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APRIL, 1886.

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THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC,

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

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THE
EDUCATIONAL RECORD
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PROVINCE OF QUEBEC.

No. 4.

APRIL, 1886.

VOL. VI.

THE PROVINCIAL ASSOCIATION OF PROTESTANT
TEACHERS.

A special meeting of this Association was held, as announced, at the McGill Normal School, on Friday and Saturday, the 26th and 27th March. The attendance of teachers was very large, and the proceedings very interesting. Sir Wm. Dawson, the President, was in the chair, and the Protestant Committee was also represented by Dr. Heneker, Rev. Dr. Cornish and Mr. Masten. The Hon. W. W. Lynch, G. W. Stephens, M. P. P., and the Rev. Elson I. Rexford, Secretary of the Department of Public Instruction, were also present.

The Rev. Mr. Rexford having offered prayer,

Sir William Dawson, said: The usual presidential address would not be in place at the present meeting, which is to be regarded, not so much as a substitute for the annual meeting of last year, as a special meeting in exceptional circumstances. When it was decided at the close of the important and successful meeting of 1884 to meet in this city in the autumn of 1885, we looked forward to a great and agreeable gathering, and were prepared, not only to welcome the association back to its birth-place in the McGill Normal school, but to bring to bear all the educational resources of Montreal, to promote the highest success of the meeting. You know that we were doomed to disappointment. The epidemic then prevalent, rendered it inexpedient to invite teachers from a distance to the city; and though we who were on the spot knew that the danger was really small, it was apparent that it was much more seriously regarded elsewhere, and that the meeting, if called, would have resulted in failure. The council felt that in these circumstances it was following the indications of Divine Providence, and consulting the best interests of the Association in postponing

the meeting. Should it, however, be agreeable to the Association to appoint its meeting for this year in Montreal, I can assure it of a hearty welcome. The present interim meeting has seemed to the council necessary, in view of important matters of legislation affecting the teachers, and the education of the province generally, which will come before the Legislature at its approaching session. Prominent among them is the pension act, a subject accompanied with difficulties both in view of the diverse interests of different classes of teachers, and of the insufficient means available for securing such retiring allowances as are to be desired. It is a subject, however, in which the views of the teachers represented in the Association should have much weight with the Government and Legislature. The codification of the education law is also a most important matter and of much more general bearing, and will, it is hoped, afford the opportunity greatly to improve the working machinery of our educational system, an opportunity of which the officers of the Department of Public Instruction and the committees of the Council of Public Instruction have been earnestly endeavoring to avail themselves, and in regard to which it is hoped that more information will be laid before this meeting. Permit me to add, on behalf of McGill University, that while the present short meeting, at a season when we are overburdened with the work incident to the close of the session, does not afford the opportunity which we had hoped to have last autumn, we cordially invite the members of our Association to visit our museum and library, and shall hope, if Montreal should be favored with a meeting of the Association next autumn, to have the pleasure of entertaining its members in a more formal manner, and of showing, in a more public way, that interest which this University has always felt in the general education of the province, as represented by the members of this Association, and the educational institutions over which they preside.

After reading the resolutions adopted at the previous Convention, Dr. Robins made the following report on behalf of the Committee of Conference :



MONTREAL, March 26th, 1886.

To the Provincial Association of Protestant Teachers of the Province of Quebec, in Convention assembled.

LADIES AND GENTLEMEN,—Your Committee appointed at the last Convention to represent certain points affecting your interests, to the Protestant members of the Provincial Government, and to the Protestant Committee of the Council of Public Instruction, beg to report as follows:—

On maturely weighing many considerations arising from his official position, the Rev. E. I. Rexford, B.A., English Secretary of the Department of Public Instruction, deemed it his duty to decline to act on this Committee. The Executive Committee of this Association, appreciating the reasons of his refusal, relieved Mr. Rexford by appointing in his stead Dr. Harper. Accordingly this Committee, from the time its labors began, has consisted of George L. Masten, Esq., member of the Protestant Com-

mittee of the Council of Public Instruction; Dr. Harper, Rector of the High School of Quebec, and Dr. Robins, Principal of McGill Normal School.

This Committee, after preliminary consultation by letter, agreed to meet in Quebec on Tuesday and Wednesday, the 25th and 26th of November, 1884, and to ask the privilege of an interview with the Hon. Messrs. Lynch and Robertson, and with the Protestant Committee of the Council of Public Instruction. Through indisposition the Hon. Mr. Robertson was detained in Sherbrooke, but the Hon. Mr. Lynch kindly received us, discussed with us the various topics submitted, sympathized with the views of teachers in regard to many points, and cheerfully promised such assistance as, consistently with the public interest, it might be in his power to give. As the points submitted to the consideration of the Hon. the Commissioner of Crown Lands were identical with those presented to the Protestant Committee of the Council of Public Instruction, their tenor will appear from the following account of our interview with that body:

Your Committee was courteously admitted to audience by the Protestant Committee of the Council of Public Instruction on Wednesday, November 26th. At the interview, as previously agreed by your Committee, Dr. Harper asked the influence of the Protestant Committee with the Government on behalf of an annual grant of \$200 in aid of the expenses of our Conventions; he urged the desirability of according to the Convention, on behalf of the Protestant teachers of this Province, the right of representation on the Protestant Committee of the Council of Public Instruction, referring especially to the proceedings of the Sherbrooke Convention under the presidency of Dr. Henneker in 1882, and subsequent Conventions; and, further, he asked for such arrangements by the appointment of a Central Examining Board, or otherwise, as would secure an efficient, uniform examination of candidates for diplomas as teachers, calling attention to the fact that, since 1880, this matter had been urged by successive Conventions.

Mr. Masten, then just appointed by the Government a member of the Protestant Committee, urged the value of a common examination for matriculation in the Universities, and for admission to the study of the medical, legal and notarial professions, as asked by the Montreal Convention of 1880; he also directed the attention of the Protestant Committee to the reiterated demand of teachers made at the several Conventions held at Sherbrooke, Lachute and Cowansville, that the annual examination of the Model Schools and Academies should be held not later than the month of March in each year.

Dr. Robins submitted two points; the first, that the Lachute Convention in 1883, had asked such modifications of the regulations respecting the conferring of Academy diplomas as should provide that no teacher untrained and destitute of experience should hold a first-class diploma, that teachers, of proved efficiency, might be able, in some way, to secure

diplomas of the highest grade; the second, that in respect of the Pension Act, the majority of Protestant teachers do not desire any provision for pensions, their views being set forth in the EDUCATIONAL RECORD, of 1881, pp. 151 and 510; but that the permanent teachers of the province desire amendments that shall render the Act of 1880 workable, their views being presented in the volume above cited. pp. 145, 213, 216 and 507.

His Lordship the Bishop of Quebec, Chairman of the Protestant Committee, in politely dismissing your committee, informed them that the subject of uniformity of entrance examinations to the study of the professions had already engaged the serious attention of the Protestant Committee, which was still endeavoring to secure the ends sought by teachers. He also said that the Protestant Committee were seeking the necessary legal authorization to secure the appointment of a Central Examining Board. Finally, he requested your committee to communicate the views of teachers respecting the points submitted, in writing, in order that they might be considered at the next quarterly meeting of the Protestant Committee.

The kindest assurances of interest in the welfare of teachers were given by many members of the Protestant Committee, and it was gratifying to observe that the most strenuous aid of the members of that Committee would be given to further such of the wishes of teachers presented by your Committee as harmonized with the previous action of the Protestant Committee.

In reference to the request of the Protestant Committee of the Council of Public Instruction, the subjoined letter was prepared and presented at the February meeting of the Protestant Committee.

MCGILL NORMAL SCHOOL,
MONTREAL, Feb. 16th, 1885.

To the Protestant Committee of the Council of Public Instruction.

GENTLEMEN,—As directed by you at your late meeting, and on behalf of the Provincial Association of the Protestant Teachers of Quebec, I have the honor to submit in writing the following points, having no doubt that they will appear to you, as they do to the great body of Protestant Teachers of this Province, worthy of your kind consideration, as intimately touching the well-being of teachers and schools.

The aspect of some of these suggestions has changed since your meeting of November last, when the Committee appointed by the late Convention of Teachers had the honor of an interview with you. It would appear, however, best, to present now, as then, the views of teachers in the manner in which that Committee was charged to represent them to your body.

1st. We ask the powerful aid of the Committee of the Council of Public Instruction, in supplementing the request we make to the Government for an annual subvention of \$200 in aid of the funds of the Provincial Association of Protestant Teachers—funds overburdened by the pressing and important demands they have to meet.

2nd. We ask the Committee to reserve, under such regulations and restrictions, as it may deem proper, one of the Associate Memberships of the Committee, to be annually filled by a representative of the teaching profession elected at the Annual Convention of Protestant Teachers of the Province of Quebec by the members of that body. We are thankful to the Government of the Province of Quebec for its recognition of teachers in the highest place of educational power, by the appointment of one of our members to a position on the Council of Public Instruction, but by the fact of permanent appointment to this important position he will rightly feel compelled to present his individual views, and although he will be knit in sympathy to us, he is placed beyond our reach and cannot be regarded as our representative. We therefore trust that it will yet appear to the Protestant Committee of the Council of Public Instruction a graceful and just recognition of the merits of the organized teaching profession, to admit a representative elected annually from and by the Convention as an Associate Member, which, in case of any future vacancy, can be readily and legally done.

3rd. We desire also to urge the need of some arrangement, by a Central Examining Board, or otherwise, as to your wisdom may seem fit, for rendering effective for delivering from the charge of favoritism, and for assimilating to a common standard the examinations for teachers' diplomas. Although the examinations are made by common examination papers, yet the results in different localities being evaluated by different persons who have no common standard of comparison, are not evaluated alike. In some cases, again, the most active and able local examiners are teachers of some of the rival schools that send up candidates for examination, so that certain schools decline to send their pupils before their local boards, preferring the inconvenience and expense of sending them before district boards of examiners. It is not necessary to cite instances of the inefficiency of some of the examiners, nor to point to the inadequate qualifications of some certificated teachers.

4th. We are instructed to represent to you the great inconvenience and loss of time which teachers suffer through want of a common course of study, preparatory to entering professional training in Law, Medicine and the Notarial profession, and to matriculating in the universities. In the higher class of country schools the professions selected are almost as numerous as the pupils; and as the authors to be read are as diverse as the professions, class instruction in some subjects is almost impossible.

5th. We are deputed to ask such modifications in the regulations for granting Academy Diplomas as will provide, on the one hand, that no teacher who is untrained and destitute of experience, shall hold a first class diploma, and on the other hand that such teachers as have shown themselves thoroughly efficient shall be enabled in some way to secure certificates of the highest grade.

6th. We are directed to call the attention of the Protestant Committee of the Council of Public Instruction to the fact that the resolution respecting the time of examination of the Model Schools and Academies, passed

at the Convention at Cowansville in October last, is the reiteration of a request that has been made by the teachers interested, in 1882 and in 1883, and that it refers to what is felt to be a serious grievance.

Lastly. The Pension Act causes the general body of Protestant teachers great anxiety. It will come into operation during the current year. The pension fund is wholly inadequate to meet the matured claims that will be immediately presented. If the approaching session of the Provincial Parliament pass without remedial legislation, the results must be disastrous. The only hope of the Protestant teachers of Quebec in respect of this most pressing and important matter is in the influence that the Protestant Committee of the Council of Public Instruction may be able to exert over the course of legislation.

May we be permitted to say that the teachers whom we represent know something of how carefully you have already considered many of the topics now presented. For all the efforts of the Committee to advance education in general and the interests of teachers in particular, we desire on their behalf to express our sincere and profound gratitude. It is the consciousness of all that you have already done and of the earnest solicitude with which you prosecute your unremunerated and often thankless labors that emboldens us thus to present our views and our wishes, knowing that you will understand us and sympathize with us, and that you will accord us even more than the consideration and assistance which we have any right to claim.

FOR THE COMMITTEE OF TEACHERS.

The response of the Protestant Committee to the requests of teachers is known to us all as readers of the EDUCATIONAL RECORD.

At the February meeting it was moved by Dr. Hemming, seconded by the Rev. Dr. Cook, and resolved:

"That in accordance with the recommendation of the deputation from the Provincial Association of Protestant Teachers, this Committee recommends that an annual grant of two hundred dollars be made, to enable the Superintendent to provide specimens of school apparatus and school appliances for the use of the Teachers' Institutes in the Province.

"That this Committee is of opinion that it would be impossible for them, constitutionally, to comply with the second request of the Protestant Teachers' Association, respecting the annual appointment of a delegate elected by the teachers, but that the Board will always be willing, as they have been in the past, to give every consideration to the views of the teachers, as from time to time represented to them."

At the same meeting a sub-committee reported that in conference with the Cabinet, assembled in Council, it had urged the objections of the Protestant teachers to stoppages in aid of the Pension Fund.

An editorial note in the RECORD of January, states that the Model Schools and Academies will be examined during the month of March, but no reference to such an arrangement is contained in the published minutes of the Protestant Committee.*

* NOTE.—The Committee has failed to notice the reference on p. 318 ED. REC. 1884.—ED.

The last proposed amendment of the Protestant Committee to the regulations respecting Academy diplomas, does not seem to have been carried, so far as the published minutes inform us, and what is the precise state of the regulations, is not known to your Committee.

A very full code of regulations intended to accord uniform and efficient examination of candidates for admission to the ranks of teachers, was submitted at the November meeting of the Protestant Committee, but is not yet quite complete.

On behalf of your Committee, respectfully submitted.

S. P. ROBINS,

Convener.

On motion of Dr. ROBINS the report was received.

Mr. E. W. ARTHY then moved that the action of the Executive Committee in postponing the usual annual convention be approved. Carried.

On motion of Dr. KELLEY, seconded by Dr. HARPER, the Association resolved itself into committee of the whole, Sir William Dawson being asked to preside.

The first question taken up for consideration was "Is a Pension Act desirable?"

Dr. ROBINS said he thought it was a fundamental question, and until that was settled the others should wait. Sentimentality should be left out and the thing regarded as a business question. The poverty of teachers was mentioned and the fact of teachers arriving at an old age without adequate means was advanced, but this applied to all laborers. It was a sad thing to see any old laborer turned adrift after years of toil. He believed our legislators had no sympathy with the feeling that teachers particularly should be singled out for pensions. We know that with regard to teachers they lose touch and sympathy with the young as they advance in years and something should be done to relieve them of their duties, yet it seemed almost impossible, without manifest injustice, to provide that teachers should retire when their usefulness was decreasing. He thought provision should be made for superannuation and he had always advocated it as a means of maintaining an efficient teaching staff. He spoke very highly of those teachers who had lost the fire and enthusiasm they had when they were younger, and he thought some provision should be made for their retirement. He thought of agitating the question some years ago with the Protestant Commissioners of Montreal, and to obtain legislative power to set apart from their funds an amount to do this for the older teachers of their staff. He thought that a provision acceptable to the teachers without embarrassing the resources of the country should be made, but he did not think the Government should be called upon to exonerate the teachers from habits of thrift, economy and foresightedness and actually to pauperize the body of teachers. If our teachers set the example of being provident, careful and following habits of self-denial, they would exhibit these homely virtues to those they have to teach.

Dr. HARPER said that he had not been connected with the profession so long as Dr. Robins, but he should like to make a few remarks. He went to a meeting about three years ago on the subject of the Pension Act. Then all the lady teachers were strongly opposed to it. They, as teachers of this Province, are not required to carry out the legislation of the Province, and if the Government had got into difficulties by passing this Pension Act, the teachers are not called upon to find a solution for these difficulties; this is the work of the Government. The great objection to the Pension Act lay in the necessity of keeping back a certain amount every year from the salaries of teachers. The institution with which he was connected had to pay into this fund, and yet they received nothing from it, and therefore he could scarcely be an interested party in favor of the act. He would favor an increase in the salaries of the teachers in order to enable them to provide for the future. He regarded the Pension Act as an indirect means of raising teachers' salaries, because the stoppages would generally be paid by the municipalities. He suggested the appointment of a committee in order to make the law more workable.

Mr. WARDROPE was opposed to a Pension Act at all.

Mr. PARSONS thought that discussing this question was entirely out of place, as at present they had a Pension Act.

Mr. KNEBLAND was opposed to amending the present act, which had been tinkered with until it was almost unrecognizable and promised to swamp the Protestant teachers of the Province. He would move "That, in the present condition of educational matters in the Province of Quebec, no amendments to the present act will be acceptable to the Protestant teachers of the Province, and that the act be abrogated."

Dr. HOWE, head master of the High School of Montreal, said he had tried to determine by calculation whether the advantages to be obtained by old teachers were excessive, and whether, in that case, they should be refused benefits or whether a larger percentage should be exacted from them. He had ascertained that charging the old teachers compound interest was better than 6 per cent. of ordinary interest. Four per cent. compound interest would be the same as 6 per cent. annually during twenty years, 7½ per cent. annually for thirty years and 9½ per cent. annually for forty years.

Rev. Mr. REXFORD said that the act provided that if 2 per cent. was not sufficient to meet the demands upon the fund, the act provided that 3 per cent. might be retained from the salaries of teachers, and if that was not sufficient, 4 per cent. Among the amendments proposed was the one mentioned by Dr. Howe, of charging old teachers 6 per cent., and he might say that the Roman Catholic teachers would accept that. It had also been proposed that in any case the amount retained from the teachers should not exceed 4 per cent., but that, instead, a *pro rata* reduction should be made upon the pensions.

Chancellor HENEKER said there were two classes of teachers—both of whom deserved our greatest possible consideration—religious teachers, or

clergymen, and the teachers who were to bring up our children and train them for the ordinary walks of life. He held that teachers had a direct claim upon the community, and he might say that they were not the only class to whom pensions were given. Members of the army, the navy and the civil service received pensions, and they were not supposed to be wanting in self-reliance. No, they were public servants and the Government paid them a minimum salary and provided for a pension, and the same rules applied to teachers. He would say that a teacher who was using his position as a stepping-stone to the law or any other profession, was not a good teacher. His whole mind and soul should be devoted to the work. Teachers should enter upon their work with the intention of making it their calling in life, and such teachers were entitled to our best consideration. Why, even judges, after fifteen years' service, received three-fourths of their salary as a pension, and no one thought of calling them paupers. He thought that in the interests of education there should be a pension act, but it should be of such a character as to give such a pension as the teacher was entitled to.

Mr. E. W. ARTHY said that one question they had to consider was, "Is the age of retirement too low?" The act provided that any teacher who has served for ten years or upwards, and has reached the age of fifty-eight years, can retire on a pension; that any teacher who has taught for ten years or upwards, starting say at eighteen, and whose health has been enfeebled, and who has received any injury which incapacitates him for school work, can retire on a pension, no matter what his age is. Another question which has been considered was, "Is there sufficient provision against the possibility of retirement before it is absolutely necessary?" The question arose here whether a man at forty-eight years of age was not still in the prime of life, and what was to prevent him from receiving a pension and still prosecuting some other kind of work,—and should not some provision be made to prevent this? A third question considered was, "Whether it was desirable that any benevolent fund should offer advantages sufficient to allow any superannuated pensioner to retire on allowances that would enable them to live with the same amount of comfort as they had been accustomed to? The question had therefore been asked, 'Should a man get 1-50th of his salary for every year of service as a pension, instead of 1-40th?'"

Dr. KELLY did not think there was any use in discussing the abrogation of the act, as nearly all the Roman Catholic and a large proportion of the Protestant teachers were in favor of it. They should rather try and make it workable. One grave injustice was that teachers previous to 1880 should only pay the same sum as the teachers of to-day. He thought they should pay more. He did not think either that the pension should be paid until the youngest child was eighteen years of age, but that the limit should be reduced to sixteen, fourteen, or even ten years. It had also been said that the act was very unjust to ladies, but it might be amended so that they could retire at fifty instead of fifty-eight.

Mr. STEPHENS, M.P.P., objected to anything being taken from the already small pittance paid to teachers for a pension fund.

Chancellor HENEKER then explained the nature of the work done by the Protestant Committee in connection with the revision and codification of the statutes.

The Convention then adjourned until 8 o'clock in the evening.

The Friday Evening Session was largely attended, and the discussion on the Pension Act was continued. It was finally resolved to appoint a Committee to consider the desirable amendments to the Act and to report to the Convention on Saturday morning, and accordingly a committee, composed of Dr. Robins, Dr. Harper, Mr. Masten, Dr. Kelley, Mr. Kneeland, Rev. Elson I. Rexford, Mrs. Fuller, Miss Rodger and Miss Macdonald, was appointed for this purpose.

The report of the Committee of Conference was then taken up item by item.

It was reported on behalf of the Protestant Committee of the Council:—

1. That it had asked the Government to accede to the wishes of the Protestant teachers, in regard to an annual grant of \$200 to the Association for reasons assigned.

2. That a Central Training Board had been provided for in the new School Laws.

3. That the unification of the course of study for Academies, and the requirements for entrance to the Universities and Professions, is receiving careful consideration.

4. That the vacancies in the Associate membership of the Protestant Committee had been filled by the appointment of—

Dr. CORNISH, of McGill College, and Rev. Dr. NORMAN, Vice-Chancellor of Bishop's College.

Meeting then adjourned.

The special Convention of the Provincial Association of Protestant Teachers was resumed in the McGill Normal School, on Saturday morning. Dr. Harper, of Quebec, occupied the chair until the arrival of Sir Wm. Dawson. The Hon. W. W. Lynch, Rev. Dr. Cornish and Rev. Prof. Murray, were also present.

Dr. ROBINS presented the report of the committee appointed to consider amendments to the existing Pension Act. The report recommended the following amendments:—

That clause 2 be amended so that pensions begin at the age of 55, instead of 58 years, and that one-sixtieth be allowed for each year of service instead of one-fortieth. If the person has served during ten and less than eleven years, the pension shall be one-sixth instead of one-fourth of the average salary; if he has served during eleven and less than twelve years, it shall be eleven-sixtieths instead of eleven-fortieths of the average salary, and so on, adding one-sixtieth of the average salary for every additional year of service up to 60 years, but no additional grant shall be allowed for any service after 60 years of age.

That clause 3, providing retirement after thirty years, on a three-fourths salary pension, be struck out ;

That clauses 6, 7, 8, 21, 22, relating to pensions to widows and orphans, be struck out ;

That clause 16 be amended, so that the stoppages upon salaries be collected directly from the teachers, and not through the municipalities, as at present ;

That a Medical Board be constituted for the examination of teachers desiring to enter on the ground of ill-health, and for the examination of persons desiring to enter upon the profession of teaching, and that in the latter cases, those who are unable to obtain a certificate of health, be not eligible for a pension, and be not subject to stoppages.

The Report of the Committee was received and considered clause by clause.

The amendments to clauses 2 and 3 were adopted.

Dr. KELLEY then moved in amendment that clauses 6, 7 and 8, relating to pensions to widows and orphans, be left in the Act, with an amendment providing that the pension shall be paid to the children until the youngest attains the age of ten years.

The amendment was lost and the clauses were struck out.

On proposed amendment, providing that stoppages be collected direct from the teachers,

Rev. Mr. REXFORD said that by the department deducting the amount from the grant, instead of collecting it direct from the teacher, they, to that extent, lost their hold upon the municipalities in educational matters, and it was, therefore, a serious matter. Some of the municipalities paid the amount themselves, while others deducted it from the teachers' salaries.

Dr. HARPER, of Quebec, thought the clause which provided that the department should retain the amount out of the grant to the municipalities or normal school should remain as it was, and the municipalities could collect it from the teachers or not as they pleased. He might mention that the Quebec School Board paid the stoppages for their teachers, and the expenses of their teachers attending the conventions at Cowansville and Montreal. (Applause.)

Mr. MASTEN, of Coaticooke, as a teacher, believed that the teachers should pay it directly to the department, and thus have any honor which might be attached to it.

Several remarked that it seemed unfair for some teachers to have to pay it and not others.

Sir WILLIAM DAWSON said that the question would eventually regulate itself. The municipalities which did not pay it, would likely give their teachers that much higher salaries.

The clause finally remained as at present, viz., that the department should retain it from the grant to the municipalities.

The remainder of the report was adopted.

Considerable discussion then took place on whether the act should be abolished or not.

Mr. KNEELAND said that the act had been prepared for some twenty-five or thirty male teachers in the province of Quebec, and that some hundreds had to pay into this fund. Then there was 95 per cent. of the lady teachers who did not enter the profession with a view of making it a life work, and the other 5 per cent. would, no doubt, get out of the profession speedily if they could better themselves. (Laughter and applause.)

Miss SWALLOW questioned whether lady teachers should pay the same amount into the pension fund as the gentlemen, inasmuch as three times as many male teachers would receive pensions as female teachers.

Mr. KNEELAND then moved, "That it is the opinion of the Protestant Teachers of the province of Quebec, in convention assembled, that the Pension Act of 1860 should be abolished, but failing its abolition the amendments as to-day adopted are desirable."

Dr. KELLEY said he was opposed to the abolition of the act, but as there were some of the teachers who favored its abolition, and in order to bring that question before them by itself, he would move in amendment, seconded by Dr. Harper, "That it is the opinion of the Protestant teachers in convention assembled that no pension act is desirable."

Dr. ROBINS moved in amendment to the amendment "That Dr. Kelley, Dr. Harper, Mr. E. W. Arthy and the mover, be appointed a committee to put into form the amendments that have been carried by this convention, and to urge them upon the Government of this province with a view to their embodiment in the amended pension act."

The amendment to the amendment was carried on a vote of 49 yeas to 36 nays.

Mr. PARSONS then moved "That it be an instruction to the committee that in the event of the proposed amendments not being passed by the Legislature substantially as transmitted, the total repeal of the Act is to be preferred."

This motion was lost, but the committee agreed to bear the question in mind.

Dr. KELLEY said that the Hon. Mr. Lynch had informed him that the consolidation of the school law would not likely be taken up at this session of the Legislature, and they need not therefore discuss this matter at the present convention.

It was decided to meet in Montreal, in October next.

Votes of thanks were tendered to the people of Montreal for their hospitality, to the Local committee, to Sir William Dawson and the officers for their conduct of the affairs of the Association, to the press for their reports of the convention, and to the railway companies for reduced fares.

The convention then adjourned.

NAMES OF TEACHERS

Registered at the Annual Meeting of the Provincial Association of Protestant Teachers, held at Montreal on March 26th and 27th, 1886.

Sir Wm. Dawson, McGill College, President.	Miss M. Harper, Montreal.
Dr. Robins, McGill Normal School, and Dr. Kelley, High School, Montreal, Secretary.	" E. J. Reid, Montreal.
C. A. Humphrey, Montreal, Treas.	" Derick, Montreal.
Rev. E. I. Rexford, B.A., Secretary Department Public Instruction.	" E. Scott, Montreal.
E. W. Arthy, Montreal.	" C. Harper, Montreal.
Dr. Harper, Quebec.	" E. C. McGregor, C. des Neiges.
Dr. Howe, Montreal.	" E. Traquair, Outremont.
Mr. A. L. Gilman, Cowansville.	" E. Maver, Montreal.
Mr. G. W. Parmalee, Montreal.	" J. Maver, "
Dr. McGregor, Montreal.	" L. Tickle, "
Mr. J. McKercher, B.C.L., Montreal.	" J. Cairnie, "
Mr. J. M. Ferguson, Montreal.	" V. G. Brown, "
Mr. G. L. Masten, Member Council Public Instruction, Coaticook.	" E. Fraser, "
Mr. J. Williamson, Montreal.	" M. M. Warcup, "
Mr. G. H. Howard, Berthier <i>en haut</i> .	" L. Barlow, "
Mr. E. T. Chambers, Montreal.	" L. Binmore, "
Mr. W. A. Kneeland, Montreal.	" J. M. Reid, "
Mr. S. P. Rowell, Montreal.	" S. Rodger, "
Mr. A. N. Shewan, M.A., Montreal.	" L. E. Lawless, "
" W. Dixon, B.A., Montreal.	" M. L. Ferguson, "
" R. J. Hewton, M.A., St. John.	" E. Cairn, Rockburn.
Mrs. R. J. Hewton, St. John.	" J. A. Swallow, Montreal.
Mr. T. A. Young, M.A., Three Rivers.	" S. F. Sloan, "
" G. W. Stephens, M.P.P., Mon'l.	" M. L. Scott, "
" W. Gamble, St. Henri.	" M. L. Grafton, "
" A. W. Kneeland, B.A., Mon'l.	" A. M. Wales, "
" Insp. McGregor, Huntingdon.	" J. Harper, "
" W. D. McGregor, M.A., Man- sonville.	" M. Campbell, "
" S. H. Parsons, B.A., Montreal.	" L. B. Robins, "
" H. H. Curtis, McGill College.	" J. Robins, "
" R. J. Elliott, B.C.L., Montreal.	" A. Pedersen, "
" Ashcroft, Valleyfield.	" M. E. Cowan, "
" Jas. Humphrey, Cowansville.	" C. A. Moore, "
" A. B. Wardrop, Dunham.	" J. M. Reid, "
	" M. D. Ryan, "
	" Nichols, St. Johns.
	" Bell, Montreal.
	" Armstrong, Quebec.
	" E. Mackie, "
	" J. Wilkins, "
	" A. Hunter, "
	" E. Macdonald, "
	" M. Clarke, Montreal.
	" Green, "
	" Barr, "
	" J. Horskin, Bedford.
	" M. Caulfield, St. John.
	" H. McGarry, Montreal.
	" E. Henderson, "
	" L. Jackson, "
	" J. H. Ferguson, "
	" M. Stephens, "
	" J. Lyons, "

LADIES.

Miss E. Currie, Stanbridge.
" M. T. Peebles, Montreal.
" M. J. Clarke, Montreal.
" L. Clarke, Montreal.
" H. Carmichael, Montreal.
" Ball, Montreal.
" Osgood, Montreal.
" A. M. Ames, Coaticook.
" M. J. Riendeau, St. Johns.
" S. Lord, St. Johns.

Miss J. E. Rodger, Montreal.	Miss S. Hurst, Montreal.
Miss J. C. Rodger, "	" Watson, "
Mrs. Fuller, "	" E. Philbin, "
Miss M. Tighe, Kildare.	" C. Derick, "
" S. Innes, Montreal.	" Ennis, "
" K. Ahern, Quebec.	" Duclos, "
" E. Binmore, Longueuil.	" Myers, "
" A. O'Grady, Quebec.	" Hendrie, "
" M. Wilson, Montreal.	" Mary Ellicott, "
" Hill, "	" Maggie Ellicott, "
" Martha M. Scott, Montreal.	" Dawson, "
" Margaret M. Scott, "	" D. Doudiet, "
Total, 122. Gentlemen, 35; Ladies, 87.	

C. A. HUMPHREY, Registrar.

COLONIAL AND INDIAN EXHIBITION.

The following is a list of the educational exhibits forwarded to London from the Protestant institutions of the Province:

MCGILL UNIVERSITY (Montreal).

1 Volume containing the Charter and the history of the University.

1 Album containing 75 photographic views.

3 Annual Calendars.

2 Series of Examination Papers, 1881 to 1885.

2 Catalogues of the Library.

2 " " Museum.

12 Copies of the Annual Report.

11 Text-books published by professors of the University.

Copies of Special Reports and Lectures.

BISHOP'S COLLEGE (Lennoxville).—3 Photographic views of the University buildings; 2 copies of Annual Calendars.

MCGILL NORMAL SCHOOL (Montreal).

1 Folio Album, 12 Photo. Views, 6 Sp. Drawing.

1 Volume Exercises, Elemen. S. Class.

1 " " Model S. Class.

1 " " Academy Class.

MODEL TRAINING SCHOOLS.

1st—Primary Department.

1 Volume uncorrected exercises from every pupil.

2nd—Girls' Department.

1. Junior Division—1 Volume of uncorrected exercises, every pupil.

2. Intermediate Division—1 Volume uncorrected exercises, every pupil.

3. Senior Division—1 Volume uncorrected exercises, every pupil.

4. Advanced Class—1 Volume uncorrected exercises, every pupil; 1 volume drawings and maps, all grades.

3rd—Boys' Department.

1. Junior Division—1 Volume uncorrected exercises, every pupil.
 2. Intermediate Division—1 Volume uncorrected exercises, every pupil.

3. Senior Division—1 Volume uncorrected exercises, every pupil.
 4. Advanced Class.

ST. ANDREWS (Argenteuil), *Elementary*.—1 Series of examination papers; 4 writing books.

AVOCA (Argenteuil), *Elementary*.—2 Writing books; 2 specimens of needle-work; 1 photographic view of school-house.

BEDFORD (Missisquoi), *Academy*.—17 Daily exercise books.

BEECH RIDGE (Argenteuil), *Elementary*.—1 Series of school exercises; 1 series of drawing specimens.

BRISTOL (Pontiac), *Elementary*.—1 Series of writing books.

CARILLON (Argenteuil), *Elementary*.—2 Series of daily exercises.

CAPE COVE (Gaspé), *Elementary*.—3 Copy-books.

CHATHAM (Argenteuil), *Elementary*.—1 Series of daily exercises.

CLARENDON (Pontiac), *Elementary*.—4 Daily exercise books.

CHELSEA (Ottawa), *Elementary, Dissident*.—1 Series of writing books.

COATICOOK (Stanstead), *Academy*.—1 Photograph of school-house; 5 books of daily exercises.

COMO (Vaudreuil), *Elementary*.—1 Series of writing books; 2 series of daily exercises; 1 Series of specimens of drawing.

COOKSHIRE (Compton), *Model*.—1 Photographic view of school building; 10 specimens of map drawing; 10 specimens drawing; 12 writing books; 5 series of daily exercises.

EARDLEY (Ottawa), *Elementary*.—4 Daily exercise books.

GASPÉ BASIN (Gaspé), *Elementary*.—2 Daily exercise books.

GASPÉ VILLAGE (Gaspé), *Elementary*.—5 Daily exercise books.

GASPÉ SOUTH (Gaspé), *Elementary*.—2 Daily exercise books.

GRANBY (Shefford), *Academy*.—11 Writing books; 12 drawing books; 14 daily exercise books; 8 daily exercise books, Preparatory Division.

GRANBY NORTH (Shefford), *Elementary*.—1 Series school exercises.

GRENVILLE (Argenteuil), *Model*.—1 Series of school exercises.

GRENVILLE (Argenteuil), *Elementary*.—1 Series of school exercises.

HALDIMAND (Gaspé), *Elementary*.—1 Series of school exercises.

HUNTINGDON (Huntingdon), *Elementary*.—Historical sketch; 1 series of school exercises; 2 writing books.

INVERNESS WEST (Megantic), *Elementary*.—6 Writing books; 6 daily exercise books.

IRON HILL (Brome), *Elementary*.—1 Series of school exercises.

ST. JOHN'S (St. John's), *Academy, Dissident*.—1 Photographic view of building; 1 series of circulars, blank forms, reports, etc.; 18 books of school exercises; 9 series of examination papers; 35

specimens of map drawing; 3 series of drawing specimens; 3 specimens of oil painting; 3 specimens of needle-work.

PROTESTANT BOARD OF SCHOOL COMMISSIONERS OF MONTREAL.—10 Photographic views school buildings (framed); 10 maps in frames; 4 framed drawings; 3 scrap-books, maps and drawings; 2 scrap-books, specimens of needle-work; 6 Cards, specimens of needle-work; 1 scrap-book, examination questions; 100 copies historical sketch of S. Board; 6 volumes examination papers, High School; 4 volumes examination papers, Preparatory High School; 7 volumes examination papers, High School for Girls; 2 volumes examination papers, Senior School; 50 volumes examination papers, Common Schools.

NEW CARLISLE (Bonaventure), *Elementary*.—History of the school; 1 series of school exercises; 11 specimens of map drawing.

NOTRE DAME DE GRACE WEST (Hochelega), *Elementary, Diss.*—1 Series of school exercises.

ONSLOW (Pontiac), *Elementary*.—1 Series of writing books; 1 Series of drawing specimens.

PIGEON HILL (Missisquoi), *Elementary*.—4 Writing books; 3 daily exercise books; 3 specimens of book-keeping.

PORT DANIEL (Gaspé), *Elementary*.—1 Series of school exercises.

RICEBURG (Missisquoi), *Elementary*.—1 Series of school exercises.

SHAWVILLE (Pontiac), *Academy*.—6 Writing books; 6 books of school exercises.

SHERBROOKE (City), *Protestant Board of School Commissioners*.—20 copies of historical sketch of the schools; 6 photographic views of school buildings; 16 writing books; 11 drawing books; 1 school journal.

SHIGAWAKE (Bonaventure), *Elementary*.—1 Series of school exercises.

STANSTEAD (Stanstead), *Academy*.—1 Historical sketch of the institution; 1 calendar; 1 photographic view of the school building.

ST. SYLVESTRE (Lotbinière), *Model, Dissident*.—1 Series of school exercises; 1 series of drawing specimens; 1 series of writing books.

STE. THÉRÈSE (Terrebonne), *Elementary, Dissident*.—6 Writing books.

THURSO (Ottawa), *Elementary, Dissident*.—5 Writing books; 1 series of map drawing.

WATERLOO (Shefford), *Model, Dissident*.—20 Writing books; 5 daily exercise books.

WEST BROME (Brome), *Elementary*.—2 Series of school exercises.

WEST FRAMPTON (Dorchester), *Elementary*.—1 Series of writing books.

WRIGHT (Ottawa), *Elementary*.—1 Series of school exercises.

THE SUN DANCE OF THE CREE INDIANS.

BY CAMPBELL LANE.

When serving with my brigade in the recent Northwest Rebellion, I had an opportunity of witnessing a traditional custom of the Indians, which may be of interest from an anthropological point of view. The ceremony was the Sun Dance. It is sometimes known as the "Great Thirst Dance," and not unfrequently as the "Torture Dance." By the former name, however, it is more generally known among the white settlers of the Northwest.

The dance I attended began at 7 o'clock p. m. on Thursday, May 28th, and was continued till Saturday, 30th, at the same hour. It was Saturday afternoon when I arrived. Chief Pie-a-Pot's band, together with his visitors from other reserves, were all encamped in tents.

Having passed through the line of deserted *tepees*, forming the circumference of the camp, we approached a high central tent whence issued the beating of drums, the blowing of whistles and a monotonous drone, which told of some ceremony in progress within. Entering this tent under the guidance of two medicine men, who appeared upon our arrival, we found the chief busily engaged in the ceremony of blowing a whistle and jumping in time to the orchestra of *tom-toms* or Indian drums. After the lapse of a period of time sufficient to satisfy his sense of dignity, he came forward and welcomed us.

The tent where the dance was taking place was about forty feet in diameter. Formed like an ordinary *tepee*, it was decorated in the most fantastic way with colored calicoes, woollens, skins, boughs of trees and other articles. There was a large open space at the top of the tent, through which light and air were admitted. In the centre stood a stout poplar tree, shorn of its branches for some distance upwards, known as the "Medicine Pole." The tent was divided into three portions. One was reserved for spectators, consisting of small children, mothers with babes, old men and women and others who took no official part in the proceedings. The two other divisions of the circle were devoted to the braves and squaws who, after the system followed in the synagogue, were kept apart. Directly opposite the entrance was an orchestra of fifteen *tom-toms*. This musical instrument is formed by stretching a skin over a round wooden hoop, about the size of a side-drum head. Underneath are two transverse bars of wood, which the musician holds in his right hand, while he beats with his left. The time kept is what is known as double time, or the same as that of a jig. Round the interior border of the tent were two rows of stalls, an inner and outer, in which the participants in the Sun Dance were placed. In front of these stalls there was a wooden railing, or fence, breast high.

When the dance began, on an incantation from one of the medicine men—there being two who assumed direction of the cere-

mony—all those in the stalls jumped and blew whistles, keeping admirable time with the tom-toms. There was also a circle of warriors in full fighting attire, musket in hand, in the centre. Between each dance, which lasted from ten to fifteen minutes, came an interval of from three to five minutes.

When the tom-toms ceased to beat, the medicine man selected from the line of warriors a brave, who immediately fell out of the ring. With an air of great dignity he paraded before the orchestra, reciting his experiences as a public man. These were twofold. He told with accuracy of detail how many Blackfeet or hostile Indians he had killed and how many horses he had stolen, being rated by the rest of the tribe accordingly. In the course of his narrative he frequently adopted a highly tragic vein, and gesticulated freely. He then fell again into the ring, and in a circle they all jumped to the music which had recommenced, muttering an indescribable, partially suppressed howl. Such are the attendant circumstances to the great event of the festival.

All those engaged in the dance were in war paint, even including the women, but no special pattern was followed, and the result was a curious blending of inharmonious colours and unsymmetrical patterns on the same face.

The object of the Torture Dance is to initiate warriors. The young "bucks" or "squaw-bucks," as they are called, in order to graduate into the class of warriors or "braves," must undergo this ordeal. Before they become initiated they are on a par with the squaw as regards the division of labour, which means that, like the squaw, they have all the menial and heavy work to do, the full-fledged brave merely going on the warpath and stealing horses.

The young "buck" is in full war paint, and, when his turn comes, is called out by the medicine man, before whom he appears perfectly nude but for a breech-clout about his loins. Stepping to the front near the entrance to the tent, he takes up two small flags or bannerettes, one in each hand, and after a few preliminary facings in the way of extending his arms, advancing towards and retiring from the medicine pole, sits down. The medicine men then close in around him, as the rest of the tribe are not allowed to see the incision, and with a sharp knife cut into his breast an inch above the nipple. As our party wore uniforms, we were invited to witness the operation. The knife used on this occasion resembled somewhat a shoemaker's knife, and though sharp, was hardly as pointed as the large blade in a pocket pen-knife. As the incision was made, a noise resembling the tearing of linen, a good deal deadened, was heard. The effect on a white man is not altogether pleasant. The knife came out of the flesh about three or four inches from the spot at which it entered. It was left there until the medicine man stooped to

pick up a skewer about as thick as a common lead pencil. It was then withdrawn and the skewer inserted in its place.

During the whole of this operation the young buck never quailed, nor did his eye, which bore a perfectly stolid expression, reveal the slightest trace of suffering. Suspended from the top of the medicine pole were two ropes, to the end of each of which was fastened a leather thong. This latter was attached to each of the skewers (for the incision was made in each breast), and the buck thus firmly tied. This performed, an incantation by the medicine man followed. The music as described, recommenced, and the dance in all its ghastly earnestness began. The young buck was compelled to dance in time, swinging through the circle in which the spectators were found, and keeping the ropes tightened by a centrifugal tension. The flesh and skin of his breasts were thus drawn out in a pointed shape about half a foot from his chest. He had to continue pulling on the ropes in this way until by degrees the wooden pegs were torn out. When he had succeeded in doing this, the medicine men moistened the ends of their fingers with some herb they were chewing, and applied them to the lacerated flesh completely staunching all effusion of blood. They then turned the exhausted man over on his face and called for the next novice.

Sometimes, instead of breast-pins, shoulder-pins are driven through the upper arm in line with the collar bone. Another mode of torture is the fastening, by a similar process of a cord between the shoulder blades, to which is appended a buffalo head and horns. The buck is then made to walk about the tent, dragging it on the ground behind him. There are also various other refinements of cruelty practised. They had just released a youth from the shoulder-pin test when I arrived. He stood there fainting and trembling from mingled exhaustion and pain.*

For those candidates who are initiated at the opening of the dance, the feeling is simply that of intense physical pain. But those who undergo the test after forty-eight hours of fasting, and after taking part in the ceremony day and night without sleep, frequently faint under the agony, and have to be cut down. This involves their going through the torture *de novo* in order to become braves.

Such is the Sun Dance. The young bucks never shrink from the crucial test of valour, but seem rather to court it. It seems strange, however, that the degree of nerve and indifference to suffering which this dance engenders, should not develop in the Indians a greater courage. Yet the youth who bears with unflinching pluck these terrible agonies, is taught never to fight, when on the warpath, unless he considers himself to be at an advantage.

* It sometimes takes an entire day for the pin to make its way through the flesh outwards.

EDITORIAL NOTES.

The Teachers' Convention, held in Montreal the 26th and 27th of March last, was far more successful than the most sanguine anticipated. The attendance was large and representative, and the proceedings most interesting. The Montreal teachers made ample provision for the comfort and entertainment of teachers from a distance. Those who arrived Thursday evening were met at the trains by members of the local committee, and escorted to the houses of friends who were to entertain them. On Friday morning, members of the committee were at the Normal School at an early hour, ready to provide teachers coming by the early trains with a hot and substantial breakfast. Messenger boys and a sleigh were also at hand to convey the teachers to their homes, or to enable them to visit the city schools, which remained in session during the morning. The arrangements made by the Hospitality Committee were most complete and satisfactory. There were two subjects which occupied the chief attention of the Convention, viz., the report of the Committee of Conference with the Government and the Protestant Committee, appointed at the Cowansville meeting, and the Pension Act. There was not sufficient time for a full discussion of all the points raised in the report of the Committee of Conference presented by Dr. Robins. A good deal of important information, however, was brought out by the report and the discussion thereon. The Pension Act, however, was a topic of absorbing interest, and furnished ample material for several hours of lively discussion. For a time it seemed that the Pension Act was doomed, so far as the voice of the Association could doom it. Even at the last, the motion in favor of amending the Act was carried by a narrow majority. Excitement was very high, bachelors pleaded for mythical wives and children, who might be bereft of husbands and fathers, and lady teachers retaliated by a sympathetic appeal for husbands yet to be selected, whom they might leave widowers, and even when the final vote was taken, many teachers maintained that the result represented the clever manipulation of motions and amendments, rather than the wishes of the teachers. If we are to have a Pension Act at all, the amendments adopted by the Convention are in the right direction. They are nearly all in the direction of reducing the amount of the pensions promised, so that the two per cent. stoppage upon salaries will

provide a sufficient sum to pay the pension. The Committee appointed to look after the amendments has acted promptly, and the amendments proposed have been formulated and laid before the Government.

The Educational Exhibit from this Province has been prepared and duly forwarded to London. On another page we give a list of the exhibits received from Protestant institutions. These, with the exhibits from Roman Catholic institutions and from the Department, filled 14 cases—the largest exhibit ever prepared in the Province. An examination of the list of exhibits reveals some interesting facts. Compared with previous efforts, the exhibit of the Protestant schools is very satisfactory. Hitherto, the Montreal schools have provided nearly all the exhibits from Protestant institutions. On the present occasion, however, nearly every Protestant section of the Province is represented, and elementary schools have taken a prominent part in the work. Compared with the one thousand Protestant schools in the Province, however, the number taking part is very small. A few specimens had to be rejected; some because they had been crushed in transmission, and others because they were not satisfactory. These, however, do not account for the remarkable omissions in the list. The city of Quebec, which rejoices in the possession of a college, a high school and a system of schools under a Board of School Commissioners, all Protestant, contributed nothing to the Protestant exhibit. We naturally expected our academies to take the lead and to provide the most important part of the exhibit. In this, however, we were grievously disappointed. St. Francis College, the academies at Knowlton, Waterloo, Huntingdon, Lachute, Three Rivers, and many other leading Protestant secondary schools have not responded to the invitation to take part in the exhibition. It was somewhat disheartening to find these well-subsidized superior schools proving unfaithful at a time when the educational system of the Province was being tested. It is to be hoped that the wholesome examples of those secondary schools which took part may, exercise a beneficial influence in connection with similar efforts in the future, and we beg to suggest to the Protestant Committee the propriety of recognizing the institutions that have taken part in the exhibition in some way at the next distribution of the superior education grants. While the secondary schools have failed, as a

whole, to respond to the appeal that was made to them, a large number of elementary schools have taken part, and with the most satisfactory results. The specimens of school work, sent in from the elementary schools in the counties of Pontiac, Ottawa, Argenteuil, Vaudreuil, Gaspé and Bonaventure, were very creditable to teachers and pupils. The Montreal schools naturally stand first in reference to the quantity and quality of their exhibit. Among the academies, the St. John's High School furnished the most extensive and the most satisfactory exhibit, and Cookshire sent in the best model school exhibit. Although the exhibit from the Protestant schools is not all that could be desired, it has been proved conclusively that the Protestant schools could, by a united and well-directed effort, furnish an educational exhibit which would reflect credit upon all concerned.

The University School Examinations conducted by McGill and Bishop's Colleges are open to boys and girls under eighteen years of age from any Canadian school. The examinations are held at Montreal and Lennoxville, and local centres may be appointed elsewhere, on application to the Principal of either University, accompanied with a satisfactory guarantee for the payment of necessary expenses. The teachers of our academies and model schools should direct the attention of their pupils to these examinations, and advise them to continue their studies until they are able to obtain their A. A. certificate. The attention of our readers is directed to the announcement of these examinations on another page.

LOCAL ITEMS.

The Protestant School Commissioners of the city of Quebec have closed their school in D'Aiguillon street. The teacher, Miss Grace Duffett, has now charge of the Girls' School in St. Margaret street, St. Rochs. Miss Ahern, the former teacher in St. Rochs, has replaced Miss V. Moses, who resigned her position in the Girls' High School on the 1st March. Miss Moses has been a painstaking and valuable teacher for many years, and she retired from her post with the best wishes of the whole school.

St. Francis College.—Seventy students have been in attendance during the term which closed with a literary and musical entertainment on the 2nd instant in the College Hall. All have studied Arithmetic, 65 English Grammar, 45 English Literature, 35 Geography, 25 History, 28 Latin, 25 Greek, 35 French, 30 Algebra, 20 Geometry, 24 Book-Keeping, 15 Natural Philosophy,

10 Chemistry, 8 Agriculture, and 1 Trigonometry. Of the 28 studying Latin, 17 have been reading Cæsar's Commentaries, 2 The Aeneid of Virgil, 1 The Orations of Cicero. Of the 25 studying Greek, 13 have been reading Xenophon's Anabasis, and 1 The Iliad of Homer. Of the 35 learning the French language, 3 have read Molière. There are also large classes in drawing, reading, writing, spelling, composition, and in the art of public speaking. The number of pupil boarders for the term has been 21. By the end of the scholastic year about a dozen of the students will be prepared for matriculation in the faculty of arts and nearly one-half as many will obtain commercial diplomas. The class instructors are Principal Bannister and Professors Ewing and Parker, who are gentlemen well fitted for the successful performance of their important duties. The attendance of boys and young men is steadily increasing, and the number of resident boarders is now very considerably larger than for many previous years. The discipline of the institution is good—the methods of instruction are modern, thorough and practical,—the pupils and students are generally of much more than usual promise, and the *morale* and the intellectual and social tone pervading the school and college, are excellent.—*The Times*.

Richmond.—The Graded School has three departments, a Primary School, a Model School for girls and young ladies, and an Intermediate and Model School for boys and young men. The Primary School, consisting of the younger boys and girls, has 47 names on the roll, with an average attendance for the term of 42 pupils. The whole are divided into three separate classes, in spelling, reading, writing, geography, and in arithmetic. There are also two classes in Elementary English grammar, and one class in the history of Canada. The Model School for girls and young ladies, under Miss Lutterell, has 43 names on the roll. The average attendance during the winter months has been 42. In addition to the pupils from Richmond, Melbourne and vicinity, there are young ladies from Danville, Windsor, Trenholmville, Sydenham, Kingsey, Drummondville, &c. The average age of the young ladies is fifteen years. Besides the usual branches of an English education, there are classes in sacred and profane history, algebra, geometry, French, book-keeping, and drawing. There is also a Normal class, consisting of about a dozen young ladies, who are pursuing those studies specially required to obtain Teachers' Diplomas. The Intermediate and Model School, for boys and young men, is under the charge of Mr. Charles Price Green. The pupils in this excellent school number 43, with a present attendance of 40. There were only about one-half this number of scholars when Mr. Green began teaching in September last. The school is divided into three "forms," III (the highest), II and I. The highest consists of 6 boys, the intermediate of 12, and the lowest form numbers 22.—*The Times*.

McGill Convocation Medical Faculty.—On Monday, the 29th March, the annual public meeting of convocation for conferring the medical degree of M.D.C.M. was held in the William Molson hall of the McGill University. There was a very large attendance of the professors, students and their lady friends, and the hall was crowded. At three o'clock the Hon. Chancellor Ferrier took the chair amid rounds of applause from the students.

The following is a list of the students in medicine who took prizes and honors:—

The Holmes Gold Medal for the best examination in the primary and final branches is awarded to Herbert S. Birkett, of Hamilton, Ont.

The prize for the best final examination is awarded to Walter W. White, B.A., of St. John, N.B.

The prizes for the best primary examination is awarded to William I. Bradley, B.A., of Ottawa.

The Sutherland Gold Medal is awarded to William I. Bradley, B.A., of Ottawa.

The following gentlemen, arranged in order of merit, deserve honorable mention:—In the primary examination, H. D. Fritz, B.A., N. D. Gunne, F. L. Kenney, B.A., J. R. Clouston, D. McLellan, R. M. Kincaid, A. D. McDonald, A. D. Stewart, B.A., A. E. Orr, O. H. Hubbard, A. E. Kirkpatrick; J. E. Orr, P. C. Park and J. H. Kennedy.

Final examination—R. A. Kennedy, B.A., E. P. McCollum, F. D. Robertson, B.A., B. C. Kirkpatrick, B.A., T. J. Haythorne, B.A., W. C. Crockett, B.A., A. W. Campbell, J. B. Gibson, J. A. Kinlock, W. M. Rowatt, F. J. Seery, C. W. Wilson, Alf. Raymond, P. H. Hughes, J. F. Williams, J. R. Pringle, W. J. McCuaig, J. H. Y. Grant, T. M. Gairdner, A. N. Worthington.

The following professor's prizes were awarded:—Botany, G. G. Campbell; Practical Anatomy, second year, H. D. Fritz, first year, H. Slater; Clinical Medicine, junior class, E. H. P. Blackader; Obstetrics, H. S. Birkett.

Mr. W. C. Crockett, B.A., of Frederickton, delivered the valedictory, and Dr. Wm. Gardner addressed the graduating class.

The Hon. Senator Ferrier, Chancellor, then delivered the following address:—To one who, like myself, has been connected with this university for forty-one years, the present occasion is one that invites to a retrospect of the history and growth of the medical faculty, whose report, presented at this meeting of convocation, and the forty-six candidates for the degree whom it has brought to-day, show that as it was our first faculty in the early history of the university, it is also our strongest and most vigorous to this time. It is to be observed here, that from the first, the curriculum of the faculty was based on the highest standards in the universities of the mother country, in which, in consequence, our faculty of medicine has always enjoyed a full recog-

nition for its students and graduates. In 1824 the medical institution of Montreal was founded by Drs. Stephenson, Holmes, Robertson and Caldwell, and in 1829 became the medical faculty of the McGill University. In that year, the medical faculty was constituted with four professors, and the faculty of arts with two. The wise action of the Board of Governors at that time, in adopting the young and vigorous medical school, gave to the university at once a nucleus of educational work, and enabled it to carry on its operations through a long period of early struggle. The growth of the medical faculty, with the exception of the years of political disturbance, from 1833 to 1839, has steadily advanced, and its progress has been as marked within the few last years as ever before. More especially the liberal endowment contributed by the Hon. D. A. Smith and by other citizens of Montreal, and the new buildings completed last year, with the extension thereby given to the practical work of the faculty, have placed it on a vantage ground which appears to ensure a long career of increased usefulness. As an illustration of the growth of this faculty, I may mention that the copy of the annual announcement issued in 1853 was a very modest pamphlet of ten small pages. It contained a list of about fifty students, and the names of six graduates who had taken their degrees at the previous convocation. Yet even this old announcement contains the names of ten professors, besides that of the present dean, who was then the demonstrator of anatomy. The instructing officers of that time have all passed away, with the exception of the two juniors. The professors then were Holmes, Campbell, Hall, McCulloch, Bruneau, Crawford, Scott, Fraser, Sutherland and Wright. Of these men, the two seniors, Holmes and Campbell, long presided over the faculty as its deans, and all the other names earned a well-deserved reputation as academical and professional instructors. Such men, and the eminent men who have preceded them, have given strength and character to the faculty and to the university itself. The calendar of the present year presents a strong contrast to that of which I have just spoken—for it is a pamphlet of some ninety-four pages, and shows the growth of this department of McGill, from its small beginning to its present magnificent status. The present dean and the staff of professors associated with him are the worthy successors of the founders and early professors of the faculty, and we hope to recognize this fact at the April meeting of the convocation by conferring the degree of doctor of laws on Dr. Howard.

Sir Wm. Dawson then extended the congratulations of the other faculties to the gentlemen on whom the degrees had just been conferred. Especially did he congratulate the men who had taken an arts course in addition to the medical. He trusted that the old students would always maintain feelings of love for their old university, and the professors, in return, would always be ready to do what they could for them. (Applause.)

McGill Convocation, Faculty of Law.—On Tuesday, the 30th March, the degrees in law were conferred. The Hon. James Ferrier presided.

The Rev. Dr. Cornish opened the proceedings with prayer.

Mr. Archibald, registrar, read out the list of graduates in law, as follows:—

Graduating Class—First rank honors and Elizabeth Torrance gold medal and prize for best thesis: Albert Joseph Brown, B.A.; first rank honors and prize for general proficiency, Raleigh J. Elliot; first rank honors and prize in international law, John F. Mackay, B.A.; second rank honors, George C. Wright, B.A.

Passed special examination required for graduation—Albert J. Brown, B. A., Windsor Mills, Q.; Raleigh J. Elliott, John F. Mackay, B. A., Quebec; George C. Wright, B. A., Hull, Q.; J. Ralph Murray, B.A., Montréal, Q.; Francis S. Mackay, Papineauville, Q.; Alfred Monk, Montreal, Q.; Louis T. Polette, Three Rivers, Q.

Standing in the several classes—International law; 1. Mackay; 2, Elliot. Roman law: 1, Brown; 2, Murray. Criminal law: 1, Brown, 2, Elliot. Legal history: 1, Brown; 2, Elliot. Civil procedure: 1, Elliot and Mackay, equal; 2, Brown. Civil law: 1, Brown; 2, Elliot. Commercial law: 1, Brown; 2, Elliot.

The valedictory was delivered by R. J. Elliot, and the Professor's address, by Prof. Kerr.

Teachers' Association in connection with McGill Normal School.—The fourth regular meeting of this Association, was held on Friday, March 19, in the McGill Normal School, at 4 p. m. Mr. Arthy presiding.

Mr. Humphrey opened the meeting with prayer

The minutes of the previous meeting were then read and adopted.

The discussion on the Pension Act was at once opened by Mr. Humphrey. In the course of this discussion, the views, regarding a Pension Act, held by the members of the Association, were ascertained, and are summed up in the following statements:—

(1). That it is desirable that teachers should have a Pension fund. (2). That they should contribute towards such a fund. (3). That teachers, *in good health*, should not be allowed to retire at 48 years of age, on $\frac{2}{3}$ salary. (4). That a shorter term of service should be required from ladies, than from gentlemen. (5). That a pension should provide for the pensioner only. (6). And, finally, that only the medical certificates of those doctors, authorized by the Act, be considered legal.

The coming Convention was then discussed, and it was decided to hold a Council meeting at the close of the Association meeting, as the Council had formed itself into a Committee, to extend hospitality to members of Convention.

The meeting then adjourned.

McGill University—Faculty of Applied Science.—We would call the attention of our readers to the announcement of the Faculty of Applied Science for season 1886-87, which we mail with the Record. It contains a detailed statement of the courses of study in Civil, Mechanical and Mining Engineering, as well as in Practical Chemistry. Each of these is specially designed to meet the requirements of students who may desire to become engineers in any branch of the profession, surveyors, practical chemists, &c., or to enter active business life. During the past year the work of the Faculty has been rendered more efficient by additions to the professorial staff and by extensive improvements in the laboratory, which is now fully equipped and is one of the best on the continent. An important and valuable provision has also been made for the delivery of fortnightly lectures by leading Canadian engineers and others on professional subjects of current interest.

CORRESPONDENCE.

READING IN ELEMENTARY SCHOOLS.

To the Editor of the EDUCATIONAL RECORD:—

SIR,—As a teacher of a District Elementary School, in spite of careful attention to the matter, I obtain very poor results in that most important branch of school work, viz., Reading. I find that you, also, in a former number of the RECORD refer to the poor reading of the District schools. I imagine the reason may be traced to the fact that the parents of children attending the rural schools are in most cases unprovided at their homes with interesting books suitable for boys and girls to read. Such being the case, the scholars are without material on which to practice their knowledge of reading acquired in school, and are incapable of estimating the benefits and the amusements to be derived from an ability to read well. I have an average daily attendance at my school of between 60 and 70 scholars, and on asking all those to hold up their hands who had read any story book, of whatsoever kind, but not a school book, right through,—a very small number, indeed, held up their hands. Let any other teacher ask the same question; the result may prove interesting.

As a remedy for such a state of things I offer the following suggestion, which, if you think worth while publishing, might be elaborated by more capable persons into some practicable scheme.

Let each board of school commissioners subscribe a sum proportionate to the number of children in their district, towards the formation of a central library, and let the secretary, or curator, of such library send to each elementary school, a certain number of books in proportion to the children attending. Let the rules and regulations be such as apply to our large circulating libraries in England, with a change of books two or three times a year. Have the books marked A, B, C, D, etc., each class being especially adapted to readers I. II. III., etc. Such a set of books, with library rules printed on inside of cover, distributed by the teacher, would supply the deficiency of material above referred to.

Again, supposing a scholar knows of an interesting story, marked B, but is unable to obtain it, because he is in reader I; then this would be an incentive to work up his reader and get into section B, so as to secure the coveted book.

By some such method as this, I believe the reading of the District Schools would be materially benefitted.

I remain, Sir,

Yours faithfully,

New Carlisle School,
Co. Bonaventure, Prov. Quebec.

FRANK M. WEBB.

SIR,—I have been somewhat tardy in replying to Mr. Hubbard, who, I regret to see, differs from me. I think he will admit that there has been great confusion amongst modern grammarians with respect to the pronouns "my" and "mine," &c., and I venture to suggest my theory as to the cause of that confusion. It results from the abandonment of the old classification of substantive and adjective nouns.

A "noun" is the name of a thing, and hence of a quality; when it qualifies or describes, it is an adjective noun, when it does not, it is a substantive. Hence a pronoun is either a substantive or an adjective pronoun.

Bearing this in mind, the words 'mine,' 'thine,' &c., are not adjective but substantive pronouns, as will readily be granted; the whole discussion, therefore, resolves itself into the question whether they directly stand for the possessor or for the thing possessed. If they stand immediately for the possessor, they are adjective pronouns, for the possessive case of substantives is virtually an adjective, and *cannot be used without a substantive expressed or understood*, but if they stand for the thing possessed the y are substantives.

I think Mr. Hubbard will agree with me so far, and that he will go a little further with me, and regard the personal, as substantive pronouns. Now for the question whether they have a possessive case. I hope to be able to show that they have *not*; but before I do that I must disabuse Mr. Hubbard of the idea that mine, thine, &c., are ever used except as substantive pronouns; the words he has in view as simply euphonisms formy and thy, in exactly the same manner as the Greek "n" was added on to the plural datives, &c., for the sake of euphony.

It is undoubtedly true that the possessive substantive pronouns convey the idea of possession, but they stand, not for the possessor, but for the thing possessed, and it is utterly impossible to parse them in the possessive case. Take two examples, "That book is mine," the pronoun is in the nominative case, as the indirect completion of an intransitive, or rather neuter verb. "Whose letter did he reply to? He replied to yours," the pronoun is in the objective case after the preposition. "Whose cow did he pound? He pounded his." The pronoun is the direct completion of a transitive verb, and in the objective. Now in these cases there is no ellipsis whatever: in the parallel cases "That book is John's"; "He replied to Mr. Proctor's"; "he pounded Brown's," there is an ellipsis which has to be supplied; John's, Mr. Proctor's and Brown's are clearly possessive cases and cannot be parsed otherwise, whereas mine, yours, and his, are as clearly *not* possessive cases, and cannot be parsed as such, as I said before, "mine," and thine, are sometimes euphemistic for "my" and "thy," but it is impossible to take their plurals, "ours" and "yours" and use them in the same way.

Take those plurals, and give me an instance in which they can be parsed in the possessive case, or an instance in which they can be retained under the supposition of an ellipsis. It is obviously impossible to say "That book is mine book"; in which case I grant mine would be used as the possessive case of the first personal pronoun.

From these considerations I have come to the conclusion that there are two kinds of possessive pronouns, substantive and adjective, and that the personal pronouns have *no* possessive case.

JOHN J. PROCTOR.