

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- |  |  |
|--|--|
| <input type="checkbox"/> Coloured covers/<br>Couverture de couleur   | <input type="checkbox"/> Coloured pages/<br>Pages de couleur   |
| <input type="checkbox"/> Covers damaged/<br>Couverture endommagée  | <input type="checkbox"/> Pages damaged/<br>Pages endommagées   |
| <input type="checkbox"/> Covers restored and/or laminated/<br>Couverture restaurée et/ou pelliculée  | <input type="checkbox"/> Pages restored and/or laminated/<br>Pages restaurées et/ou pelliculées                    |
| <input type="checkbox"/> Cover title missing/<br>Le titre de couverture manque   | <input checked="" type="checkbox"/> Pages discoloured, stained or foxed/<br>Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> Coloured maps/<br>Cartes géographiques en couleur   | <input type="checkbox"/> Pages detached/<br>Pages détachées  |
| <input type="checkbox"/> Coloured ink (i.e. other than blue or black)/<br>Encre de couleur (i.e. autre que bleue ou noire)   | <input checked="" type="checkbox"/> Showthrough/<br>Transparence   |
| <input type="checkbox"/> Coloured plates and/or illustrations/<br>Planches et/ou illustrations en couleur  | <input checked="" type="checkbox"/> Quality of print varies/<br>Qualité inégale de l'impression                    |
| <input checked="" type="checkbox"/> Bound with other material/<br>Relié avec d'autres documents  | <input checked="" type="checkbox"/> Continuous pagination/<br>Pagination continue                                  |
| <input checked="" type="checkbox"/> Tight binding may cause shadows or distortion<br>along interior margin/<br>La reliure serrée peut causer de l'ombre ou de la<br>distorsion le long de la marge intérieure  | <input type="checkbox"/> Includes index(es)/<br>Comprend un (des) index  |
| <input type="checkbox"/> Blank leaves added during restoration may appear<br>within the text. Whenever possible, these have<br>been omitted from filming/<br>Il se peut que certaines pages blanches ajoutées<br>lors d'une restauration apparaissent dans le texte,<br>mais, lorsque cela était possible, ces pages n'ont<br>pas été filmées. | Title on header taken from:<br>Le titre de l'en-tête provient:   |
| <input type="checkbox"/> Additional comments:<br>Commentaires supplémentaires:   | <input type="checkbox"/> Title page of issue/<br>Page de titre de la livraison                                     |
|  | <input type="checkbox"/> Caption of issue/<br>Titre de départ de la livraison                                      |
|  | <input type="checkbox"/> Masthead/<br>Générique (périodiques) de la livraison                                      |

This item is filmed at the reduction ratio checked below/  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

No. 3.

MARCH, 1894.

VOL. XIV.

---

**Articles : Original and Selected.**

**GRAMMAR.\***

BY MISS M. INGHAM PEEBLES, MONTREAL.

In presenting this subject one is forcibly reminded of the old adage, "There is nothing new under the sun," and Grammar, an old, familiar subject and thought, perhaps, by some to have received sufficient attention in papers, discussions at our yearly conventions has by no means exhausted the general interest, but with never ceasing claims on our attention presents itself, every now and then, to be viewed from the standpoint taken by Meiklejohn, Smith, Morell, Swinton, Mason, Bullion and many others. Under all the different aspects and varied shades of light and meaning, we recognize our trusty, long-tried friend, Grammar. I appear before you to-day in this paper, not even with the recommendation of originality, inasmuch as the method, which I desire to advocate presently, has been before the Convention ere this, and although I am positive that the subject would be abler set before you by those who have done so on former occasions, still it is possible that the additional testimony of one who has experienced the invaluable efficiency of this method will lead to the attainment of this object and of this paper.

Dr. Robins' method in teaching Grammar has, among other valuable recommendations, two, that may be mentioned at this point, viz., simplifying terms and the unification of other

---

\* A paper read by Miss Peebles at the last Convention of the Association of Protestant Teachers, held in Montreal.

methods, and it is the desire of the writer and the aim of the present paper that this method should ere long take the form of a text book and then be given a place among the authorized systems of this Province.

The general teaching of this method throughout our schools, I am convinced, would tend to a more intelligent understanding of Grammar and further to a love of the subject which generally does not exist among children. Such were some of the thoughts in my mind when I ventured to bring the matter before the Executive Committee for consideration at this Convention, and to my surprise it seemed to be a recognized axiom of all such committees, that he or she who barely suggests the advisability of certain subjects being treated must be the one to do the treatment. Since this system of teaching Grammar is familiar more or less perfectly to a great number, especially to those who have received training in the McGill Normal School during the past few years, it does not lie within my province to enter into an explanation of this system itself (that, I trust, will be found in the new text-book); rather would I show how teaching English Grammar by this method removes many difficulties which beset the teacher in the duty of explanation and which puzzle the comprehension of the pupil, and to show, as I have mentioned before, how it fosters in those committed to our care a love of their native tongue. This surely is a strong point in its favor, for however much we may admire "la belle française" and desire a thorough acquaintance with its rhythmical cadences, polished sentences and idiomatic phrases, still our sturdy Anglo-Saxon "that has braved the battle and the breeze" should be our first care, and the language which has spoken to us since infancy of home, country and heaven, of love, justice and truth, possesses the power of awakening the innermost fibre of our being to patriotic zeal and loyal devotion. In order to make the meaning and scope of this paper as clear as I possibly can, I have arranged it under several heads, setting forth in order some of the many virtues which I have found this system possessing above others; not that I wish any one to misunderstand me and think that in my strong advocacy and affection for this method, I therefore see no points of recommendation in others; far be it from me; the more text books on a given subject the teacher can become acquainted with the better.

1. The quality this method possesses of being adaptable to the instruction of the lower grades.

As soon as a child begins to learn the parts of speech, by means of the symbols and types, he can be taught to formulate

sentences, with this special recommendation; an intelligent arrangement of the various parts. In Chart I. the symbols and several types for simple sentences may be seen, and it is difficult to imagine how a child could write sentences for these types unless he intelligently knew that the article, adjective, noun or pronoun in the possessive case, a noun in apposition and phrase must be joined to a noun or its equivalent as subject or the object of a transitive verb or preposition; that the adverb must be joined to a verb, adjective or other adverb and the other various relations, which are perfectly familiar to all of you.

Every teacher knows how often the making of sentences by younger pupils seems like a perfect farce. The child can go on forming sentences, as: The sun shines, The dog barks, The fire burns, or again, The bright sun shines, The black dog barks, The big fire burns, to an astonishing extent; but how monotonous they become! And how much intelligence or ingenuity did the child manifest in elaborating these sentences is a query which sooner or later will beset the teacher. If this system be new to any one present, it is possible that the novel peculiarity of the symbols and types may appear at first sight very puzzling. They would be, if the material on Chart I. were given in a wholesale manner to the child; but no judicious teacher would follow such a course as that, and allow me to assure you that if the instruction be given gradually, one type being built on a previous one, the mind becomes in no way burdened, but the intelligence awakened.

2. The variety within the grasp of the teacher in using these types.

To have the characteristic of variety is essential for successful teaching in all grades, but especially so with younger pupils. You may call upon your class to make any number of sentences, no two of which will be alike, by writing down on the black-board types similar to those in Chart I. or combinations of them. Or, again, the teacher may write down the various sentences to which the pupils are to assign the corresponding types. Still a third variety, direct the scholars to write on small slips of paper, sentences for some type specified by the teacher; have these slips changed among the members of the class, so that the slip of any pupil may be far removed from its owner; then cause the pupils to criticize the sentences.

3. The interest aroused in the pupils by this variety mentioned in Point 2.

Interest, of course, necessarily follows from well directed variety and a teacher of many resources; one who prevents a

lesson becoming monotonous will be sure to give instruction of incalculable value. Interest is akin to love, and the bright eyes and glowing faces which invariably appear when a lesson is conducted by this method prove with striking effect that the subject, be it called Grammar, Analysis, or Composition, is decidedly loved by the pupils.

As the use of the symbols and types enters more distinctly into a lesson in Analysis than into one in Grammar, it justifies to an extent a remark made by one of my own pupils last year, given with all the effusion of girlish enthusiasm: "Oh! I love Analysis, but I hate Grammar."

4. Making sentences by this method induces the children to use language of their own creation, not as is so often the case, following the beaten track of a previous model. If in the course of our system of instruction we are enabled to cultivate a spirit of independence of speech in our pupils, we have made great strides towards the education of that child.

5. The avoidance of grammatical terms, the tendency of which is to puzzle the pupil, and for which the various authors of English Grammar give conflicting definitions.

This quality is especially noticeable when we pass to the instruction of higher grades; when the pupil is called upon to form sentences containing several predicates or consisting of several members, dependent and independent. An example will better explain my meaning,—how often it is difficult to determine if a sentence is Compound or Complex. Take the sentence, "The wicked flee when no man pursueth, but the righteous are as bold as a lion." Bullion considers *that* a Compound Sentence, because it consists of "single sentences, united to express several related propositions." He makes a distinction between single and simple sentences, calling, "I shall go if the sun shines" a single sentence, because it contains one proposition. But to return to my first sentence, "The wicked flee, etc.," Meiklejohn says a Compound Sentence consists of two or more simple sentences packed into one.

Undoubtedly by him our example cannot be a Compound Sentence, neither does it by him fulfil the conditions of a Complex Sentence, which should contain, as he says, one principal sentence and one or more subordinate sentences. Note, that all these members, dependent or independent, and the union of them, also, are all styled sentences. True, Meiklejohn makes a note to the effect "that subordinate sentences are sometimes called clauses," but the distinction does not extend further than the note, and it seems to me that the independent mem-

ber of a complex sentence should be called a clause of that sentence just as much as the dependent member. It may be advanced here, with a certain amount of propriety, that the teacher is not expected to instruct the pupils in several Grammars, but to follow one of the authorized text-books and to stand or fall by what the author of that book is pleased to decide. That course of action may suit a few, but it will not be agreeable to the teacher who desires the members of the class to inquire into the "why and the wherefore" of the subject presented, and, further, to such a teacher the aim is not so much to follow the system of an authorized text-book as it is to grapple with the same question presented in a different light perchance by some other author. Such teaching "gains in honor, in grace, in all true magnificence, by its regard to things that are to come." If time permitted, additional examples might be given to illustrate the difficulties mentioned, but sufficient, I think, has been said to justify me in asserting that in following this method the structure of sentences is made much clearer to the pupil, and the teacher has not every now and then the unpleasant task of explaining examples which he knows perfectly well do not fulfil the conditions of a definition previously learned by the class.

## CHART I.

SYMBOLS.		TYPES.
n	noun.	I. n
n—n	" in apposition.	Birds fly.
n'	" " possessive case.	v
n"	" " objective "	II. n <sup>ar</sup>
np	pronoun.	The large bird does
n'p	" in poss. case.	not fly.
n"p"	" " obj. "	vn
v	verb.	III. np
vc	" of command.	He strikes it.
vq	" interrogative.	v—"p"
vn	" negative.	IV. (np)
vp	participial adj.	Come here.
vg	gerund.	vc—d
vi	verb infinitive.	V. n—n—ar
( )	something understood.	
p	preposition.	vq—"n"
pn"	" and a noun.	Does Smith the baker sell
pn" p"	" " " pronoun.	bread ?

SYMBOLS.		TYPES.	
a	adjective.	VI.	n <sup>ar</sup> p <sup>ar</sup>
d	adverb.		
ar	article.		v attributive.
			n
			The Queen of England is Victoria.
		VII.	vg            vi
			v            v
			vg            vi
			Seeing is believing.
			or
			To see is to believe.
			(and so forth.)
			[To be concluded next month.]

### Editorial Notes and Comments.

In a late issue we had something to say about the *furor* to be found in many of our communities over athleticism, and the encouragement which our young men are receiving from the public press to excel in what ought only to be a pastime. The following sensible remarks from one of our most sensible journals, as an introduction to the advice lately given by the Rev. Dr. McCosh, ex-president of Princeton College, are well worthy the consideration of our college authorities in Canada. "Athletics," says the *Scottish American Journal*, "have attained such a prominence at most colleges in this country, that the professors generally perceive that steps must be taken to restrain indulgence by the students within due bounds. Success in an inter-collegiate or other match has become a greater object of the students than winning a first prize, or even graduation. So great an interest is taken in the match, both by the students who actively participate and those who are merely onlookers, that study generally is neglected. While the colleges may be turning out young men with fine physical frames, it is noticed that they have ill-plenished heads and are ill-fitted for the business of life. That is evil enough, without taking into account the gambling and other bad practices so often indulged in. The evil has become so rampant that

several principals and professors of colleges have been obliged to take cognizance of it, who otherwise would no doubt, like their brethren in the Old Country, rightly consider that it was a matter beyond their proper province and might well be left to the students themselves. In his last report President Elliot of Harvard strongly condemns the undue indulgence in athletics there, and our countryman, the venerable Dr. McCosh, ex-president of Princeton College, has been giving his views of the subject. The Doctor is of opinion that, kept in their proper place, athletics at college are a good thing. While he agrees with Dr. Elliot in thinking that students ought to be restrained, 'as far as is consistent with their perfect liberty,' he does not think he has taken the wisest course, and so does not agree with him altogether. The evil of athletics, Dr. McCosh considers, is that one student in ten neglects his studies in order to give too much attention to his bodily exercise, and most of the other nine neglect such exercise. What is needed, he says, is something to make all the students get exercise enough, and not more than enough. At present the strongest men, who need physical development least, get the most, while the weak ones, who need it most, get none.

—In order to regulate due indulgence in athletics at colleges, and to correct all the existing evils, Dr. McCosh suggests that a convention of representatives of all the colleges should be called for the purpose of framing and agreeing upon uniform rules. Formerly, on three different occasions, the Doctor called such a convention, but the proposal fell through because two of the colleges refused to take part. He, however, is still of opinion that it is the proper course to adopt, and he thinks that there is sufficient wisdom in all the colleges to make the necessary rules. Dr. McCosh is also of opinion that each college should have a perpetual body of men to superintend the department of outdoor sports, to restrain excesses, and to encourage liberty and activity among all the students. This body, he thinks, should consist of the President of the college and two or three of the faculty; and he would not object to the students themselves having one or two representatives on it. He does not care to lay down any code of rules as to football, or any other game, in advance of the action of the proposed convention; but he has no hesitation in saying that some of the games are too rough as now played, and that no outrageous play or neglect of study should be allowed. He is further of opinion that professional students should be excluded from inter-collegiate contests, but which, he thinks, cannot be



confined to college towns as proposed. All that, however, he says, had better be left to the convention to consider and settle."

—In our school work the place of physical culture also requires to be specially defined. Such culture ought not to take rank with the subjects of the curriculum. It is to be considered more as a means to an end—the end being the improvement of the discipline within. With a few physical exercises and half-a-dozen national songs or movement rhymes, the teacher will find the task of governing an ordinary school by having regulated amusement between times, much easier than it is under the hard and fast plan, with the frown of the rules and regulations against the outcome of child-*ennui* ever present. If there be a gymnasium attached to the school it ought never to be put in rivalry with the school-room, but used as an adjunct to improve the order and attention of the pupils when present in the school-room, as well as the order of gathering together and dismissing.

—The following from President Harper, of the new Chicago University, cannot but startle some of our old university men. "Until the founding of Johns Hopkins University," he says in his late inaugural address, "there was but one type of college in America. No institution doing real university work existed. With the establishment of the University of Chicago another type, it is believed, has been introduced, differing essentially from the college of the historic character and just as essentially from the type of the Johns Hopkins. Why a century or more should have passed with no effort other than to duplicate efforts already made, it is difficult to understand. The field for experiment in educational work is as vast as any that may present itself in other departments of activity. If only those who experiment will be quick to discard that which shows itself to be wrong, the cause of education has nothing to fear from experiment. No one can fail to see that our institutions of learning are as much trammelled by traditions embodying ideas which have been dead for decades, as the Church is trammelled by dogmas of which the real meaning has been forgotten."

—The question of the school undermining the health of the rising generation has lately been discussed by Stanley Hall, who says, (whether in fun or in earnest we cannot say):—"The modern school is now the most widely extended institution the world has ever seen, and it was never so fast-extending as at present. North Africa, New Zealand, Egypt, Finland, and many, till lately, barbarous lands, under the present colonial

policies, have developed elaborate school systems. The juvenile world now goes to school and has its brain titillated and tattooed, and we have entirely forgotten that men have been not only good citizens but great, who were in idyllic ignorance of even the belauded invention of Cadmus. Now, if this tremendous school engine, in which everybody believes now with a catholic consensus of belief perhaps never before attained, is in the least degree tending to deteriorate mankind physically, it is bad. Knowledge bought at the expense of health, which is wholeness or holiness itself in its higher aspect, is not worth what it costs. Health conditions all the highest joys of life, means full maturity, national prosperity. May we not reverently ask, what shall it profit a child if he gain the whole world of knowledge and lose his health, or what shall he give in exchange for his health? That this is coming to be felt is seen in the rapidly growing systems of school excursions, school baths, school gardens, school lunches, provisions for gymnastics of the various schools, medical inspection, school polyclinic, all of which have lately been repeatedly prescribed and officially normalized.

—There was never a system of school organization against which there could not be raised a ready argument. Mr. A. W. Rankin, in the Wisconsin *School Journal*, has found something to urge against the graded school, and this is it:—"One evil resulting from our graded system is the exclusive association in schooling work of children of the same age. A shrewd man once told me that he wanted his children always to be in the lower of the two classes in a room. The younger children of a family generally develop more rapidly than does the oldest one. There is somewhat of ambition in the mind of a child, which makes him emulous of accomplishing the work of those next him in age or strength. I have noticed that a high school is more likely to get pupils of the eighth grade if the two departments sit in one room. Do you not remember how the little ones in the country school determine to stick to school long enough to find out what their big brothers could see in X and Y, in circles, squares or parallels? When our modern city eight-year-old is kept busy with shoe pegs, the old time boy might be listening to find out what became of Washington after he started out with Braddock. (Of course, you say, he might, and again he might be causing as much disaster to the recitation as the Indians brought to the expedition.) Xenophon tells us that one of the excellencies of the ancient system of education among the Persians was that of allowing the young pupil to

spend a portion of each day in the presence of his elders, learning of them lessons of wisdom, and being by their achievements incited to heroic deeds." Would Mr. Rankin undertake to tell us how much evil counsel the little folks escape in not associating with their seniors?

—"I don't want to be lifted," said a young teacher, lifting her nose very high at the suggestion that a certain article in an educational paper would do her good. This is not true. There is no human being of average intelligence and morality that doesn't want to lift and be lifted. This very teacher is known to have little ways of her own by which she attempts to lift her children to better forms of behavior. If she will turn her eyes in the right direction, and accept the help and inspiration Heaven sends her, she will become a lifting teacher; but while she even thinks she 'doesn't want to be lifted,' her efforts to lift will avail very, very much less than they ought to." So says the *School Journal*, of New York.

—"After all that has been done, and well done, no one but a most wilful optimist can be blind to the lamentable defects of our schools. The censure for these defects usually falls upon teachers, but does not primarily belong there. *Teaching* acquires insight into and sympathy with child-life, a condition spontaneous in but few adults, requiring in most laborious and sustained effort to gain and to maintain it; and a constant effort to advance in scholastic and professional attainments to escape slipping back into the abyss of slothful indifference. *Teaching* is, of all the professions, the most useful for the public welfare, as it is one of the most laborious and skilled, and should be paid according to its deserts. *Recitation-hearing*, however, is one of the easiest, least skilled, and most useless of all occupations. In this field, as in others, the public gets the kind of work it pays for. The wages of the rank and file of public-school teachers average less than those of skilled mechanics. As long as the public continues to pay for *recitation-hearing*, it will not get much *teaching*; for educational missionaries to work without the ordinary inducements are too few to supply the demand, and will probably continue so until the millennium." Are there any sensible people who will not agree with the above, which comes from one of our most prominent educationists?

—Under the caption of "Turn the Rascals Out," an American schoolmaster mourns the deterioration of our country boys, alleging that they are seldom to be found in our schools nowadays, and that they "have no ambition beyond a life of 'plod-

ding,' diversified by that recreation known in rustic parlance as *sparkling*. The energy of their sisters presents a striking contrast. The girls, we are told, 'hustle around,' going from high school to normal institute, preparatory to entering the public school service. All honor to the enterprising girls. Our admiration for this earnestness of purpose is not lessened upon finding that the 'book-learned women' rather scoff at the advances of ineligible suitors, actually 'laughing at their simpleness,' and coldly rejecting the heart and hand backed by a monthly income of 'twelve dollars.' But this state of things appals the 'Village Schoolmaster.' He argues from the degeneracy of the boys and the independence of the girls that 'the women of the next generation will be the leaders.' Such a reversal of nature's divine law appears to him especially calamitous, because 'some one has said that the males of a race constitute the race,'—a startling discovery in natural history. It is fortunate that the 'Village Schoolmaster' is able not only to point out the exact cause of a distressing social condition, but to unhesitatingly prescribe the remedy; else we will be in a sad plight, and the precious 'race' threatened with extinction. Happily, this catastrophe may be averted. Since it must be obvious to any one not hopelessly imbecile that the enervation of the youth is due to the exclusively feminine influences of the schoolroom, it only needs a change from women to men teacher, our schoolmaster assures us, to turn the tide of ruin and restore our young manhood to intellectual and moral activity. In support of his ingenious theory, the 'Village Schoolmaster' tells us that 'boys who study under male teachers have a more manly walk and a more manly and broader way of looking at truth,' which modest proposition may possibly require demonstration. 'Some school boards will not employ lady principals, and this is right. Our schools should be dominated by men,' and so on, for two pages. This unique article concludes with an appeal to some indefinite party to 'save' the boys by 'surrounding them with what they crave—strength and manliness in a teacher.' Now, we all know the high grade of 'strength and manliness' wandering around, knocking at the doors of country schools. It is hoped, then, that those entrusted with our educational interests will lose no time in securing enough of such talent, at the regulation price of \$40 per month, to 'save' the rising generation from the evils of petticoat government. Nature, it seems, has made a mistake in giving the care of children to women. This is a blunder that must be rectified without delay, and at any cost. Let our

spirited schoolmasters realize the harm they are doing, in dwarfing the intellects of their pupils, and we feel sure they will not wait for public sentiment to demand their removal, but will gladly resign in favor of 'strength and manliness.' It is singular, by the way, that the pernicious effects of their teaching should be purely local, confined, seemingly, to a comparatively small area. Many of our women are making brilliant records in school work, the strength and manliness of our section being largely engaged at present in farming and in clearing timber land. Perhaps the ill wind of disapproval that sweeps others from their fairly-won chairs may bring them compensating honors in wider fields of usefulness.

In reading the above, the responsible person, who, as may be seen, is not a little sarcastic, must be identified as one of the ladies who knows her duty, and, in doing it, frowns upon all odious comparisons between the sexes in their qualifications as teachers. If the boys are neglecting their education at present, the mothers of the future will not be likely to allow their children to follow their fathers' example, and thus the law of compensation may come to the rescue of the race as it does the "chores," and at the same time makes the most of this world of growing intelligence.

### **Current Events.**

—The Manitoba School case has lost its prominence in the School Case of the North-West Territories. The "key" of the situation is said to rest with Premier Haultain, and he is said to be a man as likely to err under the stress of political weathering as the Supreme Court of Canada itself.

—There is surely a lesson to be learned in our schools from the story of the late Dr. Douglas's life as lately told by his brother, Mr. James Douglas of Minneapolis. The father of the late orator was a man of good position and good descent in Scotland. He was owner of the Ashkirk Mills and other milling interests in Scotland and traced his descent in a direct line from Douglas, the head of the clan. A series of commercial misfortunes overwhelmed him, and he came to Canada in 1831, preceding his family one year. In Canada he took employment of a clerical character, and was afterwards for some years employed as clerk in the customs. The late Dr. Douglas was in his seventh year when he came to Canada and Montreal, and with his brothers immediately commenced to attend the British and Canadian school, then under Mr. Minshall, a gentleman of high attain-

ments. Here he commenced the study of special subjects and was certainly better informed than the average boy when he left the school. He afterwards was instructed in the rudiments of Latin by the Rev. Dr. Black of Laprairie, and was proficient in algebra and to a large extent in geometry. As a draughtsman and artist, too, his attainments were by no means small, and in geometrical drawing he excelled. But George Douglas was ever extremely diffident and self-depreciatory, and his attitude towards his early life in this regard often conveyed an extreme impression. "Those who have assumed because of his later appearance that George Douglas was not a prepossessing lad are very much mistaken," says Mr. Douglas; "he was indeed unusually good-looking, both as a boy and young man." George Douglas never intended to be a blacksmith, but an engineer, working through the various grades from the lowest to the highest with all his well-known thoroughness; but his conversion turned his thoughts to the ministry. It has been said that he studied medicine before becoming a minister, but that is not so. After he left Bermuda suffering from fever and hemorrhage, and not expected to reach New York alive, he came to Montreal, and it was in the interim of that time and resumption of the ministry that he made no small progress in medicine and surgery, attending clinics, dissecting classes, etc. It speaks volumes for the pluck of the man that all this time he was very ill; when he got a little better he resumed his active ministerial work. Dr. Douglas's correspondence was vast and his interests wide, and by means of Mrs. Douglas and his daughters' eyes and voices he kept in touch with the various interests of his time. All through his life he was one of the poor, always ranging himself by their side; they had his sympathy and among them were to be found his dearest friends. In this he was heartily in accord with his wife. "I consider him," says Mr. Douglas, "the most wonderful man of whom I have heard or read. Thirty years ago Dr. Brown-Sequard, the eminent London specialist, the first doctor who correctly diagnosed his disease, gave him five years to live at the outside. Yet for those many years he has been living on, sightless and without feeling of any kind in his extremities, neither hands nor feet. A part only of what he was and what he has done was known to the world, but that part has made him one of the best and most honored men of his generation."

—At the last meeting of the Canadian National Society of Montreal, Mr. J. R. Dougall laid before the society a design for a Canadian flag, the present one, overloaded as it is with per-

plexing heraldry, having for various obvious reasons entirely failed to evoke national enthusiasm. A device for a flag should be one easily made, easily discerned at a distance, and one about which national sentiment could cling. Mr. Dougall discussed the rival merits of the beaver and the maple leaf as a device for the flag. With great respect for the beaver, he preferred the maple leaf, and had reason to believe that the preference would be general. He explained why the maple leaf would need to be in yellow.

—The Rev. R. D. Mills, M.A., of Cowansville, has sent in his resignation, which was accepted. He has started for Berthier, where he has accepted the dual position of rector and principal of the school. The following resolution was passed at the vestry meeting: "That this united vestry desires to place on record its appreciation of the faithful and efficient manner in which the Rev. R. D. Mills had discharged his duties as rector of this parish."

—*La Minerve*, referring to the action of the Dominion Government in refusing to disallow the North-West Territories Ordinance relating to separate schools, denies that the new law does away with any separate schools now in existence. These continue to exist as in the past. The Catholics, it says, claim that they are not given justice in the composition of the Council of Public Instruction. It hopes that the authorities there will take into consideration the pressing representations of the Federal authorities and see that justice is done.

—The new engineering laboratory of the Heavilon hall of Purdue University, just completed, has been destroyed by fire. The fire was started by escaping natural gas exploding in the boiler room. A second explosion of air-accumulated gas blew out the south wall of the machine shop and the room adjoining, which was in the south-east corner of the building. The facilities for fighting the fire were poor and the flames spread to the other shops and main building, which were all destroyed. Only the wood shop was saved. The building cost \$100,000 and contained apparatus valued at \$80,000, all of which is a total loss. The insurance is believed to be light. The disaster will seriously interfere with the school work, and be a severe though temporary blow to the university, as new facilities were greatly needed.

—Dunham Ladies' College will re-open next September. This institution, after a great deal of self-denying effort on the part of the committee appointed at the last Synod to undertake the collection of funds, has now been placed upon a satisfactory

financial basis, and the strong hope is expressed that this college will now do a good work. The building is charmingly situated. From every point the eye looks upon inspiring landscapes. There are lawns and tennis courts and orchards, and the whole environment has a home-like feeling about it. It has been a complaint that Protestant education for young ladies is so dear that parents have to resort to the convent. The corporation intend to remove this by offering the young ladies tuition, which includes academy diploma, and leads up to the university, board, washing, and all home comforts, for the sum of \$15 per month. Music and painting will be a little extra, just enough to cover the expense of the additional teachers. The Principal has not yet been decided on, but, as the Rev. Mr. Bourne, rector of Dunham, has said, he will be a clergyman, whom they intend to appoint about June, thus giving him time to make effort to obtain pupils. Young ladies will receive a first-class education, with the advantage of religious teaching, and the Christian influences of a clergyman and his wife. The religious teaching will be of such a character that any Protestant can accept, being confined to the fundamental truths of the faith. Mr. Bourne thinks that with the advantages of situation, the excellence of the teaching contemplated, and the Christian influence of the place, Dunham Ladies' College should now enter upon an era of great prosperity and become the favorite institution of the daughters of the Church.

—The question "has higher education a tendency to alienate men from the masses," came up for discussion at the Montreal Presbyterian College lately, in which the leader of the affirmative argued as follows:—He commenced by defining higher education. It was "the pursuit of advanced branches of study in an intellectual way according to scientific and philosophic principles." He did not speak of ideal higher education but of the higher education as it actually existed, when he argued that it had an alienating tendency. Further, he did not mean to say that higher education caused a man to be diametrically opposed to the masses. Alienation simply meant a feeling of intellectual superiority on the part of those who had been educated, and a feeling of intellectual inferiority on the part of those who had not. That was all. He proceeded to point out how in all times there had been a gulf between the learned and the unlearned. Society in ancient Athens had been divided between *hoi polloi*, "the many," *hoi charientes*, "the educated." Aristotle had said that only a portion of mankind possessed a rational soul; the others had merely a higher kind of animal



soul and were only fit for slavery. Horace, again, in ancient Rome, had "loathed the vulgar crowd." In India the Brahmins, on account of their superior education, were completely cut off from the other three castes, the merchants, the farmers and the slaves. In Germany, the speaker contended, there was ample evidence in support of his case. There was there a wide breach between higher education and Christianity. Higher education in Germany tended toward cold rationalism, materialism and infidelity. All this, Mr. Cooper contended was true of the higher education of to-day; but he looked forward to the ideal higher education which would carry no evils in its train, which would be, as it should be, a means to an end, not an end in itself.

—The leader of the negative side of the question said by way of reply that the fact that they were met there, in the hall of an institution devoted to the advancement of higher branches of education, to discuss a question of such vital interest to the masses was enough to provide a negative answer to the resolution. They should not look at specific cases of abuse and misuse; they should look at the inner tendency and the inner nature of the subject. It was the abuse of higher education that alienated men from the masses. That was the case in India and Germany, and elsewhere. Higher education, after all, had for its aim to enable a man to answer these three questions: "What can I do; what ought I to do, and what must I do?" A man who knew his limitations and his powers might be said to be on the way to a high education. Higher education could not be divorced from religion. The growing tree was in vital union with earth, air and sun; the stunted, withered plant was separated from all three. So a man whose powers were being developed, was brought into contact with his fellowmen, and he whose faculties were stunted and dormant was separated from them. The study of literature, ancient and modern, brought a man into contact with the hopes and the fears and the aspirations of the past and the present. The master-pieces of art were those that depicted the homely scenes of common life. Local, sectional and racial prejudices had always flourished most among the ignorant. The spread of higher education tended to make clearer every day the principle of the brotherhood of mankind. Higher education was a preparation for service, and, therefore, not unselfish. As clergymen and in the lay professions men were brought into intimate contact with their brethren. Politicians, too, were seized with a burning zeal for the masses, especially at election times. (Laughter.) It was a mistake to assume, as-

the speaker on the opposite side had assumed, that the representatives of higher education were very learned and the masses densely ignorant. Mr. McKenzie appealed to any undergraduate there—to this conscience. (Laughter.) He also pointed out that the connecting links between the various stages of education were very close. The common school was the daughter of the University.

—Rev. Father McGlynn, in an interview not long ago, insisted that he had not retracted one word of his opinions on parochial schools, which led to ecclesiastical censure being placed on himself. Now he goes still further, and declares that it is not the province of priests, monks and other ecclesiastics to teach anything but religion. The public schools, when properly conducted, are all that could be desired. Parochial schools are improper, for reason that the children who attend them are isolated in a manner. Religion should be taught only in churches, Sunday-schools and at the mother's knee.

—Among those lately honoured by the *Schoolmaster* in its notices are Dr. Forsyth and James Paterson, Esq., of Edinburgh. Of the latter that paper says:—Mr. James Paterson, South Bridge Public School, is a native of Kilkerran, Ayrshire. He served as a pupil teacher in the Milton School, Glasgow, moving into the Glasgow E. C. Training College in 1864-65. For two years subsequently he served as second master in the Gorbals Youths' School, being then promoted to the headmastership of the Carron Company's School, Carron. Here he worked for twelve and a half years, being appointed in 1880 by the Edinburgh School Board head master of the North Canongate School. In 1886, Mr. Paterson was transferred to his present school. He has been chairman of the Stirling and Edinburgh branches of the Institute, and is at present a member of several special committees of the Institute.

—The sale of the old British and Canadian school property, corner of Cotte and Lagauchetiere streets, to Messrs. S. H. & A. S. Ewing, spice manufacturers, is reported. J. Cradock Simpson & Company were the agents, and the price realized is understood to be somewhere in the neighborhood of \$20,000. The purchasers are to obtain possession on the first of May. This was the oldest school building in Montreal, having been designed by the architect of Notre Dame Church.

—The need of a Union Club for the McGill boys is being felt every day, and it seems that in another year such an institution will be inaugurated.

**Literature, Historical Notes, etc.**

—Of the old schoolmasters of the northern section of our Province, two familiar personalities have passed away within the school year. Mr. Scott, of Pontiac County, has passed away after a lifetime spent in school work in the neighborhood of Shawville and Coulonge, as has also Mr. Gosselin, whose name was familiar to everybody in the same neighborhood. The *Educational Record* has at times been able to give the experiences of the latter, and now that his familiar form has disappeared, those who have heard of him, as one of our oldest schoolmasters, may be interested in reading the last words he ever wrote. The following brief sketch of his life, as the *Pontiac Advance* remarks, is published in compliance with one of his latest requests. "I was born," says the old man, "in Odelltown, near the Province lines, about six miles from Rouse's Point, in the State of New York. My father was one of the pioneer settlers in that part of Canada. In the war between England and the United States, he and his family were turned out of doors, and the family reduced from comparative comfort to absolute poverty. In this state of things I was born June 18, 1821. One of our English poets speaks of Adversity as a stern, rugged nurse. We bore her nursings and teachings as best we could. Books were less abundant then than now. Elementary schools are not now, as a rule, much to brag of,—they were, on the whole, worse then. I cannot recollect when I could not read. I had some ambition. I thought that what others had done, I could do. I was thought clever for a boy. I was known to be safe. The fact that I never broke trust—never neglected an opportunity of doing a good act, stood me in good stead. It gave me friends I would not have got otherwise, and gave me access in libraries that would otherwise have been closed against me. I see now; I did not think of it then. I kept trusts and did good natured acts, because it was natural. I was not in the least a saint. My creed was short: Do no wrong—forgive no injury. How to forgive was the hardest lesson I ever learned. As for other things, I was like other boys. I did not know that I had a stomach. My fists could take care of my face. I could climb, run, row or ride. Thus I grew up—an omniverous reader and hard student. Before I was out of my teens, I began to teach. Taught two or three years at home—got to be known in a way—went to the Townships—taught first in rural districts, then got into the villages. Thirty-six years ago the late Mr. Egan

induced the people here to start a school in which a better system could be introduced and teachers trained. The trustees wrote to Bishop Fulford, asking him to recommend a fit person. He and Dr. Bond (now Bishop) recommended me. The greater part of my life since has been spent here. Of it I will say nothing. What I have done is well known. I never saw mural map, globes, blackboard in a school until I used them myself, and I was the first to use them in this country. As to religious influences, I was under Methodist influence, and Methodist till 1843, I knew nothing of any other (that is my own experience). Circumstances not necessary to tell (only that it was malignant misrepresentation by persons long since forgiven and long since dead) led me to leave the Methodists. My feelings are now, and have ever been, as kindly as they were when I was pressed to enter the ministry,—I was thus pressed. Thank God, I have many friends among them and other dissenting bodies.

“I come now to speak of a thing which has for some years been a matter of grateful thought. The prospect before me was gloomy. I was hopelessly in arrears as to the pension fund. I told my fear to none but God. That was enough. Some seven years ago (I cannot remember the date), the Revds. Wm. Naylor, A. Grier, C. Boyd, J. Newnham, Robert Lindsay, David Lindsay, John Ker and C. Rogers, met at Synod, in Montreal, and considered my case. They enlisted the services of some members of Parliament (Wm. J. Poupore and Mr. Owens are the only ones whose names I know), of Rev. Mr. Rexford and others, brought a powerful pressure on the Department, raised the necessary funds and secured my pension. It was done before I knew it. When told, I could only say, ‘I have been studying words for many years, and thought I knew something of them, but now I have none.’ Mr. Naylor’s kind answer was, ‘Words are not needed.’

“Were I to name all my friends to whom I am under obligation, I should name half the people in Litchfield, Clarendon, Thorne, Leslie, Bristol and Onslow. An old man’s blessing will do them no harm, and I refer them to Numbers vi., 4, 24-26, and 1st Thess. v., 23. And those friends are among clergy and laity of all the Protestant denominations, and Catholics also.

“I was urged by the Rev. Dr. Carroll and others to write a volume of recollections and began to prepare it. Giving my leisure for some months to teaching a teacher, made me give it up, and it will not likely be written. I have written this with wet eyes. God bless you, dear friends. Farewell!”

**THE NICKNAMES OF KINGS.**—Kings have always been more or less peculiar, and, being such prominent folk, have had their little ways noted by everybody. They may have been no wiser or braver or worse than ordinary people, but, being kings, they have been regarded in a different light. These royal peculiarities are noted in a curious way by history, and one can get a good idea of what the various kings have been like by studying the nicknames given to them.

Once upon a time there were four kings named Boleslas, who reigned over Poland at different times, and, although no one might care to study the history of Poland to find out about them, history sums up in a word the characteristics of each. The first was the "Lion-Hearted," like the famous English Richard; the second was the "Intrepid;" while the third and fourth were entirely different men, being the "Wry-mouthed" and the "Curled;" and there you have an idea of the four Polish Boleslases. To further learn what other varieties of kings ruled Poland in bygone days, one need but run over the list and find the "Pacific," the "Careless," the "Just," the "White," the "Black," and the "Short."

France has had a most wonderful assortment of kings. One has been the "Little," and another the "Bold." One was the "Stammerer," another the "Simple," while a third and fourth were "Indolent" and "Fair." Another was "Saint Louis," and another was "Huntin," meaning "headstrong or mutinous." Another king was the "Long," while his successors were "Handsome," "Fortunate," "Good," "Wise," "Beloved," and "Affable." France must surely have been on the top then, and have progressed further when two kings were respectively called the "Father of his People," and the "Father of Letters."

Denmark has had a most curious array of sovereigns—the "Blue-tooth," "Forked Beard," "Simple," "Hungry," "Hare-foot," "Lamb," "Pious," and "Cruel," being among the number. This latter, who was Christian the Second, belied his real name by gaining the additional title of the "Nero of the North." There was probably little happiness in Denmark when he sat upon the throne.

Some of the early Kings of France already mentioned ruled over Germany at one time when there was no division, but when there was a separate German nation the rulers gained many curious titles. "Fat" was one and "Blind" another. Also the "Child," and "Fowler." Then "Blood," "Red," "Black," "Superb," and "Sharp," while one king is particularly described as the "Holy and Lame."

The rulers of the provinces that now make up Spain had a number of kings called "Great" and "Catholic." Then they also had the "Monk" and "Gouty," and included others who were "Infirm," "Bad," "Noble," "Strong," "Valiant," "Gracious," "Sickly," "Impotent," "Beneficent," and "Ceremonious." Ferdinand III, of Leon and Castile, was the "Saint and Holy."

Hungary has her rulers described as "Saint," "German," "Thunder," "Venetian," "Great," and a "King" Mary, who was probably the only woman who had ever a like title. Over Portugal reigned the "Fat," "Idle," "African," and "Great and Perfect."

—The Canadian *Week* says lately: "We confess that, as we understand it, we do believe in the new education. It may yet fall far short in its principles and methods of an ideal standard, but it certainly is better than the old. We understand, for instance, that it aims to substitute intellectual for mechanical processes in the school; to appeal to the natural love of discovery and delight in mental activity, rather than to the fear of the rod, or even the hope of reward, as incentives to effort; to replace dogmatism with induction. For instance, in the old school-house which fills so large a place in the memories of most of us, the text-book in arithmetic was put into our hands, and we were told to first learn the rules, and then follow them in the solution of the examples. If any principles were enunciated we were expected to accept them on authority. In no case, so far as we can remember, were we permitted to taste the delight of discovery. The New Education, as we understand it, requires the teacher to throw aside the text-book at the outset upon a new voyage of discovery; to state the problem in a form suited to the capacity of the learner; and to leave him to reason out the solution with just the minimum of help necessary to save him from failure. His stimulus is his innate love of discovery and his natural delight in the exercise of mental power. His reward is the consciousness of power successfully applied. A further educational gain is the certainty that what he has once done he can do again, that he has acquired a knowledge as well as developed a strength which he cannot lose through any failure of memory. Then he is led on step by step from the particular to the general. The essential element in the variety of individual cases is discovered, and a broad principle established. By a similar method applied to the analysis of a few familiar sentences, the general laws of grammar—that *bête noire* of the old-

time school-boy—are deduced, and the pupil is delighted to find that the structure of language is not only intelligible and comparatively simple, but that, give him time enough, he could by the same analytic process construct a grammar for himself. No one who knows the joy which the youthful mind feels in independent discovery and in the sense of power successfully applied can doubt which is the natural and true method in education. The New Education, thus understood, has shared the common fate of successful innovations. It has been, to use a current expression, “run into the ground.” It has been made the pack-horse for a thousand trivialities, the sponsor for all kinds of absurdities. Even now it is daily associated in educational papers and school-room exercises with needless simplifications, and endless repetitions, and wearisome mannerisms, until it is no wonder that educators become disgusted with the whole business, and are tempted to commit the injustice of fathering the whole brood of absurdities upon the grand educational method in whose name these absurdities flourish. We could easily fill a page with amusing illustrations, but the length to which we have already run compels us to spare the reader.

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

Many unique primer methods have been devised in Europe to modify or reform the spelling methods, beginning as early as 1534 with Ickelsamer's device of placing the picture of an animal, its printed name, and the letter whose sound was most like the animal's voice or cry, in parallel columns. Against the picture of a dog, *e.g.*, was placed the “growling” *r*. Against a bird, the “twittering” *z*; with a lamb, *a*, etc. The children must analyze the words phonetically, and before they saw them draw the sounds upon the board. The later, but more widely current, method of associating *a* with apple, *b* with boy, etc., was supplemented by utilizing the lingering final sound, and teaching *b* with tub, *t* with rat, etc. Another interjectional-imitative method, suggested by Neuman in 1832, and lately modified and psychologically defended by Oehlwein, places beside the letter *m* a cow just beginning to low; with *r*, a rapidly-moving post-waggon and the winding of a clock are pictured; with *a*, a crying baby and a crow; with *o*, a falling snow man, and the children exclaiming, Oh! with *f*, a smith at his bellows, the sound of which the children may imitate; with *sch*, children driving away hens, etc. By another method, red letters were printed on blackboard and slate, to be exactly covered by the children's chalk and pencil.—*G. Stanley Hall.*

**Correspondence, etc.**

To the Editor of the EDUCATIONAL RECORD :

DEAR MR. EDITOR,—May we teachers of the Province of Quebec learn many things from the language of *La Belle France*. Here is one of them surely, and in the very language itself :

“DE LA POLITESSE.—Voltaire a dit :

La politesse est à l'esprit  
Ce que la grâce est au visage.

Et La Bruyère ajoute : ‘ Il faut avoir des qualités bien éminentes pour se soutenir sans la politesse.’

La politesse renferme toutes les vertus sociales ; elle est de rigueur dans les relations de sociétés, d'affaires, dans tous les rapports de la vie. Sans elle toute communication permanente avec nos semblables devient impossible. C'est elle qui adoucit les mœurs, empêche les querelles de naître, calme souvent les irritations et les haines en les forçant à se contraindre, à s'étouffer ; c'est elle qui nous fait aimer de nos supérieurs et respecter de nos inférieurs.

Elle simule la bienveillance lorsque cette qualité, par malheur, nous fait défaut.

La politesse n'est ni une qualité ni une vertu, c'est un talent que nous devons acquérir, et inculquer à ceux qui sont placés sous notre direction.”

Yours, etc.,

A READER OF THE *Record*.

**Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 17th November, 1893.

On which date 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 ; the Hon. Gédéon Ouimet ; Sir William Dawson, C.M.G., LL.D. ; the Venerable Archdeacon Lindsay, M.A. ; George L. Masten, Esq. ; the Rev. W. I. Shaw, LL.D. ; A. Cameron, Esq., M.D. ; Professor A. W. Kneeland, M.A. ; the Rev. A. T. Love, M.A. ; the Right Reverend A. H. Dunn, D.D. ; Samuel Finley, Esq. ; E. J. Hemming, Esq., Q.C., D.C.L. ; the Very Reverend Dean Norman, D.D. ; the Rev. E. I. Rexford, B.A. ; and S. P. Robins, Esq., LL.D.

1. The Chairman announced that Edward Black Greenshields, Esq., B.A., of Montreal, had been appointed by the Government to the Council of Public Instruction, and that Dr. S. P. Robins had been re-elected as a delegate from the Provincial Association of Protestant Teachers of Quebec.



Regrets at inability to be present were read from Dr. Cornish and Messrs. Greenshields and MacArthur.

2. The minutes of the previous meeting were read and accepted.

3. Correspondence submitted by the Secretary :

(a) From several teachers enquiring about the effect of the resolution of the Protestant Committee upon the second-class model and academy diplomas and the holders of them.

Moved by Dr. S. P. Robins, seconded by Professor Kneeland, and resolved : "That the operation of clause A of the 9th paragraph of business passed at the May meeting, 1893, be suspended until Sept. 1, 1895, and that, meanwhile, the clause in question be remitted to the sub-committee that prepared and submitted the report on which this said clause was adopted, with instructions to inquire into the effect of this clause on the privileges and opportunities of holders of second-class diplomas."

(b) From Wm. Brown, Esq., enclosing a petition from the Evangelical Alliance of Quebec, in favor of Bible teaching in the public schools.

Moved by the Lord Bishop of Quebec, seconded by the Rev. Mr. Love, and resolved : "That a respectful answer be sent in reply to the petition from the Evangelical Alliance of Quebec, to the effect that Bible study has always been an important element of the work of the Protestant schools, but that, with a view to a further development of the system of Bible instruction, this very matter has been for many months under consideration, and that we hope after the Protestant Committee's next quarterly meeting to be able to issue new instructions to the Protestant Schools upon the subject."

(c) From B. Bainbridge, Esq., recommending an increase of Inspector Magrath's salary.

The Secretary was instructed to inform Mr. Bainbridge that the matter is still under the consideration of a sub-committee to which the matter has been referred.

The Secretary stated that the number of matriculated students who passed their examinations last year in St. Francis College was six, according to the reports which had been received since the September meeting. In consequence the sum of \$700 granted to this institution as a college, subject to amendment, has been changed to \$590.

Dr. Heneker read a report, on behalf of the sub-committee, on the Marriage License Fund question, when it was moved by Professor Kneeland, and seconded by Mr. Masten, "That the report be received, printed and circulated for the private information of members, and taken up for consideration at the February meeting of the committee." Carried.

Moved by Dr. Hemming, seconded by Archdeacon Lindsay, and resolved, "That the Secretary be requested to furnish a summary digest of the several matters referred to in art. 447 of the School Code, as reported by the several colleges and academies to the Department in virtue of such articles."

The Sub-Committee on Bible Study reported progress and asked leave to sit again.

Moved by the Dean of Quebec, seconded by Dr. Hemming, and resolved, "That the report of the Committee on Bible study be received, and be referred back to the Sub-Committee for further consideration."

Moved by the Lord Bishop of Quebec, seconded by the Reverend A. T. Love, and resolved, "That Mr. Masten's name be added to the Sub-Committee on Bible Study."

The following report was then submitted :

Report of the Sub-Committee on Agriculture, Nov. 17, 1893.

TO THE PROTESTANT COMMITTEE OF THE  
COUNCIL OF PUBLIC INSTRUCTION :

GENTLEMEN,—A meeting of the Sub-Committee on Agriculture in Schools was held in Montreal, on the 8th instant.

The convener, after recalling the business that had been already done and reported to the Protestant Committee, submitted in manuscript a proposed re-issue of the "First Lessons in Scientific Agriculture," prepared by himself in 1864, stating that the general plan of the proposed recension was known to and approved by him.

Dr. Robins, who, at the request of the convener, had prepared the manuscript submitted, explained that the work now before the Sub-Committee, ought to be preceded by a year's experimental instruction in elementary physics and chemistry, guided by a text-book, the manuscript of which was also submitted, following the general plan of the text-book on agriculture. The characteristic features of the work submitted were that principles are as far as possible deduced from actual experiment, and are elucidated and fixed in the mind of the learner by varied arithmetical application.

After discussion, it was unanimously resolved to recommend (1) That the text-book on Agriculture, now authorized, being out of print, the revision by Dr. Robins, submitted in manuscript, be authorized as a text-book in model schools and academies, and that the Protestant Committee of the Council of Public Instruction purchase for distribution, at a price to be agreed on, 250 copies. (2) That in all model schools and academies one afternoon of each week be devoted to instruction in Natural Science, Agriculture, Physiology and Hygiene, or Handicraft, singly or in combination. (3) That Agriculture be recognized as one of the subjects to be considered in relation to bonuses given for school work. (4) That a part of the equipment bonus be annually set aside to encourage the procuring of apparatus for experimental instruction in Agriculture. (5) That preparation be made for introducing into the syllabus of examinations for model school and academy diplomas, at no distant date, say at the examinations of 1895, Agriculture, and the subjects

preliminary to it. (6) That these resolutions be communicated to the Normal School Committee with a view to bringing the instruction of teachers in training into full harmony with the action of the Protestant Committee. (7) That the Protestant Committee of the Council of Public Instruction seek the aid of the Government of the Province in the appointment of an itinerant lecturer, who may bring the more important teachings of scientific agriculture before pupils and their parents alike, with the aid of such illustrative apparatus and experiments as are beyond the reach of schools and teachers, and that the co-operation of the Honorable the Superintendent of Education be invited in this and other matters in this report. (8) That the Sub-Committee on Agriculture be continued with instructions to prepare and submit a detailed statement of the amount and probable cost of the apparatus needed to carry out the experimental teachings of the text book.

The whole respectfully submitted,

(Signed) J. WILLIAM DAWSON, *Convener*.

Moved by Sir William Dawson, seconded by the Reverend Dr. Shaw, and resolved, "That the report of the Sub-Committee on agricultural education be received, and that the Sub-Committee be continued with power to confer with the Government, the Honorable the Superintendent of Education, and others, in regard to the subject."

The report of the Sub-Committee on Legislation, Prize Books, Salaries of Inspectors, etc., was read, and, on the motion of Sir William Dawson, seconded by the Dean of Quebec, it was received and adopted.

The report stated that on the 16th of November, an interview was had with the Premier and the Treasurer of the Province, and that the following questions were fully discussed :

(1) Provision for a special grant for the contingencies of the Protestant Committee.

(2) Provision for the increase of salary of Mr. Paxman and certain inspectors.

(3) The desirability of augmenting the grant to common schools in order to increase their efficiency.

(4) The prize book matter.

The Very Reverend Dean Norman read the reports of the Sub-Committees on School Specimens and on the employment of time after the June examinations in the superior schools, both of which were received.

Professor Kneeland read the report of the sub-committee on the recommendations contained in the last report of the Inspector of Superior Schools.

The Sub-Committee advised the adoption of number one, as amended below, and of numbers 2, 4, 6 and 7, as below :

(1) That while basing the award for appliances on the aggregate marks beyond a certain figure, no bonus for appliances be paid to any school which takes less than 40 marks in connection with any item of the inspector's report.

(2) That the following be added to the items on which the inspector makes his summary, namely, singing and physical exercises as a means towards an improved discipline.

(4) That academies as well as model schools be classified as of a first and second rank.

(5) That the rules and instructions for the June examinations be put in printed form, for distribution among teachers, commissioners, and deputy examiners.

(7) That a special paper in mental arithmetic, and a design for the drawing paper be prepared for the next examination.

The report was received and adopted.

The Secretary submitted the following financial statement, which was received, examined and found correct.

Financial Statement of the Protestant Committee of the Council of Public Instruction :—

1893.

*Receipts.*

Sept. 29. Balance on hand..... \$3,694 80

*Expenditure.*

Sept.	John Dougall & Son, printing superior education papers.....	\$97 00	
Oct. 2.	Secretary's salary.....	62 50	
	Inspector's salary.....	125 00	
	T. J. Moore & Co., Superior Education supplies.....	36 90	
	Inspector's postal and express charges.....	45 40	
	Central Board of Examiners....	250 00	
Nov. 17.	Balance on hand as per bank book	3,078 00	
			\$3,694 80

Examined and found correct. (Signed), R. W. HENEKER.

[Note.] Contingent Fund debit balance,  
Nov. 17, 1894..... \$1,286 44  
Value of office furniture of Inspector of Superior Schools on hand.

Dr. Robins gave notice that, at the next meeting of the Protestant Committee, he will move, seconded by Mr. Finley: "That a Subcommittee of five members on the distribution of grants to superior schools, of which the Chairman of the Protestant Committee and the representative of the Association of Protestant Teachers of the Province of Quebec shall be ex-officio members, be annually appointed at

the May meeting of the Protestant Committee, to confer with the Inspector of Superior Schools and with the English Secretary of the Department of Public Instruction, and, in view of their reports and of the regulations of the Protestant Committee, to prepare a schedule of distribution and submit it at the September meeting."

The proposed amendments to the School Law, which were submitted by the Department, were read, when it was

Moved by the Reverend Dr. Shaw, seconded by Mr. S. Finley, and resolved: "That in the case of the amendment which proposes to allow girls to be candidates for diplomas at sixteen years of age we strongly recommend that it be so modified as not to apply to candidates appearing before the Protestant Central Board of Examiners."

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

G. W. PARMELEE,  
*Secretary.*

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 23rd February, 1894.

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; Geo. L. Masten, Esq.; the Reverend W. I. Shaw, LL.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, M.A.; the Right Reverend A. H. Dunn, D.D.; S. Finley, Esq.; E. J. Hemming, Esq., D.C.L., LL.D.; the Very Reverend Dean Norman, D.D.; the Reverend Dr. Cornish; S. P. Robins, Esq., LL.D.

Letters of regret at unavoidable absence were read from Sir William Dawson and the Reverend E. I. Rexford.

The minutes of the previous meeting were read and confirmed.

The Secretary submitted applications and certificates from W. Chalk, B.A., E. N. Brown, B.A., and Frank B. Grundy, who asked for diplomas.

After an examination of the documents, it was moved by the Dean of Quebec, seconded by Dr. Cornish, "That the application of Mr. W. Chalk for a first-class academy diploma be granted, he being a graduate of the University of London, England, having taught successfully for ten years, and having submitted a second-class academy diploma and the usual certificates of moral character."

The Secretary was instructed to inform Mr. Brown that he would receive exemptions in accordance with Regulation 58; and to inform Mr. Grundy that the Committee regrets that it cannot grant any exemptions upon his documents.

The following motion, of which notice was given at the November meeting was moved by Dr. Robins, seconded by Mr. Finley, and carried: "That a Sub-Committee of five members on the distribution of

grants to superior schools, of which the Chairman of the Protestant Committee and the representative of the Association of Protestant Teachers of the Province of Quebec shall be ex-officio members, be annually appointed at the May meeting of the Protestant Committee to confer with the Inspector of Superior Schools and with the English Secretary of the Department of Public Instruction, and, in view of their reports and of the regulations of the Protestant Committee, to prepare a schedule of distribution and submit it at the September meeting."

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

Moved by Professor Kneeland, seconded by the Dean of Quebec, and resolved: "That the following be appointed as the deputy examiners for the examinations in June next; that the Secretary be requested to secure a substitute for the Reverend Mr. Magee in case he declines to act; and that the examinations begin on the 26th of June next: Aylmer, Rev. A. Magee; Cowansville, Inspector Taylor; Gaspé Village, Rev. J. P. Richmond; Huntingdon, Inspector McGregor; Inverness, Inspector Parker; Lachute, Inspector McOuat; Montreal, Dr. Kelly; New Carlisle, W. M. Sheppard; Quebec, T. A. Young; Richmond, Rev. James Hepburn; Shawville, Rev. W. H. Naylor; Sherbrooke, H. Hubbard; Stanstead, Inspector Thompson; Waterloo, Rev. J. Garland."

After consideration of correspondence submitted by the Central Board of Examiners, it was moved by Professor Kneeland, seconded by Mr. Masten: "That the Superintendent be requested to hold an official investigation concerning the case of the candidates for academy diplomas, as reported by the Central Board of Examiners." Carried.

The Secretary was authorized to write to the Honorable the Postmaster-General to endeavor to secure special rates for the June examination papers, which, according to Regulation 86, section 9, are sent in sealed envelopes.

Professor Kneeland having, with approval of his seconder, the Reverend Dr. Shaw, withdrawn his previous motion, moved, seconded by Dr. Shaw, "That the report of the Sub-Committee on Professor Kneeland's motion concerning distribution of the funds available for the encouragement of superior education be adopted as amended, and that the report be entered in full in the minutes, and published in the EDUCATIONAL RECORD in instalments." Carried.

The Sub-Committee on Agricultural Education presented the following report, supplementary to the one submitted at the last meeting.

"The Sub-Committee would beg leave further to report:—In pursuance of the reference from the Committee, the Sub-Committee has, through Dr. Robins, procured estimates for the printing of the text-book required, and finds that Parts 1 and 2 will amount to 300 pages, and that a work of that size, with the necessary illustrations,

can be produced to sell at a price not exceeding seventy-five cents. This is the estimate given by Messrs. Drysdale, of Montreal, submitted herewith, along with the letter of Dr. Robins, and it is recommended that in the event of their (Messrs. Drysdale) producing the book at their own expense, the Committee will authorize the use of the work in model schools and academies, and will take two hundred and fifty copies at the wholesale price, for gratuitous circulation, in order to promote its introduction."

(Signed), J. WM. DAWSON, *Convener*.

February 22, 1894.

The report as read was adopted.

The Dean of Quebec read the report of the Sub-Committee appointed to consider methods of employing the time and retaining the interest of the pupils of the superior schools between the close of the June examinations and the end of the school year.

The report as read was adopted.

The report on Bible Study was presented by the Lord Bishop of Quebec, who moved, seconded by the Reverend Dr. Shaw, that it be received and adopted. Carried.

The interim report of the Inspector of Superior Schools was read and placed on file.

The Secretary reported that Dr. Robins and himself had arranged to hold four Institutes this year, in Shawville and Inverness in the first week, and in Lachute and in the Gaspé district in the second week of July. Dr. Harper and Professor Kneeland would lecture at the two Institutes in the western part of the Province, and Dr. Robins and Mr. Parmelee in the eastern.

Further details would be published in the RECORD.

Dr. Hemming asked and received permission to continue his motion, of which he gave notice at the meeting of May, 1893, and to take it up early in the order of proceedings at the next meeting.

Financial Statement of the Protestant Committee of the Council of Public Instruction:—

*Receipts.*

Nov. 17, 1893.	Balance on hand as per bank book . . . . .	\$3,078 00
Jan. 24, 1894.	From City Treasurer, Montreal, 55-56 Vic., chap. 61, sec. 2 . . . . .	2,000 00
		<hr/> \$5,078 00

*Expenditure.*

Nov. 18, 1893.	Salary of Inspector of Superior Schools . . . . .	\$ 125 00
do.	Institute expenses of Superior Schools . . . . .	25 00
do.	Salary of Secretary . . . . .	62 50

Jan. 25, 1894.	McGill Normal School, 55- 56 Vic., chap. 61, sec. 2..	2,000 00	
Feb. 23, 1894.	Balance as per bank book..	2,865 50	
			\$5,078 00
	Debit balance on contingent account .....	\$1,498 94	
Examined and found correct.		(Signed)	R. W. HENEKER.

It was unanimously resolved to amend certain Regulations as follows :

Regulation 54, by adding after "Protestant Committee" the words "and that they have paid a fee of three dollars to the said Committee."

Regulation 56, by adding the words "upon the payment of a fee of three dollars."

Regulation 58, by substituting the words "three dollars" for the words "one dollar."

Regulation 86, section three, second sentence, by replacing the words "in algebra and geometry" by "in algebra, geometry and trigonometry."

Regulation 87, note, by striking out the words, "and \$2.00 for junior certificates must be paid to the Secretary of the University Examiners."

The Principal of the McGill Normal School presented a copy of the questions that had been set for the last Christmas examination in that institution, together with a tabulated statement of the marks taken by each pupil. The documents were referred to the Dean of Quebec for examination.

There being no other business, the meeting adjourned to the second Friday in May, or to the first or to the third instead, if so ordered by the Chairman.

GEO. W. PARMELEE, *Secretary.*

#### INSTITUTES.

Arrangements have been made for the holding of four Institutes this year in the month of July. On Tuesday, the third of July, one Institute will open at Inverness and one at Lachute. Dr. Robins will take the subjects of Arithmetic, Mensuration, School Organization and Discipline; and Mr. Parmelee will take English, Geography, Art of Teaching and School Law at Inverness; and on the thirteenth of July will continue the work with the same programme at New Richmond.

Dr. Harper, whose subjects will be announced later, and Professor Kneeland, will conduct the Institute at Lachute, and in the second week of July, one at Shawville. Professor Kneeland will take English and Geography. Inspector McOuat will devote one hour a day at Lachute to the teaching of Reading.



A more extended programme of the work will be printed in the April RECORD.

#### CENTRAL BOARD.

The examinations will begin this year at the usual local centres on Tuesday, the 26th day of June.

The syllabus of examination, and the circular of information issued for 1893, are good for the present year without alteration. Candidates requiring any information should address G. W. Parmelee, Secretary of the Central Board of Examiners, Quebec. All applications for examination should be made before the first of June.

#### BIBLE STUDY.

At the last meeting of the Protestant Committee, a scheme of Bible Study in schools was adopted, and will come into effect on the first of September next. It is expected that the scheme will be approved by order-in-council before the next issue of the RECORD, and if so it will be published in full in our next issue. The scheme provides for the study of the Old and New Testament concurrently, beginning with grade one of the elementary class, and continuing through grade two of the academy.

#### FIRST-CLASS DIPLOMAS.

There appears to be a widespread misapprehension as to the nature of the action taken by the Protestant Committee in regard to the qualifications of teachers in Superior Schools. It was first resolved that, after September, 1894, no teacher should be allowed to take charge of a department of a school subsidized by the Protestant Committee, unless that teacher held a first-class diploma.

Afterwards the operation of this resolution was suspended until September, 1895, in order that further information might be obtained as to the probable working of the scheme, if it should become a regulation. It should be observed that this resolution will not affect in any way teachers of the elementary schools that are not departments of academies or model schools.

The object of the action taken by the Protestant Committee with respect to diplomas is to encourage professional training of teachers in the Province of Quebec. While it is desirable that every teacher should pass through the Normal School before entering upon his work, the conditions are such in this Province that professional training cannot yet be made compulsory for teachers in elementary schools, but it is believed that our superior schools can now secure teachers who have had professional training, or have obtained first-class diplomas on the ground of successful teaching.

The first instalment of the report of the Sub-Committee on the question of superior education grants will appear in the next RECORD.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 1st of December instant, 1893, to detach from the school municipality of "Eaton," county of Compton, the territory known under the name of Sawyerville, and to erect it into a distinct school municipality, under the name of the "Village of Sawyerville," with the same limits which are assigned to it by the proclamation of the 31st of August (1892).

This erection to take effect only on the first of July next, 1894.

11th December.—1. To detach from the school municipality of the Magdalen Islands, county of Gaspé, "Alright Island," and to erect it into a school municipality, under the name of "Havre aux Maisons."

—2. To detach from the said school municipality of the Magdalen Islands, the islands "Wolfe," "Bryson," "Grosse Ile" and "Rocher aux Oiseaux," and to erect them into a distinct school municipality, under the name of "Grosse Ile.

—To detach from the school municipality of "The Magdalen Islands," in the county of Gaspé, "Coffin Island," and erect it into a distinct school municipality, under the name of "Coffin Island."

These erections to take effect only on the 1st of July next (1894).

—To order,—whereas the dissentient school trustees of the municipality of Dundee, in the county of Huntingdon, have allowed one year to pass without having a school in their municipality or jointly with other trustees in a neighboring municipality, and have not put the education law in force, and have taken no measures to establish schools according to law,—that the corporation of the said dissentient school trustees for the said municipality of Dundee, in the said county of Huntingdon, be declared dissolved within the delay determined by law.

19th December.—To appoint Mr. Hamilton Stewart Dowd school commissioner for the municipality of Quyon, Pontiac, in the place of Mr. Charles Bell, absent.

His Honor the Lieutenant-Governor has been pleased, under date the 10th January, 1894, to appoint a school trustee for the municipality of New Richmond, county Bonaventure.

25th January.—To appoint two school commissioners for the municipality of St. Marcellin, county Rimouski.

12th February.—To appoint a school commissioner each for the municipalities of St. Jean Deschailions and St. Apollinaire,

county Lotbinière; one for the municipality of Farnham West (parish), county Missisquoi, and one for the municipality of L'Ange Gardien, county Rouville.

16th February.—To appoint Mr. Orro Cass school commissioner for the municipality of Rock Island, county Stanstead; and to appoint a school commissioner for the municipality of Notre Dame au Sacre Cœur, county Rimouski.

26th February.—By order in council to amend the order in council of the 30th of January, 1869, by substituting the words "Sainte Germaine du Lac Etchemin" for those of "Saint Germain du Lac Etchemin," county of Dorchester.

—To detach lots numbers 587, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607 and 608, of the cadastre of the parish of Saint Denis, in the county of Saint Hyacinthe, and annex them to the school municipality of Saint Charles (parish), in the same county, for school purposes.

This annexation to take effect only on the first of July next (1894).

27th February.—To appoint a school commissioner for the municipality of Saint Gédéon de Marlow, county of Beauce.

## REPORT OF COMMITTEE ON SCHOOL EXHIBIT.

The Committee on School Exhibit beg leave to report:—

1. That in their opinion it is desirable that the school exhibit be a recognized feature of future conventions.

2. That in order to render such exhibit of educational value the following regulations be adopted:—

(I.) The number of specimens from each Elementary School shall not exceed six in each of the following subjects: Writing, Arithmetic, Book-keeping, Map-drawing, and Drawing from authorized Drawing Books, and shall be sent from third and fourth grades only.

(II.) The same number of specimens may be sent from all the grades of Superior Schools and in the same subjects, with the addition of Algebra and Geometry.

(III.) Specimens of Kindergarten, Botanical and Industrial work may be sent from any schools; such shall be styled "Special Exhibit" and shall not compete for prizes.

(IV.) All specimens shall be prepared upon the authorized test-paper or upon other paper of equal size (8 x 10 inches), special exhibit excepted.

(V.) All specimens shall bear the name, age, grade, school and municipality of the pupils whose work they are.

(VI.) All specimens from Elementary Schools shall be sent through the Inspectors for the various districts.

(VII.) No specimens shall be sent rolled, but shall be protected between cardboard or in suitable boxes.

(VIII.) All specimens shall be the *bona fide* work of the pupils whose names they bear.

(IX.) A committee consisting of the Protestant Inspectors together with five members, resident in the place in which the convention is held, shall be appointed annually at convention to receive and arrange the exhibit.

(X.) Three prizes, consisting of school apparatus, to the value of ten, eight and six dollars, shall be offered annually in each

class of schools, Academy, Model and Elementary, for the best exhibits sent in from these schools, according to the regulations. No school obtaining a first prize shall compete again for three years.

(XI.) The Central Executive Committee shall annually appoint three judges, who shall determine the values of the several exhibits competing for these prizes.

3. The committee recommend that an annual grant be made to defray the expenses of the committee on exhibits, and that this grant for the coming year be \$125.00.

4. That the Editor of the EDUCATIONAL RECORD be requested to publish these regulations annually in the month of January.

5. That School Commissioners be urged to provide the necessary test-paper for the schools under their control.