 1531-1867, for the Model and Elementary Schools, and for the French Schools.

"3. The Child's History of Canada, for the Elementary Schools."

Certified by the President and Secretaries of the Council,  
Quebec, February 1st, 1870.

QUEBEC, October 16th, 1889.

I have pleasure in cordially recommending Dr. Miles' Series of Histories of Canada as worthy the encouragement of the Council of Public Instruction, and of being sanctioned for use in all our public schools.

JAS. W. QUEBEC,  
JOHN COOK, D.D.,  
W. LEACH, D.D., LL.D.

QUEBEC, October 18th, 1869.

I have examined Dr. Miles' Series of Histories of Canada, and I recommend them for the approbation of the Council of Public Instruction, and to be sanctioned for use in our public institutions, and more particularly as English Readers for our French Canadian youth.

T. CHANDONNET, D.D.,  
Principal of Laval Normal School, Quebec.

MONTRÉAL, Sept. 22, 1869.

MON CHER MONSIEUR,

Je regrette de n'avoir pas eu le temps de lire *en entier* les manuscrits de vos trois histoires du Canada, mais ce que j'en ai examiné, au point de vue de l'exactitude historique n'a paru irréprochable.

L'idée d'en faire un livre de lecture anglaise dans les classes françaises me paraît un moyen d'économiser le temps des élèves. Trop souvent les enfants quittent l'école avec des notions très-imparfaites et très-confuses de l'histoire de leur pays, parce qu'on n'a pas eu le temps de leur donner un cours régulier.

J'ai vu de plus, avec plaisir, que vous vous êtes efforcé de rendre votre ouvrage acceptable aux deux races. Je ne doute pas que vous ne réussissiez en vous plaçant sur le terrain inattaquable de la vérité historique. C'est pour cela que je désire voir vos efforts couronnés de succès par l'approbation du Conseil de l'Instruction.

Je n'ai pas besoin de dire qu'en divisant l'histoire du Canada en séries, ou plutôt en faisant trois histoires complètes, mais diversement développées, vous avez suivi un principe pédagogique presque toujours oublié. L'enfant, depuis l'école élémentaire jusqu'à l'école supérieure, arrivera, sans laigue, par un développement régulier à posséder notre histoire dans son ensemble et les détails, qu'il lui sera facile de rattacher les uns aux autres.

Je n'ai rien à dire du style dans une langue qui ne m'est pas familière ; mais la réputation du Dr. Miles me dispenserait d'en parler au besoin.

Je demeure, Cher Monsieur, Votre très-humble serviteur,  
H. A. J. B. VERREAU,  
Principal de l'école Normal Jacques Cartier.

DAWSON BROTHERS, Publishers.