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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.

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

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Montreal:

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1888.

MCGILL NORMAL SCHOOL

32 BELMONT STREET, MONTREAL.

THIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

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The next session of the School opens September 1st, 1887. Names of candidates will be enrolled on the 1st and 2nd days of the month. examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1887 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 4.

APRIL, 1888.

VOL. VIII.

Articles: Original and Selected.

THE NEUHOF EXPERIENCE.*

The first period of Pestalozzi's active life opens with sunshine—the sunshine of courtship and marriage. Turning over in his mind the knowledge he had acquired during his sojourn in the country, with a mind brimming over with new ideas on the subject of farming, his eye at length fell upon a parcel of ground not far from the village of Birr, whereon he might begin operations. The land was as poor as any that had ever been turned with a Swiss plow. But this in Pestalozzi's eyes was only something in its favour. It could be had at a very low figure, and was capable of being improved. Besides, under a process of which he had certain knowledge, madder could be grown on land of this character as well as on the most fertile soil. At length he succeeded in inducing a Zurich firm to advance the money for the purchase of the place, and not long after, in his twenty-first year, he is found at work building a home for himself and her whom he proposed to take home as his wife. There is one of his letters still extant, in which the manner of his wooing is set forth in terms which would hardly be considered warm enough, perhaps, by the maidens of our times; yet it gives an insight into his early character and the honesty with which he understood it.

* Extract from a lecture on "Pestalozzi" by the Inspector of Superior Schools of the Province of Quebec.

But space forbids its publication here. Suffice it to say that two years after this philosophic wooer had settled at Neuhof, the courtship thus begun culminated in marriage,—an unequal match, as many of his neighbours said, she having money and personal attractions, he being notably deficient in both. For fifty years they lived together as man and wife, nor is there a hint in any of Pestalozzi's autobiographical notes which leads us to think that Madame Pestalozzi ever rued her bargain, notwithstanding the clouds that began to press closer and closer around their married life as the months lengthened into years.

“Let a man take up his cross and follow me,” are the words of One, whose cross, notwithstanding the Divine strength that stayed it, was, at times, almost more than He could bear. *Take up and follow!* But what agony is there to the man who takes the cross up, bears it with all his strength of body, soul, and spirit, bows beneath its weight, and finds that for the time being there is for him no following of the good that is within him. Hemmed in on all sides by a relentless environment, he has taken up, but cannot follow. The light is on his path, he sees the way wherein he should walk, he sees far ahead the regeneration of society, which he thinks he might work out in part at least; but around him, near him, there are the human besettings that make his cross an all but unbearable weight. Such was Pestalozzi's case, as the clouds grew darker and darker around his Neuhof fireside. The farm was a failure, as many of his patiently wise friends had prophesied. The crop of madder was not the golden harvest the Zurich firm had expected, and, as is usual in the case of misfortune, rumours of various kinds began to be circulated against the poor enthusiast-farmer. He was not over-diligent. He was too much of a dreamer, full of theories, with nothing of the practical about him. He wasn't a good-for-nothing, but he was almost as bad. In fact he ought never to have taken to farming. And so, with such rumours like these, and even worse than these, buzzing around its ears, the Zurich firm at last called for better results. But Pestalozzi, with a year to think over the matter, had nothing to give but further promises; and, at last, the firm ordered an examination into the affairs of the farm. The report was adverse. If there was nothing found wrong, there was a suspicion abroad that something was

wrong. The advances stopped, and the want of money began to be felt around Neuhof; and yet Pestalozzi did not see the end of his project in the chagrin of his financial supporters. He confesses that the failure was his own. His profound incapacity for the practical, he declares, was the origin of the small returns that made the Zurich firm turn its back upon the enterprise; and yet, so strongly was he convinced of the correctness of his judgment, that he continued on the farm until the whole of his wife's property was irretrievably lost.

No man can read Pestalozzi's autobiographical notes without remarking the influence which Rousseau's writings began to have at this time upon his life and character. Many of his confessions are given in the spirit of Jean Jacques himself; and perhaps it is well for us that he has spoken so freely of his own affairs, since we now all the better understand his character. And if any of Rousseau's books left a more lasting impression on the unlucky farmer of Neuhof than another, it was his *Emile*, a work which even yet has an impression upon our educationists and the bent of their experiments. After reading this work, he thought of starting, in connection with his farm, a school for the poor, proposing thereby to provide labour for his farm, and an education for the outcasts of his neighbourhood. The suffering of the poor had never been from his mind. He was a philanthropist from the moment he could think for himself; and he saw an outlet for his philanthropy, as he thought, in becoming a teacher.

And yet other men, less enthusiastic than this poor builder of air-castles, would have paused in their efforts to help others, by contemplating their own limited resources. Even before the school for the poor was started, the deepest gloom had struck Neuhof and its enterprises, and for more than twenty years it never thinned out sufficiently to show much of the peep of day beyond. The weight of the cross here fell upon the enthusiast,—the soul-struggle amid the misunderstandings of a critical environment,—the wrestling with the angel for the blessing. What his poverty was at this time may be learned from the fact, which he himself states, that more than a thousand times he was obliged to go without his dinner, and at noon, when even the poorest were seated round the table, he had to devour a morsel of bread on the highway. And when the man who could endure all this

and yet minister to the wants of the poor, in order to give root to the philanthropy within him—for in spite of all his difficulties he continued to give shelter to the outcasts in his neighborhood, looking after their mental and moral improvement,—when such a man, encompassed about with every evil of poverty, breaks down at times, our pity for him, as our admiration for his work, surely can easily find for him an excuse. As he says himself: “Deep dissatisfaction was gnawing my heart. Eternal truth and eternal rectitude were converted by my passion to airy castles. My head was grey, yet I was still a child. With a heart in which all the foundations of life were shaken, I still pursued in these stormy times my favorite object, but my way was one of prejudice, of passion and of error.”

And for twenty years, even for more than twenty years, did this gnawing process go on. A quarter of a century is a short time when it is passed; yet, what a space it is taken out of the span of a man’s life! What an eternity it must have been to the man who had taken up but could not follow! What a weary period to him who was anxious to receive the spirit-sanctification of the troubled waters; to be of those who find themselves blessed while laboring for the national good of their fellow-men! “Have I a mission?” is the cry of the soul as it awakens within the atmosphere of credulity and conventionality that ever tends to belittle humanity; and what must have been the agony of the man who knew he had a mission, but who for twenty-five years was unable to fulfil it.

And yet, what is now our regret for such agony of spirit endured? The pains of history-making in the man are as readily forgotten as are the throes of war by a nation exulting in victory, as readily as is physical pain by the child whose smile of joy is even yet wet with tears. Even Pestalozzi himself has no regret for the agonies of Neuhof in his after triumphs of success. For from the gloom of this, his early experience, there broke forth the light of a new experience, which he knew would make more for the world in time than it would in his days,—the light and influence of the primary school, and an improved system of imparting instruction. The pains of Neuhof were but the accompaniment of the birth, or rather the re-birth, of the new education,—the birth of a movement which has at last spread all over the

world, which produced for us a Stowe in Scotland and a Horace Mann in America, or, coming nearer home, a Forrester in Nova Scotia, a Ryerson in Ontario, and a Perrault or Dawson in the Province of Quebec. And as we see this beneficent light waxing stronger and stronger under the prudent guidance of our present educational forces, as we see its rays darting amid the clouds of school-neglect, and indifference to child culture which has been for long a reproach to us, it is surely meet for us to celebrate the praises of the man, the poor Swiss farmer, who suffered that humanity might gain, who humbled himself that humanity might be exalted.

And what a school was this, the first of Pestalozzi's ventures as a teacher! Fifty outcasts to be housed and clothed and boarded by him who had not wherewithal to clothe himself and his own family. As has been said of it: "In this new enterprise Pestalozzi was even more unsuccessful than he had in growing madder. He was very badly treated both by parents and children; and his industrial experiments were so carried on, that they were a source of expense rather than profit. Indeed, he was soon involved in debt, and his wife's property scattered to the winds."

From his experiments, however, with these outcasts, Pestalozzi began to see the light of which he was afterwards to be a witness. His school for the poor was a failure; and at last from the education of children the reformer turned to the education of ideas. He began to write.

Editorial Notes and Comments.

—While the war of the giants still continues over the supposed existence or non-existence of a Canadian literature, there has come to our hands a neat little volume done up in paper covers, and bearing the title of *Canadian Leaves*. The book in itself is an exponent of the Canadian-abroad feeling, which has been so far successfully cultivated by the Canadians who have taken up their abode in New York and the United States. The New York Canadian Club may be looked upon as the rallying point of such patriotism. Under the liberal control of such men as Erastus

Wiman and G. M. Fairchild, the society has given unmistakable evidence of its usefulness in more ways than one; and now that it has developed a *Macenas* side to its social character, it approaches all the closer to the life of Canadians at home. The little volume before us is a series of lectures delivered by prominent Canadians before the Club and its friends, and a perusal of its pages will readily convince all how far the literary spirit has been awakened and developed within those who claim Canada as their home. Of none of these lectures need a Canadian be ashamed; and yet it seems almost surprising that so little attention has been given to this publication by the press of Canada, considering how its chapters breathe the purity of thought and diction on which the true literature of a country feeds itself. The article by *Bengough*, our Canadian caricaturist, is rich with wit and humor, and under the critical eye of the giants who maintain that there is a Canadian literature, it might readily be advanced as an example justifying the position they have assumed. The theme, *A Canadian Literature*, has been ventilated by Dr. George Stewart, of Quebec, in his excellent lecture, in which however, he takes the way of the modest, and lays no claim in behalf of Canadians that there has been so far produced a Canadian literature. J. M. LeMoine has given those three chapters of Canadian history in his lecture which are never narrated in the ear of a Canadian without producing a blush of pride, and a desire to know more of the country at its beginnings. And so it is with all the other papers; Canada is discussed in them in the spirit of writers who love it as their land; and we congratulate Mr. Fairchild on the success of one of his earliest efforts to stand as a *Macenas* to Canadian authors. The rewards of authorship are poor enough on this side of the line, and it is just possible the hospitality which has lately been extended by New York, may awaken in the hearts of the millionaires of our large cities a desire to look kindly upon those whose work in behalf of the country will last longer than the wealth which comes and goes as generations pass away. The builder of a railway or a canal is a more important personage than the writer of a poem or a tale; and rightly too, considering the test we apply to find out a man's worth, in these days. But the railway king can well afford to apply a higher test than this, the test which the centuries apply to a man's life

work, and may thus act as a Wiman or a Fairchild in fostering the national feeling in those who have it generally in largest measure.

—We have received a copy of the Report of the Commissioner of Education, Washington. The new Commissioner, the Hon. U. H. R. Dawson, gives an excellent synopsis of the duties of his office in the first twenty pages, while the rest of the report consists of seven hundred pages of matter, interesting to every citizen who desires to know of the various school systems in the United States, and the measure of success which has attended them during the past year. The Department of the Interior, which has the oversight of the schools in the North-west Territory, has to prepare a report of the educational progress in that section of the country. If, therefore, we may ever expect to see a general statement prepared for Canada, as Mr. Dawson's report is for the United States, the work will have to be done by the above department. According to the Act of Confederation, the Federal Government can have no oversight of the school systems of the various provinces, but neither has the Bureau of Education at Washington, from which the above report is issued. Much of the report is confessedly a resumé of the general condition of the public schools in the several States and Territories, drawn chiefly from the printed reports kindly supplied by the superintendents thereof. It further includes an abstract of the public school law of each State and Territory, based on the latest editions and amendments obtainable. The other appendixes are so arranged that the facts, summaries and discussions respecting any form of institution, or any grade of instruction, may be examined in connection with one another and studied together. The report, in a word, is invaluable to the student of education, who has thus within easy access the means of verifying and correcting statements; and while the administration of the Bureau is more or less clerical, it provides indirectly an effectual check upon careless or inefficient work. The creation of such an office in Canada as that held by the Hon. Mr. Dawson, is well worthy the consideration of the Dominion Parliament, and should ever such an office be created, we trust that the services of an officer as efficient as the present Education Commissioner of the United States may be secured.

—*The Times* in commenting on Volapuk as a universal

language, declares itself in favour of English as the common tongue and concludes as follows:—"Eventually, with the rapidity at which the frequency and the closeness of international communications increase, the several peoples of the earth will feel obliged to adopt a common vehicle of intercourse. In the middle ages, Latin was accepted in that character. For a period, Italian seemed to have a chance of the succession. Then French seized it and kept it for a couple of centuries or longer. French and German rivalry has interrupted the process which apparently was winning the prize for the former. Germany, which can hardly take the rank itself, is likely to go on vetoing its assumption by the other. Of late years the tumult of national languages has been aggravated rather than abated by the entrance into the field of Russian, and half a dozen other self-asserting tongues. Meanwhile English goes on quietly training year by year fresh millions of native subjects to its sway. A language aided by the Anglo-Saxon birth-rate is certain to win in the end, unless the rules of arithmetic be subverted. It has too on its side a force against which the most encroaching competing languages are helpless. To the shame though it be of the victor, the Anglo-Saxon tongue, while Anglo-Saxon prosperity and fertility continue, gains a tremendous advantage from some mental slowness in the race which indisposes it for learning two languages. The incapacity cannot be simply insular; for it is more strongly marked in their American cousins than in Englishmen. In time an English generation might possibly grow up actually able to speak French, if not German. Americans, it may be taken for granted, will retain their singleness of speech. As the Celtic or the Anglo-Saxon maiden, or both, pass unharmed with her golden braccot, they will bear aloft, through the Babel of the Continent, that which they are pleased to call their "American." That points to a quality which constitutes for English, as we prefer from prejudice to style the language, an impregnable stronghold. French may urge its precision, Italian its elegance, and German its malleability: English is invincible in the peculiarity that the two hundred millions born to employ it are given to travelling, have money to spend, and for the most part can shop in no other language. Against such a conjunction of qualities and deficiencies the mighty and mystic Volapuk itself will be powerless."

Current Events.

—There are but few of the districts in which a model school or academy has been obtained, that have not put forth efforts to improve the condition of their school buildings. The village of Danville has lately been anxious to see a restoration of the better times of the past, when the Danville Academy took a respectable position among the schools of the province; and a movement is at present on foot to erect a fine building in the centre of the township, which shall be a credit to the growing enterprise of the place. Plans have been prepared, and were exhibited lately at a public meeting during the discussion over the new school. We trust that nothing will interfere with the work, but before another year has passed away, Danville will be able to boast of having the finest school building among our country academies.

—Some time ago a petty discussion took place in one of our town districts over the routine work of one of the schools, and from it one could learn how unthinking some parents are when the school system interferes with their prejudices or domestic arrangements. A school may work for years without either praise or blame being uttered in connection with its routine work, but once let even the smallest incident happen to interfere with the parents' comfort, and the denunciation that follows is hardly able to be repeated in public, so violent and discourteous is it. Even the fact that the teacher is of the gentle sex, does not prevent the irritated head of the household from forgetting himself. It is a pity that such excitable individuals should be allowed to run loose on the community under a *nom de plume*. The editor and the teacher alike seem to labour with little expectation of being praised for their efforts in behalf of the public; and one would think that even with this only in common between them, the teacher might look for some protection from the editor. Yet some of our editors seem to enjoy the fun of seeing an anonymous misdemeanant attacking the teacher, and using language towards her he would never dare use in person towards her brother, or any which of her male relatives. The Spartans laughed at Tyrtæus, even after Tyrtæus prepared them for victory.

—A curious illustration of the value of space in London is afforded by the expedient to which the London School Board has been obliged to have recourse in building an addition to one of the schools in the north-western district. The new part of the school has taken in all the space formerly allotted as a playground for the children, and to compensate for this the Board's architect has constructed a playground on the roof of the new building. A light roof is carried on iron pillars over the flat top of the building, and a grill or iron pallsade round the sides, with bars through which not the tiniest child could squeeze, affords protection against accidents. This kind of aerial playground has been adopted in the case of one or two other schools under the Board in districts where a square foot of ground is worth a year's income, if not a "Jew's ransom."

—One of our contemporaries speaks hopefully of the cultivation of the shrub called Labrador Tea (*Ledum latifolium*) as an article of domestic use. A friend of ours in talking of the matter says:—"This plant is found almost everywhere in our forests, and when the leaves are perfectly steeped, it makes a liquid, which, with sugar and milk in proper proportions, has a flavour that cannot be described, and which, when once tasted, will never be sought for again." There are two species of this plant, the Marsh *Ledum* and the Broad-leaved *Ledum*, the latter of which is the plant in question. It is said to beautify the skin, strengthen the lungs and invigorate the assimilative functions, and is supposed to have been used in the United States during the American War. Our contemporary closes a long article on the subject by saying that, when the probability of securing a more healthy general beverage, and at the same time, developing a new industry within our country, is indicated, both science and patriotism suggest a patient and complete investigation of the facts.

—Agricultural colleges have generally been failures as farmers' schools; but successful as higher literary institutions of learning. Most of them have been good, technically and industrially; but poor agriculturally. Corn has grown no better on college farms than on other farms, and no more freedom from pests has been enjoyed on state lands, than on private lands. In view of this fact, it is refreshing to hear of one college that has stuck to its

text, and is preaching a good sermon. We refer to the Mississippi Agricultural College at Starkville, under the care of General Lee. In answer to the question why his school was so successful, he replied:—We have never lost sight of the purpose for which we were founded. On the contrary we have always steadily pursued it; organized as an agricultural college, we have always been one; everything we have done has been with an eye looking to the improvement of the agricultural community. We have taught practical farming, our experiments have been of a practical nature, and the farmer, at first disposed to resent the insinuation that his children could be taught how to make land productive better here than at home, has about come round, and now comes here himself with his troubles. We get inquiries every day from farmers, in regard to farm matters, all of which are promptly answered.”

Literature and Historical Notes.

The Jesuit teacher, like those of his *confrères* engaged in any other secular or religious work, was but the part of a system, the humble element of a well-regulated organism. His personal identity was always kept well in the background, the peculiarities of temper and disposition in the individual being all but subdued by a close supervision systematized from officer to officer, beginning with the Provincial, who stood next in rank to the General of the order, and ending with the Prefect of Studies. Of the pupils there were two classes, the novices or those in training for the order, and the outsiders, who were only pupils. The instruction was gratuitous, the poor man's son being, as a pupil, of equal rank for the time being with the sons of the wealthiest in the land. Only the novices and the teachers belonging to the order were allowed to board within the precincts of the college. There were five classes or grades, the first three being called the lowest, the middle, and the highest grammar classes; the fourth, the humanity class; and the fifth, the class in rhetoric. Latin and Greek held the place of honour among the studies. Memorizing was the leading feature of the class-work. Grammatical rules and

long passages of the classical authors to be learned by rote, were daily tasks, though such lessons were at times diversified with written compositions and translations. The boys were arranged in pairs to promote emulation, the one being known as the *emulus* or rival of the other. Sometimes the class itself was arranged in two divisions, the one pitted against the other, for the purpose of asking and answering questions alternately. In the more advanced class, disputations took the place of the above "concertations," as they were called, and of one of these, the first, indeed, in Canada, mention has been made. As in the order, so in the class, there was a grading of overseers among the boys themselves, each position of prætor, quæstor, or censor, being gained as a reward for industry or good conduct. The school hours were short, and the studies arranged according to a fixed time-table. "Every lesson began with prayer or the sign of the cross. During the first half-hour the master corrected the exercises of the previous day, while the decurions or monitors heard the lesson which had been learned by heart. Then the master heard the piece of Lat'n which he had explained on the previous day. Afterwards he explained the piece for the following day, while the last half-hour was spent in explaining the rules of grammar." Such was the morning's work in the lowest grade, while the afternoon was chiefly taken up with further grammatical studies. In the higher grades the work was divided up in the same way, but with the addition of Greek and mathematics.

And whatever else may be said of the work done in the Jesuits' College, it was at least thorough,—a little bit, but well learned. There was probably too little of the mental gymnastic which promotes the self-reliance of thought; yet, when we consider how the study of the classics promotes in the pupil the short mental movement required for detecting syntax relationships, and the longer sweep of the intellect in working out the nice problems of translation, we are not surprised at the effects which the Jesuit schoolmasters are said to have produced upon their pupils by means of grammatical drill. There was certainly in the process too much memorizing, too much of that routine of mental labour which stultifies the more active powers of the intellect. The deadening effects of such routine, however, was counteracted to some extent by the emulation in class disputings

and academic debates; and it is easy to understand Ranke, the historian, when, in speaking of the success of the Jesuit schools in Europe, he says:—"It was found that young persons learned more under them in half a year than with others in two years. Even Protestants called back their children from distant schools and placed them under the care of the Jesuits."

The period of school-life under the Jesuits was limited to six years, and at the close of each year there was an examination, which did not differ very much in character from the examinations in the Quebec Seminary, as they were conducted thirty or forty years ago. "There were thirteen of us in all, belonging to the highest class," one of the candidates at these later examinations once remarked to the writer, "and the professor had given us passages from the classics to learn by heart which no mortal being could be expected to put into writing within the specified time. In a body we called upon the professor to remonstrate with him, telling him what a disgrace it would be to him and us if we failed to complete the passages. But our appeal was all in vain. Thinking that it was the amount of memorizing work we were quarrelling with, he dismissed us as so many lazy-bones, and bade us fail to make a good appearance at our peril. The eventful morning arrived. The examination-hall was crowded with the mothers and fathers and friends of the students. Class after class was brought up for review, and at last our turn came. The ironical light in our old master's eyes changed visibly when he saw the confident look on all our faces, as we marched up to take our places at the writing-desks. Then he made the announcement to the public of the pieces we were to write out, feeling confident that the grading would be an easy task, the prize going to the most nimble writer. By this time the rumour got abroad among the audience that the contest was not one between the individual scholars, but between the professor and the class. Fifteen minutes passed, and there was nothing to be heard in the hall but the scribbling noise of thirteen pens running as if in unison over foolscap. We knew that the professor was watching us and wondering in his own mind if any of us would really be done in time. Half an hour gone, three quarters, and, though it was drawing to the end of the hour, none of us paused in our work; but just before the bell sounded, just as our

teacher was thinking he had scored a victory against all of us, we all laid down our pens, and, rising to our feet, in concert held up our several sheets of paper with the announcement that we were done. He was not inclined to believe us at first, but when we protested and our protest was supported by the plaudits of the visitors, he had to give way with a pleasant smile, and declare that we were the smartest set of fellows he ever had under him. He was shrewd enough not to complain when, in looking over our papers afterwards, he discovered how we had outwitted him by giving the sense of some passages and not the translation, the epitomized parts having been prepared by some one a day or two before, and committed to memory by all of us."

And so it was with the annual examinations of the Jesuits' College. The passages to be written out were all committed to memory previously, and, under certain conditions, afterwards committed to paper. The master of the class was present, and could make explanations, though he was not an examiner. The examiners consisted of a commission under the guidance of the Prefect of Studies, and the final awards were made on the results of the so-called vocal examination, modified to a greater or less extent by the general report of the year's work in the case of each candidate.

Such, given thus in concise form, were the leading features of the Jesuits' system of college training, which continued to prevail in Canada up to the time of the Conquest. The system has been somewhat modified in the Jesuits' schools of the present time; and yet much of it still lingers among the schools of the province of Quebec. The popularity, that prevails in face of a wide difference of opinion, must have something that is good to rest upon. Though Voltaire declared that the Jesuits taught him nothing but Latin and nonsense, and Leibnitz, that they seemed to him to remain always below mediocrity, the orthodox thinker is more inclined to put some little faith in Bacon, when he says: "As to whatever relates to the instruction of the young, we must consult the schools of the Jesuits, for there can be nothing that is better done." From them the English public schools, and what of them has been transmitted to Canada, have borrowed the system of internal supervision, boy over boy; while the most enthusiastic advocate of what is called the new education, may

readily trace to them the principles of individual training, class-drill, and the reciprocal method.

The college in Quebec was sufficiently advanced in 1636 for the fathers to announce that they were prepared to receive pupils. Meantime some of the members of the order, whose names are historic, undertook missions among the Indians in several parts of the country, notably Father Brebœuf, who, after his memorable visit to the Huron country, brought back twelve of the native children to receive instruction at Three Rivers and Quebec. At the latter place three of these were admitted to the convent of Notre Dame des Anges, until a school had been built for them and others who might join them.

In the Quebec institution the Jesuits continued to hold their classes, somewhat reduced in numbers, for at least thirteen years after the Conquest. The government had not directly interfered with their property, but, in time, when there arose the necessity for a place in which the archives and other goods belonging to the province could be safely stored, and when it became apparent that the whole of the building was not required for school purposes, a portion of it was taken possession of by the Imperial authorities. The college classes were closed in 1768, and the elementary classes in 1776, the main cause of such events being the decay of the order in Canada, on account of the government edict which forbade their brethren in France from joining them.

The last of the Jesuits of this period in Canadian history died in 1800, Jean Joseph Casot by name, a native of Switzerland. In his youth he had held the humble position of porter, but being possessed of some natural ability, he was eventually taken into the order, and for many years after the death of his associates continued to administer the property which the government had no authority to touch until after his decease. He died well advanced in years, leaving behind him a reputation for liberality, which his vast income, spent in behalf of charitable purposes, must have enhanced. Thus passed away "these friends of the youth of Canada, experienced, able, unassuming, and personally disinterested." As Peter Kalm says of them, "they were studious, with a wide reputation for learning, civil and agreeable in company, with something so pleasing in their whole deportment, that it is not to be wondered at that they had such widespread influence over the people."

VIRGIL'S ÆNEID, BOOK II.

Then of a truth we long to know and learn
The causes, ignorant of wickedness
Like this and Grecian guile. All trembling still,
He thus proceeds and speaks with purpose feigned :
" The Greeks, awearied with protracted war,
Did often have desire to take their flight,
To sail away, with Troy left far behind.
Would that they had ! Yet oft a bois'trous storm
At sea them hindered, while the south-west wind
Them terrified at times when setting forth.
Indeed, when, built of maple beams, this horse
Arose, the clouds made noise o'er all the sky.
In deep suspense, we send Eurypylius,
The oracle of Phœbus to consult,
And from the shrine he brought these sorrow-words :
' With blood, and with a virgin sacrificed,
The winds you did appease, when first, as Greeks,
You came to Trojan shores : with blood, return
In safety must be sought, with life of Greek
The fates must be secured.' And when report
Like this came to the public ear, our minds
Amazéd were, and through our inmost bones
A curdling tremor ran,—for whom the fates
May now prepare, whom Phœbus soon may claim.
'Tis then Ulysses, 'mid a tumult great,
The prophet Calchas draws within the throng,
And asks him what may be the gods' decrees.
And now the most of us could well foretell
The trickster's cruel crime against myself,
And silently foresaw events about to be.
Ten days he held his peace, and, still reserved,
Refused with word of his to injure any one
Or him expose to death. At length, perforce,
By sly Ulysses' pressing hints urged on,
He silence broke, according to his pledge no doubt,
And me appointed for the sacrifice.
All gave assent: what each one feared himself
He well could tolerate, when once 'twas turned
Towards the ruin of one poor wretched soul.
And now the direful day drew near: for me
The rites were being prepared, the salted grain,
The fillets to be bound around the brow.
From death I snatched myself (I do confess)

And burst my bonds; and, favoured during night,
 I hid within the sedge, near by a slimy lake,
 While they set sail, if yet perchance they had.
 Nor is there any hope now left to me
 Of seeing more my ancient native land,
 My children dear, and father well-beloved,
 Whom they no doubt will seek for punishment
 Because of this my flight, and expiate
 This blame of me by their distressing death.
 And by the gods, and by their will divine
 That conscious is of truth, by what of faith
 Remains inviolate to mortal man,
 If any such there be, I thee beseech
 To sympathize with hardships such as these,
 Have pity on a soul that's pressed unworthily."

O'ercome with tears like these, we grant him life,
 And willingly compassion on him take;
 And Priam first of all an order gives
 To unloose the wretch's manacles and bonds,
 And thus with friendly words addresses him:
 "Whoe'er thou art, the Greeks, now gone, forget;
 Thou wilt be ours, and to me asking thee
 Repeat the truth:—Why have they reared this mass,
 This mighty horse? Who was its architect?
 What seek they, or what rite do they observe?
 Or what machine of war is it?" He asked.

Well trained in craft and Grecian guile, he raised
 His hands, now free from chains, towards the stars:
 "O ye eternal fires, your will divine,
 Inviolate, I call to bear me out," he cries;
 "Ye altars of the impious and weapons foul
 Which now I flee, ye fillets of the gods
 Which, as a victim, I have lately borne,—
 'Tis lawful now that I reveal things sworn
 And sacred of the Greeks; 'tis right to hate
 Such men, and publish all abroad whate'er
 They seek to hide, since now I'm not restrained
 By any laws of theirs or fatherland;
 Do only thou hold fast thy promises
 And keep good faith, when Troy hath been preserved;
 So shall I speak the truth, and rich thee recompense.

"All Grecian hope, and faith in war declared
 Had ever ground in fair Minerva's aid;
 But from the time when impious Diomede
 And dread Ulysses, working ever ill,

Had underta'en to steal from sacred shrine
The ominous Palladium,—they, having slain
The guards of the Acropolis, had dared
To touch the virgin fillets of the goddess
With blood-stained hands, and carry off
The image much revered,—through such a crime
The hope of Greece began to wane, and, losing ground,
Went retrograde; their strength seemed broken down,
From them the will divine was turned away.
Nor did Tritonia give them these her signs
Of wrath with doubtful omen; hardly placed
Had been the image in the camp, when flames
All flashing darted from its eyes uplift,
And from its joints exuded briny sweat,
While, wonderful to tell, it thrice did leap
Upon the ground, still holding by its shield
And trembling spear. Forthwith did Calchas say,—
'Twas theirs to attempt the sea in flight, since now
'Twas not with Grecian spears the Trojan realm would fall;
Nor need they omens seek for Greece, nor think
To appease the will divine, which they had borne
With them across the sea in curving ships.
And now,—for seek they did with favouring breeze
Mycenae, fatherland,—they arms select
And gods, meet company; and then they embark
In sudden haste on the returning voyage.
Thus Calchas did the oracles arrange,
And, so advised, they build this image here,
In place of the Palladium defiled,
To make atonement for their awful crime,
In presence of the goddess-power offended.
This towering mass, with oaken beams immense,
Did Calchas order them to raise aloft
To lift it heavenwards, impossible
To be received within a city's gates,
Or to be led beyond a city's walls,
Or even protect a nation under ancient rites,
For if your hands Minerva's gift profane,
Then ruin great shall on the Trojans fall,
And on King Priam's realm (which may the gods
Rather divert upon the thing itself!)
But if within your town with these your hands
It should ascend, then of its own accord,
All Asia shall come against the walls
Of Greece with hostile force, and thus the fates

Shall fall in time upon our offspring's race."

With snares like these, and artifice
Of Sinon perjurer, the thing's believed :
O'ercome by craft, and thus compelled by tears
Are those whom Diomede could not subdue,
Nor ev'n Achilles, Larissæan chief,
Nor full ten years, nor yet a thousand ships.

Practical Hints and Examination Papers.

EXAMINATION PAPERS FOR GRADE II., MODEL SCHOOL.

(Only one question from each section to be answered.)

GEOGRAPHY.

Section I.

1. Name the places of importance one has to pass in making a voyage, near the coast line, from St. John's, Newfoundland, to New Orleans. In passing a large city, state for what it is noted.
2. Describe the river systems of New Brunswick and British Columbia.
3. Enumerate the counties in the Province of Quebec that touch the St. Lawrence on either side. Name the *chef-lieu* or chief town of each.

Section II.

4. Describe the industries of the Dominion of Canada. (The industries of a country include farming, lumbering, fishing, manufacturing, shipping, &c.)
5. Name all the large towns in Canada which are situated at the mouths of rivers. For what is each noted?
6. Where are the following places:—Bermuda, Yale, Yarmouth, Charleston, Portland, Levis, Albany, Baltimore, London, Miramichi, Summerside, Sarnia, Whitby, Valleyfield, Vaudreuil.

Section III.

7. Name the principal lakes of Canada in the order of their size.
8. Describe the river system of the North-West Territory of Canada, and name all the places of importance in that section of the country.
9. Give an account of the products of Canada or of the United States, and tell what you know of the exports of either of these countries.

SCRIPTURE HISTORY.

Section I.

1. Name ten places mentioned in the gospels and describe minutely where they are situated.
2. Give an account of the Temptation. What poet has described this event?
3. Enumerate any five of the miracles, and narrate in your own words the circumstances of any one of them.

Section II.

4. What is a parable? Narrate the parables of the sower and of the talents. Explain them.

5. Who were:—Paul, Stephen, Nicodemus, Luke, Zebedee, Mary Magdalene, Herod, Annas, Judas, Jude?

6. What events in Bible history happened near the Jordan? Describe the course of that river.

Section III.

7. Give an account of the Transfiguration. On which of the mountains of Palestine is it supposed to have taken place?

8. Describe the flight into Egypt and the causes which led to it.

9. Christ is said to have uttered seven different expressions while on the cross! repeat those you remember.

ARITHMETIC.

Section I.

1. What is meant by *ratio, proportion, means, extremes, and same denomination*? Write out a sum in simple proportion and solve it.

2. Find the values of the ratios:—143 : 365, 512 : 256. 1 yd. 2 ft. : 1. ft. 3 in., and 20 tons 6 cwt. 93 lb. : 25 cwt. 34 lb. 5 oz.

3. If a man earn \$18 in 2 weeks, how much will he earn in a year, the rate being uniform throughout the year. Solve the proportion 24 : 960 :: 32 : x .

Section II.

4. Simplify

$$\frac{3\frac{1}{2} \text{ of } 5\frac{1}{4} \text{ of } \frac{3}{10}}{2\frac{1}{2} + 4\frac{1}{10} - 1\frac{1}{3}} \times \frac{3\frac{1}{4}}{4\frac{1}{8}} \div \frac{6\frac{1}{2}}{3}$$

5. $33.006 + 2.05 - 1.0004 \times .00052 + 3.3$.

6. What is a fraction? Name the various kinds of fractions. Reduce 15 cwts. 3 grs. 10 lbs. 3 oz. to the fraction of a ton.

Section III.

7. Find the area of a square whose side measures 2 yds. 2 $\frac{1}{2}$ ft. 3 in. What is the side of a square whose area is 2,342 inches.

8. Write out Troy Weight and Avoirdupois Weight. Which is the larger of the two,—a pound Avoirdupois or a pound Troy, and by how much is the one greater than the other? Reduce 5 miles to inches.

9. The cost of constructing a certain road was \$5,050.59. There were 35 men employed upon it 78 days, and each man received the same amount of pay; how much was the daily wages? Reduce the amount to the fraction of £1 sterling.

ENGLISH GRAMMAR.

Section I.

1. How are the letters of the alphabet arranged according to sound? What is a syllable? Give the rules for dividing words into syllables. Divide *incomprehensible* into syllables.

2. Name the various kinds of nouns and define each of them with examples.

3. How many moods are there in connection with the conjugation of the verb? Define them.

Section II.

4. Analyse the two clauses in the following verse, and parse the words in italics:

When *Israel*, of the Lord *beloved*,
Out of the land of bondage came,
Her fathers' *God* before *her* moved,
An awful *guide* in smoke and flame.

5. Parse all the words in the following sentence:—The stranger naturally manifests surprise on being told that the estimated population of Canton exceeds a million.

6. Name the various kinds of sentences, construct an example of each and analyse these examples.

Section III.

7. Name the various kinds of verbs, and conjugate the verb *strike* throughout in the indicative active.

8. Define with examples a *root-word*, a primary derivative, a secondary derivative, and a compound word. How did Latin words find their way into the English language?

9. What is inflection? Name all the parts of speech inflected and show by examples these how inflections are used in English.

CANADIAN HISTORY.

Section I.

1. Tell what you know of Roberval, Amerigo, La Roche, Laval and Frontenac.

2. Give an account of the second siege of Quebec.

3. Enumerate the principal events of the war of 1812.

Section II.

4. Name the Governors of Canada during the second period of French rule, and give an account of any one of them.

4. What were the Clergy Reserves, Seigneurial Tenure, the Stamp Act, the Act of Union, and the Act of Confederation?

6. Give an account of the burning of the Parliament Building in Montreal, and the causes which led to the act.

Section III.

7. Tell all you know of the conspiracy of Pontiac.

8. Name the principal events in the history of Canada after the last siege of Quebec.

9. Who were the following:—Montgomery, Lord Durham, Sir William Johnson, Sir William Phipps, La Salle, Talon, De Montmagny, De Monts, General Drummond, and General Brock.

ENGLISH.

1. Reproduce the extract which has been read twice in your hearing by the examiner or teacher.

2. Write sentences each containing twenty words, one of the words in each sentence being:—solace, conscientiousness, consciousness, satisfaction, occurrence.

3. Give a neatly written and care'ully worded account of the town or district in which you live, or write a letter, as if to a friend, giving an account of a holiday spent in the country.

4. Write in your own words the story of the "Garden of Eden."

LATIN.

Section I.

1. Translate:—*Amicitia est gloria vitæ. Præmia diligentiae sunt grata discipulis. Milites iudices hastis occidunt. Vita hominibus grata est. Leges Romanorum erant præstantes. Homines in domibus sunt bestiae in silvis. Aquilæ vis maxima est. Custodes misere puellæ fuisistis. Hæc carmina suavissima sunt. Memoria nostri nobis grata est.*

2. Parse the nouns in the first five of the above sentences, giving the genders.

3. Parse the adjectives in the above sentences giving the genders.

Section II.

4. Write out the indicative mood of *sum*.

5. Decline *mensa, puer, urbs, gradus* and *dies*.

6. Give the subjunctive mood of *sum*.

Section III.

7. Write out any five of the rules of syntax with examples.

8. Give the degrees of comparison of *pulcher, clarus, bonus, parvus*, and *similis*.

9. Decline, *senex, corpus, jus*.

FRENCH.

Section I.

1. How many genders are there in French? Distinguish the genders of *papier, plume, livre, couteau, fromage, terre, lune, sol, maison, jardin*.

2. How many articles are there in French? Place them before French nouns and translate the different forms.

3. Translate into French:—Have I the good paper? Has your daughter my pen? Where is my pencil? Give the book to him. Have you seen the child's book? Have you found the master's book which he lost yesterday? Have you lent your grammar to that man's son? To whom has your sister said that? I am speaking about my uncle. Give me a glass of water, if you please.

Section II.

4. How are the plurals of French nouns formed? Give the plurals of *nez, jeu, fou, cheval, bal, ciel, table, habit, général, bail*.

5. What is the difference between an English adjective and a French adjective? When is the adjective placed before the noun in French and when after it? Translate: This boy is bad, this girl is bad. Give the feminine forms of *prudent, actif, heureux, ancien, gros, dernier, beau, vieux, nouveau, blanc*.

6. Write out the numerals in French up to *cinquante*. Give the French words for *first, second, third, fourth* and *fifth*. Give the feminine and plural forms for *mon, notre, leur* and *son*.

Section III.

7. Translate into French:—Are your books as useful as mine? I have not taken her needle nor yours. Is your house finer than his? This apple is sweeter than that. Which will you take, this or that?

8. Decline the personal pronouns, and conjugate the present and imperfect tenses of *avoir* and *être*. How is *se* used in French?

9. Conjugate *parler* in the simple tenses, giving also the English.

DRAWING.

1. Draw any of the following figures:—A cottage, a tree, a box or a vase. (The teacher may put any of these figures on the blackboard for the pupils to copy from.)

2. Draw a square and describe a circle about it. (No ruler or compasses to be used.)

ALGEBRA.

Section I.

1. Take $a^3 - 5a^2b + 7ab^2$ from the sum of $2a^3 + 9a^2b + 11ab^2 - 3b^3$ and $b^3 - 4ab^2 + 4a^2b - a^3$.

2. Take $a^2 + b^2 + c^2 + 2ab + 2ac - 2bc$ from $2a^2 + 2b^2 + 4ab - c^2$.

3. Simplify:—

$$a - \left[2a - \left\{ 3a - (4a - 5a + 7) \right\} \right]$$

Section II.

4. Multiply $a^2 + b^2 + c^2 - ab - ac - bc$ by $a + b + c$.

5. Find the continued product of $x^4 + y^4$, $x^2 + y^2$, $x + y$, $x - y$.

6. Simplify $(x + 1)(x + 3)(x + 4)(x - 8)$.

Section III.

7. Divide $x^3 + y^3 + z^3 - 3xyz$ by $x + y + z$.

8. Multiply $a^2 - 2ab + b^2$ by itself and divide by $a - b$.

9. Divide $12a^2 + 7ab - 12b^2 + ac - 7bc - c^2$ by $3a + 4b + c$.

Correspondence.

INEXPERIENCED TEACHER.—The diffidence will wear off in time, if you only persevere in your careful preparation of the lessons beforehand. Such a process is a great tax upon your energies, we know; but the young teacher who is willing to spare no pains during her novitiate, is sure to have permanent success in her work later on. The lesson in geography is one of the best exercises for you in the meantime. Get to rule and guide by means of the eye; and give an object lesson at least once a fortnight.

QUERY.—The origin of the object lesson is found in the experience of Pestalozzi at Berthoud. One day while giving a lesson on a window, by means of a diagram, the founder of the primary school saw one of his

pupils attentively watching the school-room window nearest him; and being impressed with the observation, he thrust aside his diagram, and proceeded to instruct his pupils by means of the actual objects within their reach. You are right; object teaching when carried too far, has an enervating effect; but we are still very far from the extreme of excess in our province. We still err in giving too little object teaching.

BOTANY.—The first flower in springtime is the Mayflower, the *Epigaea repens*. It is of the Heath Family, a hardy little plant which blooms as soon as the snow begins to disappear. Nothing is so refreshing as a bouquet made up of these sweet-scented emblems of coming summer.

CLASSICS.—It is pleasant to know that the translations have been of some service to you in your private studies. After the examinations are over, your boys will take delight in learning off by heart passages which have caused them not a little trouble to construe. These translations are as nearly literal as it is possible to have in a metrical version.

TEACHER.—Chambers' Encyclopedia is the best of such works for you, and it is to be had very cheap.

USUS LOQUENDI.—The name of a place is pronounced as those who live near the place pronounce it. For example, we know that Manitobá is a false pronunciation, for the people of Winnipeg pronounce it Manitóba. A man is an undoubted authority for the pronunciation of his own name.

DRAWING.—The drawing books are specially mentioned in the Course of Study.

SPIRIT OF REFORM.—Your desire for reform will find full scope for itself, in the meantime, within the limits of the school-room. This, you know very well, is not meant as a rebuke.

MUSEUM.—It is indeed very gratifying to hear of your success. A few lectures such as you suggest for the pupils would be very beneficial. As soon as your project is fully matured, it would be interesting to have your experience in collecting for your museum given, through the pages of the RECORD, to your fellow-teachers.

TOWNSHIPS.—Loyalty to the common interest is the foundation of success in any scheme. We know nothing of what you mention in your note, nor do we think it would be serviceable to any one to publish your letter, in the meantime at least. By all means try what you can do.

PRIMARY TEACHER.—You can obtain a very good ball-frame from Drysdale & Co., Montreal. You should not be longer without one. The object lesson charts can be secured from the same firm.

EXAMINATION.—Study the examination papers of last year very carefully.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, February 29, 1888.

Which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present:—The Rt. Rev. James W. Williams, D.D. (in the chair), Sir Wm. Dawson, C.M.G., LL.D., R. W. Heneker, Esq., D.C.L., Rev. Geo. D. Mathews, D.D., Ven. Archdeacon Lindsay, M.A.,

Geo. L. Masten, Esq., E. T. Hemming, Esq., D.C.L., Rev. Canon Norman, D.C.L., Rev. Geo. Weir, LL.D.

The minutes of the previous meeting were read and confirmed.

The Secretary submitted the following items of correspondence and communications for the consideration of the Committee:—

(1) From Robert M. Smith, Esq., of Lachine Model School, applying for a first class Academy diploma, and submitting certificates.

The Committee agreed that Mr. Smith's application would be considered when he produced the requisite certificates.

(2) C. M. Berger, Esq., Hudson, Que., undergraduate of second year's standing in Queen's University and holding a teacher's certificate from Ontario, applying for status in this Province.

The Secretary was requested to inform Mr. Berger that if the necessary certificates were submitted, his application would be considered at the next meeting in May.

(3) John Orr, Esq., New Armagh, Lotbinière, applying for a grant to the Model School of that place.

The application was referred to the Inspector of Superior Schools.

(4) From E. W. Arthy, Esq., Secretary of the Provincial Association of Protestant Teachers, submitting suggestions from the Academy teachers of the Province, for an alternative course and examination in French based upon the natural method.

The Committee agreed to refer these suggestions to a sub-committee composed of Sir Wm. Dawson, Rev. Dr. Norman, and Mr. Masten, with instructions to examine these suggestions, to confer with the University Examiners, and to report at the next meeting of the Committee. Resolutions from the Corporation of McGill University on the same subject were referred to this committee.

(5) From the McGill Normal School Committee, submitting the following series of propositions endorsed by the Corporation of McGill University for transferring the academic training of the Academy Class of the Normal School to the University, and to extend the course over two years.

The Committee agreed that the resolutions be received and printed in the minute, and that they should come up for consideration at the next meeting,—and that a copy of these resolutions be sent to the Council of Bishop's College.

(1) The Normal School shall bring up selected students at the end of the Model School year to the examinations for the entrance into the first year of the Faculties of Arts of the Universities. They may be examined either at the examinations for the Associates in Arts in June, or at those for the Matriculation in autumn, and shall take the full course of study in the first and second years.

(2) Such students shall be enrolled in the Normal School as students of the Academy Class, and shall be under the usual pledge to teach for three years. They shall engage in the practice of teaching at such times and in such schools as may be, from time to time, arranged by the Principal in consistency with their College work, and shall be under the supervision of the Principal and the regulations of the Normal School.

(3) On report of the Colleges which such students may be attending, that they have passed creditably in the Christmas and Sessional Examinations respectively, they shall be entitled to bursaries not exceeding \$30 per session in aid of fees and board. Such bursaries may be paid by the Normal School Committee out of any fund available for the purpose.

(4) On passing the Intermediate [or equivalent] Examination, such students will be entitled to receive Academy diplomas in accordance with the regulations of the Protestant Committee of the Council of Public Instruction for such diplomas.

(5) Such students may, with the advice of the Principal, attend classes at McGill or its affiliated Colleges, or at Bishop's College. And the Normal School Committee shall make such arrangements as may be possible for free tuition at such Colleges.

(6) It shall be competent for the Principal of the Normal School to provide any tutorial assistance therein that may, in his judgment, be necessary for the Academy students, or any of them. Also, it shall be his duty, in case of optional studies, to select for the students those required by the *curriculum* of the Normal School.

(7) It shall be competent to students who shall have taken the Academy diploma, as above, to continue for two years longer at the University, or to return thereto after teaching for a time, in order to take the degree of Bachelor of Arts, but they shall be held bound to fulfil their engagement to teach, and they shall not be entitled to bursaries.

The Secretary then submitted the following statement concerning the Teachers' Institutes for 1888, which was approved by the Committee:—

It is intended to hold four Institutes during the second and third weeks in July next. Arrangements have been made to open two of the Institutes on Tuesday, 10th July—one at Bishop's College, Lennoxville, and one at Cowansville. The remaining two will be opened on Tuesday, 17th July—one at Lachute and one at Aylmer.

In conducting two Institutes simultaneously, it becomes necessary to divide the staff of lecturers. The Principal and Ordinary Professor of the McGill Normal School will take charge of the Institutes at Cowansville and Aylmer, and the Secretary of the Department and the Inspector of Superior Schools will conduct the Institutes at Lennoxville and Lachute. The following subjects will be taken up at Cowansville and Aylmer:—Elementary Arithmetic and the methods of presenting numerical and other relations of form to children; methods of teaching Elementary Geography and Grammar. At Lennoxville and Lachute the following subjects will be taken up:—Methods of teaching Reading and Grammar; School Organization; Study v. Teaching. (Teachers to read the chapters in 'Baldwin's School Management' on the last two subjects.)

The certificates of attendance will be issued upon the same conditions as last year.

The Committee agreed to appoint Rev. Dr. Cornish, Rev. Dr. Weir, Inspector Hubbard, Rev. Z. LeFebvre and the Secretary a Committee on the Preparation of the Examination Papers for the July meeting of the Protestant Divisions of the Boards of Examiners.

The Secretary submitted the following summary of the Semi-Annual Financial Statement of the McGill Normal School and Model School from the 1st July to the 31st December, 1877, prepared for the information of the Protestant Committee:—

MCGILL NORMAL AND MODEL SCHOOLS IN ACCOUNT WITH THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

1887.		Dr.	
July 1.	To Balance from 30th June....		\$ 169 31
	“ Model School Fees received.....		1,308 73
	“ Amount of Cheques, Nor. Sch. Grant....		6,267 49
	“ Balance Model School Fees from June 30.		279 92
			\$8,025 45
		Cr.	
July 1.	By Normal School Salaries.....	\$4,099 42	
	“ Assistant Teachers' Salaries.....	1,068 80	
	“ Books and Stationery.....	294 62	
	“ Lights and Fuel.....	531 86	
	“ Water Rates.....	53 00	
	“ Contingencies.....	519 90	
	“ Printing and Stationery....	127 60	
	“ Repairs.....	335 60	
	“ Bursaries	531 00	
	“ Gratuity to D. Cooper	200 00	
	“ Balance Model School Fees in Savings Bank Account.....	263 65	
			\$8,025 45

Dr. Harper, the Inspector of Schools, read an interim report of his work of Inspection for the year 1887-88. The report, which gave a detailed account of the inspections made to date, was received by the Committee and ordered to be filed among the documents of the Committee.

The Secretary then submitted the following statement of the funds of the Committee, which was received, examined, and found correct:—

FINANCIAL STATEMENT, PROTESTANT COMMITTEE.
I. SUPERIOR EDUCATION FUNDS.

1887.		<i>Receipts.</i>	
Nov. 23.	Balance on hand.....	\$ 569 00	
	Expenditure.....	00 00	
1888.			
Feb. 29.	Balance on hand.....		\$ 569 00
		II. CONTINGENT FUND.	
1887.		<i>Receipts.</i>	
Nov. 23.	Balance on hand.....	\$1,529 98	
1888.		<i>Expenditure.</i>	
Jan. 7.	Secretary's Salary for the quarter ending 31st Dec., 1887.....	\$ 50 00	
“ 7.	Inspector's Salary for the quarter ending 31st Dec., 1887.....	125 00	
		175 00	
Feb. 29.	Balance on hand.....		1,354 98
“ 29.	Total balance on hand.....		\$1,923 98

R. W. H.

A letter was then read from James McGregor, Esq., LL.D., resigning his position as Ordinary Professor of the McGill Normal School, Montreal, from the 1st July next. It was thereupon moved by Rev. Dr. Norman, seconded by Sir William Dawson, that this Committee recommend that the resignation of Dr. James McGregor be accepted, to take effect on the 1st July next,—and further, that a half year's salary, to the amount of \$900, be granted him.

On motion of Sir William Dawson, seconded by R. W. Heneker, Esq., it was

Resolved,—That in accepting the resignation of Dr. James McGregor of his position as Ordinary Professor of the McGill Normal School, this Committee desires to place on record his long and most valuable services to education in the Province of Quebec, first, as Head Master of the Boys' Model School, which was organized under him, and which became a model followed in the city schools of Montreal and in many parts of the Province, and subsequently as Professor of Classics and Mathematics in the Normal School, in which capacity a large share of the most important work of the school devolved upon him. And that the Committee hereby desire to express the hope that he may be long spared to enjoy the pension he has so well earned.

Sir William Dawson presented testimonials of George W. Parmelee, Head Master of the McGill Model School, as a candidate for recommendation to the Government by this Committee as Ordinary Professor of the McGill Normal School, in place of Prof. McGregor, resigned. In support of this application, he stated that Mr. Parmelee had proved a most efficient teacher and manager in the Model School, and that he is strongly recommended by Principal Robins,—and that the Committee of the Normal School had by unanimous resolution requested him to ask the recommendation desired.

It was accordingly moved by Sir William Dawson, seconded by the Ven. Archdeacon Lindsay, that when the resignation of Prof. James McGregor, LL.D., is accepted, Mr. George W. Parmelee be recommended to the Lieutenant-Governor in Council for appointment as Ordinary Professor of the McGill Normal School, with a salary of fifteen hundred dollars per annum.

The Sub-committee on School Regulations reported as follows:

The Regulations submitted at the last meeting of the Committee have been revised and printed, and proof copies have been circulated among members of the Committee, School Inspectors, and a few prominent School Commissioners, Secretary-Treasurer and teachers. Very favourable comments and some suggestions have been received in reply, and a copy, with a summary of the remarks inserted in the margin, has been prepared.

The Sub-committee has revised and corrected the printed copies of the

Regulations, and has provided for the more important suggestions received, and now submits the Regulations thus corrected for examination and adoption. The Regulations were then examined, and after certain amendments they were adopted and ordered to be printed, under the direction of the Sub-committee, and submitted to the Lieutenant-Governor for approval.

E. T. Hemming, Esq., D.C.L., objected, entering his dissent from the use of the words, "but no denominational teaching shall be given in such schools," in the article referring to religious instruction in Protestant schools.

The Sub-committee on the status of Teachers holding Extra-Provincial Diplomas, recommended the following Regulation for the Protestant Division of the Board of Examiners, which was adopted:—

A person holding a diploma as teacher granted by Extra-Provincial Examiners, who desires to obtain a diploma for this province, shall be exempted by the Protestant Divisions of Boards of Examiners from examination in any subject in which he passed creditably in his extra-provincial examination.

Such persons are required, however, to submit to the Protestant Committee the following documents:—

- (a) A programme showing the subjects and the nature of the examination upon which he obtained his extra-provincial diploma;
- (b) A certified statement of the marks obtained in each subject of the examination;
- (c) The diploma which he holds;
- (d) A certificate of age and a certificate of moral character, according to the authorized form; and no such exemption shall be granted without a recommendation to that effect from the Protestant Committee, after considering all the circumstances of the case, naming the subjects to be omitted and the grades of diploma that may be given.

Such persons, upon passing the examination in the remaining subjects prescribed for said grade of diploma, and in the School Law and Regulations of the Province, and paying the prescribed fees, shall be granted a diploma of the grade recommended by the Protestant Committee.

The Sub-committee also presented a report to amend Regulation III for Academy diplomas by inserting after "McGill Normal School," in the sixth line, the words, "or other public training institutions outside the Province, approved by the Protestant Committee."

The Chairman reported, on behalf of the Committee on the Distribution of the Marriage License Fund, that the original document referred to in the last report, signed by the Protestant members of the Council of Public Instruction, recommending the original division of the Marriage License Fees, had been found, and the document was read for the information of the Committee.

The Committee agreed to request the Secretary to draw up a historical statement concerning the Marriage License Fund, and to include therein all available information and documents.

The Sub-committee on Professions and Professional Examinations reported progress, and asked leave to sit again, which was granted.

The Sub-committee on Vocal Music reported progress, and asked leave to sit again, which was granted.

The Committee then adjourned, to meet the last Wednesday in May, or earlier, on the call of the Chairman.

(Signed) J. W. QUEBEC,
Chairman.

[True copy.]

ELSON I. REXFORD,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased by Order-in-Council of the 4th of February, 1888, to appoint a school commission for the mun. of Rivière au Renard, Co. Gaspé; one for the mun. of Shawinigan, Co. St. Maurice, and one for the mun. St. François du Lac, Co. Yamaska.

To erect a school mun. under the name of "Laverlochère," Co. Pontiac. To erect a distinct school mun. under the name of "St. Pierre Baptiste," Co. Megantic. O.G. 369.

18th February, 1888. To appoint two school commissioners for the school municipality of Bagotville, Co. Chicoutimi; one for the mun. of Cap Chatte, Co. Gaspé, and one for the mun. of Garthby, Co. Wolfe.

To erect the parish of "St. Elizabeth de Warwick," Co. Arthabaska, into a distinct school municipality; also the township of Delisle, Co. Chicoutimi, into a school municipality. O.G. 416.

To erect two school municipalities under the names of the "Village of St. Tite" and "Parish of St. Tite," Co. Champlain. O.G. 417.

To annul the appointment of Mr. Michael Montmarquette as school commissioner for the "Village of Lake Weldon," Co. Wolfe, on account of its irregularity. O.G. 416.

By Order-in-Council of the 4th of February, amended by Order-in-Council of the 10th of February, 1888, to appoint the Venerable Archdeacon Evans, M.A., Montreal, a member of the Protestant Board of School Commissioners for Montreal, to replace the Rev. Canon Norman, resigned. The appointment to date from the 1st April, next.

8th February. To appoint Messrs. Robert Crawford and John McCuen trustees for the dissentient mun. of Stoneham, Co. Quebec; the first in place of Mr. William Eglinton, whose term of office has expired, and the second in place of Mr. David McCuen, who has definitely left the municipality.

To erect the "Village of Carillon," Co. Argenteuil, into a school mun. under the same name.

To erect into a distinct school mun. the new parish of "St. Sylvère," Co. Nicolet. O.G. 519.

8th March. To appoint five school commissioners for the mun. of Ste. Elizabeth de Warwick, Co. Arthabaska, one com. for the mun. of St. Godefroi, Co. Bonaventure, and one for the mun. of N. D. du Sacre Cœur, Co. Rimouski.

To erect a school mun. under the name of "St. Bruno de Woodbridge."

9th March. To detail certain lots from the school mun. of Terrebonne, and erect them into a distinct mun. for school purposes under the name of "Ccté St. Gabriel." O.G. 622.

To detail from the mun. of Nelson, Co. Megantic, the lots Nos. 1 and 2 in the eleventh range of Nelson, and to annex them to the mun. of St. Agathe No. 2, Co. Lotbinière, for school purposes.