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Articles: Original and Selected.

WHEN SHALL SCHOOL BEGIN ?

BY C. HANFORD HENDERSON, PRINCIPAL OF THE PRATT INSTITUTE
HIGH SCHOOL.*

Life is now so complex that the answer to nearly every question must begin, "It depends." This is notably the case when we come to ask at what age a child should begin going to school. We must take at least three things into consideration—the child, the school and the alternative to the school, that is to say, the home. And even when we have weighed these three factors with as much discretion as we are capable of our judgment will unavoidably be colored by our own personal experience.

It happened, for example, in my own case that I did not go to school until I was eight years old and went altogether only about two years. This was followed by the regulation four years at college and then by graduate study at Zurich and at Harvard. Remembering the freedom of such a boyhood, the long, uninterrupted stretches of time for thinking and reading and travel, above all the beautiful comradeship of the mother, and recalling the absolute enthusiasm with which I threw myself, all untired as I was, into the higher studies of the college and the university, it is very natural for me, at any rate, to belittle the function of the school and overpraise life in the open.

* Taken from the *Congregationalist*.

Then, too, I remember a suspicion that came to me very early in my own work as a teacher, a suspicion that I could accomplish most with the boys who had been least in school. This suspicion became so strong that I resolved to put it to the test of actual enquiry. The statistics of a class of high school boys confirmed my heresy. The human promise in the youngsters was inversely proportional to the number of years they had been in school. When they came to graduate some of them had been at school eleven long years and no allurements at my disposal could induce them to undertake a college course. They had an absolute distaste for study and a longing for what they conceived to be the freedom of the outer world. I have talked with clever college boys and asked how much they felt they owed to the lower schools. I have been able to detect only the very lightest of debts.

Last winter, when Professor Geddes was in America, I was talking with him about this same question, and to my surprise, and very probably to my pleasure, he remarked that he had never known an original person whose education had not been in some way irregular. To this somewhat personal testimony I must add the no less striking results to be found in the biographies of the men and women who have delighted their day and generation in every department of human performance. They have been men and women who have been largely let alone and who have come into their own through the working out of the inner impulse.

It is only fair in this connection to mention the other side of the question, the vast army of men and women who have lacked the discipline of the school and have come to nothing in later life. It all depends. If we sift the matter to the bottom, it would seem that the conditions of success are deeper than this mere outward fact of going to school or refraining from going. The conditions involve the atmosphere of the daily life, the sympathy of friends, the influence of books, above all the inner impulse to activity. If the home provides these conditions better than the school, then the home is manifestly the better place for our budding manhood and womanhood. If the home is not of this rare sort, if the school is more ideal than the home, then the school is clearly the place.

In reality, my complaint is not against the idea of the

school, but solely against the present reality of the school. But this latter is precisely the problem that the enquiring parent has to face—the school as it is. It is some consolation to know that the ideal school is coming—how rapidly few people realize—but it does not solve the present problem. Meanwhile the children are here and something must be done with them. My own solution is somewhat radical. Poor schools are better than none for children who come from still poorer homes, but poor schools are worse than none for the children of a more fortunate heritage. The home which has any adequate resource and is more than a mere sleeping and feeding place, the mother who has any degree of culture and leisure, these combined can offer wholesome life conditions and a chance for self-activity and genuine sentiment far ahead of anything offered by crowded, unhygienic, mechanical schools.

I know that bachelors' children are brought up much better, are more clever and better behaved and more charming every way than real children, and remembering this I hesitate to say what I should do with my own little ones. But, after all, this I am sure is what I would do—I should not send them to school at all, unless, indeed, the rare school were available. I should keep them at home with their mother—bachelors' wives are also models—and have them grow up healthy, sincere, interested; grow up in an atmosphere of warm sentiment and undisturbed quiet, of unaffected simplicity and generous thought. Fourteen years of this real love and life would not be too much or even eighteen years if the college preparation could be accomplished at home, but if this proved an impossible task I would regretfully let the high schools have them. • This sounds a bit gratuitous—let them have them, indeed when not a single high school in the land would take them. They prefer the regulation product of the grammar schools. But there are private academies that would receive them, and if there are not, I would go without and make the impossible task possible by preparing them at home.

Out of this prolonged childhood would come the larger type of men and women. These dream children of mine, who know how to walk and run and ride and swim and skate, and row, who have strong, beautiful bodies, who can use their hands and eyes and voice, who have had the companionship of good books and cultivated people, who

have warm hearts and alert minds—surely these are the incomparable children, for it is true—that old doctrine of mine—that the wealth of the world is human, that it consists in beautiful men and beautiful women and beautiful children. And if this wealth can be gained in larger measure by giving up the school, then the perfect life requires that the school shall be given up.

But while we are gaining these greater benefits for our own children we must ever remember that such a path of salvation is exclusive and is not open to less fortunate children. For the masses the path lies through the school, and while private duty may point in another direction for ourselves, public duty points quite as imperatively to the idealizing and humanizing of the school for others, in order that it may carry out its high function as the process of the social purpose.

DRUDGERY A NECESSITY.

Bancroft, Froude, Parkman, Gibbon, Flint, Motley, and a thousand others, had to go through the drudgery of learning to read, spell, write, cipher, study grammar and other common branches—a period of apprenticeship, long before they began to write history. It was the severe training that fitted them for such work as in later years made them masters in historical writing, and so with all others.

What can the scientist do without his years of drudgery? He, too, must master a thousand details before he can do anything worthy of record. Tables of weights and measures are used by him at every step. He carries his little hand-books and manuals all the time. He is the cataloguer of things in general. His pen is ready to jot down observations at every step. He is the user of a jargon that is more furious than the mad bulls of Bashan. Look to the botanies, the geologies, the chemistries, the mechanical texts, the mineralogies, the biologies,—see what language must do for these scientists,—what a load the alphabet is made to carry!

With this hasty survey, is it any wonder that all real students must study for years to accomplish results? Should one turn to literature, unless it be the mere dabbler who splashes a little on the surface, there is toil everywhere. Read the lines of the great writers. See how they

worked and struggled with thoughts and words long and painfully! Man has to work. "No excellence without great labor," is as true now as when it was first spoken. It is as old as the race, as broad as humanity, and as fixed as the stars.—*The Philadelphia Teacher.*

CO-OPERATION OF PARENT AND TEACHER.

I saw at one time in a comic paper a picture of a child in the middle of the street down which an omnibus was coming at full speed. The father was pulling the child by one hand to the right, while the mother was pulling him by the other hand to the opposite side, with the implied witicism that the child would come to grief because of the difference in opinion between the parents.

I remember that picture and think of the absurd yet bitter truth that the children for whom the whole school system is operated are being sacrificed to the differences of opinion whenever parents and teachers allow themselves to be guilty of the folly of pulling in different directions.

Parents who seldom or never go into a school-room are the ones most apt to get a wrong impression of things that take place there, and without investigation, upon the impulse of the moment they will issue a command to their children not to obey the teacher in the thing they have taken exception to, holding out stubbornly that their word shall be law, just because they have passed it, even though they are convinced that it was erroneously done.

The teacher, meantime, holds to her way, right or wrong, because her dignity and authority must be maintained before the school or be greatly weakened.

The parents insist that the child is theirs and must do as they say; the teacher, that while in school he is bound to obey her. Between them the child is victimized.

I once saw a boy, when the teacher was insisting upon his doing a thing that his mother had told him not to do, jump out of the school-room window and run off to the woods. Who could blame him? I have often wished when I have seen children thus "pulled two ways" that they would all do some such desperate thing to escape from their tormentors. It is nothing less. A child put in such a trying position is much to be pitied. He is being hindered and hampered instead of helped on his way.

Surely this is not the result that right-minded parents and teachers desire to bring about.

Then how may right relations between parents and teachers be established and maintained?

Clearly, each must have the good of the child so much at heart that every other consideration will be of secondary moment. For the good of the child each must be willing to make concessions. For the good of the child each must make it a point to know and understand the other. For the good of the child each must interpret the other's motives generously and put the best construction possible upon actions. For the good of the child each must be willing to reconcile any differences that may arise by kindly asking, making and receiving explanations. For the good of the child each must show the highest respect and most perfect courtesy toward the other. This of course involves the necessity of great care in the selection of those to whom the important work of training the children shall be intrusted. As a class the teachers of our public schools stand high, and with worthy persons in these positions the hearty co-operation of parent and teachers cannot fail of good results.

TRAINED MOTHERHOOD.

Educational Experiments.

MASSO *found in an extensive series of tests that excessive brain work might lessen the strength of the muscles, while Binnet and Henri found by direct tracing that severe mental work for more than half an hour temporarily reduced the heart rate in school children. Spencer says a slowed heart may be a permanent effect of over-study. By extensive measurements in Europe it has been found that increase in height and weight is greatest in the months when the child is not at school.—Dr. Henry S. Curtis in *Play versus The School*.

—PUPIL self-government leads to disaster unless it is undertaken by teachers of great personal influence and high moral character. A sudden introduction of such a scheme of government by a poor disciplinarian is certain to bring trouble. Such a case is cited by *New York Education*. It proves that children must gradually have responsibility thrown upon them, as they show a knowledge of

the principles of wise government and a desire to be law-abiding pupils. This knowledge and this desire will come from living in an atmosphere of good government.

"It seems, in the case to which reference has been made, that the scholars were to govern themselves just as a city is governed. There were courts, there was a system of police, there was a caucus and elections were held. This is the way the plan worked.

"Votes were bought with chewing gum and slate pencils, policemen (little boys and girls, be it understood) were bribed, and in a word the scheme worked so badly that a mass meeting of the parents took place. There were complaints about the encouragement to tattling and tale-bearing that the new system made to flourish in the school, that punishments were severe and unjust, that the judges caused the principal to inflict upon youthful law-breakers, and the general ill-feeling that grew up in the ward was a serious matter from every point of view. The superintendent and school board took part in the discussion, and of course the whole thing was stopped.

"The results were bad-feeling all around, a school in dire disorder, many small acts of injustice, many children made to spend their energies on what is no business of the young, to the utter neglect of the manifest work of the school that surely should take up all the time public school children have to spend with their books, time short at best, and needed in honest study to its last moment."

Only a teacher in five hundred or a thousand can successfully carry on pupil self-government in its completest form.

Editorial Notes and Comments.

THE teachers of Montreal and vicinity who had the privilege of hearing Mr. J. Liberty Tadd lecture on "Real Manual Training" were convinced that they had heard a master teacher. The black-boards all over the city attested the interest that was aroused by the lectures. "How narrow, how cramped, how small, how mean is the work I am doing in drawing and modelling compared with the possibilities along these lines, as foreshadowed by Mr. Tadd," was the universal comment. How I wish that we had had such teaching as that, sighed the recallers of forgotten dreams!

An education that would convert child *energy* into *skill* at a period when nerve and muscles were peculiarly fit for a training towards this end, that is during the growth of the child's organism, and would thus preserve the natural forces for future expenditure was the *summum bonum* for which Mr. Tadd pleaded. His lectures showed how this *energizing* of the brain could be brought about. As an illustration of what he meant Mr. Tadd said: "I have two kittens in my study at home that are ceaselessly darting about after strings or paper or what not. They are energizing. By the time those kittens become adult cats there will be very little in their line of business that they cannot do. So children's superabundant energy should be consumed in making combined, skilful and delicate movements, thus energizing the brain. If they do not store up this power in the period of growth they will never get it."

Mr. Tadd, who is at the present time director of the Industrial Art School of Philadelphia, has invented a system for obtaining the ends outlined above. This requires no elaborate equipment, but can be used as well in rural as in city schools.

One feature of the system is *ambidexterity*, the power to use both hands equally well, in all directions. No cramped drawing of lines and curves merely in one direction. The hand has perfect freedom. By this means both sides of the brain are developed and power is stored up by the repetition of acts rightly performed. The first exercise along this line is the drawing of circles on the blackboard, with both hands, first in one direction, then in the other. Then both hands together swinging in opposite directions. No measure but the eye is allowed. The second exercise is the drawing of the ellipse in various directions to make bowls, cups and saucers, cylinders, Greek vases, etc. To obtain well balanced forms the ellipses are drawn with free swinging strokes. Then follow the other units of designing and combinations of the units. These exercises are for the purpose of gaining control of the muscles. They are consciously done at first but finally become automatic.

Mr. Tadd spoke of the hand as the projected brain to intimate the close connection that ought to be made between these two in teaching. The brain that starts movements is energized by repetition of acts and thus union between hand and brain is effected.

In speaking of the connection between the hand, the eye and the brain, Mr. Tadd remarked that his system brought about quickness of eye, dexterity of hand, power of initiative and clearness of brain. The eye was the chief avenue to the soul, but very many people looked without seeing, some without observing. It was the united habit of hand, eye and brain that formed a close habit of observation. Picking up a common sea shell Mr. Tadd said:

"This shell, bristles with facts, teems with ideas, I should bristle with facts; I should teem with ideas; and this shell should inspire me. The forms of nature are the fundamental basis of science, of art, of education and of religion. If God speaks at all and who doubts it! He speaks through His works. Shakespeare found—

Tongues in trees, books in the running brooks,
Sermons in stones, and good in everything.

If we are to do anything for the child we are to give him a chance to hear these tongues, to discover these books, to read these sermons. We are to make the child love the commonplace. I have no sympathy with people who speak of "trying to lift children above the commonplace." It is our endeavor to enable our children to read the message of beauty, of grace, of fitness conveyed by the common things of life. Head, hand and heart work together, in a way that is psychologically and physiologically sound as to results. This is the mission of our work."

The means that were used to cause the child thus to grow into power over the material world were drawing, modelling, carving and designing. Seventeen subjects had been tried, but these four had finally been settled on as the best for the purpose.

Memory work is an important feature of this system. Good forms are memorized.

Drawing from life is insisted on, not merely the drawing of petrified life, but of moving objects, of chicken, horses, pigs, etc., walking about.

The system of rotation of classes is another feature of the work. The children do not spend so many years in drawing, then so many more in modelling, etc., but drawing, modelling, carving, designing are carried on together, the classes rotating from room to room.

The public school is not the place to teach *trades*, said Mr. Tadd, but it is the place to teach the fundamentals of all trade. Paper, pencils, black-board, chalk, clay and wood are all the materials required. The exercises are carried on without interfering with the other studies. It is simply a relaxation from the more fatiguing book work for a few minutes each day. There is too much book work—too much consideration of the symbols of knowledge and not enough of the *sources of power*.—The ordinary school diverts the attention of the child from inspiring forms. It is all wrong.

The work done in the schools under Mr. Tadd's supervision was admirably illustrated by lantern slides.

—CANADIANS have been discovering that they are citizens of no mean country. Our soldiers in South Africa have acquitted themselves well. In the eye of the world the Canadian soldier is the representative of a race tall, broad-shouldered, deep-chested, straight as an arrow, in general terms a people of fine type physically, a people quick of initiative mentally, and fearless and sound to the core morally. When bicycles improperly used and lax methods of discipline in the school-room and the gymnasium have worked their will upon young Canada, when too many hours poring over books have stooped his shoulders and contracted his blood oxygenizing compartment, and the age pressure has cut down his food supply we shall not have so much reason to be proud of him. Let us teach our children, boys and girls, the value of a fine physique. What is to be done to give our children a beautiful carriage, to keep the stoop out of the shoulders or correct it if already there? Dr. Dio Lewis speaking of this says:

“There is one good way to cure it. Shoulder braces will not help. * * It is to carry a weight on the head. A sheep skin or other strong bag filled with twenty or more pounds of sand is a good weight. * * * When engaged in your morning studies * * put this bag of sand on your head, hold your head erect, draw your chin close to your neck, and walk slowly about the room. * * The muscles, whose duty it is to hold head and shoulders erect are hit, not with scattering shot, but with a rifle ball. The bones of the spines * * will soon accommodate themselves to the new attitude. One year of daily

practice, half an hour morning and evening, will give you a noble carriage."

This is good. Physical exercise in the open air if properly adjusted to the needs of the child will help. Constant reminders by the teacher are useful. But perhaps the best help of all is to give a child an incentive to look up, not down, by filling its mind with noble thoughts.

—THE world famous John Ryland's Library at Manchester, England, has, high up between the windows, carved Latin mottoes preaching silent lessons to the readers: "There is no monopoly in wisdom," "Draw from unpolluted springs," "Study builds up character," "To live is to think," "I believe in order that I may understand," and "The law of the wise is a fountain of life."

So the old, faded, school-room motto hung high above the dingy black-board taught its marvellous lesson "Whosoever thy hand findeth to do, do it with thy might" to the hundreds of restless little children gathered year after year in the class-room. How many generations of children it roused to action, while it hung there, it would be hard to tell. It is gone now, and newer appearing mottoes and pictures have taken its place, but in many a heart it found a lodgment. Over and over it was coned, sometimes one part, sometimes another, sometimes it was spelled, sometimes parodied, but it was *always there* telling its silent lesson and rousing again and again the flagging energies. Could the new maps and portraits of famous men inspire as that old motto did? What a mighty force is thought and what a blessed expression of it is language!

—RUDYARD Kipling said that he did not write for women. He cannot then according to his own statement be a universal poet, for he has written for less than half creation. But if he has not written for women, neither has he written for children. Still less then can we call him universal. But we believe he wrote better than he would admit. We can hear his message to us:

God of our fathers, known of old—
 Lord of our far-flung battle line—
 Beneath whose awful hand we hold
 Dominion over palm and pine—
 Lord God of Hosts, be with us yet,
 Lest we forget—lest we forget!

The tumult and the shouting dies—
 The captains and the kings depart—
 Still stands thine ancient Sacrifice,
 An humble and a contrite heart ;
 Lord God of Hosts, be with us yet,
 Lest we forget—lest we forget !

The children too hear an occasional message. We cannot believe that *all* that Kipling wrote was profitable for any one, much less for every one. Human nature in many of its phases is not a profitable subject of thought. But we shall not throw him overboard as the "Women's Club of Chicago" is said to have done. We shall wait, hoping for the time when *consilia in melius referet*.

Current Events.

THE new Swedish system of manual training, made possible for Canada, by the liberality of Sir Wm. McDonald, is now well under way. Gentlemen who have had three years of training in England and are in all respects capable of making a success of the work are stationed as follows: Mr. J. D. Collier, at Charlottetown, P. E. I.; Mr. W. J. Warter, at Winnipeg; Mr. T. B. Kidner, at Truro, Nova Scotia; Mr. McCready, at Fredericton, New Brunswick; Mr. Bennett, at Knowlton; Mr. Leakes, at Ottawa.

—THE Canadian exhibit in the Department of Education at the Paris exposition has received unstinted praise from the juries and visitors at the exhibition. The needle-work of the province of Quebec received special commendation, as did the general exhibit of the Protestant and Catholic public schools of Montreal. Ontario, Nova Scotia, British Columbia and Manitoba were well represented. The photographs of school buildings, furniture, work, etc., sent by the various provinces of the Dominion, were useful in giving an idea of the educational system as a whole.

—WE noted a few months ago the project of the United States Government to bring fifteen hundred Cuban teachers to Harvard University for a special course of lectures on Teaching Methods, etc. This project is an accomplished fact and the Cubans have now returned to their homes. Many of the teachers had been born and brought up far from all civilizing influences—having never seen any more

modern methods of travelling than mule-back. Five army transports conveyed this enormous freight of teachers from the public schools in Cuba to Boston. The object lesson was not altogether on the side of the Cubans. The American people were brought into touch with their new possessions in a way that bids fair to make a lasting impression upon them. The American people have nobly taken up the "white man's burden" along the line of education in Cuba. On January 1st, 1899, the American flag was hoisted over the Plaza de Armas in Havana. Then 10,000 children attended the public schools on the island, now 3,500 teachers and one hundred and forty thousand children are in attendance. The local management of the schools is in the hands of the Cubans, but the man who is at the head of the movement is an American. Mr Alexis Everett Frye, of California, who has shown remarkable executive ability and power of organization. He has proved also that he has a strong grip on the public purse, for all expenses of the school were paid out of the revenues of the island.

The language used is the Spanish, which, however, is rapidly yielding place to English

Miss Mary C. Francis writing, in the September number of the *Munsey*, on the "Era of Education in Cuba," says:—To-day a public school system worthy of the name is an established fact in Cuba. It is a system thus far free from the corruption of political influence or debasing municipal intrigues; it is firmly established in the minds and hearts of the people, and has a foundation on which may be reared one of the most glorious superstructures of modern civilization. With its founding the last trace of the Moor and Saracen in the Western World vanishes, and there dawns for a long oppressed people the full sunlight of intellectual freedom.

—THE power of education is startlingly brought before us at intervals by some apparently sudden discovery in one of the fields of scientific research. This was the case when Sir W. Crookes, President of the British Association, made the statement that in the near future the vast wheat fields of Canada, the United States, Russia and Siberia would be insufficient to supply the rapidly increasing population of the world with wheat, and that the supply might be very materially increased by the "fixation" of atmospheric

nitrogen so as to render it available as the best stimulant for wheat growing lands and for the introduction of new kinds of bread stuffs * * * Within the last twelve months a series of extensive wheat selecting and breeding experiments, covering a period of about ten years, has culminated in the production of new wheats which promise to revolutionise a large portion of the present wheat industry." The *Harmsworth Magazine*, from which these facts have been taken, says:—"The possibilities of a single brown kernel of wheat, absolutely the first of its race, created by man and nature, and by them jointly nourished and preserved—who shall fathom these possibilities, who shall have sight so keen and strong as to follow this brown kernel into the dark soil, and up into the green life of spring, and on to the yellowing harvest of summer, and along its mighty march across the world? Who shall estimate its influence in quickening the currents of trade, in stimulating the centres of manufacture, in enriching the dietary of the nations, in satisfying the craving of famine? And yet howsoever wonderful its history, howsoever militant its forces, it is not so marvellous, it is not so commanding, as that which made it possible—the magnificent educational forces of these noble latter days."

—THERE are now about 5,000 children in the schools of Manila. These schools are conducted on modified American plans. The recently appointed Superintendent of Instruction in the Philippine Islands, Mr. F. W. Atkinson, intends following the same general plan as in Cuba, utilizing native teachers, where possible, to carry out a course of study formulated largely along technical lines. The native children are bright and quick to learn.

—ON July 5th, 1900, there passed from this world, at the ripe age of eighty-nine years, Dr. Henry Barnard, for many years a figure prominent in educational circles in the United States because of his great breadth of view. Dr. Barnard gave up what promised to be a brilliant career as a lawyer to enter upon the arduous and non-lucrative work of an educationist. He sank a fortune also in the cause of education through his writings on educational matters—writings which have proved a mine of wealth from which later writers have taken out the ore. Dr. Barnard was the first United States Commissioner of Education.

—ON the 5th of June last, when the news that Pretoria had fallen into the hands of the British reached London, the whole population went wild with delight. There was an unusual stir in the busy streets, a greater display of flags and a larger number of "sandwich men" carrying about the announcement of that important victory.

At nightfall, a mass of humanity surged along the streets shouting, laughing, and singing "Rule Britannia." Bands were playing and flags flying. A whole population was rejoicing far into the night. From a distance the roar was like that of a mighty ocean stirred to its depths by some great storm.

One feature of the day was the sudden fancy for peacock feathers, which everybody waved, and many used to tickle the faces of passers-by—innocent pleasure and harmless weapons contrasting strangely with the desperate work and deadly maxims in South Africa at the very hour.

Next morning the streets had their wonted appearance and in the vicinity of St. James' Palace were very quiet. Suddenly, as I was strolling along Pall Mall, the sound of piping children's voices struck my ear, and I stopped to look at a strange little procession marching along to the strains of "Soldiers of the Queen." A dozen ragged children, who had evidently walked very far from the poor quarters of the 'big' city, were celebrating in their own way. First came two boys of ten or twelve carrying, on an old bag, improvised as a stretcher, a crippled child. A pitiful sight indeed! All that was to be seen of the cripple was his bandaged head, his face disfigured by disease, a pair of hollow eyes and a long thin arm stretched out waving a Union Jack. Even he, poor wail, was taking a share of the public rejoicing, carried along by his faithful bearers who would not leave him behind when they sallied forth to celebrate the "Fall of Pretoria." Next came a group of girls in tattered garments holding by the hands little tots who were trudging along with manful and warlike tread, all holding flags, wearing patriotic badges or soldiers' hats made of paper. How proud they were. How lustily they sang. What of the squalid homes, the scanty food and clothing, the miseries of crippled bodies. For one bright moment all was forgotten in an outburst of pride and patriotism.

ADMINISTRATIVE COMMISSION OF THE PENSION FUND
FOR OFFICERS OF PRIMARY INSTRUCTION.

Minutes of Meeting of December 27th, 1899.

Present :—The Honorable the Superintendent of Public Instruction, President ; John Hearn, of Quebec, Roman Catholic Teachers' representative for Quebec ; Messrs. S. H. Parsons, B.A., and H. M. Cockfield, B.A., of the City of Montreal, representatives of the Provincial Association of Protestant Teachers ; and Mr. J. O. Cassegrain, of the City of Montreal, representative of the Roman Catholic Association of Teachers of Montreal.

The minutes of the last meeting were read and confirmed.

Read, a report of the Secretary of the Commission showing the receipts and expenditure of the Pension Fund for the school year ending June 30th, 1889, as follows :—

Disbursements.. .. .	\$40,508.11
The ordinary revenue was	33,029.89

Deficit..... .. .	\$ 7,478.72

Extraordinary Revenue.

Unclaimed cheques cancelled..... . \$	344.07
Carried from capital to revenue.....	9.89
Balance in trust drawn from the Provincial Treasurer.....	2,440.91
Amount borrowed.....	4,683.85

Total.....	\$ 7,478.72

The capital of the Pension Fund bearing interest at the rate of five per cent per annum amounted on the 1st July, 1898, to.....	\$184,230.09
Added to capital this year.....	949.40

Present capital.....	\$185,179.49

Read, a statement of account signed by the Assistant Treasurer of the Province showing that the said sum of \$185,179.49 is to the credit of capital account of the Pension Fund in the hands of the Treasurer of the Province.

Read, the following statement, giving the names of those who have ceased to be pensioners on this fund since last year :

Pensioners who resumed teaching in 1899.

	Aged	Pension
Philomène Amyot	50	\$18.92
Claire V. Desbiens	48	37.64
Mrs. Phyd. Laflamme.....	48	20.06
Mrs. Isidore Légaré	47	17.11
Annie O'Grady	44	20.16
Henriette Lespérance.....	43	18.23
Zoé Delaney.....	42	27.40
Alma Frégeau.....	41	10.82
Delphine Delisle.....	41	24.82
Mrs. W. Plourde.....	39	15.34
Feodora Bordelean.....	39	21.81
Elizabeth Hepburn	38	81.88
Mrs. Jos. Denommé.....	38	24.48
Léonide Rénée.....	35	29.99
		<hr/>
Total		\$368.66
		<hr/> <hr/>

Pensioners under fifty-six, whose pensions have been withdrawn owing to their not having produced this year the requisite annual medical certificates :

	Aged	Pension
Geraldine Rioux.....	52	\$40.24
Martha Crilly	52	11.14
Adélaïde Beandet.....	50	26.81
Virginie B. Abel.....	49	7.68
Mrs. Is. Langlais.....	42	15.31
Lse. Clara Pelletier.....	40	19.06
Mrs. Philomène Ouellet.....	39	25.98
Azilda Dugal.....	38	48.68

	Aged	Pension
Delphine Taillon.....	36	\$ 21.82
Marie Lse. Goulet.....	36	26.28
Antoinette Plaisance.....	36	31.71
Total.....		<u>\$274.71</u>

Pensioners deceased since December 1st, 1898, date of last report:

	Aged	Pension
Paul Duclos.....	84	\$ 73.04
Prudent Fontaine.....	78	81.86
W. H. Hicks.....	74	946.00
Eliz. E. Edmonds.....	71	20.06
John Fitzgerald.....	69	239.30
L. N. Desjardins.....	64	46.36
Thomas Haney.....	57	139.41
Annie Payette.....	57	22.34
M. Lse. Gaumont.....	55	58.58
Mrs. Louis Maltais.....	52	82.64
Georgina Rompré.....	50	49.94
M. Lse. Thibault.....	41	16.96
Josephine Hallé.....	40	25.05
Mrs. Jean Emond.....	45	20.20
Total.....		<u>\$1,821.74</u>

The Commission examined the medical certificates submitted by pensioners under fifty-six years of age, prior to the 1st of November last.

On motion of Mr. Parsons, seconded by Mr. Ahern, it was resolved, that the cases on which the members of the Commission did not agree should be submitted by the Superintendent of Public Instruction to a physician of Quebec City for examination of certificates produced and report thereon.

Pensions were then granted for the current school year to those pensioners under fifty-six years of age, who produced before November 1st last, medical certificates attesting their incapacity to resume teaching, and who had also

favorable report from a school inspector who had visited them, with the exception of Victoria Dubé and Sophie Couture, who were not considered incapable of teaching on account of illness.

Mr. L. A. Guay, School Inspector, is to visit Eulalie Bouchard, pensioner, and make report on her state of health. If his report be favorable, her pension is to be continued and the Superintendent is authorized to pay it.

The medical certificates produced by Alodie Lavoie and Amanda Roy, pensioners, will be submitted to a doctor of Quebec City for examination and report. If the report be favorable their pensions will be paid.

The Commission examined the several cases reserved for it since the last meeting and disposed of them as follows:

The pension of Mary E. Moore, granted in 1890, was withdrawn in 1897. According to the report of the inspector, Miss Moore was able to resume teaching. After examination of the documents produced since 1897, her new demand for pension was rejected.

Mrs. Herman Camirand, née Dalvina Houle's application for pension was submitted in 1895, but rejected. This application has been renewed yearly since 1895, but not granted. After consideration of a letter from Mr. Belcourt, inspector of schools, the Commission decided that Mrs. Camirand has no right to a pension.

Mrs. Hélène Massé's application for pension in 1895 was rejected.

New applications made since 1895 have also been rejected. After examination of the two medical certificates produced last year by Mrs. Massé and the school inspector's letter, the Commission decided, on division, that Mrs. Massé has no right to a pension, as she was not incapacitated through sickness when she withdrew from teaching.

The pension of Mrs. Alexis Tremblay, née Elmire Tremblay, withdrawn in 1896, was again granted on division, to count from July 1st, 1899, owing to new certificates produced and letters from Mr. the curé Larouche.

Mrs. H. T. Dubrulle, whose pension was withdrawn in 1893 owing to her residence in the United States, has domiciled anew in the Province of Quebec. Her pension was again granted, provided the report of the inspector of schools who has visited her proves favorable.

The Department will await this report before paying the pension.

The pension of Mrs. J. B. Denommé was withdrawn in 1898, as according to the medical certificate she was only temporarily indisposed. After examination of the new certificate produced by Mrs. Denommé the Administrative Commission decided on division that she has no right to a pension.

And the meeting adjourned.

Meeting of December 28th, 1899.

Present:—Mr. the Superintendent, Chairman; Messrs. J. Ahern, S. H. Parsons, H. M. Cockfield and J. O. Cassegrain.

The Commission continued to examine the different cases which were reserved for it since last session.

The application for pension of Mrs. Dosithé Paquet, née Stéphanie Desjardins, submitted last year after the meeting of the Commission, was examined and granted.

The application for pension of Anna Derothée Jacques, who taught under the name of Elmina Jacques, rejected last year, was again examined and granted for one year, on division.

Mrs. Modeste Wagner, née Emma Beauséjour, whose pension was withdrawn in 1898, produced a new medical certificate, which was examined. Mrs. Wagner's new demand for pension was rejected on division.

The pension of Mrs. Jean Harvey, née Malvina Trudel, withdrawn in 1898, was again granted, to count from July 1st, 1899.

The pension of Mrs. Alfred Potvin, née Marie Robitaille, withdrawn last year, was granted on division, to count from July 1st, 1898.

Mrs. Louis Côté, née Marie Roy, whose application for pension was refused last year, made a new demand, which was granted on division. Her pension will count from July 1st, 1899.

The pension of Mrs. Emma Verville, withdrawn in 1898, was again granted, to count from the day on which she ceased teaching, but on condition that the report of the

school inspector of the district in which she resides is in her favor.

The pension of Céline Charbonneau,⁹ withdrawn last year, as she resided outside of the Province of Quebec. She now resides in the county of Laval. She has in her favor the report of the school inspector who visited her. Her pension is again granted with payment of arrears.

Philomène Muir, whose pension was withdrawn in 1898, produced new certificates, which were examined. She has in her favor the school inspector's report who has visited her. Her pension was again granted. It will count from the day on which Miss Muir's first pension ceased.

The pension of Elzéar Ouellet, in 1898, was again granted, to count from July 1st, 1898, seeing the medical certificate produced and the report of the school inspector are in his favor.

Delicia Gagnon, whose application for pension was rejected last year, made a new demand and a pension was granted her for one year.

The application for pension of Mrs. Thomas Riverin, née Céleste Pilote, refused last year, was again taken into consideration and referred to the school inspector of the district in which Mrs. Riverin resides. The Superintendent is authorized to pay her pension should the inspector's report be favorable.

Adèle Thiffaut, whose application for pension was rejected last year, submitted new certificates which were examined. Her pension was granted to run from July 1st, 1899.

Lucie Frégeau, whose pension was withdrawn in 1898, made a new demand. The school inspector who visited her reported favorably. Pension granted with payment of arrearages.

Mrs. Modeste Piché lost her pension in 1898, owing to her removal to the United States. She died in 1899, and her legal heirs made claim for the six months' pension which they pretend is due. This demand was rejected, seeing that Mrs. Piché had no right to a pension at the time of her death.

The application of Marie Beaulieu for pension was refused, as the medical certificate which she produced did

not sufficiently indicate her inability to teach because of sickness.

Mrs. Elzéar Danais, whose pension was withdrawn in 1889, made application for the payment of her arrearages of pension since the date of its withdrawal. She produced two medical certificates and the letter of a lawyer. The Commission declared its intention to hold by the decision arrived at in 1889 when it withdrew the pension of Mrs. Danais.

It was moved by Mr. J. Ahern, and seconded by Mr. S. H. Parsons, and resolved :

That the sum of \$4,683.85, which was borrowed last year from the Catholic Committee of the Council of Public Instruction, to balance the deficit of receipts of the pension fund and expenses, be returned to the Committee, and that thanks be conveyed to the Honorable the Superintendent of Public Instruction for having, in his quality of President of the Committee, made the loan of said sum to the pension fund.

The new demands for pensions submitted prior to November 1st last, were taken into consideration. The Commission, after examining the medical certificates and other documents submitted, ruled and resolved as follows :

The following persons will receive pensions :

Officers over 56 years of age.

Napoléon Lacasse, Augustin Allaire, Joseph Létourneau, Charles Léon Smith, Widow Hubert Ducharme, Pierre Eusèbe Poupart, Mrs. Joseph Vincent, Narcisse Gélinas, Geneviève Gauthier, Malvina Rolland, Widow C. Constant Borleteau, Jean Garneau, Catherine Nolan, Louis Gagnon, Lucy Reed, Mrs. G. H. Fournier, Louis Paul Authier and Margaret Cleland.

Officers under 56 years of age.

Hélène Hamel, Virginie Lépine, Ferdinand Ramsay, Elmire Descormiers, Elmire Bergeron, Adeline Lefebvre, Caroline Bégin, Joséphine Gaudreau, Alphonsine Barrette, Mary W. Dods, Hélène Beaudoin, Mélina Emélisa Chaurrette, Delvina Paradis, Sophie Hudon, Joséphine Ouellet, J. B. Ernest Magnan, Adeline Cimon, Widow L. Alphonse

de Blois, Alma Azéline Noël, Eliza Ann Griffin and Jessie Haggart.

Mrs. F. X. P. Demers will receive a pension as officer's widow.

The heirs of the late Evariste Des Troismaisons are entitled to his pension for the six months during which he died.

The application of Marie Anne Rousseau for pension is granted, but Miss Rousseau must furnish proof that she has taught during at least twenty years.

Marie Louise Emma Tremblay, Georgiana Descôteaux and Sylvina O'Bready, who made application for pension, having taught less than twenty years, have right only to a refund of their stoppages, which was granted.

Mrs. Auguste Morin, who sets forth her inability to teach on account of illness (myopia progressive) must produce a certificate from an oculist. If the certificate be favorable, her demand for pension will be granted.

The applications of Léonie Deshaies, Adrienne Jacques Rochon and Lucias Béliveau for pension were carried over to the next meeting of the Commission. These officers should produce new medical certificates, and the school inspectors in whose district they reside will be consulted.

The applications for pension from the following persons were rejected :

Mrs. Ludger Boutin, Mrs. Edmond Tremblay, Mrs. Benjamin Lagacé, Mrs. Edouard Pronovost and Adeline Dupont.
And the meeting adjourned.

Meeting of December 29th, 1899.

Present :—Mr. the Superintendent, President; Messrs. John Ahern, S. H. Parsons, H. M. Cockfield and J. O. Cassegrain.

The Commission continued the examination of new applications for pension.

The applications for pension of the following persons were rejected: Rose de Lima Trottier, Anne Agnès Lapointe, Mrs. Grégoire de Grandpré, Exilda Tanguay and Joseph Bouchard.

The applications for refund of stoppages made by the following persons were also rejected :

Mrs. Alexis Bouillon, Mrs. Honoré Ballard, Mrs. Joseph

Mainville, Marie Joséphine Crespin, Adeline Lepage, Mrs. Chas. Beaulieu, Mary E. Loyd, Paméla Turcotte, Victoire Vézina and Marie Lavallée.

Clarine Ricard's application for refund of stoppages was granted.

The Administrative Commission, considering that in accordance with article 537 of the school law it is bound to draw up such regulations as it judges necessary to put in force the provisions of title seven of said law and to meet cases now unprovided for, submits the following:

1st. Officers of primary instruction who receive a pension in virtue of the provisions of article 493 of the school law, shall not teach in a school under control or in a subsidized school for direct or indirect gain.

2nd. Pensioners who have attained the age of 56 and who do not reside in the Province of Quebec, must furnish proof yearly of their existence to the Administrative Commission of the Pension Fund.

3rd. The average salary of officers of primary instruction shall be obtained by dividing the amount of the salaries on which they have paid stoppages by the number of years of teaching, the sum of this division must not exceed \$1,150.

4th. Officers of primary instruction who are in receipt of a pension in virtue of the provisions of article 496 of the school law, cannot teach in a school under control. Their pensions are forfeited when they cease to reside within the Dominion of Canada.

5th. The medical certificates provided for by article 497 of the school law cannot be considered satisfactory by the Administrative Commission, if they do not give in connection with the statement of health of the officer who applies for pension, sufficient technical details to enable the physician consulted by the Commission to state whether or not the officer is unable to teach.

6th. Every pensioner who has obtained a pension on account of sickness, is bound to produce annually, until he has reached the age of 56, a medical certificate showing his state of health and giving sufficient technical details to enable a consulting physician to say whether or not the pensioner is unable to resume teaching.

7th. A teacher holding a diploma is an officer of primary instruction. He may, in accordance with the provisions of

articles 500 and 510 of the school law, have counted all his years of service from the age of eighteen, notwithstanding the date of his diploma.

8th. The word "pendant" in the French version and the word "during" in the English version of article 502 of the school law should be interpreted in a liberal sense, in the case of a teacher who from uncontrollable causes has been unable to teach for one year during the five years preceding his application for pension.

9th. An officer who wishes to qualify his wife for a pension must pay, in excess of the stoppages payable by himself, a sum equal to the half of said stoppages, for the years during which he is married. And as the stoppages for the years preceding 1880 were fixed at five per cent, it follows that the stoppage will be seven and a half per cent for the years during which said officer has been married. Two fifths or three per cent should have been paid before January 1st, 1887, and one fifth or one and a half per cent should be retained annually from the pension of said officer during the three first years that he receives his pension.

If the officer dies before receiving a pension, one half per cent annually during three years shall be retained from the widow to complete the sum which her husband should have paid in for her. Arts. 505 and 506 School Law.

10th. It shall be competent for an officer to pay the stoppages of his salary for the years during which he has taught since 1880, provided that he proves to the Administrative Commission of the Pension Fund that the delay in payment is due to just and reasonable causes. Art. 520 School Law.

11th. The salary of an officer of primary instruction who opens a private school or who accepts a temporary position shall be estimated in accordance with the scale of salaries established by article 528 of the School Law. Art. 525.

12th. Article 528 of the School Law does not apply to academies for the years previous to 1877, because there existed no law permitting them to become schools under control. The salaries of officers of primary instruction employed in these academies should be valued in accordance with the provisions of article 527 of said law.

13th. An officer who is teaching in a night school

directed by School Commissioners, may add to his salary the amount which he receives for teaching in said school, provided that he is engaged and paid by the Commissioners. Said sum shall not be considered as a benefit but as salary. Art. 529 School Law.

14th. The board of a teacher, whether given by the school authorities or by the rate-payers, or provided by the institution in which the officer taught, shall be estimated and included in the salary. Art. 529 School Law.

These regulations shall be submitted to the Lieutenant-Governor in Council, and published in the *Quebec Official Gazette* when sanctioned.

Mr. Paxman's account for ten dollars for translation of the minutes of the last meeting of the Commission was approved.

The sum of two hundred dollars was granted to Mr. Couillard for his services as secretary of the Commission for the current scholastic year.

And the Commission adjourned.

F. X. COUILLARD,
Secretary.

TEACHERS' PENSION FUND.

REVENUE AND EXPENDITURE ACCOUNT FOR 1899-1900.

Revenue Account.

4 p. c. on grant to Public Schools.....\$	6,400.00
4 p. c. " to Superior Schools..	2,000.00
2 p. c. on salaries of Professors in Normal Schools.....	449.86
2 p. c. on salaries of School Inspectors	713.55
2 p.c. on salaries of teachers in schools under control	18,454.40
2 p. c. on pensions paid during the year	770.97
Stoppages paid to the Department by teachers themselves.....	71.04
Interest on capital to 1st July, 1899..	9,211.50
Annual grant from Government.....	5,000.00
Special " " "	4,000.00

Total revenue.....\$ 47,071.32

Expenditure Account.

Pensions paid out of revenue	\$ 41,237.51
Amount borrowed last year, remitted this year.....	4,633.85
Refund of stoppages.....	19.89
Cheque cancelled last year, presented to Bank	16.06
Cost of management.....	369.30
Balance in hand	744.71
	<hr/>
Total expenditure.....	\$ 47,071.32

Capital Account

Total capital 1st July, 1899	\$185,179.49
Stoppages on pension for capital.....	\$ 1,029.51
Refund of stoppages out of capital	\$ 3.30
Pensions paid out of capital..	315.50
	<hr/>
	\$ 318.80
	<hr/>
Balance	\$ 710.71
	<hr/>
Total capital to 1st July, 1900.....	<u><u>\$185,890.20</u></u>

Correspondence.

Montreal, Sept. 13, 1900.

To the Editor of the EDUCATIONAL RECORD :

I desire, through your columns, to call the attention of all teachers who purpose attending the Annual Convention of Protestant Teachers, in Montreal, on the 18th, 19th, and 20th of October, to the fact, that they must purchase a one way first-class ticket to Montreal, at the starting point, obtain a standard receipt from the agent, have this signed by the Treasurer at Convention, and on presentation of this receipt thus signed, at the ticket office in Montreal, a return ticket will be issued at one-third fare.

In the case of the Richelieu and Ontario Navigation Company's steamers, delegates will present their *membership tickets* to the agents at the beginning of the journey, when a return ticket will be granted them at one and one-third fare, to return by boat, or one and one-half fare, going by boat and returning by rail.

Lady teachers desiring billets should apply at once to Miss M. I. Peebles, McGill Model School, on and after the evening of October 17th ; such application should be made to Miss Peebles in person, at the High School.

As far as the funds permit, fifty cents per day for the three days of Convention will be paid towards the board and lodging of lady-delegates ; but those applying first will be preferred.

In addition to those already announced to take part in the programme, the Rev. Dr. George, Principal of the Congregational College of Canada, and Prof. L. R. Gregor, B.A., Ph.D., of McGill University, are expected to deliver addresses.

I am, etc.,

Yours very truly,

A. W. KNEELAND,

Cor.-Sec.

To the Editor of the EDUCATIONAL RECORD :

WANTED—PROTESTANT TEACHER FOR No.....
 School,, holding a second class elementary diploma. School to open June 1st. Wages ten dollars per month and board. Apply to, Sec.-Treas.,
, Post Office, Que.

Madam Editor :

Is it suitable to use the public press as a medium of advertisement of an illegal action. I believe "boarding round" is now illegal. This advertisement does not come from an old file, but from a *Witness* of May last (1900). Surely the above wanted is a survival of a condition for which there is at present no use! Could action thereupon be taken either by some Teachers' Association or the Provincial Convention.

TEACHER.

In answer to the above letter it may be stated that "wages ten dollars per month and board" does not necessarily imply "boarding round." In many of the sparsely settled parts of this province school boards are making heroic efforts to provide good education for the few children who attend the school or schools under their control. While we would not defend the niggardliness of certain school boards in the matter of education, we must be very sympathetic towards the struggling schools in country districts. The school inspector who has charge of the district in which the place, referred to in the above communication, is situated, would be the person who could throw most light on the situation;—Ed.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Appointment of a school commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of July last (1900), to appoint Mr. T. Davidson, merchant, of Quebec, Protestant School Commissioner for the city of Quebec, to replace Mr. W. H. Wiggs, whose term of office has expired.

Appointment of a school commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of July last (1900), to

appoint Mr. Thomas Gilchen, alderman, of the city of Quebec, a member of the Roman Catholic school commission of the city of Quebec, continued in office, his term having expired on the 30th of June last (1900).

Appointment of a school commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of July last (1900), to appoint Mr. Paul G. Martineau, advocate, of Montreal, member of the school commission of Montreal (Catholic section), continued in office, his term of office having expired on the 1st of July last.

Appointment of a school trustee.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of September, 1900, to appoint Mr. John Buchanan, of Levis, school trustee of the dissentient municipality of Levis, to replace Mr. G. B. Ramsay, absent from the municipality.

Appointment of a school trustee.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of September, 1900, to appoint Mr. Alfred Connolly, school trustee for the municipality of Shipton, county of Richmond, to replace himself, his term of office having expired.

Appointment of a school commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of September, 1900, to appoint Mr. John Gabriel Hearn, gentleman, of the city of Quebec, a member of the Roman Catholic school commission of the city of Quebec, to replace Mr. Thomas Gilchen, recently deceased.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th of September, 1900, to make the following appointments, to wit :

School commissioners.

County of Drummond, Saint Germain de Grantham.—
Mr. Joseph Landry, son of Jean Landry, to replace Mr.
Louis Beauvais, who has left the municipality.

School trustees.

County of Bonaventure.—Mr. Moïse Fulhem and Mr.
Pierre Le Marquand, the former to replace Mr. Ange
Joseph, whose term has expired, and the latter to replace
Mr. Urbain, absent.

Sellarville.—The Revd. Father Robert, O. M. I., to re-
place Mr. James Kennedy, whose term of office has expired.



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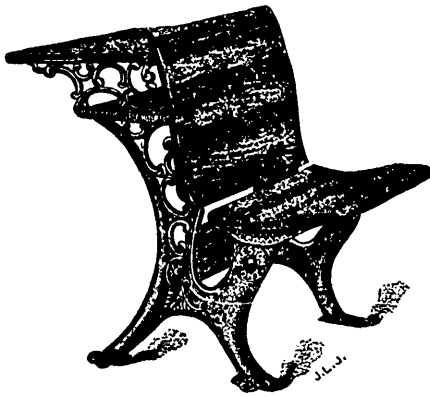
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