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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 12.

DECEMBER, 1898.

VOL. XVIII.

Editorial Notes and Comments.

ALTHOUGH this number of the RECORD will, owing to unavoidable delay, not appear in time to wish the teachers of the Province a Merry Christmas, at the same time, the RECORD does wish them all the Compliments of the Season, and trusts that its wish may be fulfilled even if not conveyed to its readers in time. And besides, it is not too late to express the hope that the year of grace 1899 has much that is good and fortunate in store for all of us. May the cause of education in the Province of Quebec, and in the rest of the world as well, go on and prosper.

—It would be interesting to know to what extent our teachers make maps intelligible to pupils.

To many adults as well as to children, maps are conventional signs which give no adequate conceptions of the things signified. They furnish us with many names, but with few facts.

How many of us could, with an incomplete map of an unknown continent, fill it up in the following respects ?

Mountain ranges being indicated, give direction of longest and of shortest rivers. With the scale of miles or from lines of latitude and longitude give the distance from any one place to another, approximately. Coast lines being given, indicate mountain ranges and position of adjacent islands ; rivers being given also, show where the largest cities and towns may be expected.

The completed map lying before us how many can form a mental picture of the continent with its mountains, hills, plains, valleys, rivers and towns ?

Probably the majority of us of an older generation began the study of maps without any reference on the part of the teacher to the real things of nature which the map represents. Geography is better taught now. The child begins with nature and proceeds under the guidance of the teacher to representations of it by conventional signs, which we call plans, or maps. He learns that the map is not a page of names, but a page from which he can make many valuable inferences. His reasoning faculties are exercised, his memory is aided and is relieved of the stress of holding unconnected facts, and his imagination is brought into healthful play.

Still it is too bad to notice that so many of our schools, which are provided with maps of the world, of the continents and of Canada, have no local maps.

A child even under the better conditions prevailing now would be much assisted by the examination of a map which represents the very road he travels over to go to school, or from one town to another. He should be able to see at first both the thing and the representation of it, so as to associate them together in his mind to assist him when he has of necessity only the representation.

A map of the Eastern Townships, such as is published by E. R. Smith & Son, St. Johns, should hang in every elementary school in these townships, and should be studied not only to give a knowledge of this part of the country, but to lay well the foundation of map work. This map, revised to recent date, may be had mounted with linen back for \$2.50 from the publishers.

—MR. ARTHY'S valuable paper on the teaching of arithmetic is concluded in this issue of the RECORD. The first part appeared in the November number and, accidentally, was not credited to him or placed in the intended position. This is a paper that will bear more than one reading.

—AMONG those who sometimes say unorthodox things in an unorthodox way, is Colonel Francis Parker. For example, he says:—Every child is a born worker. There never was a lazy child born on this earth. I wish to explain that. I do not mean a child when he is eight years old—when you have spoiled him. It is when he begins, and not when you have made him 'sit still.' "Sit still, and let me comb your hair—don't stir and make a muss. Sit still, and let me put on your cap and tie your shoes and

put on your wraps." After a while these children will think that they are a sort of clothes frame or something of that kind—and they do sit still.

—APROPOS of what it calls the democracy of education, the *Pall Mall Gazette* says:—Oxford University is a great leveler, after all. We are reminded by a correspondent of the *Times* that out of seven natural science scholarships awarded at Oxford in the last six months, three have fallen to boys from the East London Technical College, People's Palace, an institution chiefly supported by the Drapers' Company. Successively, a natural science postmastership at Merton College, a demyship at Magdalen, and a scholarship at Christ Church have fallen to these boys who have been recruited to the East London College from the public elementary schools. The chances which the Oxford scholarships give to these boys of comparatively humble origin place the fortunate holders on the same plane with the sons of those of gentler birth; they provide the very best means for encouraging whatever native genius may be in them, and provide them with the opportunity of applying their constitutional aptitude to their own benefit and to the benefit of science, at the same time giving them the fine polish which the university alone can give. And all this is immeasurably superior to the mischievous superficiality of the University Extension movement.

—FROM time to time, the RECORD has made and makes reference to the kaleidoscopic way in which teachers change their positions, and positions change their teachers. They seem to have a similar experience elsewhere, for the *Moderator* comments upon the fact and remarks that the corps of teachers in the rural schools of Michigan changes almost entirely every four years. In one large institute there were but two teachers present this year that were in attendance on a similar institute ten years ago. Why is it? Teaching does not pay as well as other lines of business, and until it does, the rural schools will remain largely in the hands of novices.

—THIS is an age of reform—or reforms, is it?—and the latest reformer is the man who says that unlearned lessons should remain unlearned. At least, one of the educational journals advises teachers against telling their pupils to "take a lesson over again." The exchange in question says:—

Perhaps it is going too far to say that a teacher should never say to a class, "Take this lesson over again," but certainly such an expression should seldom be used. The frequent necessity for the reassignment of work is a severe criticism on the teacher.

If work has not been reasonably well done by a class, one of two things is true. Either the lesson was not wisely assigned, or the pupils have not used ordinary diligence in the preparation of the lesson; and either is a criticism on the teacher. When a lesson is reasonable, and the class has made faithful preparation, and it is still not fully mastered, instead of reassigning it, it is much better to drop it and take up the same principle in a new form.

A review in arithmetic should never consist in solving the old problems over again, but in solving new problems involving the same points. A review in reading should never consist in reading the book through again, but in reading through another book of the same grade.

"Doing work over again" is always drudgery. Reviews and re-reviews are of course necessary, but they should consist in reviews of principles with new matter, and not in reviews of old forms. A teacher may sometimes say to an individual, "that work is carelessly done, I cannot accept it," but this ought not to occur frequently. The above is laid down as a general principle, and not a hard and fast rule.

Current Events.

At a recent meeting of the Board of Governors of McGill University, the financial condition of the institution was discussed, and, in particular, the encroachments which have been made upon the general endowment fund, by the yearly deficit in the revenue and expenditure account. The result of the discussion was a voluntary contribution from the various members of the board, the sum of \$186,000 being subscribed before the meeting adjourned. The announcement was also made that the Royal Victoria College for Women would open its doors to students, resident and non-resident, in September, 1899.

The Chancellor of the University, Lord Strathcona and Mount Royal, intimated that the endowment with which the new institution would commence work would amount, including the existing Donalds Fund of \$120,000, to

\$1,000,000. There will be no separate staff of professors at the Royal Victoria College, the teaching given there, in the Faculty of Arts, being undertaken by the present professors and lecturers of McGill, with such additions to their number as the circumstances may require.

Attention was then called by Mr. W. C. McDonald to the inadequate endowment of the Faculty of Arts. He intimated his intention of endowing the Chair of History, expressing a desire that the chair should in some way be connected with the name of the late Dr. William Kingsford, of Ottawa.

These munificent donations to McGill indicate that the star of our great Canadian seat of learning is of a truth in the ascendant.

—REFERENCE has already been made in the RECORD to the formation of a local teachers' association in the district of Bedford. The first meeting has been held and the association formally constituted with these officers:—President, H. A. Honeyman, M.A., Granby; Vice-President, Chas. McBurney, B.A., Clarenceville; Secretary-Treasurer, Miss Traver, Farnham; Executive Committee, Rev. E. M. Taylor, M.A.; P. C. Du Boyce, B.A., Bedford; Frank Call, Freightsburg; Miss Hall, Clarenceville; Miss Hinds, B.A., Dunham Ladies' College. Meetings will be held three times each year, viz., on the second Saturdays of February, May and December. The December meeting will be the annual meeting of the association. The next meeting, to be held on the second Saturday in February, will be at Cowansville. It was decided that the study of a special book should be taken up for discussion at each meeting. That selected for study between now and February is Mr. Hughes' book on "How to secure the attention of Pupils." Mr. Du Boyce was requested to prepare a paper on the subject. Before the meeting closed a unanimous vote of thanks was passed to Principal Smith, of Farnham, and his associate teachers for the manner in which they had entertained the visitors. Readers of the RECORD will no doubt be glad to hear of the progress of the Bedford Association, or of any other move for the advancement of education in the province.

—A SHORT time ago a meeting of the friends and admirers of the late Robert Hamilton, of Quebec, was held in that city, under the presidency of his Lordship the Bishop of

Quebec, at which it was decided to erect as a memorial to the deceased a new arts building in connection with Bishop's College, to which institution Mr. Hamilton gave a good deal of moral and financial support. The proposed cost of the new building is \$15,000, and already a fair sum has been subscribed towards the necessary fund.

—THE "ORIENTAL TEACHERS' ASSOCIATION" held its second regular session at Hull, on Friday evening and Saturday, December 2 and 3, 1893. The number of teachers present was small considering the amount of territory within the compass of the association, but this may be owing to the fact that the association is still young and its existence may not be known to many of our teachers.

The Friday evening session was well attended, the audience being made up largely of the parents and friends of the district. It is the intention of the association to have the Friday evening sessions open to the public, so that all who wish may attend. At eight o'clock the President opened the session by asking the convention to join in the singing of a familiar hymn. The addresses of the evening were made by Inspector Gilman, Rev. Mr. Taylor and Rev. Mr. Smith. Inspector Gilman impressed upon the teachers present the necessity of procuring good educational periodicals as an aid to them in their profession, while the Rev. Mr. Taylor spoke of the qualities necessary to a successful teacher, and the Rev. Mr. Smith dealt with the moral and spiritual side of school life. Recitations were furnished by the Misses Carter and Gillespie, while the two compositions, on "School Pleasures" and "School Hardships," read by pupils of the school, were received with much applause. The programme was varied with songs and music, the selections given by Rev. Mr. Taylor upon the auto harp and harmonica being heartily encored.

On Saturday forenoon the association was addressed by Rev. Mr. Scott on the subject of "Patriotism." As this subject is now becoming very prominent in our schools, we will mention a few of the heads from which Mr. Scott spoke:—

1. We must be truly patriotic ourselves, and ready to sacrifice for our country. Patriotism strikes at the very root of selfishness.
2. Look at our great resources.
3. Canada has a great history. Have pictures of the

Queen, heroes, battle of Queenstown, decorating the walls of a school-room.

4. Give lessons on our governments, municipal, Provincial and Dominion, and teach that a free people are responsible for their evils.

5. Sing patriotic songs and memorize patriotic addresses.

6. Make much of holidays and honor the flag, and study it.

Principal Vaughan read a paper showing how to obtain the best results from the teaching of literature in our schools and was followed by Principal Pollock's paper on "Adaptation." Inspector Gilman also delivered an excellent address on the "Teaching of English Grammar."

It is expected that the next session will be held at Buckingham, Que., some time during the month of February, 1899. Officers for the current year are:—President—Mr. C. Adams, Hull; 1st Vice-President—Mr. T. Pollock, Aylmer; 2nd Vice-President—Miss Loynachan, Chelsea; Sec.-Treas.—Miss M. Whyte, Hull; Representatives on Executive—Miss Whelan, Eardley, and Mr. Vaughan, Buckingham.—*Com.*

Local associations have been formed in Shefford, Brome and Sutton recently. We should be glad to give the list of officers in each case.

Practical Hints and Examination Papers.

(Continued from November RECORD.)

THE TEACHING OF ELEMENTARY ARITHMETIC SHOULD BE INDUCTIVE AND OBJECTIVE.

BY E. W. ARTHY.

III.

All new work ought to be introduced by easy sight examples, the object being to lead to an almost unaided perception of processes and principles. Little should be taught. Pupils must be led as far as possible to acquire knowledge by their own efforts. Endeavour to awaken new ideas by recalling ideas already in the mind that have some relation to the new. This may generally be done by skilful questioning. Remember that all reasoning is comparison. At this stage avoid long examples, so that diffi-

culties in computation may not distract a pupil's attention, which is to be fixed with singleness of purpose upon the immediate object of study.

In the inductive method we teach by two steps:—

(1) We analyse a new process objectively, so as to find out the rule.

(2) We derive the rule by induction or inference, and apply it. See that you do not reverse this order by stating and applying the rule before deriving it.

Let your teaching be objective. To give a child his first notions of number we use natural objects. In denominate numbers and fractions this practice should be continued. Time must be first taught from the clock, beginning with the hours, half-hours, and quarter-hours, and ending with the minutes. For capacity the pint, quart, and gallon measures should be before the class, and the reality of your table proved by using water or dry sand. For length a foot-rule and yard-stick are required, and pupils should provide themselves with a measuring strip of thick paper, or card-board, to be used as a test of correctness, in estimating or guessing the length of various objects. For weighing, a balance and the common weights; for money the Canadian coins in actual use are necessary. For fractions diagrams may conveniently take the place of physical objects. Circles are recommended as good for illustration, but lines, squares, oblongs, etc., may be used. Disks made of card-board, large ones for the teacher, and smaller ones for pupils, will be found very serviceable. I have here four charts intended to develop objectively the principles of the fraction, which have been prepared by Mr. Lippens, one of the R. C. inspectors of the Province. They are so simple that they explain themselves, and so good that they are well worth examining.

Let us take a outline lesson on fourths, which may serve to illustrate the development of the idea of the fraction objectively. It is very simple, but are we not inclined to teach above, rather than below the heads of our pupils?

FOURTHS.

Halves have already been taught. To find fourths cut two semi-circles each into halves. The parts are counted and the circle is now found to be divided into 4 equal parts called fourths or quarters. Now draw from the class the following:—

(a) One part is called one-fourth ($\frac{1}{4}$); two parts, two-fourths ($\frac{2}{4}$); three parts, three-fourths ($\frac{3}{4}$). Four-fourths make a whole ($\frac{4}{4}=1$); two-fourths make a half ($\frac{2}{4}=\frac{1}{2}$).

(b) Have fourths added:—

One-fourth plus one-fourth makes two-fourths.

$$(\frac{1}{4} + \frac{1}{4} = \frac{2}{4}); \quad \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4};$$

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4} = 1; \quad \frac{1}{4} + \frac{1}{2} = \frac{3}{4}.$$

(c) Find what must be put with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, to complete the circle.

$$1 - \frac{3}{4} = \frac{1}{4}; \quad 1 - \frac{1}{2} = \frac{1}{2}; \quad 1 - \frac{1}{4} = \frac{3}{4}.$$

(d) Find how many times $\frac{1}{4}$ must be taken to make, $\frac{1}{2}$, $\frac{3}{4}$, 1 ; $\frac{1}{4} \times 2$; $\frac{1}{4} \times 3$, etc.

(e) Find how many times $\frac{1}{4}$ is contained in $\frac{1}{2}$, $\frac{3}{4}$, 1 ; $\frac{1}{4} \div \frac{1}{4} = 1$; $1 \div \frac{1}{4} = 4$.

Each result as it is thus found objectively is translated into arithmetical form and placed on the blackboard. In developing the fraction in this method teachers will find the form, not the idea, puzzling to children, *e. g.* $1 \div \frac{1}{4} = ?$ will no longer embarrass a pupil when he is able to translate the form into the words "How many times does a whole contain a quarter?" It is most important, therefore, that this introductory work of translating fractional expressions from words to figures and vice versa, should be well done and frequently reviewed.

Let us take another instance to show how after a principle has been taught objectively, a rule of working may be derived inductively.

Let us suppose that the object of your lesson is to teach the reduction of mixed numbers to improper fractions. With Mr. Lippens' permission we will use his chart. We have here two circles, each divided into thirds, and another from which one-third has been taken, leaving two-thirds. We see that each circle contains three-thirds, that the two circles contain six-thirds, which with two-thirds more make eight-thirds.

$$2\frac{2}{3} \text{ circles} = \frac{8}{3} \text{ circles.}$$

Similarly below we find,

$$2\frac{3}{4} \text{ circles} = \frac{11}{4} \text{ circles,}$$

$$\text{and } 2\frac{5}{6} \text{ circles} = \frac{17}{6} \text{ circles.}$$

When this analysis has been grasped and an oral statement can be readily given, withdraw the objects and repeat.

Pupils will quickly observe for themselves several points, *e. g.*, that the denominator determines the number of parts into which each unit is to be divided, that we multiply the units by the denominator, that we add to the product the number of similar parts represented by the numerator. In this way they will arrive at a rule inductively. I do not think it is worth your while to make young children put the rule into words and memorise it. At this stage it is sufficient if they can work examples and draw diagrams to illustrate the method.

I shall conclude by giving some guiding principles which may help you in teaching arithmetic. These methods can be confidently recommended, as they have been successfully tried for some years now in our city schools. For a long time we were dissatisfied with results in this subject, but since we have followed the methods that I am about to indicate, a marked improvement has taken place.

1. Give a large amount of mental work, or work that may be done without the use of written figures. Three objects are sought in mental exercises :—

(a) Illustration of principles Your attention has already been drawn to this point, so that no more need be said upon it.

(b) Development of the logical powers. With children from six to ten years of age written problems are out of place.

Mental problems only should be used. Explanatory and analytic statements made by pupils at this stage should be of the simplest character consistent with clearness. They should represent the pupil's thought and be clothed in language of his own choice. The unnecessary repetition of ready-made formulas is to be avoided. Such repetition deadens and bewilders the thinking powers, and results principally in an effort to recall a set form of words. The first training of the child's logical powers is to be looked for in the solution of mental, not of written problems.

(c) Cultivation of the ability to work by short processes. We are all familiar with the child who laboriously adds upon his slate halves and quarters with the aid of his L. C. M. This is the result of defective teaching. Pupils should be trained from the first to manipulate, not only simple numbers, but little fractions at sight, and by the shortest methods. The more instantaneously and intuitively results

are reached the greater the pupil's mastery. Speed and accuracy both depend upon ability to work at sight.

2. WRITTEN WORK.

In written work the following rules are to be recommended:—

(a) Only those figures and signs necessary to indicate the process employed should be recorded.

(b) Intermediate steps and operations should be worked mentally.

(c) Such steps, if they cannot be worked mentally, should be written apart.

Each new principle is first to be taught inductively and objectively. When this has been done, another step is necessary, viz., to fix it in the mind by repetition. Little time is needed for teaching compared with the time that is needed for practice. But at this stage a marked diversity in the capacity of pupils becomes a source of discouragement and embarrassment to teachers. All know the process, but some will work many examples with ease and accuracy, while others laboriously solve a few. A skilful teacher ought to provide a sufficient number of graded examples to keep the best pupils fully occupied. To secure this end we use in our schools a series of graded exercise books for drill in arithmetic. They have been prepared by the Principal of one of our schools, along the lines of the text-books that we now use, and are intended to supplement, not to supersede the regular text-books.

Each book contains about eighty pages of examples ready for working and two books are sufficient to cover the work assigned in each year. Each new step is illustrated by a multitude of easy examples. In No. 7 for example, more than forty pages are devoted to the addition and subtraction of fractions. Each page contains at least twelve examples, and may be worked by a quick pupil in five minutes, or by an average pupil in ten minutes. Ten minutes a day for two months will suffice to work the whole, and give a class a thorough drill in the mechanical process of adding and subtracting fractions; a drill that indelibly stamps the process in the memory and produces results at once speedy and accurate.

3. RAPID ARITHMETIC.

Rapid calculation in the simple rules of arithmetic is systematically practised by all pupils. This work is not confined to one year or one grade, but is taken progressively throughout the school course. An exercise of this kind is taken once a week. Ten minutes will suffice for such a lesson. In Montreal we use a series of thirty-six graded exercises for rapid work. Each set is printed on a separate slip of paper, room being left for writing the answers. These papers, as they cost only a few cents per hundred, may be thrown away after they have been used. A stock is kept in each school, and teachers select such exercises as best suit their purpose. In this way skill and facility in rapid computation are secured and maintained.

4. ELEMENTARY ARITHMETIC SHOULD BE PRACTICAL.

Care must be taken to give problems that are likely to be met with in every-day life. Long examples which discourage and disgust little children are to be avoided.

In fractions the rules for finding L. C. M. and H. C. F. need not be taught, for no examples in which these cannot be found by inspection, should be given.

In decimals practicalness recognizes the necessity of obtaining results accurate to only a limited number of fractional places. Two places give results accurate to the $\frac{1}{100}$ and three places to the $\frac{1}{1000}$ part of a unit. Further than this it is not necessary to go in elementary work. For this reason recurring decimals have no place in the elementary course.

In the tables of denominate numbers all obsolete and unusual denominations may be omitted. This part of the course, and indeed the whole subject of business arithmetic is strictly utilitarian. Practical utility should therefore be the controlling element in the exercises employed. The daily necessities of the house, the shop, the office, indicate the general character of the selections to be made, and will furnish as good mental discipline in calculation and analysis as others of a less severely practical character.

I have said that arithmetic in the Public Schools of this city has shown a marked improvement during the past few years. In testing the progress and proficiency of our pupils at the end of each year we now give four tests:—

(1) A paper of mental problems for which 20% of the marks are assigned.

(2) A sight paper on the special work of the year, for which 20% of the marks are assigned.

(3) A written paper of the special work of the year, for for which 40% of the marks are assigned.

(4) A paper in rapid arithmetic, for which 20% of the marks are assigned.

These papers are set, not by the teachers of the classes, but by an outside examiner, and will be found to be searching tests fairly covering the range of work assigned. Sets of the papers given last June to children from nine to thirteen years in four grades, from II. Primary to Senior inclusive, are here for your inspection. The results obtained were as follows:—

II. Primary Classes	69%	of marks attainable
I. Int. Classes	71%	“ “ “
II. Int. Classes	73%	“ “ “
Senior Classes	76%	“ “ “

These results appear to me quite satisfactory. They are far higher than any we had been able to obtain before we unified and systematised our methods of teaching along the lines indicated in this paper.

Official Department

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, November 25th, 1898.

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

Present:—George L. Masten, Esq; the Reverend Principal Shaw, D.D., LL.D; Professor A. W. Kneeland, M.A., B.C.L; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; W. S. McLaren, Esq.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D.; John Whyte, Esq.; James McGregor, Esq.

The President, Dr. Heneker, being absent owing to illness, the Reverend Principal Shaw was called to the chair.

The meeting opened with prayer.

The minutes of the last meeting were read and confirmed.

A letter from Dr. Heneker and a telegram from Judge Lynch were submitted to excuse their enforced absence.

The Secretary reported upon the state of business arising from the minutes of the last meeting.

It was moved by the Reverend A. T. Love, seconded by the Very Reverend the Dean of Quebec, and

Resolved,—That a sub-committee be appointed to give suitable expression to the congratulations of the Protestant Committee of the Council of Public Instruction to be conveyed to Principal S. P. Robins, LL.D., on the occasion of his completing fifty years in active service in the profession of teaching, the said sub-committee being authorized to make necessary arrangements for the purpose. Committee: Dr. Shaw, Principal Peterson, Mr. Ames, Dr. Norman, Mr. Love and Mr. Rexford.

After the reading of the correspondence in regard to the number of undergraduates in Morrin College, it was resolved to recommend to His Honor the Lieutenant-Governor in Council that the sum of five hundred dollars be granted for the last scholastic year to that institution.

Moved by Dr. Robins, seconded by Dean Norman,

That any previous action of this Committee to the contrary notwithstanding, a grant be made to Morrin College of fifty dollars for each undergraduate passing the sessional examination in the first or second year of McGill University at the close of the present scholastic year.—Carried.

The Secretary was instructed to inform the Reverend Dr. Flanders that the grant will be paid to Stanstead for the four students who have passed their sessional examinations, and for the fifth after the supplemental examination has been successfully taken.

The reply of the Honorable the Commissioner of Public Works to the communication of the Committee in regard to open meetings was read and placed on file.

Several applications to enter McGill Normal School after Christmas were referred, along with that presented at last meeting, to the Central Board for action with the recommendation that a special meeting of that body be called to deal with the question.

The sub-committee appointed to consider the question of restoring old regulation 56 having reported, it was decided not to restore said regulation, but to deal with applications for first class academy diplomas under regulation 20, section 6.

It was resolved to grant to Mr. John Douglas, B.A., a first class academy diploma upon his application and certificates after the payment of the usual fee to the Central Board.

It was moved by Dean Norman, seconded by Dr. Peterson, and

Resolved,—That in view of the long and successful educational experience of Mr. Noell Gill, this Committee do hereby recommend him to the Central Board as a candidate for a model school diploma for teaching in the public schools of this Province, provided he passes a satisfactory examination in French and School Law and Regulations. Article 20, sub-section 6.

It was agreed to allow Miss Amy Nicholls, B.A., her model school diploma upon the successful completion of her course in Pedagogy at the Normal School, and Miss Ethelwynne Pitcher, B.A., a model school diploma upon passing an examination in the Normal School in the Art of Teaching and in School Law and Regulations.

Inspector McGregor moved that the regulations of the Protestant Committee of the Council of Public Instruction appertaining to the admission of candidates to the June examinations be so amended as to admit them on the recommendation of the head teacher or mistress, as formerly; and that those of the successful candidates who may subsequently desire to pursue their studies in the Universities or in McGill Normal School shall be allowed till the 15th of August, or as long as possible, to make their applications, to submit their certificates and to pay the examination fees to the Secretary of the institution they desire to enter.

This motion was referred to the sub-committee appointed at last meeting to consider the general question of superior school inspection and examination.

The report of the text-book committee of the Protestant Teachers' Association was read and referred to the sub-committee on text-books.

On motion of the Bishop of Quebec and Mr. Finley it was

Resolved,—That with a view to the quadrennial revision of the list of text-books this Committee requests the sub-committee on text-books to consider the report of the text-book committee of the Teachers' Association and to bring up its recommendations thereon, with any other recommendations it may consider it necessary to make, at the next meeting of this Committee.

A petition from undergraduates in the Donalds department of McGill University to the Faculty of Arts asking that steps be taken to recognize German as optional with Greek in the requirements for academy diplomas was submitted by Dr. Peterson for the consideration of the Committee, when it was resolved, on motion of Dr. Peterson and Mr. Finley, that the Protestant Committee agree to consider what legislation may be required in order to prevent the exclusion from academy diplomas of teachers otherwise fully qualified to take part in the highest school teaching but who may not have studied Greek.

The question was referred to a sub-committee consisting of Dr. Peterson and Mr. Rexford for report.

Moved by Elson I. Rexford, seconded by W. S. McLaren,

That this Committee desires to place on record the appreciation of the excellent specimens of pupils' work from the elementary schools of the county of Huntingdon submitted by Inspector McGregor, and requests the Secretary to convey to the teachers of the schools represented a copy of this resolution.—Carried.

The Secretary read a report of his recent visit to the counties of Argenteuil, Pontiac and Ottawa, and was instructed to record in the minutes the thanks of the Committee for his visit and the report of it.

Notice of Motion. That the state of elementary education is unsatisfactory and inefficient.

That a sub-committee be appointed to enquire into the best means of making it more efficient.

And that the Roman Catholic Committee be asked to name a sub-committee to act with ours, and that it be known as the Joint Sub-Committee on Elementary Education.

(Signed) JOHN WHYTE.

Moved by Mr. Ames, that the next meeting be held on Friday and Saturday, 24th and 25th of February next, in

Montreal, and that the second day be devoted to elementary education.

The interim report of the Inspector of Superior Schools was read.

A sub-committee, consisting of Dr. Heneker, the Bishop of Quebec and Mr. Love, was appointed to wait upon the Government to represent the financial needs of the Normal School and to seek relief to enable it to carry on its increased work with efficiency.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION.

1898. *Receipts.*
Sept 25th—Balance on hand..... \$2,635 65

1898. *Expenditure*

	J. M. Harper, express, postage and travelling expenses, etc.....	\$ 178 55
Oct. 17th—	G. W. Parmelee, salary	62 50
	<i>Morning Chronicle</i> , tabulated statements, etc., of Dr. Harper, \$15;	
	Minutes, \$10.....	25 00
Nov. 15th—	W. Vaughan, to pay A. A. Examiners.	137 50
“ “	—F. W. Frith, to pay A. A. Examiners.	62 50
		<u>\$466 05</u>
	Balance on hand as per bank book.....	<u>2,169 60</u>
		<u>\$2,635 65</u>

Accepted subject to audit. W. I. S.

After the reading of the rough minutes the meeting adjourned.

G. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 28th of November last (1898), to make the following appointments, to wit:

School Commissioners.

County of Beauce—Saint Charles de Spaulding.—Mr. Georges Grenier, to replace Mr. Joseph Lachance, resigned.

County of Portneuf—Bois de l'Ail.—Mr. Ludger Leclerc, to replace Mr. Hector Latulippe, deceased.

County of Nicolet—Saint Samuel.—Mr. Edmond Vignault, to replace the Rev. Mr. Cardin, resigned.

30th November—To detach from the municipality of "Macaza," county of Ottawa, the following lots, to wit: From and including No. 1 to No. 28 included, of the southwest range of Red River, and to re-annex them, for school purposes, to the municipality of "Annonciation," in the said county.

This annexation to take effect on the 1st of July next, 1899.

30th November—To make the following appointments of school commissioners for the municipality of the township Laure, county of Quebec, to wit:

Messrs. Elie Lapointe, Nazaire Laberge, Charles Grenon, M. Bergeron and Joseph Fortin.

12th December—To make the following appointments, to wit:

School Commissioners.

County of Arthabaska—Arthabaska village.—Mr. Louis Ovide Pepin, to replace Mr. Ferdinand Beauchène, absent.

County of Wolfe—Wolfestown.—Mr. Laurence Hagarty, to replace Mr. John Cassidy, who has left the municipality.

24th December—To make the following appointments, to wit:

School Commissioners.

Drummond—Notre-Dame du Bon Conseil.—Messrs. Camille Boisvert, Irénée Lemire, Henri Blanchette, Joseph Bourgeois and Ludger Lemire.

Quebec—Saint Gabriel East.—Mr. Robert Pennée, to replace Mr. William Moore, absent from the municipality.

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