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OF THE  
PROVINCE OF QUEBEC,

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

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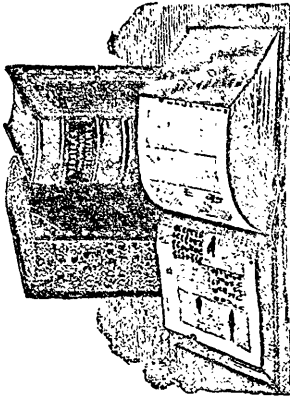
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**MINUTES OF THE PROTESTANT COMMITTEE OF THE  
COUNCIL OF PUBLIC INSTRUCTION.**

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 27th May, 1885.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present—The Lord Bishop of Quebec in the chair, the Rev. Dr. Mathews, G. L. Masten, Esq., the Rev. Dr. Cornish, R. W. Heneker, Esq., D.C.L., E. J. Hemming, Esq., D.C.L., the Venerable Archdeacon Lindsay, M.A., and the Rev. Canon Norman, D.C.L.

Communications submitted by the Secretary and action taken thereon :—

1. From Mr. H. Arnold, memorializing the Committee to have his name placed on the list of retired teachers, under the Act passed five years ago. The Committee, having no jurisdiction in the matter, agreed to refer Mr. Arnold's memorial to the Department of Public Instruction.

2. From Mr. W. L. Whyte, teacher, applying to have his name placed on the pension list. This case was also referred to the Department of Public Instruction.

3. From Dr. Purvis, Chairman, Board of Examiners, County of Pontiac, and Mr. C. J. Rimer, Secretary of said Board, references in respect of certain candidates for teachers' diplomas recently examined by the aforesaid Board of Examiners, Pontiac. The Committee after careful consideration of each case referred to them, agreed that the candidate under age, who had passed the examinations satisfactorily, should receive her diploma only when she is of age, and that no diplomas should be granted to such candidates as had failed in the examinations.

4. From Mr. W. C. Baynes, B.A., secretary, a reference from the Committee of the McGill Normal School, recommending the nomination of Miss Nannie Green for appointment as instructor of drawing, with a salary of two hundred and fifty dollars (\$250.00) per annum, in room of Mr. Harrington Bird resigned. The Committee agreed to request the Hon. the Superintendent of Public Instruction to recommend His Honor, the Lieutenant-Governor in Council, to appoint the said Miss Nannie Green as instructor of drawing in the McGill Normal School.

5. From the Rev. Robert Ker, Secretary, Board of Examiners, Quebec, stating that it is the request of said Board that the Rev. Francis J. B. Allnatt, B.D., Quebec, be recommended to be appointed a member of said Board, in room of the late W. D. Campbell, Esq., and in addition that the Rev. Joseph Allard, pastor of the French Protestant Church, Quebec, be recommended to be appointed a member of the said Board of Examiners, Quebec. The Committee agreed to request the Hon. the Superintendent of Public Instruction, to recommend His Honor the Lieutenant-Governor in Council to appoint the said Rev. Francis J. B. Allnatt, B.D., and the Rev. Joseph Allard, members of the said Board of Examiners, Quebec.

6. From the Rev. F. J. B. Allnatt, B.D., stating that, in future, he could not accept the appointment to the office of Academy Inspector.

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

"That this Committee, in receiving the resignation of the Rev. F. J. B. Allnatt, B.D., as Inspector of Academies and Model Schools, desire to place on record their sense of the very thorough and satisfactory manner in which he has discharged the onerous duties of said office."

7. Statement and Resolution passed by the Board of Examiners, Montreal, viz: "Applications for admission to Examination for the Academy Diploma were presented by Dr. H. A. Howe, Rector of the High School, Montreal, and Emeritus Professor of Mathematics, McGill College, and from W. H. Hicks, Esq., late Principal of the McGill Normal School, and now Emeritus Principal. Whereupon it was resolved:—

That, in view of the high positions Dr. Howe and Mr. Hicks have for so many years occupied severally in important Educational Institutions in this city and Province, and their well known qualifications and long periods of service, the Board recommend that the Academy Diploma be granted to them without examination.

The Committee concur in and sanction this recommendation in respect of Principal Hicks. Dr. Howe, being a graduate of a Canadian University, and having furnished the Superintendent of Public Instruction with the Inspectors' certificate required under section 2 of regulations for Academy Diplomas, is thus entitled to an Academy Diploma, Grade 1, and the Superintendent of Public Instruction is respectfully requested to issue the same.

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

Dr. Heneker and Dr. Mathews were appointed a Committee to wait upon the Treasurer in reference to the arrears of Marriage License Fees. The Committee reported that in their interview with the Hon. the Provincial Treasurer, he stated that he expected to be able to pay the Protestant Committee the said arrears of Marriage Licence Fees, viz., twenty-eight thousand dollars, (\$28,000) either in bonds or cash by the end of the fiscal year. It was agreed that Dr. Heneker, Dr. Hemming and Dr. Mathews be a sub-committee to act with the Chairman in regard to the custody of the bonds or the investment of the cash when paid.

Communications submitted by the Secretary of the Department and action taken thereon:—

1. From H. Butler, Esq., Chairman, Board of Examiners for the District of Bedford, recommending that Daniel Allen, Esq., of Waterloo, be appointed a member of said Board of Examiners in the room of S. A. Fisher, Esq., M.P., resigned. The Committee agreed to request the Hon. the Superintendent of Public Instruction to recommend His Honor the Lieutenant-Governor in Council to appoint the said Daniel Allen, Esq., of Waterloo, a member of said Board of Examiners for the District of Bedford.

2. From A. Driscoll, Esq., Chairman, Board of Examiners for the county of Ottawa, recommending that John Aylmer, Esq., Theodore Arnold Heward, Esq., and John McDougall, Esq., all of Aylmer, be appointed members of the Board of Examiners for the county of Ottawa. In connection with this matter, the Secretary of the Department stated that a separate Roman Catholic Board of Examiners had been established for the county of Ottawa to meet at Hull. The Committee accordingly agreed that, as it appears desirable to divide the mixed Board of Examiners for the county of Ottawa, the Superintendent of Public Instruction be requested to bring the matter before the Lieutenant-Governor in Council with a view to this division; and that the following gentlemen be recommended as members of the Protestant Board for the County of Ottawa to meet at Aylmer, viz., Alfred Driscoll, Esq., the Rev. Thomas E. Cunningham, B.A., John Aylmer, Esq., Theodore Arnold Heward, Esq., and John McDougall, Esq., all of Aylmer.

3. From Messrs. Gage & Co., submitting for approval an Elementary Geography. This matter was referred to the Committee on Text-Books.

4. In regard to the employment of a second teacher in the Model School at Rawdon, the Committee agreed that, in the peculiar circumstances of said Model School at Rawdon, its case would receive favorable consideration at the September meeting.

5. In regard to the employment of a pupil teacher in the Durham Model

School, the Committee declined to accept the employment of a pupil instead of a second teacher in said Durham Model School.

6. A petition from the Rev. Mr. George, Presbyterian Minister, Paspébiac, objecting to religious denominational teaching in the common school. The Committee Resolved:—

“That the Chairman of the Commissioners be informed that, although religious teaching is, in the opinion of this Committee, not only authorized but incumbent in the conduct of all public schools—yet no authority exists for denominational teaching.”

7. From Mr. Baynes, transmitting the proposals of the McGill Normal School relative to the admission of those holding academy diplomas from the Normal School to the second year in the Faculty of Arts in Universities or colleges affiliated thereto. It was agreed that Dr. Norman, Dr. Heneker, and Mr. Masten be a sub-committee to confer with the McGill University and the Normal School with a view to secure uniformity of action on the part of the universities and colleges in regard to this subject, Dr. Norman to be convener.

The following is the report submitted by the sub-committee on School Law :

“Protestant Committee of the Council of Public Instruction,  
27th May, 1885.

“The Sub-Committee on School Law beg to report that having had several meetings of sections of the sub-committee, it has been thought desirable that the principles lying at the root of the alterations which are deemed essential to the law as embodied in the Revised Statutes, in order to define the Protestant claims, should be laid before counsel, so that they may be embodied in practical form with the Revised Statutes, and thus made clear, and easy of understanding to the Government or Committee of the Legislature, to whom the revision will be submitted. The chairman was, therefore, instructed to apply to Mr. William White, Q.C., of Sherbrooke, who has promised to give the matter early attention.

“The sub-committee hope to have all things ready and report finally at the next meeting of the Protestant Committee.

“Respectfully submitted,

(Signed), R. W. HENEKER, Chairman.”

A notice of motion to the following effect was submitted, viz., to amend the regulations in regard to Academy diplomas adopted by the Protestant Committee, 25th February, 1885, by inserting after the word “University” in second regulation the following: “Who have taken Latin and Greek in the B.A. examinations, or who have taken at least a second-class standing in the Intermediate examinations (Latin and Greek being included), and honours in any subject in their B.A. examinations.”

The Committee carefully examined the report of the sub-committee upon Regulations for Protestant Boards of Examiners as far as the end of the Elementary Schools, Appendix A. The further consideration of said report was deferred till next meeting.

The following report was submitted by the Committee on Text Books :—

Your Committee begs to recommend that the following text-books, for the use of teachers, be added to the authorized lists :—

School Method .....	F. J. Gladman, B.A., B.Sc.
Notes of Talks on Teaching.....	Francis A. Parker.
Lectures on the Science and Art of Teaching.....	Joseph Payne.
The Quincy Methods.....	Lilia E. Partridge.
Educational Theories .....	Oscar Browning.
Primary Object Lessons .....	N. A. Calkins.
Pedagogy.....	Professor Hewett.
Graded Instruction in English ....	Orville T. Bright.
How to Parse .....	Rev. E. A. Abbott.
The Verbalist } .....	Alfred Ayres.
The Orthoepist }	
First Lessons in Intellectual Arithmetic.. .....	Warren Colburn, A.M.

The above report on text-books was received and adopted.

It was agreed that Dr. Mathews, Dr. Norman, and Sir William Dawson be a sub-committee for considering the altering of the time of examination of candidates under Regulation 2 in regard to Academy Diplomas.

Dr. Cornish presented the report of the sub-committee on the Examination of Graduates on the Art of Teaching, which was received and referred to the above-named sub-committee, viz., Dr. Mathews, Dr. Norman and Sir William Dawson—Sir William Dawson to be convener.

On the motion of Dr. Heneker, seconded by Dr. Mathews, it was resolved—

“That application be made by the Chairman to the Treasurer of the Province for the transfer of the moneys stopped out of the Protestant Superior Education Grants of 1884 to the credit of this Committee.”

On the motion of Dr. Heneker, seconded by the Venerable Archdeacon Lindsay, it was resolved—

“That the Chairman be requested to apply to the Government on behalf of this Committee for an answer to their request for financial aid in carry-



ing on the work of the Committee, as embodied in a memorandum submitted to the Government in November, 1884."

The Chairman reported that he had had an interview with the Superintendent in regard to a conference with a sub-committee of the Roman Catholic Committee on Privileges of Graduates entering on the study of professions, and in regard to School Law.

On the motion of Dr. Heneker, seconded by Dr. Hemming, it was resolved—

"That, it having come to the knowledge of this Committee that the Treasurer of the Province has paid over to the Accountant of the Department three hundred dollars (\$300.00), balance of interest Marriage License Fund Arrears due in January last, the Superintendent be requested to pass the same to the credit of this Committee in the Bank of Montreal."

It was agreed that the Chairman, Dr. Heneker, and Dr. Mathews be a sub-committee to examine the returns and reports of the Inspectors of Academies and Model Schools and report to next meeting.

The Committee adjourned to meet on Wednesday the 9th September next, or sooner, if necessary, on the call of the chairman.

Read and confirmed.

GEORGE WEIR, Secretary.

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### STUDY AND RECITATION.

[Abstract of a paper read before the Covington Teachers' Association by R. T. Wiles, Superintendent.]

The public schools are receiving, from time to time, the attention of critics outside the teaching profession whose intelligence, culture and social influence entitle their utterances to respectful hearing. While these critics do sometimes charge upon the public schools crimes of omission and commission of which they are in no wise guilty, there is acknowledged by the thoughtful and candid members of the profession to be at least a little fire to account for so much smoke.

The criticisms to which I wish to direct our thoughts at this time may be summed up in the somewhat general formula, that the pupils of the public schools are not taught to think, and that when thrown upon their own resources, they are unable to grapple with the commonest questions of practical and business life.

In seeking for the causes of the alleged unsatisfactory results, our critics locate them in different quarters. One claims that too much system has crushed the life out of the public school teaching in cities and towns where the grading has been carried out with anything like completeness.

Another declaims against examinations as the root of all evil, and would have them abolished altogether.

A third declares that the children are overworked, and made either nervous or stupid.

Still another thinks that we have entirely too much school, and would have the time reduced to three or five months per year.

While it may not be difficult to fortify each of these assertions by citing instances in which each has seemed to produce the results complained of, exceptions do not make rules, nor do exceptional instances of abortive results warrant the wholesale condemnation of the system that produced them.

Leaving, for the present, the criticisms as to overwork and too much school, we will consider for a time those that relate to the system and to examinations, and endeavor to make some deductions of a practical nature from their discussion.

The organization of the graded school, and more particularly of systems of graded schools in cities and towns, has made necessary some device by means of which pupils may be properly classified so as to be most conveniently and economically taught together, and judiciously advanced through the course of study. This device, naturally and properly, is an examination at certain intervals into the progress and attainments of the pupils and a consequent readjustment of the classes.

In a school composed of several grades and taught by one teacher, his judgment alone is all that is needful, until another teacher is to receive his pupils and carry them on in the course of instruction, when another element—that of his ability and honesty enters into the case. As a system of schools enlarges, and the work of a single grade is to be done by a number of teachers, and the work of the next grade is to be done by an entirely different set of teachers, the propriety of advancing the pupils on the sole recommendation of their teachers becomes more than problematical. Without raising the question of the honesty of the teachers, the standard of qualifications will necessarily be variable, as the differing judgments of a number of equally honest teachers

will surely make it. While, therefore, the judgment of the teacher should have a place in determining the promotion of his pupils, the liability to the deflection of that judgment, by the competition that will inevitably exist among a number of teachers of the same grade, must be met and counteracted by the use of some other device by which the desired uniformity of requirements and standard of attainments shall be secured.

The *system* is to this extent responsible for the evils, if any, that necessarily result from the use of examinations for promotion.

But, I think, it may be shown that examinations, conducted for their legitimate purposes of determining the proper classification of the pupils and of incidentally discovering defects that may exist in the methods of instruction employed by the teachers, are not in themselves an evil, but that they are a necessity and, properly and wisely conducted, a means of good. It is not denied that evil effects do very commonly result from examinations for promotion, but the evil is in their abuse, and not in the examinations themselves.

The abuse consists in making them almost the only means of determining the relative merits of the teachers, their promotion and pay, and even their continuance in position.

While they may rightly be made one of the factors in ascertaining these things, there are others that should be as carefully taken into the account. When examinations are used as the sole means of deciding the matters named, forced by the instinct of self-preservation, the teacher comes to look upon the examination as the *end* for which he is to work, and the making of *all* the pupils of his class pass the ordeal of the final examination the goal of his ambition. When this is the case, the true ends of teaching are lost sight of, and with them have gone rational methods and conscientious work. The "wares are being prepared for the market," and nothing more. It would not be difficult to conceive of a case in which, judged by true standards, it would be more to the credit of the teacher if one-third of his class should fail to pass than if *all* should pass. But under this abnormal use of examinations, in the place of teaching in the true sense of leading a pupil to the exercise, in a healthful manner, of his powers of mind and heart, there has been brought to bear the unnatural stimulus of an appeal to his pride and ambition and the still more unnatural process of cramming the

memory with the contents of text-books in order to the passing of an examination, regardless of true mental culture or permanency of acquirement.

The effect upon the pupils is equally pernicious—they come to look upon the passing of an examination as the chief end of their school work, and, as one sham leads to another, the means by which the end is attained are not always honestly chosen.

The fault here is not in the system of schools, as such, nor in the examinations for promotion, as such, but in the maladministration of the system and in the misuse of the examination. Other evils are the natural outgrowth of this one. As cramming has taken the place of teaching, the massing of large numbers of pupils into single classes, in order that they may be the more conveniently crammed, is only too natural. Close upon the heels of this comes, not less naturally, a resort to that paragon of cramming processes, the concert conning and recitation of lessons—the modern school-room abomination, when carried to excess.

As a matter of fact, study, in any proper sense, has almost entirely disappeared from many a school-room. The opportunity for downright individual study is almost wholly lost, and in the place of a suitable alternation of study and recitation, has come an almost continuous exercise that is a sort of hybrid—neither study proper, nor recitation proper—that goes on from morning till evening varied only by change from one subject to another. It seems to me that this brings us very near to the root of the evil, which is voiced in the complaint that our pupils do not know how to study, and have not been trained to think.

In my judgment, therefore, the first step in the direction of reform is to remand the examination to its legitimate uses—the classification of pupils for the purposes of instruction—and enabling the superintendent to discover and to remedy faults in methods of teaching—giving due consideration to the judgment of the teachers in the former, and recognizing the other factors that enter into the work of the successful teachers in the latter.

When teachers come to be relieved of the incubus that the examination too often is, many of them—all that are true teachers or capable of becoming such—will return to (if they have abandoned them) or adopt (if they have never used them) more rational methods of teaching.

As important constituents of this reform there will be an abandonment of that school-room abomination, the concert conning of lessons, and the very sparing use of concert answering in the recitation—a sharper discrimination between study and recitation, and the assigning to each its own proper functions.

In order to reach some practical conclusions it will be necessary to look a little more closely into the relations of those two most important occupations of the school-room—study and recitation. And, first, it may not be without use to recall the definitions of these terms, and to bring clearly before our minds the ideas represented by them.

Webster defines *study* as “a setting of the mind or thoughts upon a subject; hence application of the mind to books, to arts or science, or to any subject, for the purpose of learning what was not known before.”

*Recitation* is the act of repeating; of telling over; or going over in its particulars what has been learned; relating; narrating.

These definitions set forth clearly that these are two essentially different and distinct occupations of the mind. However much they may overlap or be intermingled in the exercises of the school, they remain, in themselves, distinct.

As soon as the little child has voluntarily turned its attention to any object and has discovered any fact about it that he did not know before, he has as truly performed an act of studying as the philosopher, who, by protracted effort, has brought forth a truth that is destined to revolutionize a science. And when the little child has told in a simple way, to parent or teacher what he has learned, he has as truly recited as has the college student, when he has gone over the profoundest demonstration in mathematics. The difference is in degree and not in kind of activity.

I. With the youngest pupils these two occupations are practically blended—the same exercise being in parts study and in parts recitation. Under the immediate direction of the teacher, the little one, for a very brief interval, turns its childish thought to some object, and immediately tells the teacher what it has seen. The little one is learning, under wise and affectionate guidance, how to study. In a school of such pupils the intervals between the exercises are filled with such recreations, having more or less relation to their school progress, as the ingenuity of the teacher may enable her to devise.

II. But as pupils advance in the course of study, the two occupations of study and recitation should become more and more sharply discriminated, and the arrangements of the school-room and its exercises be made to provide for each. Pupils will become able to make some use of books as sources of knowledge, and how to study from them should be made an important part of their instruction. They should early be made to feel that their text-books are but helps, and that it is to the mastery of subjects, and not to the memorizing of text-books that they are to bend themselves. There should also be definite intervals of time allotted for study, and pupils led to rely more and more upon themselves for the mastery of their lessons. There is a constant tendency, under the usually existing order of things, to the teacher to help too much; and when this temptation is yielded to, pupils are not slow to fall into the habit of surrendering to a difficulty, the moment it presents itself, and expecting the teacher to come to the rescue, instead of bravely endeavoring to conquer for themselves. The end of instruction is discipline and not to pass an examination. It is what a pupil does for himself that really educates him—not what he is helped over or has done for him. Self-reliance and confidence in results reached constitute the real mental fiber of the truly educated person. The lack of confidence in the results of their own study is one of the marks of the poorly taught pupils. While study—self-reliant, confident study—is the only sure means of gaining mental culture through the acquisition of knowledge, so the recitation of the results of study, the telling over to another, in its particulars, the knowledge gained, is a most valuable means of fixing the knowledge permanently in the mind. Indeed, it has been said that we do not really know a thing until we have told it to another. The engagement of the mind with the subject, that accompanies the act of reciting, in its reflex action, roots the matter so deeply in the memory that it is not easily effaced. Every teacher realizes this in the added clearness with which his own knowledge of a subject stands out in his own mind after he has taught it to his class. So, in recitation, the pupil is for the moment, the teacher.

Just here, it cannot be too strongly insisted upon that memory is not of words only, but of ideas and thoughts, nor too forcibly cautioned that the tendency to memorize words without their ideas must be constantly watched and counteracted. We are too

apt, in an anxiety for "*perfect*" recitations, to be satisfied with mere verbal results of study. Unfortunately, too, the difficulty of framing questions for a written examination, so as to get beneath the pupil's forms of words and probe his understanding of the subject, has contributed to this tendency.

How to use the study hour is a proper, though often neglected, subject of instruction. Teaching, indeed, relates to the study hour even more than it does to the recitation hour, inasmuch as it is the inspiration of true teaching that sends the pupil to the study of a lesson in that attitude of mind that wins success in the mastery of it. Hence, the study hour needs the oversight of the teacher in order that its opportunities may be made the most of. While the pupil is left to himself for the mastery of a lesson, it presupposes that a lesson has been properly chosen by the teacher, and assigned with suitable directions as to how to study it. This antecedent preparation for the study of a lesson is the point at which study and recitation touch each other, for here the connection of the lesson recited with that which is to be studied should be made to appear, and the pupil caused to feel that he is not to study merely to pass creditably through the recitation hour, but to gain a masterful knowledge of a subject—that he is to recite in order that he may study rather than the reverse.

Pupils should be taught, too, that success in the mastery of a lesson does not come from going over it many times, but from the intensity with which the mind is engaged upon it. The habit of writing out an abstract of or notes on a lesson while studying it (not in the language of the book, unless the nature of the lesson be such as to require it), is a valuable one.

The recitation, as we have seen, is chiefly valuable to the pupil in its reflex influence in fixing in his mind the knowledge he has acquired. It is valuable to him, also, in other directions. It is his opportunity to acquire power of expression, if, as should be the case, he is encouraged, and in all proper cases, required to state the results of his study in his own and in correct language. He acquires self-confidence, and the ability to think, while standing upon his feet in the presence of his audience of teachers and fellow-pupils. It is no mean accomplishment for the boy or girl to be able to stand before the blackboard and go over, in correct language and logical sequence, the solution of a problem, the demonstration of a proposition, or the analysis of a sentence. Valuable

as the written recitation is, this oral recitation, if correct and lucid expression be insisted on, is immensely more so; and while writing may be used for the purpose of reaching *all* the members of a class, it should come in rather as a part of the preparation, leaving the recitation hour mainly for the training of the pupils, and as many of them as possible, in the oral expression of thought.

There are certain conditions needed to realize the benefits of that proper adjustment of study and recitation that has been herein sketched. The best results of recitation cannot be reached when classes are so large as to be unwieldy. While it is true that one teacher can handle a much larger class than another, and that there are some teachers, so-called, who ought not to have more than one pupil in a class, there is a limit, even in the case of the best teacher, that cannot be passed without risk of failure.

This fact, together with the desirability that pupils should have time in school hours to study as well as to recite, points to what may one day, even in this latitude and longitude, be regarded as a wise innovation and a necessary expedient—the division of each class into two sections in the leading subjects, in order that there may not only be smaller classes in recitation, but also opportunity for the proper alternation of study and recitation. The educational pendulum swings back and forth between extremes, and, by-and-by, settles down to a happy mean. The extreme of the one-class system has been reached in some localities long enough for its evil effects to manifest themselves, and already the notes of change are sounding, and the pendulum has started on its return trip.

I do not advocate the placing of two distinct grades in one room, though that is not the worst calamity that can befall a school, but the division, as just named. This has been the practice in St. Louis, Indianapolis, and other places for years, and thoughtful educators in still other localities are beginning to advocate the change.—*The Educational Courant*.



## EXTRACTS FROM THE ANNUAL REPORT OF BISHOP'S COLLEGE, LENNOXVILLE.

10 March, 1885.

REPORT OF THE CHAIRMAN OF TRUSTEES ON THE ACCOUNTS OF 1884.—Owing to the early date of the Meeting of Corporation, called specially to receive the resignation of the Principal, it was impossible to have the Accounts passed by the Trustees, who are scattered in different parts of the Province, but it was thought desirable that the Corporation should be informed of the state of the College finances, and the present Report is submitted on the authority of the Chairman alone. The Accounts have been duly audited and found correct.

The Balance Sheet at the close of the year presents some changes as compared with the previous year, amongst which the most important are comprised under the heads of the Harrold Fund, the Principal's Salary Endowment Fund, and the Applied Science Fund. Subscriptions have been obtained for all these Funds, the amounts being respectively, for the:

Harrold Fund.....	\$3,464 95
Principal's Salary Endowment Fund.....	2,548 79
Applied Science Fund.....	460 42

The College is indebted to the exertions of the Professor of Divinity, the Rev. Dr. Roe, for these large subscriptions in aid of the two first named funds, and it is satisfactory to find that in addition to the amount now standing at the credit of the Harrold Fund (\$19,360.00) further subscriptions are expected, which will enable the College to claim the promised donation of Robt. Hamilton, Esq.; and secure the full amount of \$25,000.00 required for this Fund. The Principal's Salary Fund will also be completed very shortly—there being an amount subscribed, though not as yet collected, which, with Mr. Hamilton's promised donation, will secure a permanent investment of \$10,000.00.

It is to the Alumni that the College is indebted for the Applied Science Fund, and it must be a source of great satisfaction to the friends of the College to find that the interest in Alma Mater and the great work of Superior Education is maintained amongst those who have gone out into the world from these walls.

The Profit and Loss Statement shewing the Current Income

and Expenditure of the College for the year is not quite so satisfactory as could be desired. A deficit in the year was anticipated, and an attempt was made to establish a Guarantee Fund to meet such deficit, but it was deemed inexpedient to press it when so many efforts were being simultaneously made. The loss of the year has amounted to \$542.14, owing to heavy outlay in what may be classed in some respects as exceptional repairs and expenses, and this sum, added to the former debit balance of \$157.49 makes the whole debit balance \$699.63. The amount, although not satisfactory, is at the same time not large, and as the Harrold Fund will before long be completed, when the interest of the Fund will be applied to the Divinity Chair, and the ordinary Funds of the College, hitherto applied to this purpose will be released, no deficit is anticipated in the carrying on of the work of the College for the current year.

R. W. HENEKER,  
*Chairman.*

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REPORT OF THE PRINCIPAL.—The condition of Bishop's College remains very much the same as at the time of my last report.

The sanitary condition of the College, judging from the health of the Students, is unexceptionable. There has been no illness of any kind, other than slight cases of ordinary indisposition, this year, as there was none last year. Our numbers do not increase. In the Michaelmas Term we had 20 Students, and this term we have 21. Of these, 3 are Graduates attending the Divinity Course, 2 are in the Third Year in Arts, 8 in the Second Year, 7 in the First Year, and one in the Preparatory Year. Twelve are Candidates for Holy Orders, of whom 5 are from the Diocese of Quebec, 1 from that of Montreal, and 2 from that of Ontario.

Of the Students who completed their Art Course last June, one, Mr. G. A. Smith, is at present engaged in private tuition, but intends to return to College for his Divinity Course next September; Mr. Alexander has obtained a good appointment as Schoolmaster; Mr. Nightingale is in our Divinity Class; Mr. Shaw is in Dublin, taking Divinity Lectures at Trinity College; and Mr. Mesney is in England. The Revd. R. L. Macfarlane is in Priest's Orders, and is in charge of the Parish of Lachine.

The Revds. R. Hewton, M. A., and W. C. Bernard, B. A., who completed their Divinity Course last June, are doing good work

in the Diocese of Quebec, the former in charge of the Mission of New Ireland, and the latter in charge of that of Robinson.

The conduct of the Students is good, and there is a fair amount of steady work being done by them.

The Teaching Staff of the College remains the same as for the last two years; and I have again to record my warm appreciation of their generous and loyal support, and their faithful and efficient work. During the temporary absence in the Michaelmas Term of the Revd. Professor Roe, for the work imposed upon him by the Corporation, we had the pleasure of the presence and assistance of the Revd. F. J. B. Allnatt, B. D., of whose work it is impossible to speak too highly.

The exertions of Dr. Roe in the matter of the new Endowments have been crowned with complete success; but the College still stands sorely in need of practical recognition, on the part of the public generally, or at least of Churchmen, of its position as the one Church University in the Province of Quebec. For want of such practical recognition its work and influence are at present narrowed down to the smallest dimensions. But if ever the Church in this Province shall wake up to the necessity, first, of husbanding its strength and making the most of it by unity of effort, and, secondly, of strengthening its own institutions by using them, then will Bishop's College have the opportunity of doing a noble work.

I trust that that time may yet come.

All of which is respectfully submitted.

J. A. LOBLEY,  
*Principal of Bishop's College.*

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REPORT OF BISHOP'S COLLEGE SCHOOL.—Bishop's College School continues to prosper. I have to report a slight increase in the number of Boys in the School since last year, notwithstanding an unusually large exodus, in the summer, of those who had finished (or were supposed to have finished) their education.

With the exception of one case of typhoid fever, which manifested itself soon after the opening of the Michaelmas Term, and in which the disease had undoubtedly been contracted before the boy left his home, there has been no serious illness of any kind during the year.

The School maintained its position in the University School Examinations last June, by securing four out of the first eleven places in the list of successful candidates for the senior certificate. It also obtained a signal success in the examinations for entrance into the Kingston Military College, the 1st, 2nd and 6th of the successful candidates being Lennoxville Boys. These successes, and those of the previous year, prove that, although we cannot hope to secure such honors as these every year, the School has no reason to shrink from competition with all the other Schools in the Dominion.

The Staff of Masters has changed but slightly. We still have Professor Read as Senior Classical Master, and Mr. Leray as French Master—men whose reputation as teachers is well established. Mr. Clinton as Senior, and Mr. Petry as Second Resident Master, are doing work which cannot be too highly commended. In September, Mr. H. M. Rowell, of the McGill Normal School, was appointed a Junior Resident Master, with the special charge of the 1st Form, and he has given great satisfaction. Mr. R. N. Hudspeth, B.A., of Trinity College, Toronto, who takes the post of Third Resident Master, only joined us after Christmas, but he has proved himself already a competent and painstaking Master.

I have to record with deep regret the death of our former Assistant Master, Mr. W. Lyster, B.A., who had been for some time failing under the ravages of consumption, and passed away on the 23rd of June last.

Our Lady Matron, to whom I referred in my last report as having lately come among us, has fully justified all our hopes and enjoys the fullest confidence, not only of the Committee, but also of the Boys and their Parents.

I consider the present condition and organization of the School to be in the highest degree satisfactory, and its prospects for the future of the best and brightest.

All which is respectfully submitted.

J. A. LOBLEY.

*Rector of Bishop's College School.*

## MCGILL NORMAL SCHOOL.

The annual meeting for the awarding of diplomas and the distribution of prizes took place in the McGill Normal School on Belmont street, on Thursday afternoon, May 28th. The hall was crowded with the friends of the pupils and a great number of persons were unable to obtain seats.

At three o'clock Hon. Gédéon Ouimet took the chair, and on the platform were noticed Dr. Robins, Dr. McGregor, Prof. Darey,, Rev. Principal MacVicar, Archdeacon Evans, Rev. Mr. Campbell Judge Torrance, Inspector McGregor, and Mr. J. R. Dougall. The proceedings opened with a chorus by a number of young ladies, under the direction of Prof. Fowler, who sang Mendelssohn's "Farewell to the Forest" in a very creditable manner.

The Chairman then called upon Dr. Robins for the annual report and a list of diplomas :—

## ANNUAL REPORT.

*The Honorable the Superintendent of Public Instruction:—*

SIR,—Permit me at the close of the 29th session of the McGill Normal School to report that the number of persons admitted as teachers-in-training during the past session is 111, of whom 10 are males and 101 females. Sixty-two are residents of country parts, and 49 are residents of Montreal. Of this number six were admitted to the academy class, 38 to the model school class and 67 to the elementary school class. After the searching examinations of December and May, fatal as they have proved to the hopes of a few, and after such diminution of our number as results from the changes of time, we are able to present to you, to receive their well-earned diplomas, six teachers of academies, thirty-two of model schools and thirty-seven of elementary schools, besides three university graduates (one of Bishops's College and two of McGill) entitled also to academy diplomas. This band of select teachers, well endowed with natural gifts, disciplined by study and by practice, and sincerely desirous of discharging duty with exemplary faithfulness, will go forth, as so many hundreds of their predecessors have gone, to uphold the honor of this school, of connection with which we all are proud, by fulfilling the solemn obligations that talent and opportunity impose. This past season has been marked by important changes to which I must briefly advert.

During the convention of the Protestant teachers of Québec, held two years since, at which you, sir, with your accustomed interest in education and kindness towards teachers, attended, the Protestant School Inspectors, Messrs. Hubbard, McLaughlin, McGregor and McGrath, proposed and discussed with the convention the conducting of teachers' institutes in various sections of the province for one month annually, thus bringing some of the advantages of the Normal School near to those teachers who, anxious to improve, are yet unable to sacrifice the time and to incur the expense necessary for attendance at the Normal School. To provide professional help in the management of these institutes it was proposed to shorten the Normal school session one month and to employ its staff in this work. These suggestions met not only your concurrence but your hearty support, and being submitted in due course to the Normal School committee, to the Protestant Committee of the Council of Public Instruction, and to the Government of the Province, received finally the authorization of the Lieutenant-Governor in Council. This is why we are met to-day to close the Normal School one month earlier than has hitherto been customary. This change, made primarily in the interest of country teachers who have not had regular professional training, will be of incidental advantage to the Normal School. The long strain of a ten months' session with one month of anxious examinations during hot summer weather has always been too much for women, who, all dissuasions notwithstanding, will expend their last reserve of strength in doing their work with a punctilious exactness. This too long strain will be relieved, the saving of expense to pupils from the country will be considerable, and, by insisting on better preparation of candidates for admission, we shall be able at least to maintain the standard of scholastic attainment, while devoting more time to special professional training. This matter of special professional training is one to which we have given great attention in the past year. Instead of the time-honoured one hour a week of former sessions, we have, since Christmas, devoted three hours to the art of teaching, if I may judge from the late examinations, very much to the advantage of the class.

During this session we have had two valuable special courses, one by the Rev. E. I. Rexford, B.A., the talented and indefatigable English secretary of the Department of Public Instruction, on School Law and its History; and one on Botany by the

enthusiastic and able Professor of Botany in McGill College, Mr. Penhallow. These courses have been of the greatest possible value. I only regret that our means will not permit a greater development of this feature of short courses by specialists.

The new era in female education, inaugurated in this Province by the munificence of the Hon. Donald Smith, and by the wise arrangements of McGill University, cannot fail to affect profoundly the interests of the Normal School. For nearly thirty years past, the Normal Schools, Laval and McGill, have represented in this Province the education of women as distinguished from the education of girls. Our doors have been beset by those who were willing to pay the cost of the education we here impart, who were even willing to endure the drudgery of that professional training here necessarily linked to that education, but who were not willing to pledge themselves to teach. Against all such, our doors have been closed. We sincerely congratulate them on the advantages now open to them in the McGill University. To these advantages some of our own body of pupils turn their eyes with longing. They have tasted the sweets of learning, they are prepared to profit by wider opportunities; and for the country at large it will be well if this longing can be gratified. There is no better foundation of national prosperity than wide-spread elevating education, and there is no more successful and speedy means for securing many of the most important elements of such an education than scattering throughout the country, as teachers, enthusiastic, well-taught women.

I congratulate this Province then, as I congratulate the Alumnae of this school, on the fact which I am now able to announce, that McGill and St. Francis colleges have agreed to accept the training of the Academy class of the Normal School on certain just conditions, as equivalent to that of the first year of the collegiate course, and will receive successful Academy students without further examination into the second year of the University course.

I have further to announce that the governors of McGill University have generously provided three scholarships, giving exemption from class fees to the most successful who fill the requisite conditions. I am not without hope that Bishop's College and Morrin College will also agree to receive our Academy class to the second year of their course without examination, and that the Protestant Committee of the Council of Public Instruc-

tion will grant the Normal School the power of furnishing some assistance to those of our students who, under the pledge to teach, prosecute somewhat further their studies in any of these institutions.

I have further to announce that we expect a former lady graduate of the Normal School, who has since been trained at South Kensington, and who has had large experience in teaching the subject, to take charge of the drawing classes in the Normal School next session, and to devote to this most important branch, not merely of æsthetic but of intellectual culture, twice as much time as has hitherto been devoted to it.

I regret extremely to have to report that the arrangements of our building are quite unsuitable to our needs, that it requires cleaning and renovation, and that we suffer from cold and lack of breathing space. May I hope that means may be found to remedy these evils with the least possible delay?

It only remains to thank my friends, the professors of the school, for hearty and able co-operation, to record my sense of the deep obligations under which we are laid by the gratuitous labors of the several clergymen who have conducted with so much profit the religious instruction classes, to acknowledge the valuable services of the Normal School Committee, and especially of its presiding officer, Sir William Dawson, and to express the hope that we of the Normal School, teachers and pupils, have discharged the arduous duties of another year to the satisfaction of yourself personally, and of the Protestant Committee of the Council of Public Instruction.

At the conclusion of the report Dr. Robins read a telegram received from Sir William Dawson, regretting his inability to be present, on account of the session of the Royal Society at Ottawa, and extending his greetings to the young lady teachers.

The distribution of diplomas then took place, Hon. Mr. Ouimet conferring the diplomas, while Dr. Robins read the following list of successful candidates:—

#### UNIVERSITY GRADUATES.

1. Geo. F. Calder, B.A.; 2. W. H. Turner, B.A.; 3. J. W. Alexander, B.A.

#### ACADEMY DIPLOMAS.

1. Maude Clarke, Montreal—Marquis of Lansdowne silver medal; honorable mention in logic, old English, British history, Greek, Latin, trigonometry, French, elocution, drawing and penmanship.



2. Janet Laurie, Montreal—Honorable mention in logic, British history, Greek, Latin, trigonometry and writing.
3. Barbara Irving, Montreal—Honorable mention in logic, British history, Greek, Latin, trigonometry and writing.
4. Florence N. Wilson, Montreal—Honorable mention in logic, British history, Greek, Latin, trigonometry and writing.
5. Laura J. Binmore, Montreal—Honorable mention in Latin and trigonometry.
6. Isabel Reed, Montreal—Honorable mention in British history.

## MODEL SCHOOL DIPLOMAS.

1. Flora Taylor, Montreal—Prince of Wales medal and prize; honorable mention in art of teaching, geography, English language, composition, spelling and derivations, English literature, Grecian history, agriculture, grammar, arithmetic, algebra, geometry, book-keeping, Latin, French, elocution, drawing, penmanship.
2. Elizabeth Hepburn, Robinson, Bury—Honorable mention in geography, composition, spelling and derivations, arithmetic, algebra, geometry, book-keeping, Latin, Greek, vocal music.
3. Alice Maud Wilson, Montreal—Honorable mention in art of teaching, composition, English literature, grammar, geometry, book-keeping, Latin, French, penmanship.
4. Ada Byron Elmsly, St. John's, Nfld—Honorable mention in art of teaching, English language, composition, spelling and derivations, grammar, algebra, geometry, Latin, Greek, French, and instrumental music.
5. Alice Grey Elmsly, St. John's, Nfld—Honorable mention in composition, grammar, arithmetic, algebra, geometry, Latin, French, and instrumental music.
6. Mary E. E. Hunt, Montreal—Honorable mention in spelling and derivations, grammar, arithmetic, algebra, book-keeping, Latin, Greek, French, and drawing.
7. Janet G. McBratney, Montreal—Honorable mention in art of teaching, English language, composition, spelling and derivations, grammar, book-keeping, Latin, elocution and penmanship.
8. Mary Eliza McConkey, Montreal—Honorable mention in arithmetic, algebra, geometry, book-keeping, Latin, drawing.
9. Ada Alice McCowan, Montreal—Honorable mention in art of teaching, grammar, geometry, Latin, French.
10. Henrietta Shirreffs, Sherbrooke—Honorable mention in geography, composition, algebra, geometry, Latin, and penmanship.
11. Thomas Henry Wingham, Montreal—Honorable mention in Grecian history, geometry and book-keeping.
12. Jane Frances Bickerdike, Montreal.
13. Mabel Isidore Aldrich—Compton—Honorable mention in composition, book-keeping and drawing.
14. Maud Rebecca Lindsay, Waterloo—Honorable mention in book-keeping and drawing.

15. Flora Evelyn Currie, Montreal—Honorable mention in drawing and instrumental music.
16. Annie Craig, Montreal—Honorable mention in elocution and vocal music.
17. Jessie M. McIntosh, Cazaville—Honorable mention in spelling and derivations, grammar and algebra.
18. Caroline McKay Smith, Montreal—Honorable mention in elocution.
19. Annie Baker, Dunham—Honorable mention in instrumental music.
20. Hermine Duval, Grand Ligne—Honorable mention in French.
21. Alice Louise Doudiet, Montreal.
22. Sarah Priscilla Ainslie, Holton.
23. Mary Jane Moore, Lacolle.
24. Florence Harriet Moss, Montreal.
25. Laura Martha Higgs, St. Henri.
26. Helen Paton, Luchute.
27. Ada Gertrude Radford, Montreal.
28. Marion Cook, Ormstown.
29. Wilhelmina Stephen Somerville, Montreal—Honorable mention in writing.
30. Margery Augusta McMartin, Grand Fresnière.

## ELEMENTARY SCHOOL DIPLOMAS.

1. Jennie A. Ferguson, Cazaville—J. C. Wilson prize, honorable mention in spelling and orthoëpy, art of teaching, grammar, English literature history, arithmetic, algebra, geometry, mensuration, French.
2. Lilly M. Jubb, Montreal—Honorable mention in geography, art of teaching, English literature, history, arithmetic, algebra, mensuration, French, elocution, and penmanship.
3. Frances I. Beattie, St. Andrew's—Honorable mention in art of teaching, grammar, English literature, history, arithmetic, algebra, geometry, mensuration, French, elocution and drawing.
4. Rosa C. Edwards, Montreal—Honorable mention in grammar, English literature, history, arithmetic, algebra, geometry, mensuration, vocal music and drawing.
5. Isabella Cameron, Montreal—Honorable mention in grammar, arithmetic, algebra, geometry, mensuration and vocal music.
6. William S. England, Dunham—Honorable mention in geography, English literature, history, arithmetic, algebra, geometry and mensuration.
7. Marion Seebold, Montreal—Honorable mention in spelling and orthoëpy, art of teaching, arithmetic and French.
8. Eleanor E. Ibbotson, Montreal—Honorable mention in arithmetic, algebra and mensuration.
9. Jessie W. Stewart, Montreal—Honorable mention in history and elocution.
10. Matilda C. Gross, Montreal—Honorable mention in art of teaching and writing.

11. Mary Jane Simpson, Ormstown—Honorable mention in grammar, arithmetic, algebra, geometry and writing.
12. Alice H. Thomas, Birchtown—Honorable mention in history, arithmetic and geometry.
13. Alice B. Porter, Montreal — Honorable mention in vocal music and elocution.
14. Elizabeth M. Barr, Montreal—Honorable mention in elocution.
15. Eurette L. Henderson, Ephrem d'Upton—Honorable mention in vocal music.
16. Irene D. Porter, Montreal—Honorable mention in spelling and orthoëpy.
17. Mary M. J. L. Willson, Ottawa—Honorable mention in writing.
18. Lovisa E. Hunt, Lennoxville.
19. Ida McLeod, Cote St. Antoine—Honorable mention in geometry.
20. Martha A. Hæusgen, Montreal.
21. Matilda A. Arn'rd, Dundee—Honorable mention in arithmetic, drawing and writing.
22. Annie A. Kemp, Lacolle—Honorable mention in history.
23. Victoria E. Elliott, Ulverton.
24. Laura J. Van Vliet, Lacolle—Honorable mention in vocal music.
25. Robina R. Kerr, Cote St. Antoine.
26. Euphemia Graham, Powerscourt.
27. Agnes M. Turnbull, St. Louis de Gonzague.
28. Fannie Clark, Valleyfield—Honorable mention in history and algebra.
29. Clara A. Bastian, Montréal—Honorable mention in grammar.
30. Almira M. Green, Clarenceville.
31. Charlotte A. Spindlo, Ormstown.
32. Annie A. Noyes, Cushing.
33. Josias D. E. J. Sicard, Montebello.
34. Florence F. Bindon, Learned Plain.
35. Annie Dickson, Dewittville.
36. Mary J. Phillips, Ormstown.
37. Robina M. Hislop, St. Laurent.

Miss McBratney then read a well written valedictory, and Dr. McGregor delivered the address to the students.

Short addresses were also delivered by the Hon. Gédéon Ouimet, Superintendent of Public Instruction; Rev. Principal MacVicar, Archdeacon Evans and J. R. Dougall, Esq.

The proceedings were enlivened by instrumental and vocal music provided by the students under the direction of Professor Fowler.

## CLIPPINGS FROM REPORTS OF INSPECTORS.

*(Continued from page 101.)*

## 4.—PROFESSIONAL TRAINING FOR TEACHERS.

*Inspector McLoughlin.*—Teachers' Meetings were held in each of the counties in this district during the first week in June, 1884. At each of these meetings Rev. Mr. Rexford was present, and gave addresses on subjects connected with the teacher's work. The addresses and discussions at these meetings are productive of much good, both in the way of instructing teachers as to the best methods, and of inciting them to study methods for themselves and to prepare to teach the several subjects more efficiently. The attendance at these meetings was very fair, but not as large as it should have been, considering the advantages that may be derived from them.

The Normal Institute held at Dunham during the month of July, by Dr. Robins, of the McGill Normal School, and Rev. Mr. Rexford, Secretary of the Department of Public Instruction, was quite successful, having been attended by about seventy teachers, with an average attendance of about fifty.

The lectures were very interesting and instructive, and the teachers present expressed themselves as well paid for the time and trouble of attending and ready to attend another when the opportunity is offered.

Attendance upon such institutes from year to year will do much towards making up for the lack of professional training.

*Inspector McGregor.*—I anticipate grand results from the practical working of the Teachers' Institute, and trust that some portion of my district will participate in the benefit next year.

*Inspector Miller.*—Several means have been suggested for doing away, at the very outset, with defective methods of teaching. The most effective, beyond doubt, would be the establishment of a Roman Catholic Normal school for girls in the district of Montreal.

It would perhaps be possible to replace it by establishing a special school for the purpose of giving a thorough practical and theoretical instruction in the art of teaching to young girls already in possession of a certificate from the Boards of Examiners. These boards, as at present constituted, can only give a certificate of competency; the proposed school would give a certificate showing that the person holding it has been specially trained to perform the important duties of a teacher.

Another means which is less efficacious, but much more economical, would be to institute annual conferences of teachers in each school municipality.

Mr Nantel makes the following suggestion, with regard to this subject in his first report:

"Could not the government grant a small subsidy to the inspectors, so that they might, from time to time, give lessons in the ar-

of teaching to the teachers under them? We have lectures on agriculture, why should there not be lectures in the interest of public instruction? The inspector, during his visits, could meet all the teachers of a municipality, in the most central school, and give them a lecture in which he would speak of the art of teaching, and explain to them the best methods to be followed, and if necessary, by combining practice with theory, he might teach a class in presence of the assembled teachers. It seems to me that such a lecture would have good results."

*Inspector Lefebvre.*—In connection with the professional capacity of our female teachers, I am of opinion that it should be enacted, that in a given number of years no teacher should have the right to teach without having first followed a course of teaching for at least three months. In order to make this more feasible, a class in at least one convent in each inspectorate should be established. The condition of admission to these classes would be the holding of a certificate from one of our Board of Examiners as now required; this is done, I believe, in some European countries.

*Inspector Stenson.*—About two years ago when treating of this question in my report, I said that I was very anxious that teachers' conventions should be held in my district. At such conventions I would like to see lessons given in the art of teaching by practical and experienced professors like those of the Normal schools. I would suggest that the Government defray the expenses of the teachers who would attend these conventions. I am at present more than ever convinced of the usefulness of teachers' meetings systematically organized. Adverse circumstances have prevented me from carrying out the intention I had formed of getting the teachers to meet here in Sherbrooke this summer—1884.

I was convinced that without the powerful assistance of the Department of Public Instruction and unless I were able to offer suitable and gratuitous hospitality to the teachers from the country, I would not get a great many together, but nevertheless I was resolved to take the first step in that direction this year, with the firm belief that the plan would become sufficiently popular and important to recommend itself strongly to the school authorities. I was prevented from doing so, but I had the advantage of attending the *Normal Institute of Protestant Teachers* at Richmond in the month of July last, and I was enabled to see that I was right in thinking that meetings of the kind would be of great benefit to the teaching staff. Not only would they be important and produce good results, but they are of absolute necessity

## TEACHERS' MEETINGS.

During the first and second weeks of June the annual meetings of teachers which the Protestant Inspectors are now required to hold took place in the districts of St. Francis and Bedford. The meetings were held at Cookshire, Hatley, Richmond, Sutton and Bedford, each occupying one day. They were well attended, not only by the teachers of the locality in which the meetings were held, but also by School Commissioners and rate-payers. This is the third year that these meetings have been held. Each meeting was conducted by the Inspector of the district who was assisted by the Rev. Elson I. Rexford, Secretary of the Department of Public Instruction and by local teachers. The Inspectors reviewed the work of the past few years, referring to the progress that had been made and pointing out the defects which require special attention at the present time. They referred to the good results which had already flowed from the yearly engagement of teachers, the uniform series of text books, and the use of the course of study; and they urged upon their teachers the importance of giving special attention to the classification of their schools, so as to secure the smallest number of classes possible. The Inspectors gave special attention to the course of study and urged upon teachers the necessity of their carrying out its requirements in their schools. The division of the school-year into terms also came up for consideration and the Inspectors strongly recommended that in rural districts where the school year is limited to eight months, the school should open on the first September and close on the 30th June and that there should be two weeks vacation at Christmas and six weeks vacation in March and April when the roads are breaking up in the Spring. This arrangement has been adopted in a large number of municipalities and it is to be hoped that it will be adopted generally throughout the Eastern Townships. The Secretary of the Department took up the subject of Scripture History and dwelt upon the importance and necessity of giving more attention to this important branch of our children's education. The Secretary also brought before the notice of the teachers, the subjects of Reading, Language Lessons, Preparation of Lessons, and some general principles which should be observed by the teacher in teaching the different school subjects. Mr. Passmore at Richmond and Mr. Wardrope at Bedford gave some very valuable practical suggestions concerning the teaching of Arithmetic. The attendance at these meetings varied from 25 to 40 teachers, besides school commissioners and ratepayers. Those present were evidently interested in the work and the meetings will no doubt be productive of much good.

## TEACHERS' INSTITUTES.

These Normal Institutes now form a regular part of our school system. They were held for the first time last year at Richmond and Dunham, as an experiment. They succeeded so well that they have since been recognized as part of our educational machinery, and our Normal School session has been shortened to enable the professors to devote one month to this special work. Three Institutes will be held during the month of July next. One at Bishop's College, Lennoxville, beginning Tuesday, June 30th; one at Waterloo, beginning Tuesday, July 7th; one at Ormestown, beginning Tuesday, July 14th. Each Institute will continue in session four days. The following daily programme of work has been prepared and will be adhered to at each Institute so far as circumstances will permit.

Hour.	Lecturer.	Subject.
9 - 10	Rev. E. I. Rexford and local help.....	{ Scripture History.
10 - 11	Dr. Robins.....	{ Grammar. Drawing. Singing.
10-12	Dr. McGregor.....	{ Arithmetic.
1½-2½	Dr. McGregor.....	{ Mensuration.
2½-3½	Rev. E. I. Rexford and local help.....	{ Accounts. Language, Lessons and Composition.
3½-4½	Dr. Robins.....	{ Singing. Drawing. Grammar.

The object of the Institutes is not to give knowledge of the subjects taught, but to discuss the best methods of teaching the different subjects. In addition to the regular lectures, provision is made in the programme for work by local teachers. Teachers of experience, who expect to be present at the Institutes, are requested to come prepared to take up some point or subject which may be useful to the teachers present. A question box will be provided at each meeting and teachers are requested to write out questions which they may desire to ask concerning subjects touched upon in the lectures or concerning their school work and to place them in the question box to be answered by the professors. Every effort is being made to reduce the necessary expenses of attendance at the Institutes to a minimum.

AT LENNOXVILLE, the College will receive all who desire to attend during the four days of the Institute at the actual cost

of the material consumed, which will reduce the expenses below the usual Hotel rates. Those desiring to put up at the College, are requested to send their names to the Rev. A. C. Scarth, Lennoxville, in order that they may know just how many to provide for.

AT WATERLOO a committee has been formed to provide hospitality for the members of the Institute among the residents of the place. Those teachers who intend to be present at Waterloo are requested to send their names to E. Slack, Esq., Waterloo, in order that places may be provided for them. Those who desire to go to a hotel can obtain accommodation for seventy-five cents a day for the four days, or one dollar a day for shorter periods. The South-Eastern Railway will issue free return cheques to teachers holding the Institute certificate who have paid their fare one way over that road. On Tuesday evening it is proposed to hold a public meeting in the Town-hall at Waterloo. The programme will consist of addresses, music and readings. On the arrival of trains, teachers are requested to report themselves at the Town-hall, where the members of the local committee will give them all necessary information.

AT ORMSTOWN special provision is being made for the entertainment of teachers. Teachers intending to be present are requested to send their names to Inspector McGregor, Huntingdon, who will make all necessary arrangements. In order that the arrangements may be as complete and satisfactory as possible, teachers intending to be present at these Institutes *are specially requested to send in their names at least one week before the date of the Institute.*

These institutes are the most important educational gatherings of the Province, and they deserve the hearty support of the teachers, school commissioners, and ratepayers of the several districts in which they are held. We hope to see a large attendance at each of these gatherings.

We desire to make the following suggestions to teachers—

1. Make up your minds to attend one of these institutes.
2. When the institute opens attend punctually and regularly.
3. Come prepared to take full notes of the lectures.
4. Come with the determination to work well during the four days, and to derive all the benefit possible.
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