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**Articles: Original and Selected.**

**THE LIFE OF FROEBEL AND THE BIRTH OF  
THE "NEW EDUCATION."**

BY MISS MARTHA MICHAELS, MONTREAL.

A proper word for a new object is a great advantage in explaining it, and a whole volume of definition is contained in the appellation "*Kindergarten*." It is a German word, familiar to the eye, if not also to the ear of almost every educationist, not only in Europe but in the world, except China. America is full of it.

The kindergarten is an institution which treats the child according to its nature, comparing it to a flower in a garden.

A Children's Garden—as in a garden, by the care of a skilled, intelligent gardener, growing plants are cultivated in accordance with nature's laws, so here, in our child garden, shall the noblest of all growing things, men (that is children, the germs and shoots of humanity) be cultivated in accordance with the laws of their own being and of nature. Recognizing that children differ, even as plants, in their needs and characteristics, a Kindergarten teacher feels that her aim and duty is to study individually each child under her care, and endeavour to supply appropriate means and assistance to each child, to develop the best that is in them.

Before going further, I feel that it is due to the great founder of this system to speak of him and try to tell you

something of his life, and of the causes that led to his formulating this great inheritance that he has bequeathed to all those who are willing to receive it.

Friederick Froebel was born in Oberweissbach, a village in the Thuringian forest, on the 21st of April, 1783. He lived seventy years and died in Marienthau in 1852. He was neglected in his youth, and the remembrance of his own early sufferings made him in after life the more eager in promoting the happiness of children. He lost his mother in infancy, and his father, the pastor of Oberweissbach, attended to his parish but not to his family. Friederick soon had a step-mother and neglect was succeeded by the traditional step-motherly attention. He was prepared to lavish on her unlimited love and devotion, and at first she met him in the same spirit and the affection bestowed on him caused his nature to expand, but the advent of a child of her own quite reversed this desirable state of affairs. The injustice of the treatment he received dwarfed his geniality and developed in him habits of introspection. The memory of it was influential in urging him to impress on teachers and parents the risk they run when they misinterpret the actions of a child and suppress its love.

His uncle came to the rescue and took Friederick to his home at Staat Ilm, where kindness and confiding love prevailed everywhere, and under its influence his whole nature expanded. Here he went to the village school, but, like many other thoughtful boys, he passed for a dunce. He found himself unable to take part in athletic games with boys of his own age, owing to the neglect of his physical education, and the memory of this explains the importance he attached to the development of the body, when he became an educator.

Throughout life he was always seeking hidden connections and an underlying unity in all things. But nothing of this unity was to be perceived in the piecemeal studies of the school at Staat Ilm, so Froebel's mind, busy for himself, could not work for his master, or along uncongenial lines. Consequently his step-mother decided that he should not devote his life to study; his half-brother she thought more worthy of a university career. Froebel was therefore educated with a view to his filling a business position. This, he mentions in his autobiography, he considered a mistake, namely, that only sufficient education

should be meted out to the child to prepare him for any certain calling.

His own wishes were at last consulted and he was apprenticed to a forester. He wished to be an agriculturist in the full meaning of the word, for he loved mountain, field and forest. He was now fifteen years old. Left to himself in the Thuringian forest, he became intimate with nature, and without scientific instruction, he obtained a profound insight into the uniformity and essential unity of nature's laws. No training could have been better suited to strengthen his inborn tendency to mysticism, and when he left the forest, at seventeen, he seems to have been possessed by the main idea that influenced him all his life. The conception which in him dominated all others was the unity of nature, and he longed to study natural sciences, that he might find in them various applications of nature's universal laws. With great difficulty he gained permission to join his half-brother at Jena, and there, for a year, he went from lecture-room to lecture-room, hoping to grasp that *connection* of the sciences, which had for him more attraction than any particular science in itself. But his allowance was very small, and his skill in the management of money never great, so his university career ended in an imprisonment of nine weeks for a debt of thirty shillings. He then returned home with very poor prospects but much more intent on what he calls a course of self-completion, than in getting on from a worldly point of view. He was sent to learn farming, but was recalled in consequence of the failing health of his father, who died in 1802. And Froebel, now twenty years old, had to shift for himself. It was some time before he found his true vocation, and for the next three and a half years we find him at work, now in one part of Germany, now in another, sometimes land-surveying, sometimes acting as accountant, and sometimes as private secretary. But, in all this, his "outer life" was far removed from his "inner life." "I carried my own world within me," he tells us, "and this it was which I cared for and which I cherished." In spite of his outward circumstances, he became more convinced that a great task lay before him for the good of humanity, and this consciousness proved fatal to his settling down. As yet, the nature of the task was not clear to him, and it seemed determined by accident. While studying architecture at Frankfort, he

became intimate with the director of a model school, who had caught some of the enthusiasm of Pestalozzi. This friend saw that Froebel's true field was education, and he persuaded him to give up architecture and take a post in the model school. His first impression of his newly adopted profession as a teacher was more satisfying, and realized his dream of perfect compatibility between the inner and outer life. He felt, as he expressed it, like a fish in water, in his element, as it were, where he could work zealously, feeling that he was at last using his talents to the best advantage. He visited Pestalozzi (about whom there is very much to know) to learn from him some details of school management before entering on his duties. He was prepared to follow out any suggestions he received there, especially as he remembered being impressed as a child by reading about Pestalozzi; but, although he found very much to admire and adopt, he was disappointed at some of the details. On his return he entered upon his work of love, and was for a time perfectly happy. But this period of contentment was not of long duration. He had an especial talent for arranging curricula, and had been entrusted with the arrangement of the one used in this school, but he found the set rules irksome to follow, and inwardly rebelled; he also felt the difficulty of applying to others the thoughts and theories he had worked out for himself. He had a high ideal of what education should be, and realized the faults of the present system without having enough practical knowledge to entirely correct them. He could not inflict on the pupils the unconnected, unmeaning rules and forms, which he had found so unsatisfying in his own school days. Gruner, the friend who had influenced him, recognized his nervous excitability, and at Froebel's earnest request, released him from his engagement, so that he could pursue his studies. Froebel, however, gave up his plans for the time being and accepted the position of tutor to three lads who claimed his sympathy by the resemblance of their early life to his own. He had full control and liberty to educate them entirely according to his own lights, but, once again, he was not equal to fulfilling his self-imposed task. He, therefore, obtained permission to go with them to Pestalozzi, deciding that his previous visit had been of such short duration that it scarcely enabled him to form a correct estimate. He was prepared to receive thankfully as

truths all that came from the lips of this great and good man. But, although he saw much to admire and copy, he could not accept intact the system of education compiled by Pestalozzi. He could not but admire the large-hearted, benevolent and yet withal, simple-minded man who had an ennobling influence on all who came in contact with him.

But Froebel, besides being good and desirous of being a benefactor to the rising generation, was too much of a genius to become a follower of any man. He was not a hero-worshipper and was capable of detecting weak points in Pestalozzi's system. It lacked *connectedness*, and Froebel's idea of education must include what he missed so much in his own, namely, that the educator should have the power of entering into the child's individuality and thoroughly understanding it, and, by these means, assisting it to think out the problems that vex its mind; instead of, as in his own case, it having to grope in the dark and arrive at its proper sphere of work by many years of comparative waste of time. He considered that the man should use his experience to protect the child from the false step he had made. He believed that by watching a child playing, a very good idea could be formed of its natural inclinations; that after noting these points the good ones should be fostered and the bad ones eradicated by gentle means; that the teacher should be the friend of the child and have its confidence; that he should direct its thoughts, cultivate its natural inclinations to know the why of everything, and above all teach him to observe nature and adapt its truths. These and many more were his thoughts, but he knew that he was deficient in culture and the knowledge of natural science, and that, to be in a position to realize his dream of evolution as applied to education, he must give up his task of teaching the boys and pursue study at some university. So he took up the thread of his university course at Gottingen, whence he proceeded to Berlin. In his autobiography he tells us: "The lectures for which I had so longed really came up to the needs of my mind and soul, and made me feel more fervently than ever the certainty of the demonstrable inner connection of the whole cosmic development of the universe."

But again his studies were interrupted, this time by the King of Prussia's celebrated call "to my people." Though not a Prussian, Froebel was heart and soul a German, and

he therefore responded to the call and went through the campaigning of 1830. His military ardour did not, however, take his mind off education. His soldiering showed him the value of discipline and united action, how the individual belongs not to himself, but to the whole body, and how the whole body supports the individual. .

He now formed a valuable friendship with two young men whose names will always be associated with his. These young men, Langethal and Middendorf, became attached to Froebel in the field and were ever afterwards his devoted followers, sacrificing all their prospects in life for the sake of carrying out his ideas. After the peace of Fontainebleau in May, 1814, Froebel returned to Berlin and became curator of the Museum of Mineralogy, under Professor Weiss.

He intended to become a teacher of natural science, but, before long, wider views dawned upon him. Langethal and Middendorf were in Berlin engaged in tuition. Froebel gave them regular instruction in his theory, and counting on their support, he resolved to set about realizing his own idea of the "New Education." This was in 1816. Froebel gave up his position and set out for Griesheim on foot, spending his last cent on the way for bread. There lived the widow of his brother and her children. He undertook the education of his orphan niece and nephew and also of two more nephews sent him by another brother. With these he opened a school and wrote to Langethal and Middendorf to come and help him in the experiment. Middendorf came at once, Langethal a year or two later, when the school had been moved to Keilhan, which became the Mecca of the new faith.

In Keilhan, Froebel, Langethal, Middendorf and another, a relative of Middendorf's, all married, and formed an educational community. They were persecuted as heretics, but the new education was sufficiently successful to attract notice from all quarters; and when he had been ten years at Keilhan, he published his great work, "The Education of Man."

Four years later, he determined to start other institutions in connection with the parent institutions at Keilhan; and being offered, by a friend, the use of a castle on the Wartensee in Lucerne, he left Keilhan under the direction of Bar, and with Langethal, made a settlement in Switzerland.

The ground, however, was very ill-chosen ; the Catholic Clergy resisted what they considered a Protestant invasion, and the experiment never had a fair chance. The Swiss Government wished to turn to account the presence of the great educator ; so young teachers were sent to Froebel for instruction, and finally he removed to Burgdorf, to undertake the establishment of a public orphanage, and also to superintend a course of teaching for school-masters. There were instituted " conferences," and in his intercourse with the teachers, who came from many places to profit by his instruction, he found that the schools suffered from the state of raw material brought to them. Till the school age was reached, the children were entirely neglected. At Burgdorf his thoughts were much occupied with the proper treatment of young children, and in preparing for them a graduated course of exercises, modelled on the games in which he observed them to be most interested. In his eagerness to carry out his new plans, he grew impatient of official restraint ; and partly on account of the ill-health of his wife, he left Burgdorf. He remained in Berlin a few months, and then returned to Keilhau, and soon afterwards opened the first kindergarten at Blakenburg in 1837. He now described his system in a weekly paper. He also lectured in great towns, and gave a regular course of instruction to young teachers at Blankenburg. But, although the principles of the kindergarten were gradually making way, the first kindergarten was failing for want of funds. It had to be given up, and Froebel, now a widower, carried on his course for teachers during the last four years of his life.

It is in connection with these last years that the man Froebel will be best known to posterity, for, in 1849, he attracted within the circle of his influence, a woman of great intellectual power, the Baroness Von Bulow. These seemed likely to be Froebel's most peaceful days. He married again, and having now devoted himself to the training of women as educators, he spent his time in instructing his class of young female teachers. But trouble came once more. In the great year of revolutions, 1848, Froebel had hoped to turn to account the general eagerness for improvement, and Middendorf had presented an address on kindergartens to the German Parliament. His nephew published books which were supposed to teach socialism ;



the public refused to discriminate between uncle and nephew, and both were accused of advocating "something new." In the reaction which soon set in, Froebel found himself suspected of socialism and irreligion, and in 1861 an edict was issued forbidding the establishment of kindergartens. All protest was in vain, and the edict remained in force till ten years after Froebel's death. This proved to be Froebel's death-blow.

### **Editorial Notes and Comments.**

IN the annual report of McGill University, referred to on another page, the following passage has especial reference to the professional training of teachers in the Province of Quebec. The report says: "By a recent resolution, the Protestant Committee of the Council of Public Instruction has provided that, with a few exceptions specially reserved to the action of the Committee itself, diplomas to Protestant teachers shall henceforth be issued only after a course of training of at least four months' duration, received in the normal school. In all probability the result will be a much increased attendance at that institution during the last four months of the annual session. In consequence, three difficulties of grave import arise: first, the class-room accommodation of the building is scarcely adequate to the reception of, perhaps, one hundred additional pupils; secondly, the teaching staff is numerically too weak to meet the increase of labour involved, while there is no means at the disposal of the normal school committee for providing help; and thirdly, suitable lodgings for a large number of women students, who will remain in the city for four months only, are not available at a moderate price. It is not too much to say that the situation constitutes an impending crisis in Protestant popular education in the province."

—JUST at this time the citizens of the countless cities, towns and villages of the British Empire are discussing the form which their particular celebration of the Queen's diamond jubilee is to take. At the last meeting of the Protestant Board of School Commissioners of Montreal, the members decided on the manner in which this great event is to be commemorated by the eight thousand pupils under their control. The festivities are to take place on the 18th

of June. According to the plans made by the Board, the children will be transported free from all parts of the city to the M. A. A. grounds by special arrangement with the Street Railway Company. There will be the singing of the National Anthem and other loyal and patriotic songs; the waving of flags, and the saluting of the colours. At the close of the proceedings, each pupil will receive a commemorative medal, specially struck for the occasion.

We suppose that many of our teachers have spoken to their pupils of the event which is to be celebrated throughout the civilized world on June 20th next, if Providence spares till then our gracious Queen, "long to reign over us." The opportunity should not be lost for instilling into the minds of the children, that patriotism which inclines to foster love for their Queen and country rather than to stir up hatred of those of another race. Let the teachers examine with their pupils the life and long reign of Queen Victoria, and let them decide how they would best like to celebrate or commemorate her diamond jubilee. We have no fear that it will be at all difficult to arouse a keen interest in the history of the last sixty years, as well as a proper spirit of patriotism—one not unalloyed with a cosmopolitan love for all men of whatever race or speech.

—IN passing his veto on the recently proposed "immigration restriction bill," ex-President Cleveland said with regard to the education test provision thereof: "It is proposed by the bill under consideration to meet the alleged difficulties of the situation by establishing an educational test by which the right of a foreigner to make his home with us shall be determined. Its general scheme is to prohibit from admission to our country all immigrants physically capable and over sixteen years of age who cannot read and write the English language or some other language, and it is provided that this test shall be applied by requiring immigrants seeking admission to read and afterwards to write not less than twenty or not more than twenty-five words of the constitution of the United States in some language, and that any immigrant failing in this shall not be admitted, but shall be returned to the country from whence he came, at the expense of the steamship or railway company which brought him. The best reason that could be given for this radical restriction of immigrants is the necessity of protecting our people against degener-

ating, and saving our national peace and quiet from imported turbulence and disorder. I cannot believe that we should be protected against these evils by limiting immigration to those who can read and write, in any language, twenty-five words of our constitution. In my opinion it is infinitely more safe to admit a hundred thousand immigrants who, though unable to read and write, seek among us only a home and an opportunity to work, than to admit one of those unruly agitators and enemies of governmental control who not only read and write, but delight in arousing by inflammatory speech the illiterate and peacefully inclined to discontent and tumult. Violence and disorder do not originate with illiterate labourers. They are rather the victims of the educated agitator. The ability to read and write, as required in this bill, of itself affords, in my opinion, a misleading test of contented industry, and supplies unsatisfactory evidence of desirable citizenship or of a proper appreciation of the benefits of our institutions. If any particular element of our illiterate immigration is to be feared for other causes than illiteracy, these causes should be dealt with directly, instead of making illiteracy the pretext for exclusion, to the detriment of other illiterate immigrants against whom the real cause of complaint cannot be alleged." As an exchange remarks, Mr. Cleveland is evidently of the opinion that moral character is worth more than mere ability to read, write and cipher.

—THE theory of education rests on two pillars. One is the study of ideals of civilization and the demands of the institutions in which the future man or woman is to live his or her life; the other is the study of the child in order to discover in him what rudimentary tendencies there are, favourable or unfavourable to culture, and to ascertain the best methods of encouraging the right tendencies and suppressing the wrong ones. It naturally happens that some of the most enthusiastic investigators would persuade themselves that child study is all that is necessary to furnish full data for the founding of a complete theory of education. Such persons borrow from other investigators—or oftener from the current practice about them—their opinions regarding the branches of study, their co-ordination or subordination, and they borrow, moreover, from the teachers who have taught the traditional branches in school for the most part the methods which have been dis-

covered to teach effectively these branches. A little consideration will lead one of them to the conviction that the course of study, the needs of civilization, and the art of teaching should require new investigations made with the same thoroughness and persistence that now characterize the exploration of the field of child study.—*W. T. Harris.*

—SPEAKING of this "child-study," of which so much is being said and written at the present time, we think that there is a great deal of truth, and, what is more, common sense, in the following utterance of the Superintendent of Schools for Iowa. "If child-study degenerates into a fad, if it consists in measuring the length of the child's nose, and putting it down in a table, in discovering just how many times he winks his eye in a given number of seconds, I cannot see the use of it. If on the other hand it is so conducted as to enable the teacher to deal with the child as an individual, to so direct his studies that he may get the greatest possible benefit from his advantages, and thus make the most of himself, then it is worthy of careful thought and attention on the part of the teacher. Phillips Brooks says that one man takes a block of granite from the quarry and fashions it into a statue, another takes a block from the same quarry and makes a door-stone of it. The one is an artist, and the other the artisan. If child study enables an artisan to become an artist, or converts a blunderer into a respectable artisan, it deserves encouragement from every progressive teacher. And this is what it can be made to do when competent persons control it."

### Current Events.

THE annual report of the governors and principal of McGill University for the year 1896, gives some interesting information concerning the institution. From it it appears that 184 degrees were granted in course at the close of the last session, and that 137 diplomas were granted by the Superintendent of Public Instruction to pupils of the Normal School; of these 13 were Academy diplomas, 61 Model School and 63 Elementary. In the June examinations for Associate in Arts, held at 34 centres, 206 candidates presented themselves, of whom 134 passed. Many of these fulfilled the requirements for matriculation in the various faculties. The total number of students attending

classes in the college is 1059, of whom 380 are in the Medical Faculty, 392 in Arts and 220 in Applied Science. There are 134 teachers in training at the McGill Normal School. Reference is made to the munificence of Mr W. C. McDonald, through which a department of agriculture has been established in connection with the Faculty of Applied Science. Mr. McDonald is also providing the college with a magnificent new building for the departments of chemistry and mining. The mining and metallurgical laboratories alone will have a floor space of 10,000 square feet, and will be supplied with the most recent appliances for the milling and metallurgical treatment of ores. A considerable re-organization of work has taken place in the classical department, where it is confidently expected that improved results will speedily be obtained. General interest in classics as a subject of study is being stimulated in several ways, and especially by the institution of a classical museum.

Referring to the action of the college authorities in doing away with the former system of exemption from fees, the report says:—In the past session thirty-seven partial “exemptions from fees” were given to students, in some cases in competition, in others as benefactors’ scholarships and as aids to theological colleges. These have been given principally to students from the country. Having regard to the financial condition of the university, the governors thought it right recently to pass a resolution enacting that all such “exemption from fees” shall henceforward cease. It is hoped that in time to come their place may be taken by an increased number of scholarships awarded as the result of a general competition among the schools of the province and Dominion.

—THE special committee appointed by the Faculty of Arts of McGill University for the revision of the Arts course drafted a scheme of studies which has been approved by the Corporation. The changes are of sufficient importance to warrant us in giving them at some length. Speaking of the revised curriculum, the governors’ report says that it “assumes that new subjects, such as economics and political science, will be introduced as soon as the necessary funds can be provided. The strengthening of existing departments is also a prime necessity of the situation, and much could be done to make the course at McGill increasingly

sought after by offering additional tutorial instruction—apart from professional lecturing—during the first two years of the arts curriculum. The last two years it is proposed to organize on lines which shall provide, where desired, a natural transition to work in the faculties of medicine, law, or applied science. It is also being borne in mind that the university will not be completely fulfilling its proper functions till the opportunities of graduate work in the several departments have been largely extended and increased." It is said that the general nature of the changes is to simplify the curriculum by reducing the number of subjects required in the first two years, with the hope of attaining a higher standard of work. The intermediate examination, taken at the end of the second year, is expected to secure that the student shall have laid the basis of a sound general education, and be prepared to specialize in selected subjects. Accordingly, in the third and fourth years, the widest freedom of option will be allowed, each candidate being required to take up five subjects in all, of which not more than three shall be taken in one year.

In connection with the matriculation examination, Greek is made optional, and the subjects required are, (1) English; (2) Latin or Greek; (3) Mathematics; (4) Greek or Latin or a modern language; (5) Elementary Science or a language not previously taken. If a candidate elects to take only one classical language, he will be required to take two modern languages or a higher standard in mathematics. Except in special cases candidates will not be admitted under sixteen years of age. The second year matriculation examination is abolished, but provision is made for the admission of students with special claims on the recommendation of a standing committee.

The first year subjects are reduced to five, and are intended to be a continuation of those required at entrance. They are: (1) English; (2) Latin or Greek; (3) Mathematics; (4) Greek or Latin or a modern language; (5) Physics. Physics is a new subject in the first year, and has been found necessary as an introduction to all the branches of science taken up later in the course. In the second year options begin to be introduced, but only to a small extent. The subjects are: (1) English; (2) Latin or Greek with any three of the following:—(1) Chemistry; (2) Logic and Psychology; (3) Mathematics (including Dynamics); (4) Greek or Latin or a modern language.

In the third and fourth years the student is allowed a free choice of the subjects he prefers, which must be five in number, three in one year, and two in the other. The number of subjects is to be very largely increased, and the final schedule has not yet been absolutely decided upon, as it will probably involve a considerable increase of the present staff. It is proposed that under the heading of languages, for instance, a candidate should be at liberty to offer, besides the usual classical and modern languages, Sanskrit, Italian or Spanish. Political science, economics, and theory of education are suggested as additions to the department of philosophy. Botany and physiology will probably form part of a biology group in the near future. A candidate in the law faculty will be allowed to take several of his law subjects in the third and fourth years of his arts course.

The honours subjects are practically the same as before and may not be taken up till the third year. Advanced sections may, however, be formed during the first and second years in any subject, with a view to preparation for the honour courses, but no exemptions in other subjects will be allowed on this account.

—In the Recorder's Court, Montreal, the other day, a clerk was accused of having allowed one of his children to attend a city school while another was sick at home with the measles. In consequence of this twelve other school boys had contracted the disease. The Board of Health entered the action at the special request of the Protestant Board of School Commissioners, who were determined to make an example of the offender, so as to prevent a repetition of such an offence. The defendant was found guilty and a fine of one dollar and costs or one month's imprisonment was inflicted.

—THE students of McGill College were eminently successful in their production of a Latin play, the *Rudens* of Plautus, which they gave in the Academy of Music, Montreal, last month. Principal Peterson, Professor Eaton and the members of the Classical Club bestowed the greatest of care on every detail, and the unanimity and devotion of all concerned ensured the success of the presentation. In connection with this "event" in McGill's history, the members of the cast presented Dr. Eaton with a handsome silver mounted cane. They took this occasion to refer to the time and labour which Dr. Eaton had bestowed upon

the production of the classical play, his untiring energy having much to do with making it the success it was.

—TEACHERS have many difficulties to contend with and meet with some hard experiences in the course of their professional careers, but the news comes from Ontario of a novel one in the case of the teacher of the public school at Donaldson's Mills. This teacher did not fall foul of the school board nor did he have trouble with his pupils or their parents, but, so we are told, when returning to his home a few nights ago by a short cut through the woods, was chased to the door of his home by a wolf. The house-dog attacked the wolf and was killed. The teacher then belaboured the animal with a club and succeeded in dispatching it.

—THE University of Chicago is one of the largest endowed universities in the world, and yet, it seems that it has been running behind at the rate of \$250,000 a year in the matter of expenses. Things had come to such a serious pass that President Harper offered his resignation. This event, which would have been a serious blow to the institution, has been prevented by Mr. John D. Rockefeller, who founded the university and has already given it some \$8,060,000, again coming to the rescue with a promise of \$10,000,000 more. This, with other gifts, makes a total of about \$23,000,000, and should ensure the continued existence of the university. This gift was made conditional on Dr. Harper's remaining at its head. Mr. Rockefeller has also given a sum of \$40,000 to Mount Holyoke College, for a dormitory.

—THE Pittsburg, Pa., principals, at their February meeting, considered the matter of dropping from the course in arithmetic a number of subjects, including exchange, compound proportion, bonds, progressions, scales of notation, etc. The prevailing opinion was that this should be done, that unpractical problems be eliminated, that the work, in denominate numbers especially, be simplified, and that greater speed and accuracy in the fundamental operations be required. A committee was appointed to revise the arithmetical requirements of the course of study. An exchange says: This is a sensible undertaking. There is too much time wasted in arithmetical nonsense. A radical revision of the course of study is needed. The example of the Pittsburg principals is worth following in other places.



—IN the public schools of Boston 1,600 scholars are daily provided with hot lunches. The food is prepared at a central kitchen, whence it is distributed by expresses to the various schools. This system is found to be entirely satisfactory. The variety of food is quite large, and the prices very moderate. For 5 cents a choice of dishes is offered, while for 10 cents the sum of all local epicureanism may be reached.

—UNLESS the board of supervisors grants a relief appropriation the public schools of San Francisco will, in all probability, be closed in May. The new school board finds itself handicapped with a deficit of over \$90,000, and it seems that the only way out of the difficulty is to deprive the teachers of a month's salary. This may be done by closing the schools for a month, or by making an agreement with the teachers to work for a month, and take their chances of being paid at the beginning of the next fiscal year from a special proportion.—*The School Journal*.

—THE last Arkansas Legislature appropriated \$10,000 a year for the maintenance of a four weeks' summer normal school in all the seventy-five counties. Sessions have been well attended and have proved stimulating to the teachers of the State.

—THE report of the syndicate appointed by the University of Cambridge to consider the question of granting degrees to women, has been presented to the university authorities. Though the committee are not in favour of admitting women to membership in the university, they recommend that the degree of Bachelor of Arts be conferred by diploma upon women who have passed the final tripos, and that in due course such women may proceed to the degree of Master of Arts. The committee also decides that the university may grant honorary degrees in arts, law, letters, science and music to women who have not complied with the usual conditions but who have been recommended for such degree by the Council of the Senate.

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

MORALS AND MANNERS.—Questions for younger pupils to answer :

1. What should you say when you meet a friend in the morning? In the afternoon?

2. What should you say when you part from a friend ?
  3. What should you say when you receive a gift or a favour ?
  4. What should you say when you wish to leave the table before the others ?
  5. What should you say when you pass before another ?
  6. What should you say when a friend thanks you ?
  7. What should the boys do when they meet ladies and gentlemen on the street whom they know ?
  8. What should you do when you have injured something belonging to another ?
  9. What should you do when you have lost something belonging to another ?
  10. What should you do when a new pupil comes to school ?
  11. What should you say when you ask a favour ?
  12. How should you treat any schoolmates or any people who are lame, or have other troubles from which they can never recover ?
- Ans.*—I should never mention these troubles to the people who have them, but by being very kind help the people to forget them.
13. What should you do when anyone near you falls or gets hurt ?
  14. What should you do when one of your classmates makes a mistake ?
  15. What should you do when you find something that belongs to another ?
  16. How can you make yourself a pleasant visitor to a little friend ?
  17. How can you make it pleasant for a little friend to visit you ?
  18. How can a child make himself liked by children younger and weaker than himself ?
  19. How should a child treat animals ?
  20. How should a child behave in public places ?—

*N. Y. Journal.*

**SPELLING.**—John S. Stoddard, writing in *The New Education*, says :—

I wonder if good spellers, like poets and great men, are “born and not made.” When we consider how easily many people master this study, and the “awful” time others have to become even ordinary spellers, we almost

believe they are. I am fully persuaded in my own mind, however, that all can learn to spell if they will, just as they become proficient in other branches of study. Of course "no royal road to learning" includes spelling; and much hard work may be the price necessary for some to pay in order to become a good speller. I think it was Gibbon who said: "What men call genius is only the result of hard work," and therefore all who are able to work may become geniuses. Methods of learning and of teaching spelling have a great deal to do with the progress made. I am glad that the old-time method of poring over the spelling book has been largely relegated to the rear, and that "a more excellent way" has been discovered—that is, studying the word as well as the letters which compose it. The child can help himself greatly by turning every opportunity into a spelling lesson, where he has to do with words at all. In reading, for instance, every part of the word should be carefully noticed as much for its spelling as for pronunciation. After a time this habit will not retard the rapidity of the reading, as any proof-reader will tell you.

—A WRITER in the *School Journal* gives the following hints on how to make an improvised writing board for the class-room:—

In the school, where blackboard room is at a premium, the teacher can, with a little extra work and at a comparatively small cost, make a few yards more than is already in the school-room. Take extra heavy canton flannel of the required length and width, and tack firmly and smoothly to surface to be utilized, placing the cloth nap down. Do not put any tacks in it, under the part to be used as writing surface, as they quickly wear through. Over the canton flannel tack common opaque window shading, which can be bought almost anywhere at twenty cents per yard. Dark green is preferable. Here you have a writing surface, at a small cost, which is equal to any, and superior to many of the painted boards usually found in country districts. If moulding cannot be obtained, to give the "board" a finish, take Autumn leaves, press them with a warm flat iron previously rubbed over wax, and pin them or tack them along the edges. This gives a "decorated" look to the board. The leaves will retain their color and shape for many months. If Autumn leaves are not obtainable, small cards may be strung on fine wire, or tacked up.

—THE following stories for reproduction will be found useful in connection with the younger classes in English :—

#### WHAT THE SPIDER TOLD.

“ I was spinning a web in the rose vine,” said the spider, “ and the little girl was sewing patchwork, on the doorstep. Her thread knotted and her needle broke, and her eyes were full of tears. ‘ I can’t do it,’ she cried. ‘ I can’t ! I can’t ! ’

“ Then her mother came, and bade her look at me. Now, every time I spun a nice silky thread, and tried to fasten it from one branch to another, the wind blew and tore it away.

“ This happened many times, but at last I made one that did not break, and fastened it close, and spun other threads to join it. Then the mother smiled.

“ ‘ What a patient spider ! ’ she said.

“ The little girl smiled too, and took up her work. And when the sun went down there was a beautiful web in the rose vine, and a square of beautiful patchwork, on the step.”—*Babyland*.

#### A FABLE.

“ How cruel the woodmen are ! ” cried a Pine as loudly as she could with that soft voice of hers. “ See what they are doing to our grove ! Half our number are killed, and of all their glory nothing remains but a few stumps. The squirrels have not visited us for weeks ; what will all the birds who used always to live among us, and the tender flowers that cannot bear the heat of the great sun, do when they return and find that we are dead ? I *will not* be cut down,” and the Pine shook her boughs with anger till half her cones fell to the ground.

“ Do you remember the children who came for flowers and nuts ? ” said an Oak. “ Yes, bless their bright faces, I do ! ” replied the Pine.

“ Well, these same little folks live down there in the great farm-house and will suffer with this winter weather unless we make a bright fire for them.” “ They may have all my cones,” said the Pine more softly than before.

“ Yes, but they would last so short a time ; think of it ; ” said the Oak. Then the Pine fell into a reverie and was silent for a long time ; what her thoughts were I cannot

tell you, but her neighbours, the maples and hemlocks, heard her that night singing a more beautiful hymn to the wind and the stars than ever before ; and when morning came, and brought the men with their axes, she beckoned with all her boughs till one of them, though he did not understand her, cried, " Here is a fine tree, let us cut this first of all." —*Ex.*

#### BETTER WHISTLE THAN WHINE.

As I was taking a walk, I noticed two little boys on their way to school. The smaller one stumbled and fell, and, though not much hurt, he began to whine in a babyish way—not a regular roaring boy-cry, as though he were half killed, but a little cross whine.

The older boy took his hand in a kind, fatherly way, and said :

" Oh, never mind, Jimmy ; don't whine ; its a great deal better to whistle." And he began in the merriest way a cheerful boy-whistle.

Jimmy tried to join the whistle. " I can't whistle as nice as you, Charlie," said he, " my lips won't pucker up good."

" Oh, that is because you have not got all the whine out yet," said Charlie. " But you try a minute, and the whistle will drive the whine away."

So he did, and the last I saw or heard of the little fellows they were whistling away as earnestly as though that was the chief end of life.—*Early Dew.*

—ASK your pupils in grammar to copy the following sentences, filling the blanks with some form of *lie* or *lay*.

1. The cat is——on a mat.
2. Please——the book on the table and let it——there.
3. Has the horse——here long ?
4. I must——down to rest.
5. These books have——here two days.
6. You——in bed late yesterday morning.
7. I——the pointer on the table yesterday and it——there now.
8. The men were——brick when we passed the house.
9. Will you——on the sofa if I get a pillow ?
10. The doll was——on the porch by the child.

—Do not explain what you pupils already know. Give no muddy explanations to conceal your ignorance. Do not ask pointless questions, or such as can be answered by

“yes” or “no.” Wake up their minds by plain, pointed questions that require some mental effort on their part to answer them.

—A READER of the *Teachers' Institute* asks advice on the following points: In a large school, the boys have been in the habit of occasionally putting upon the floor the ends of that kind of matches which crack when lighted or stepped upon. They are not easily seen because they are so small and are placed there for the purpose of causing a disturbance in school-time. It has been practised both by large and small boys.

It is *very* difficult to detect the offenders as they do not hesitate at falsehoods if necessary to clear themselves and all stand by each other.

1. How can the guilty ones be found out “for sure”?
2. How should the large boys and (3) the small boys be dealt with?

To these questions, the *Institute* replied:

This evil must, as the doctors would say, be reached through a general toning up of the system. In schools whose pupils all take a pleasure in their studies and a pride in the order of the classroom, such disturbances do not occur, or are immediately frowned down without the teacher's intervention. But unless you are a born teacher you will never have such a school until you go to work with a will to make yourself a teacher—a real teacher we mean. To do this you will have to master more or less of the scientific side of teaching on the one hand; and on the other you will have to bring yourself into close and friendly relations with your pupils. A sympathetic insight into their thoughts and motives would soon divulge to you that successful teaching always appeals to the interest of the pupils. There are those who have orderly schools without doing any teaching worthy of the name, but you are evidently not successful as an autocrat. Let your first business be to enlist a majority of your pupils (including the ring-leaders of mischief) on the side of law and order for the sake of good work in the school. Then, if nothing offensive is done by you or your allies, the minority will come over. But you must be a good general.

## Books Received and Reviewed.

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

*Current History*, for the fourth quarter of 1896, only emphasizes the value of this estimable work of reference. We are still of the opinion that no library that pretends to be modern should be without it. Here we find condensed into a few hundred pages a complete history of the world for the last quarter of the year that has just passed. The November Elections in the United States, the Cuban Revolt, the Venezuelan Treaty, the Manitoba School Settlement are among the important events which are discussed from the point of view of a disinterested and intelligent observer. *Current History* is published in Buffalo, N. Y., at \$1.50 per annum.

In the *Atlantic Monthly* for March there is a valuable paper on "The Arbitration Treaty," by John Fisk. In "Mr. Cleveland as President," Professor Woodrow Wilson gives a non-partisan review of Mr. Cleveland's two administrations and estimates his probable place in history. "The Rational Study of the Classics" is a strong plea for the classics as literature. Blanche Willis Howard, after a silence of some years, tells a delightful little story called after its hero, "Marigold-Michel."

The March issue of the *Ladies' Home Journal* is an excellent number of an excellent periodical. The great personal event described this month is "When Lincoln was first Inaugurated." The editorial contributions, including the various departments, are, as usual, full of interesting information for all kinds of readers.

The *Canadian Magazine* scores another success in the March number. Hon. J. W. Longley contributes an article on "What Shall the Tariff be," in which he inveighs strongly against trusts and special privileges. David Christie Murray continues his series of papers with a chatty discussion of George Meredith and Hall Caine. Still another of our Canadian Universities, that of Manitoba, is graphically described; while there are several exhaustive book-reviews. It is gratifying to learn that the *Canadian* continues to prosper.

**Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, February 24th, 1897.

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

Present : R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; George L. Masten, Esq. ; the Reverend Principal Shaw, D.D., LL.D. ; A. Cameron, Esq., M.D. ; 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, M.A., LL.D. ; E. J. Hemming, Esq., D.C.L., Q.C. ; the Very Reverend Dean Norman, D.D., D.C.L. ; the Reverend Elson I. Rexford, B.A. ; S. P. Robins, Esq., LL.D. ; and N. T. Truell, Esq.

The minutes of last meeting were read and confirmed.

The death of Mr. McArthur having been announced by the Chairman, the following resolution was moved by N. T. Truell, Esq., and seconded by the Lord Bishop of Quebec : " The members of the Protestant Committee of the Council of Public Instruction take this opportunity of expressing their sorrow at the decease of Peter McArthur, Esq., a respected member of said Committee, and their sympathy with the family of the deceased in its great affliction."

It was moved by the Lord Bishop of Quebec, seconded by the Reverend A. T. Love, and resolved, " That this Committee desire to express to Dr. Harper, Inspector of Superior Schools, their heartfelt sympathy with him in his sad bereavement by the loss by death of a daughter, as reported in to-day's *Morning Chronicle*." Carried.

Petitions from members of the Congregational Club resident in Montreal, Granby, Sherbrooke, Cowansville and Danville were submitted, asking that the Committee elect the Reverend Professor Warriner, B.D., or Mr. S. P. Leet, B.C.L., to replace the late Mr. McArthur. A letter from W. J. Simpson, Esq., M.P.P., suggesting the name of N. T. Truell, Esq., was also read.

It was then moved by Dr. Hemming, seconded by Dr. Shaw. " That the matter of the election of an associate



member in the place of Mr. McArthur, lately deceased, be deferred to the next session of the Committee." Carried.

A resolution of the Provincial Association of Protestant Teachers, asking that the days of annual meeting of said association be declared holidays in public schools, was read.

It was moved by the Reverend Dr. Shaw, seconded by the Very Reverend Dean Norman, and resolved: "That regulation 150 of this Committee be amended by adding the following as 150a: The two days upon which the Protestant Teachers' Association of the Province of Quebec holds its annual convention shall be holidays for those teachers who, having notified their respective school-boards in writing of their intention at least three clear days in advance, actually attend such convention."

A letter from the Reverend Principal Adams, concerning students in pedagogy, was considered.

Moved by Dr. Robins, seconded by His Lordship the Bishop of Quebec: "That teaching for forty half days in Bishop's College school, in the Lennoxville model school, in the Sherbrooke central school, in Sherbrooke academy or in the St. Francis College, be accepted as the practical preparation for receiving academy diplomas by university graduates, provided that satisfactory certificates of attendance and competence, on a form to be furnished by the mover, be signed by the headmaster of the school concerned."

It was further agreed "that graduates, who have had at least one year's experience in a public school in this province, should be exempt from the forty half days' teaching upon the production of similar certificates, according to a form prepared by Dr. Robins and signed by an inspector of schools."

A letter from Miss Pitcher, of Stanstead, asking that German be made an optional subject in the second and third grades of the academy work, was read and referred to Dr. Peterson and Dr. Robins for report.

A petition from the school board of Aylmer, in relation to the withholding of the superior education grant, was read, and upon motion of Dr. Cameron and the Lord Bishop of Quebec, it was resolved to give the sum of one hundred and fifty dollars for the academy work of last year.

Several letters from Mr. A. S. Walbridge were submitted concerning the grant to Mystic model school. On motion

of the Reverend E. I. Rexford and the Dean of Quebec, the matter was referred to the Department for decision.

Inspector Gilman having reported favorably in regard to Lapêche school, it was agreed that model school papers should be sent to that school in June, with a view to placing it upon the model school list.

Mr. H. A. Connolly, M.A., applied for permission to receive a first class academy diploma after satisfactorily completing his course in pedagogy under Dr. Robins in Bishop's University. Application granted.

The Secretary reported that he had received and deposited the sum of fifteen hundred dollars for the year 1896-97, which had been set aside by the Government for the contingent expenses of the Protestant Committee.

Dr. Robins stated that he had received application from the New Jersey State Board of Education for reciprocal acceptance of diplomas by the New Jersey Normal School and McGill Normal School.

He moved, seconded by Mr. H. B. Ames, that the application be remitted to the Reverend Dr. Shaw and Dr. Robins, with instructions to examine the question and report at the next meeting of the Protestant Committee. Carried.

The report of the sub-committee on text-books was read and adopted.

Moved by the Reverend Mr. Rexford, seconded by Mr. Masten : " That the text-book committee be instructed to consider text-books in English, Latin and Greek, and to report at next meeting of the Committee." Carried.

The special sub-committee appointed to deal with the Educational Book Company submitted its report with a draft of an agreement with said Company.

It was moved by Dr. Robins, seconded by the Reverend Mr. Love : " That the report and accompanying agreements be adopted, provided the following verbal changes be secured :

1st. In paragraph 3 of agreement of December 5th, 1896, the word " authorized " be superseded by the word " recommended."

2nd. In the same paragraph the words be eliminated, " which cannot prejudice," to and including the words " such conditional authorization."

Moved in amendment by Mr. H. B. Ames, seconded by Dr. Cameron : " That the report of the sub-committee be referred back to them with the request that a new agreement be secured in place thereof with certain alterations and elisions as per amended copy herewith attached."

Moved as a sub-amendment by the Reverend Elson I. Rexford, seconded by Mr. Truell : " That the agreement be considered clause by clause."

The amendments having both been put and lost, the main motion was carried on division.

The agreement in its amended form is as follows : It is agreed. 1st. That of the Canadian Readers published by the said Company, Nos. 2 and 3 being deemed satisfactory except so far as some minor points in systems of spelling and punctuation are concerned shall, if otherwise approved by the said representatives, be supplied to the trade in the Province of Quebec within fifteen days of notice given by said representatives, and that No. 4, modified as required by the text-book committee, shall be placed upon the market during the first week of January, 1897.

2nd. With regard to superseding the old edition of the Readers with the new, this shall proceed as rapidly as possible by correspondence with the trade and also by a requisite number of supplements being sent free to the schools of the Province.

3rd. With reference to Gage's System of Vertical Writing, the representatives of the Protestant Committee find that the series of copy books in said system were unconditionally recommended by the Protestant Committee at its meeting in September, 1895. Requirements were made of further change in November, 1895. These exactions the Book Company has largely met.

In view of these facts the approval of the Lieutenant-Governor in council, should be secured, and the authorization of the series of copy books should be communicated by the Secretary to all persons concerned.

In view of the foregoing declaration and agreement, the Educational Book Company abandons its proceedings at law against certain members of the text-book committee, recently instituted.

Moved by Mr N. T. Truell, seconded by Mr. H. B. Ames, " that the special committee be requested to call the atten-

tion of the Educational Book Company to the terms of their original offer of 12th February, 1895, with the view of securing a free exchange of new books for old, as therein promised." Carried.

The sub-committee on professional training submitted its report, and was continued.

The sub-committee on legislation reported that the revision of the school-law had been completed as far as the pension act, but that the work had been conducted in French, and that the Secretary's notes of proposed amendments were likewise in French.

It was moved by the Reverend Dr. Shaw, seconded by Mr. S. Finley, "That the report be adopted, and that we respectfully request that the Government place copies of the amendments to the Code in English in the hands of the members of this Committee, as necessary in the interest of the English-speaking people of the Province, to a proper dealing with the matters involved." Carried.

Resolved, "That article 40 of the regulations of the Protestant Committee be amended by inserting the words: "The 'McGill Normal School or by " before the word "extra-provincial" in the second line of the article; and by inserting the words "or a higher diploma" after the word "examiner" in the third line of the article, and by inserting the words "Normal School or" before the word "extra-provincial" in the fifth line of the said 40th article; and also by inserting the words "Normal School or" before the words "extra-provincial diploma" in paragraph (a).

Dr. Shaw prepared and submitted the following report:

The Protestant members of the Council of Public Instruction report to this Committee that a meeting of the Council of Public Instruction was held yesterday, at which a communication was submitted from the Government stating that from a special grant recently made by the Legislature of \$50,000 in aid of elementary schools, \$3,000 are applied to the pension fund, \$14,000 are awarded as bonuses to teachers, and \$10,000 are added to the poor municipality fund for the current year. The Council resolved that the latter two amounts be divided between the two Committees, Roman Catholic and Protestant, according to the respective populations at the last census. The report was received.

## FINANCIAL STATEMENT PROTESTANT COMMITTEE.

*Receipts.*

1896.		
Nov. 29th.	Balance on hand.....	\$3,048 35
1897.		
Jan. 11th.	Government grant for contingencies .....	1,500 00
		<hr/>
		\$4,548 35
		<hr/> <hr/>

*Expenditure.*

1896.		
Dec. 1st.	Inspector of superior schools, salary and travelling expenses .....	\$ 325 00
	Secretary's salary for quarter.....	62 50
1897		
Feb. 26th.	Cash on hand as per bank book.....	4,160 85
		<hr/>
		\$4,548 35
		<hr/> <hr/>
Feb. 26th.	Contingent debit balance to date...	\$ 904 69

*Special Account, 55-56 Vict., c. 61.*

1897.		
Jan. 7th.	From Treasurer City of Montreal...	\$1,000 00

*Contra.*

Feb. 3rd.	Principal Robins for Normal School..	\$1,000 00
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Moved by the Reverend Dr. Shaw, seconded by the Reverend Mr. Love: "That a special committee, consisting of Messrs. Ames, Kneeland and Truell, be appointed to prepare a scheme for the distribution of that portion of the special grant of \$14,000 which falls to this Committee, said sum to be presently received from the Government for the purpose of improving the condition of elementary school teachers." Carried.

The rough minutes having been read, it was agreed to hold the next meeting on the 21st day of May, or earlier on the call of the Chairman.

GEO. W. PARMELEE,  
Secretary.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 31st December last (1896), to make the following appointments, to wit:

*School Commissioners.*

County of Brome, Bolton East:—Mr. Horace Stewart Greene, to replace Mr. Edgard A. Wedge, absent.

County of Gaspé, Clorydorme:—The Rev. Mr. G. W. Frève, to replace Rev. Mr. E. Dufour, absent.

9th January, 1897.—To appoint Mr. Zéphirin Charette school commissioner for the municipality of Sainte Agathe des Monts, county of Terrebonne, to replace the Rev. Mr. S. A. Moreau, absent.

30th January.—To appoint Mr. Noël Lebœuf, school commissioner for the municipality of Sainte Philomène de Fortierville, county of Lotbinière, to replace Mr. Évangéliste Lebœuf, absent.

3rd February.—To appoint Mr. Ignace Sirois, school commissioner for the municipality of the parish of Saint André, county of Kamouraska, to replace Mr. Pierre Caron, absent.

5th February.—To appoint the Reverend T. B. Jeakins, school commissioner for the school municipality of the village of Huntingdon, county of Huntingdon, to replace the Reverend Dr. Muir, who has resigned.

## THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

## THE DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, 10th March, 1897.

The next examination of candidates for teachers' diplomas will open Tuesday, 29th of June next, at 9 a.m.

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

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

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

Candidates will please note *that no applications will be received after the time prescribed by law, namely, the 14th of June.*

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

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

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

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

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

*Three things* are to be enclosed with the application :—

(1) A certificate of baptism or birth, giving the place and the exact date of birth. Note that the mere statement in the application is not sufficient unless you have already sent a certificate when applying for another diploma. In such a case refer to the year in which the certificate was sent, or mention the date of your diploma. An extract from the register of baptism, or, when this cannot be obtained, a certificate signed by some responsible person, must be submitted with the application. Candidates who are eighteen years old before or during the year 1897 are eligible for examination in June next. *Candidates under age are not admitted to examination.*

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

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



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

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

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

Upon receipt of the application with certificates and fees, the Secretary will mail a card of admission to the examination to each candidate. This card must be presented to the deputy examiner on the day of examination. Each card is numbered, and at the examination candidates will put their numbers on their papers, instead of their names. Great care should be taken to write the numbers legibly and in a prominent position at the top of each sheet of paper used.

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

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

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

candidate who is entitled to exemptions. See regulation 41 in the new edition of the Manual of School Law.

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

Optional papers will be set in French, so that candidates may take either the French prescribed in the syllabus or that taken in grade one academy for elementary diploma, or in grade two academy for model school diploma. In the literature for academy diploma either "Julius Caesar" or "Richard the Second" will be accepted.

The diplomas granted in 1897 are subject to the following conditions :

- (a) Third class diplomas are valid for one year only.
- (b) Second class elementary diplomas do not lapse, and are good for any elementary school.
- (c) A second class elementary, model school, or academy diploma does not qualify the holder to take charge of a department of the corresponding grade in a superior school.
- (d) The holder may act as assistant, or may take charge of a department lower than the grade of his diploma.
- (e) First class diplomas are granted only after attendance at McGill Normal School, or after successful teaching as provided in regulations 37 and 56.

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

	Elementary.	Model.	Academy.
Tuesday, 9-12.	{ Reading, Writing, Dictation ; Arithmetic.	Reading, Writing, Dictation ; Arithmetic.	Reading, Writing, Dictation ; Arithmetic.
Tuesday, 2-5.	{ Grammar and Composition ; Literature.	Grammar and Composition ; Literature.	Grammar and Composition ; Literature.
Wednesday, 9-12.	{ History, Scripture and Canadian ; Geography.	History, Scripture and English ; Geography.	History, Scripture and English ; Geography.
Wednesday, 2-5.	{ Drawing ; Art of teaching.	Drawing ; Art of teaching.	Drawing ; Art of teaching.
Thursday, 9-12.	{ Book-keeping ; Physiology and Hygiene ; School Law.	Book-keeping ; Physiology and Hygiene ; School Law.	Book-keeping, Physiology and Hygiene ; School Law.

	Elementary.	Model.	Academy.
Thursday, 2-5.	{ Algebra ; { Geometry.	Algebra ; Geometry.	Algebra ; Geometry.
Friday, 9-12.	{ French. { .....	French ; Botany.	French ; Botany.
Friday, 2-5.	{ ..... { .....	Latin. .....	Latin ; Roman History.
Saturday, 9-12.	{ ..... { .....	.....	Grecian History ; Greek.
Saturday, 2-3½.	{ ..... { .....	.....	Trigonometry.

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