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Articles : Original and Selected.

GRADING IN COUNTRY SCHOOLS.

Some time ago the above subject was discussed in these pages, and this month we have been able to secure Dr. William Harris's paper on the same topic as it appeared in *Intelligence*. Whatever issues from the pen of the Commissioner of Education is well worth the attention of the educational world, and his remarks on the district school cannot but excite our elementary teachers to consider what is best for the pupil. The after discussion of Dr. Harris's paper has been also inserted to enable our readers to understand the question more fully. Dr. Harris begins by saying :

In my opinion there is no worse evil in the country schools than the classification of pupils which is attempted in many places, under the supposition that what has proved a good thing in the very large schools of cities would be beneficial if partially adopted in the small schools of the rural districts. Hence, while most cities classify by grades of a year's work in the case of pupils advanced into the third and subsequent years' work, and by half-years in the work of the lowest primary divisions, the supervisor thinks that he has done a great thing if he has introduced classification into his rural districts to such an extent as to have three or four grades where there are ten grades in the city.

The important thing to be regarded in the matter of grading is the intervals between classes. If the intervals are a year, as in the more advanced, whose pupils are aged from eleven to thirteen, then it is clear that each class contains differences in qualification which may be as great as one year's study would produce. In the lowest classes of the primary grades there would be differences of a half-year. This means that in each class where the teacher set the lessons for the capacities of the best pupils, those lessons were too hard for the least advanced pupils. On the other hand, in the classes where the teacher adapted the lessons to the capacity of the least advanced pupils, the best ones would not have enough to do, but would acquire listless habits. If the lessons were set for the average of the class, there would be cases of too much work for the poorest and of too little for the most advanced. Now it has been shown (and one may easily verify the fact) that a year's interval is too great between classes of the age under fourteen, and a half-year too great for pupils of six, seven or eight years. The growth of the mind is too rapid at those early periods to keep pupils in the same class for a year without detriment to the pupils in the two extremes of the class. For the best get listless or indolent, losing interest in their work, while the slow minds get discouraged because they are dragged along after their brilliant rivals and lose their self-respect. This is a dreadful result as it actually exists in many a school famous for its grading.

Now, when the rural schools attempt to secure some of the benefits of the graded system--and these benefits are gain in time for recitations and the mutual help that pupils of the same grade give one another by showing different points of view of the lesson--the rural schools make a system of two, three or four grades instead of ten, and suppose that they have really secured some of the good which the city schools obtain. This is, however, only a supposition.

If an interval of one year is too great it is evident that an interval of two or three years is far worse. The entire course of study is eight or nine years in the so-called district school. Four grades give intervals of two years, and three grades give intervals of about three years. The most advanced pupils in each class are likely to be two years or more in advance in scholastic preparation beyond the lowest of their classmates. These advanced ones are kept "marking time" while the teacher is laboring with the struggling dullards of the bottom of the class. These are perhaps not dullards except because

they have the misfortune to be placed in a class with pupils far in advance of them.

But it is supposed by some teachers that it is possible to conduct a class of this kind in such a manner that the advanced pupils have enough to do while the less advanced do not have too much. When this problem is well solved it will be found that the teacher has arrived at individual instruction or has made a minute sub-classification within each nominal grade.

In the "ungraded" school there prevails individual instruction with little or no attempt to bring together pupils in their work. The numerous recitations which this involves give the teacher only a brief time for each. Five minutes for a grammar lesson do not admit of the discussion of the grounds and reasons, or of anything fundamental, and the teacher is liable to resort to requiring only memory work, as that alone can be tested in the least time.

But in the ungraded school there is a chance for the bright and industrious pupil to make good progress by aid of a good text-book without much aid from the teacher. I do not consider the evils of the ungraded school to be so great as those of the partially graded schools. They are stiflers of talent in most cases. Where the teacher is very conscientious and thorough the school bears heavy on the slow pupils and produces discouragement and the loss of self-respect.

What is the remedy for this waste of the best pupils by keeping them marking time until they lose all interest in their work? What is the remedy for this waste of time of the slow intellects by discouragement?

I think that the answer to this may be found in the adoption of some form of the Lancasterian or Monitorial System—using it sparingly and under careful supervision. The more advanced pupils may be set to instruct the backward ones, to a certain limited degree. However, this must not be attempted except by teachers who are skillful and full of resources. Otherwise the process or method will fall into the same ruts that the old-time system fell into. We do not wish to restore the "Pupil Teacher System" nor to see a too extensive use of the Monitorial System. But invention has not been exerted on this line. There is unlimited opportunity for devices which shall employ the bright pupils in making easy steps for the backward pupils and in testing their progress. We have seen the evils of the Lancasterian System in filling the ranks with poor teachers. The modified Lancasterian System, which I believe useful in ungraded schools, and to take the place of the mis-

chievous system of partial grading in many village schools demands, before all, that the teacher shall be better than ordinary. The mere routine teacher will not serve the purpose. Nor have we any use for the apprentice teacher or the half-cultured teacher of any kind. I hope that good teachers may be found who will brave public prejudice and make experiments along this line.

—Dr. Harris's article seems to us, says the editor of the *Wisconsin Journal of Education* suggestive of important matters, yet we cannot agree with his conclusions. There is so strong a reaction from the mechanical management of graded schools as to lead to the expression by an educator of some prominence of the opinion that it is a great misfortune for a young person to go to a graded school. Dr. Harris calls such schools "stiflers of talent," and the extreme reaction is due to the observation of this result. But this is clearly a result of bad management, aiming at ease of administration rather than at the best good of the pupils. These pestilential martinet managers, who rejoice in the machine-like perfection of their "system," are being weeded out of school work, not so fast as we could desire, but still with certainty, we believe. This evil is a natural but not a necessary result of grading. Where the criticism of the Commissioner seems to us at fault is in assuming that grading implies the martinet administration. If for some defect discovered at the time for passing from one form to another, a pupil is to be held back for three years, the system is indeed too monstrous for any one to defend. It is this very fact which will prevent the abuse from appearing as it has done in the schools of many small cities. But without this, it is suggested, to talk of the grading system is a misnomer. We are not disposed to make an issue of the use of the term, and if some other were available we should be glad to have it used to designate the new movement with reference to the rural schools. It is not just like the grading system of our cities, but rather an effort to adapt that system to very different conditions. This, as we understand it, is all that is meant by the use of the term. The rural schools were without a determinate course of study; this movement gives them one. The instruction in them was not progressive and systematic, but hap-hazard and full of useless repetitions; a plan was devised for remedying this. To aid in carrying out the plan points of transition were established, where teacher and pupil take account of stock, and endeavour to determine exactly the present status of the learner with reference to the whole course.

These seem to be wise and useful measures. The name applied to the scheme, embodying them was "the grading system," not altogether a satisfactory designation, to be sure, but the error is not of great importance.

Thus, it seems to us, that the criticisms of the Commissioner upon martinet grading is sound, but inapplicable to the case in hand, while his alternative of a misnomer is true but not of much importance. Surely this movement in Wisconsin has been productive of great good to the rural schools, and no check should be given it except for the most weighty reasons.

USE YOUR OWN METHODS.

—The repetition of a sound maxim in the hearing of those to whose work it is applicable gives an emphasis to it which cannot well be overlooked; at least, such is our excuse for returning to this subject, which was referred to in our previous issues by our contributors. The *Teacher* says to the progressive teacher, you should become as familiar as possible with all approved methods and devices used in the school-room, but not for the purpose of copying them in your own work. Such an attempt will always result in failure. You must be yourself and devise your own methods if you would succeed. You may properly enough use your knowledge of the methods and devices of others as a help in preparing your own. Thus far you may safely go but no farther. This doctrine the *Teacher* has frequently and earnestly urged. But young teachers, and sometimes even older ones, are strongly tempted to use, without modification or change, the cut-and-dried work that makes up so large a part of some of our educational journals and of the work of some institute instructors, so that it does not seem possible to repeat the caution too often or too strongly. And in support of such a suggestion it publishes the following extract from the writings of Dr. Stearns, which states in an impressive and pointed way what we have in mind:

"Good teaching is a direct, economical and effective effort to accomplish clearly defined purposes with the pupils who are under instruction. Its excellence does not consist in the novelty, nor in its cleverness, nor in its peculiar methods, but in its effectiveness for the specific end in view and in the wisdom with which this end is conceived. This very evident truth is in danger of being lost sight of in the pursuit of new

and ingenious methods; and not a few of the aids for teachers published in special journals for their use, serve only to obscure it. They tend to substitute hap-hazard glitter for substantial and consecutive work. They seem to say "Here is a fine thing all in shape for use; take it into your school room to-morrow and see if the pupils will not enjoy it." Many of them are pernicious in their very form. Here, for example, is a lesson all worked out in the form of a dialogue between teacher and pupil. If it is used as it stands, it destroys the individuality of the teacher and makes the exercise a mimicry for the pupil, since the printed answers must be put into his mouth to make the exercises go off properly. The matter of many of these is thoroughly trivial, and the manner of them characterized by a sickly smartness and goodishness which are very obnoxious. Such helps are pernicious. There is no place in any well regulated school room for these made-to-order lessons. The best helps for teachers are those which lead them to think upon the purposes of their work and how most effectively to attain them. Those who can not profit by such helps ought not to be found teaching. No educational journal can do your planning and thinking for you; and by attempting to do so it misleads you and weakens you. If it is judiciously edited, it may suggest to you new devices for accomplishing your ends, but you must see how to use them and when. Too many of these even may do harm, since teaching is for the most part straightforward work, not cunning contrivances. Some exercises helpful to teachers may also be proposed—language exercises, arithmetical problems, exercises in reading, geography and so on. For the most part these are suggestive rather than exhaustive. Ingenious teachers can invent others of the type for their own use as they need them. Endless exercises can be devised in sentence building, false syntax, fractions, etc., but they have only a limited use. They are incidents of teaching, not its main reliance; good, if wisely used for definite purposes, but otherwise wasteful and perhaps pernicious. The best helps are always those that help us to help ourselves; and this means that the best helps for teachers are not ready-made lessons to be gabbled off to classes, but discussions of principles, suggestions to be carried out in your own way, stimulating articles with quicker thought or enthusiasm, and whatever stirs you to think for yourself and put your own best thought and effort into your work."

Editorial Notes and Comments.

—The Christmas season has again come with all its gladness and congratulations, and we extend to our friends and readers the usual greetings. The review of the work accomplished during the first part of the school year, let us hope, has been an encouragement in itself to our teachers, and as they leave the school-room for the fortnight's recess with pleasant expectations, so may they return to their duties after the holidays with renewed vigor of body and spirit. May God prosper them in the accomplishment of their arduous labours during the part of the school year yet to come.

—The idea of the school library continues to develop in the provinces of the Dominion, as on the other side of the Atlantic. There is a valuable line in a letter which a member of a school board has received from a member of the British Parliament who is anxious to pay for the establishing of school libraries in Rotherham, and we trust the hint will not be without its effect on some of our wealthy citizens. The member of parliament, in giving a donation of three hundred pounds sterling for this purpose, says:—"I think I am now in a position to carry out a proposal which we have more than once discussed together; I mean the foundation of school libraries for the children of all the elementary schools in the division, where no such libraries exist, and where fitting arrangements can be made. I hope that some day school libraries will be a necessary part of the apparatus of all our schools; but as that day has not yet arrived we shall do well to make a beginning now. If you will invite two or three members of other School Boards in the division to assist you on a small committee, I will obtain for you the best advice as to all details. The object should be to make the libraries thoroughly attractive to the children. For the younger children there should be a store of the very best picture books, so that they may enjoy in their own homes those pleasures which are, as a rule, only available for the children of the rich. For the older children there should be a good supply of tales of adventures, travels, real and imaginary, fairy tales, books of poetry, illustrated books of history and science, historical novels by Sir Walter Scott and others, and the like. If children wish to read at home, let us by all means give them good literature to read, if we can. I believe there is an ample field for this work besides what is already being done by Sunday School libraries and other agencies in the division. It might be a good plan if the old scholars of the schools were allowed,

up to the age of eighteen or twenty, to borrow the books if they liked. This would sometimes give the teachers an additional opportunity of talking to and encouraging their former pupils. When the arrangements are made you can draw upon me up to £300 for this purpose. We may find means later on of adding to this sum, should it be desirable to do so. I know you will help to carry out this suggestion, which, under the special circumstances of the case, and in consideration of my present work, does not, I think, conflict with the tradition which fortunately exists in Rotherham as in many other constituencies, that subscriptions are not a necessary part of the duty of a member of parliament. A secretary to your committee will be required to help you; you will doubtless make the needful arrangements for this purpose."

—Commenting upon this letter, the *Daily Chronicle* of London says: "Mr. Acland's primary idea is to make the school libraries attractive to the children. He would give the younger ones a store of the very best picture-books, and the elder a good supply of tales of adventure, travels, books of poetry, fairy tales, illustrated works of science and history, and historical romances. These books would be taken home, and they would thus fill with ideas of wonder and beauty the minds of growing childhood through the long winter evenings. The boys and girls would read aloud to their parents after the day's work, and the *ennui* and dinginess of many a small home would thus be relieved and brightened. The library being thus an adjunct to the school, the school work would become more interesting and intelligible, and the child would work with more zest at school in order to be able to enjoy the library books at home. Some day, it is Mr. Acland's hope, school libraries will be a necessary part of the apparatus of all our schools. It is perhaps scarcely to our credit that this is not the case already. In Paris, where, whatever we may think of some aspects of public school teaching, the general arrangements and apparatus are the best of any city in the world, there are such school libraries in each *arrondissement* of the city. The result is that the studies in Paris elementary schools are more vitally intelligent than in our own. While it is true that there is no royal road to learning, it is equally true that there are attractive and unattractive methods of education; and we in England have not, in our revived zeal for education, always chosen the most attractive. The school should be, as far as possible, a second home to the child, a place to which the child desires to go. The schoolboy whom Shakespeare depicts as creeping like

snail unwillingly to school, need not stand as a permanent type of the attitude of the juvenile mind towards education. There are countries where the majority of the children find it interesting, and even pleasurable, to go to school. And while we do not say that school libraries of themselves would bring about such a result, we are quite certain that no school can be a thoroughly attractive or efficient institution without them. Anything that destroys the stupid notion of education as consisting in the memorizing of facts, and which substitutes for that the idea of enlarging the mind and filling it with beautiful images and pictures or noble thoughts is a great gain."

—From our contemporary *L'Enseignement Primaire* we insert an article referring to the spirit of reform that is at present to be seen among the members of the Roman Catholic Committee of the Council of Public Instruction. For some weeks past, says M. Magnan, the editor, there is reform in the air. Our journalists especially take part in the contest with justifiable ardour. The reformers are of two camps; the one wishing to throw down, to destroy, if it be possible, even in the case of those marvellous statutes of ours that are said to restrain *honteusement* the school laws of the province of Quebec; the other, more moderate, desiring sincerely the improvement of our primary schools above everything else. We belong to this last camp. The Catholic Committee of the Council of Public Instruction has just entered boldly upon the pathway of progress, and the most of the bishops take part with the lay members of the Committee in their desires to improve our public school system. At the last meeting of the Committee, the Hon Mr. Masson, seconded by Mgr. Begin, made the following motion which was adopted unanimously: "In order to stimulate the zeal, and to some extent, to improve the position of the lay members of the teaching body, be it resolved, (1) That a bonus be offered to the teachers of our elementary schools who have fulfilled their duties with the highest zeal and intelligence, who have taught all the subjects of the Course of study, who have conformed faithfully to the rules of the Committees of the Council of Public Instruction, and who have obtained the best results under these regulations, and (2) that the government be asked to place at the disposal of the Council of Public Instruction a sum sufficient for this purpose." It is needless to say that such a motion receives the encomiums of our contemporary. This with the proposition in favor of teachers with diplomas and the appointment of an Inspector-general,

give evidence of a coming *amelioration* which will be greeted favourably by every true friend of education in the province.

—We have been able to do something in the way of collecting information about the past of our schools. We would like to do more of this work if we only could enlist the sympathies of our teachers in this work. Some such action is being taken by the school districts in the neighboring republic, in view of the coming Columbian Exposition under such urgent advice as the following, which is equally applicable in our own case:—It is time that steps were taken all over the state for compiling and preserving the history of our public schools. The men familiar with their origin and early struggles are passing away, and it is to be feared that too often records have been so imperfectly kept as even now to make the compiling of such histories a matter of difficulty. The making of them ought to be useful to the communities. It should emphasize the lines of growth, bring to light the present conditions and needs, and indicate clearly what needs to be done next. It is proposed to have the histories brief, not to exceed eight or ten printed pages, to have sketches of city school systems, village schools and county systems, so that, when brought together in a volume, they will afford material for a more perfect comprehension of the educational growth of the state than is now accessible. These histories ought to be compact and well written, giving credit to whom credit is due for good work done in building up our schools and revealing the vitality and promise of our educational institutions. The making of them will serve to increase local pride in the schools, to inspire stronger efforts for their betterment, to develop the importance of local history and fuller records, and to promote the honorable rivalry upon which so much that is best in our institutions depends. School boards and school teachers ought to show a lively interest in this move, which will not only contribute much to the interest of any educational exhibit we may forward to Chicago, but will in so many ways promote local and state interests.

Current Events.

The members of the Teachers' Association in connection with the McGill Normal School enjoyed the treat prepared for them last month by their President, Mr. Patterson. His lecture breathed the air of a dignified patriotism. In connection with this association, Professor Moyse of McGill University has

agreed to give a series of lectures on English literature, which, we feel assured, will be highly appreciated. The popularity of the lecturer's methods in conducting his classes, and the clear insight he possesses of the genius of English art and language, together with his chaste style, cannot fail to make the enterprise of the association in the direction of University Extension a success. The lectures will no doubt be largely attended by all connected with the Montreal Schools.

—Professor Cox, of the Macdonald Institute of McGill College, has likewise been giving a series of lectures on Electricity to large and interested audiences, under the auspices of the University Extension Scheme. These lectures are highly spoken of by those who have been privileged to hear them.

—The people of Cote St. Antoine municipality have been taking action in the direction of school improvements, the Commissioners having secured permission from the ratepayers to expend a hundred thousand dollars on behalf of their schools. There are few Boards of School Commissioners more enterprising than the Commissioners of the Cote, and when their plans in connection with this expenditure of money are completed, another interesting chapter of educational progress will have been added to the annals of this growing suburb.

—Inverness Academy has come to be fully equipped as an academy of three departments. The principal, Mr. Levi Moore, B.A., has a large class of pupils in his room, notwithstanding the opening of the new Model School Department.

—The good folks of St. Sylvestre are remote from central educational influences, yet they are determined to make an advancement commensurate with the progress of their neighbours. The improvements they made in their school building last year, and the consequent pecuniary encouragement they received from the Protestant Committee, have become incentives to greater efforts during the year to come, and by another year they expect to have their school a fully organized and well equipped Model School. Wealthier neighbourhoods will no doubt take a leaf out of St. Sylvestre's book.

—There is a prospect that Valleyfield is about to resume its place among the Model Schools of the province. The services of three teachers have been secured, and otherwise the Commissioners are putting forth an effort to meet the regulations. It is now more than three years since Valleyfield lost its rank.

—We regret very much to learn of the serious illness of the Hon. Mr. McIntosh, Commissioner to the Chicago Exhibition. From last reports he is on a fair way of recovery. Quebec is

likely to send a fair exhibit of educational work and appliances to the Exhibition.

—The attention of our teachers is especially directed to the additional regulations added to those in the printed form by the Protestant Committee, at its last meeting.

—Women are slowly but surely elbowing men out of the primary school teaching in England as they have done to a considerable extent in the States. When Mr. Foster's act was passed there were 22,842 pupil teachers, 1,236 assistant teachers and 12,027 certificated teachers at work in popular schools of the country. These numbers have now risen to 28,131 pupil teachers, 13,508 assistant and 47,823 certificated teachers. Coming now to our opening contention, we find that in 1870 of every 100 primary teachers of each sex and grade, 57 pupil teachers, 60 assistant and 48 certificated teachers were women. To-day, out of every hundred similarly taken, 77 of the pupil teachers, 77 of the assistant and 60 of the certificated teachers are women, which is bad for the men. The aggregate number of girl pupil teachers in 1870 was 7,273; to-day this branch of the pedagogic service sums up to 21,771, an increase as nearly as possible of 200 per cent. The boy pupil teachers in 1870 numbered 5,569; to-day they are 6,360, an increase of only 14 per cent.

—The Bulgarians are following in the footsteps of the more enlightened nations of Europe. They have opened a free library and museum, the only one as yet in the South-Eastern States of Europe. The building is in Philippopolis, and consists of a large vestibule which has been appropriated to the use of an archaeological museum, a spacious reading-room well-lit by a glazed ceiling, and a lateral chamber which contains a numismatic collection. A modest annual grant of £400 allowed by the Bulgarian Government is utilised in steadily increasing the contents of the library, which has at present more than 18,000 volumes, of which about 2,000 are in Bulgarian, 6,000 in French, 5,000 in Russian, 1,500 in German, 1,000 in English, 1,000 in Servian and Roumanian, 500 in Tchek, and 1,000 in Turkish, Greek, and Italian. The reading-room is open to the public every day from nine in the morning to six in the evening. Books are issued to readers to take to their homes without any charge, on the condition that the reader deposits a guarantee of £1. There is an average of about 150 readers of this class. There is also a reference library, in which those so inclined may study in tranquility, the books they require to consult being placed at their disposal. It is well frequented

by various classes of the community. In addition to a catalogue, arranged alphabetically under the names of authors, there is a subject index, so that as little delay as possible occurs in seeking the volume needed. To carry on the work there are only four employees, who serve all the visitors with a promptitude and courtesy which have won for the library golden opinions on the part of the public, who are justly proud of it.

—The Chautauqua College, a department of the Chautauqua educational system distinct from the reading circles, offers the regular college curriculum and special college and preparatory courses to students at home who are no longer able to attend school or college. The work is accomplished through a system of correspondence between individual students in all parts of this and other countries, and professors in leading American institutions. From time to time the instructor sends the student instruction papers to guide him in his study of the prescribed text-books and to indicate the questions which are to be answered in writing. The work of the student is carefully corrected, with such notes, suggestions and references as may be needed in each case, and returned to him for review. The method requires more work on the part of the student, but as he must write out on paper the whole of every lesson, it must be thorough. An advantage of this system is, that each student may cover the ground rapidly or slowly, as his own circumstances may determine, without being hurried or hindered by class mates. The annual calendar of the College, which has just been published for this year, shows courses adapted to students of all grades, from those who have only a common school education to the most advanced. It also shows the professional record of the instructors. Although the office of the College is located at Buffalo, N.Y., the College itself extends from the eight or ten colleges and schools where its instructors are engaged, to all the villages, towns and cities where its individual students are working.

—The recent report of the Boston School Committee asserts flatly that there would be considerable surprise if it were known to what extent the tobacco habit is becoming fastened upon young and growing boys. Though Supt. Seaver, we learn, says the remark was merely a general one, there can be no doubt that it is a serious evil, and one from which, though its effects may be deprecated by teachers and supervisors, there can be no remedy beyond the moral influence exerted on personal character. Cigarettes are mostly used, but you will find the boys down in the poorer sections of the city even

picking up cigar stumps from the gutter and smoking them on the sly. Of course, the regulations forbid the use of tobacco on the school premises, and you never find the boys smoking during recess in the buildings or yard, but as soon as school is over and they get a short distance away they begin.

—Now that Free Education is looming so near it may interest our readers to know what is the state of matters at present in the schools of Greater Britain. Public instruction is free in Victoria, Queensland, and New Zealand; but fees are charged in the other colonies, although they are partially or entirely remitted in cases where the parents are unable to pay them. The prescribed school age varies in the different colonies: in Victoria, prior to November, 1889, it was from 6 to 15 years, but since, altered to from 6 to 13 years; in New South Wales and Western Australia it is from 6 to 14 years; in Queensland, from 6 to 12 years; in South Australia, Tasmania, and New Zealand, from 7 to 13 years.

—That a large number of children are in the streets during school hours is (according to *The Oracle*) a fact often remarked upon. In view of the efforts made by School Boards to enforce attendance, many are puzzled to explain this fact, but according to the factory report the reason for this, as for so many other puzzling things, is extremely simple. Cunning parents have discovered that if they never send their children to school they are tolerably certain to be overlooked. The advice given by these acute people to their neighbours is, "Don't be so foolish as to send any of your children to any school, not even small ones to the infant school. If their names are never known, no one will ever look after them." The local Factory Inspector remarks, "In this they are right." The school attendance officer visits the various schools occasionally, and obtains a few names of absent children. These may be sought out, but nothing is heard of those "who are not in school at all." Where this system operates the effect is such that, we are told, "the Education Act is almost a dead letter." In some families not a single child has ever been to any school. Possibly some little teaching would have been indulged in had there been no apprehension that more must necessarily follow. The parents felt, in a special sense, that "a little knowledge was a dangerous thing," and resolved that their children should have none of it.

—There are over nine hundred students in attendance at McGill College this year. More than three thousand students were enrolled the past year at Vassar, Smith, Wellesley, and

Bryn Mawr. The Woman's College of Baltimore, the first in the South, last year conferred degrees on their first graduates. Harvard annex has rounded its twelfth year with flattering results, conferring the Harvard certificate, the equivalent to a Harvard college degree, on nine women. The quota of women at the great co-educational colleges is increasing constantly, while Yale, Johns Hopkins, Columbia, and the Universities of Pennsylvania and Chicago now offer her equal privileges. Twenty-five years ago Vassar college conferred degrees on its first graduates, and since then it has graduated 900 equipped women. Ten years after the opening of Vassar, Smith and Wellesley colleges were founded. The faculty of Wellesley college are all women. Smith college was founded by a woman and the faculty is divided. A Harvard examination or a certificate of honorable dismissal from a college is the passport to Bryn Mawr.

—Bryn Mawr girls wear the gown and mortar cap. They were adopted at first to lessen the expense of graduation toilets. They add dignity and picturesqueness to college life. The graduates of the Woman's College at Baltimore will don the gown and mortar board to receive their degrees. The adoption of the time-honored garb of foreign universities is a mooted question in all our women colleges. Wellesley seniors wear it on Tree Day, but Vassar and Smith cling to the gown of the traditional "sweet girl graduate." The value of a degree to woman's ambition to teach or enter professional life increases yearly.

—F. J. Schermerhorn, the geologist and mineralogist, who is working in the interest of Idaho's exhibit at the World's Fair, writes, under date of August 8, that he has discovered in central Idaho an immense glacial field, beneath which lies a series of glacial lakes. The field probably covers an area nearly as great, though not as thick, as the great glacial field of the Alps.

—Professor Lintner, State entomologist of New York, has made a microscopic examination of the insect collection of a single electric light and estimates that the debris which he inspected represented 33,000 insects. He believes that the average number of insects destroyed in a night by a single electric light should be estimated at nearly 100,000.

—The following indicates how others see us and refer to free education as it is found in the provinces outside of Quebec. In the Canadian Dominion there is also free education, the funds being supplied by local taxation and Government grants.

In the year 1888 the gross enrolment was 997,544 and the average attendance was 559,660, the total cost being 8,466,255 dollars, or £1,693,251. In Canada, therefore, the cost per gross enrolment, £1 14s. per head per annum, that on the average attendance is £3 0s. 5d. per head, and that per head of the entire population, taking it at 4,900,000 in 1888, would be 7s. per head. In Canada the system of education is very advanced, especially in Ontario, and, while the cost is very much above that of the United Kingdom, it is not so excessive as that in Australasia, more particularly Victoria, where the cost per average attendance is £5 1s. 7d. per head. We have in these statistical comparisons shown that the mother country is only following the lead of her principal colonies in establishing free education, and that, partly owing to the large contributions to the denominational schools, the cost to the State, even after granting this boon, is much lower than it has been for years past in the Britain beyond the seas.

—The Minister of Education of Germany has sent a notice to the Provincial Councils, requesting them not to refer candidates for positions as school superintendents to him, but themselves to take the initiative in recommending suitable persons to him. "It is of extreme importance," he writes, "for the proper development of education in elementary schools, that the responsible office of school-superintendent, should be only in the hands of especially trustworthy men, those who have proved themselves to be efficient elementary school-masters. This applies equally to masters who have enjoyed a University education. I expect that the local authorities will not restrict themselves to an examination of those candidates who present themselves for election, but will, without regard to expected vacancies, keep themselves conscientiously informed of specially suitable candidates. The school inspections and an understanding with the provincial school board will offer ample opportunity to discover such persons."

—A classification on the West Point plan may be of service in some of our elementary schools. The pupils are divided into three classes, first, second and third. First class pupils are required to stand one hundred in deportment, ninety, or above in each study, to be neither absent nor tardy, without satisfactory excuse and at the end of each month are awarded a blue certificate. Second class pupils are required to stand ninety or above in deportment, eighty or above in all studies, and to be neither absent nor tardy without satisfactory excuse, and are awarded a red certificate at the end of each month. Third

class pupils are those who fall below these requirements, and are awarded a black certificate at the end of each month.

—Governor Flower makes some strange statements about educational matters in the State of New York, as the following extract from his message to the State Legislature will show: Reports received by the Superintendent of Public Instruction indicate that the number of children in the State of school age (*i. e.*, between five and twenty-one years) in 1891 was 1,821,773. The number of children attending the common schools in the same year was 1,054,044. More than 767,000 children of school age therefore were either not in school at all or received instruction elsewhere than at the public schools. The proportion of public-school children in 1891 consequently was about 57 percent of the total number between the ages of five and twenty-one. The total cost of supplying this education to somewhat more than half the children of school age in the State was \$20,269,118.29. The greater part of this amount was raised by State and local taxation.

—Considered with other statistics, these figures suggest some serious reflections, in 1851, forty years ago, 75 percent of the entire school population attended the public schools. During those forty years the State has done much to improve and strengthen its common schools, to increase their efficiency and to compel attendance, yet during all that time there has been a steady decrease of attendance in proportion to the school population, and nearly 20 percent fewer children, proportionately, attend the public schools now than attended them forty years ago. In the same interval the expense has increased from \$1,884,826 to \$20,269,118. For each pupil who attended the public schools any part of the year in 1851 the average cost was \$2.26; in 1891 it was \$19.22—the increase being 750 percent.

—In the summer of 1891, through the co-operation of the County Councils, a number of elementary teachers were enabled to attend a consecutive course of study extending over three weeks of the long vacation. Thirty-four Newcastle schoolmasters availed themselves of this opportunity, the result being satisfactory in every respect. During last winter, Saturday classes for elementary teachers were held in the College, in the Lovaine Hall and in the Allan Endowed School, kindly lent by the committee for the purpose, and were largely attended by teachers from Newcastle, Northumberland, and Durham, the Newcastle teachers being admitted freely to the classes in consideration of the contribution of the city towards the funds

of the college, while the expenses of those coming from the counties of Northumberland and Durham were defrayed by the respective County Councils. In addition to this, about 400 lectures were delivered by the college staff in different towns and villages of Northumberland and Durham. A course of Saturday classes is being conducted this year under the same conditions, and, though the number of teachers allowed to attend by the County Councils of Northumberland and Durham has been very much restricted, there is an addition of a very considerable number from Gateshead, from which town about 70 teachers have entered the classes. Arrangements have also been made for the delivery of about 300 lectures in Northumberland and Durham during the present term, that is to say before Christmas, arrangements for lectures after Christmas not being yet completed.

Literature, Historical Notes, etc.

THE OLD SCHOOLMASTER'S CHRISTMAS EVE.

—“Now, children, Three Cheers for the Christmas Holidays!” said the old man wearily, and with a pathetic smile that threw into dark shadow the furrows on his anxious-set face.

For one and forty years he had stood at that worm-eaten ricketty old desk at this time of Peace on Earth and Goodwill toward Men, and called for “Three Cheers for the Christmas Holidays!”

To-day, the second generation of those who in the old time were wont to respond with lusty throats, lifted up their voices and answered with an undiminished vigor, and as the old man mutely listened, who shall say what thoughts came sadly trooping back through memory's long avenues? Maybe he tenanted again the now cheerless, bleak kitchen of the little schoolhouse with a happy circle of faces awaiting his hand upon the latch? Maybe he heard again in fancy's tones the gentle, loving voices silent these twenty years!

There was a whole lifetime of suffering toil, softened by child-like resignation, in the old man's face while his light-hearted disciples shouted in their very fulness of joy, “Hurrah!” “Hurrah!” “Hurrah!” In a moment they had mumbled after the venerable teacher—whose straggling white hairs and threadbare coat were in the strictest keeping with the poverty-stricken and age-worn character of the fabric of the village school—the Lord's Prayer, and as the dark heavy gloom and chill of the winter's night began to close around the little

building and to creep in at the badly-fitting door and windows. the old man dismissed his little flock and, sinking back upon his wooden stool, folded his arms over the sloping-top of his desk, and allowed his weary head to fall forward as in sleep.

"Good-bye, sir, and a merry Christmas to you, I'm sure!" respectfully courtsied the little monitress as she timidly placed the keys upon the edge of the master's desk and stole softly away, awed that he should not have answered.

But the old pedagogue has not heard her. . . . The gloom has rolled away on either side, The old school with its bare mildewed walls, rough uneven floor, and shambling row of desks has given place to a modern, well-built, generously equipped institution, redolent of warmth and comfort. There are now no bickerings as to who shall manage the village school. The State has settled that long ago, and the old schoolmaster is a worthy *ex-officio* member of his District Board of Education. His views are respectfully solicited and his opinions, being those of a ripe educationist, are received with close attention. Not only on the platform is he the man who has voluntarily taken up a noble and exalted calling in life; and not only on the platform is he the man in whose hands, even as the clay in the hand of the potter, are the destinies of this great Umpire State being shaped. These platitudes have come down from the platform and are walking about the village, leavening the daily treatment meted out to him.

The bitter winter night has now taken full grip of the country side. . . . The great bell in the church tower rings out five o'clock. . . . But the gloom has rolled away on either side of the old schoolmaster, and he sleeps on. . . . The Government Inspector has just called, and the old man has conferred with him in terms of the warmest confidence and sympathy about the work of the school. Every difficulty has been generously acknowledged and the two have concluded their fraternizing by going through together some really creditable specimens of freehand drawings of sheep, horses, cows, and the like, upon which some half-dozen of the village youngsters—about the only ones who seem to have any bent for the work—have recently been engaged

Hark! the stroke of six tolls loud and hollow through the empty room. . . . The air is hideously cold and the darkness has blotted out even the windows in the walls, but the gloom has rolled away from the old schoolmaster. . . . It is the day for the Local Teachers' Association to meet at his school. The members have assembled. The roll has been called and one

only from amongst all the teachers of the district is absent. He is ill. The front row of desks is left unfilled. Every newspaper in the county will send its representative to hear what the Teachers' Union thinks on current educational politics. For what Government could reasonably hope to stand against the united voice of the teachers of the schools of the people? And does not this Union include a membership identical—no more and no less—with the number of certificated teachers quoted in the Blue Book? Besides, according to the programme of the meeting, are not the two teacher M.P's to be present, and is not everyone anxious to hear what their views on the topic of the hour are?

The church clock is slowly and with an undercurrent of wheezy cogwheel movement booming out "seven"! . . . The black schoolroom is in the clutches of a clammy fog that freezes the very marrow. . . . It is appallingly silent, save where a little mouse is nibbling at a reading-book in the corner of the cupboard. But there is no longer gloom for the old schoolmaster. He sleeps on. . . . Now all is bright. For fifteen years he has sunned his declining years in the pleasant bower in front of that charming cottage nestling over beyond the Barton coppice, from which in the early summer the young wood pigeons coo. His wife is by his side, and their two children are again playing at their feet. He has given up active school work years ago, and a grateful country has generously met its obligation towards him, and has done its best to soften for him the hard track of downhill life.

Suddenly there is a sound of life in the lobby—a scraping of feet, and a jarring of careless voices that break in rudely upon the silence that can be felt. The door is thrown open. "Well, upon my word!" incisively flings out an authoritative voice. "This is a pretty state of things! I distinctly told old Wilson to be sure and have the desks put ready for the carol concert to-night, and he hasn't even lighted a single candle! How abominably provoking! Lydia, dear, tell him to come to me *at once!*" It would have done the heart of the finest "drill" in the British Army good to have heard that "at once" delivered.

The vicar's daughter is back in the doorway again in a breath with the information that the little schoolhouse is dark and empty, and that "old Wilson is nowhere to be seen."

"Abominably provoking!" bites out the vicar.

"Don't be too hard on him, pater," softly coners through the darkness. "His examination's only just over, and that's always a great worry to him, as you know."

Flash! the vicar has found his box of vestas, and a tiny glare flickers apologetically through the darkness that seems bent on overwhelming so puny an intruder upon its domains.

"Good gracious! Whatever's the meaning of this!" and the vicar hurries forward to where the spare white locks of the old schoolmaster glitter back the feeble rays of the little gleam.

For a moment the stern austere man shudders in every fibre as the extended fingers of his hand recoil from that icy touch, then bracing himself, as with a mighty effort, he turns back through the stifling darkness—for his match has dropped from his grasp—to the doorway, where his daughter still stands.

"Lydia, my dear, run and tell Copp, the blacksmith, to come to me, and then go home and wait till I come. No, no, no, my darling, never mind about the concert; no questions; do as I tell you." And Lydia wondered, as she went, at the hollow voice and chastened manner with which her father had bidden her obey him.

—So poetically splendid was the burial of Tennyson in Westminster Abbey that the morning dirge resounding among the Gothic arches overhead was like a song of triumph chanted at the coronation of a king. England, though in tears, was glad that another of her sons, the greatest in his day, had come safely home to his inheritance in the Abbey where the grand old mother guards the ashes of her poets, her statesmen, her warriors, and her kings. Solemn, dignified, and mournful, as every part of the funeral was, there was also an air of spiritual exultation in the anthem, as if the poet himself were singing it. Surely his living genius was in the notes of the great organ when it said:

"Twilight and evening bell,
And after that the dark;
And may there be no sadness of farewell
When I embark.

For though from out our bourne of time and place,
The flood shall bear me far,
I hope to meet my Pilot face to face,
When I have crossed the bar."

Only a great spirit, innocent, and therefore fearless, could say "face to face" as the harbour of eternity appeared before him, and he could almost hear the moaning of the breakers on the bar. It was all characteristic and harmonious, for "face to face," is a very English phrase, as Tennyson was a very English man. Willing to meet "face to face" whomsoever or whatsoever might be "across the bar," serene as a philosopher, he died with Cymbeline in his hand; and with poetic fitness

they buried the book in his grave, open at the dirge he read when he was dying :

“ Fear no more the heat o’ the sun,
Nor the furious winter’s rages ;
Thou thy worldly task hast done,
Home art gone and ta’en thy wages.
Golden lads and girls all must
As chimney-sweepers come to dust.”

They buried him at the feet of Chaucer, the first man, as Tennyson himself was the last man to show what the English language was able to do in poetry. Browning, Dryden, Dickens, and Macaulay are close by, and not far away is the grave of Spenser, from whose tomb I copied the following words the last time I visited the abbey. I quote them here because I think they will apply to Tennyson: “Heare lyes (expecting the second commynge of our Saviour Christ Iesus) the body of Edmond Spenser, the prince of poets in his tyme, whose divine spirit needs noe othir witness than the workes which he left behinde him.” So the works of Tennyson will be the witness of his divine spirit so long as men shall speak in the English tongue.

—To sell or not to sell intoxicating liquors at the World’s Fair was the question before the national commission yesterday ; and the decision was a compromise, forbidding saloons and open bars, but permitting restaurants and cafés to sell that rather indefinite refreshment which goes by the name of “a light stimulating beverage”; something not in too conspicuous contrast with the sabbatarian character of the show. There is in this country, and in some other countries too, for that matter, a large and very respectable class of persons, who are most religiously opposed to every sin that has no profit in it; and this element was well represented on the national commission. It was delightfully edifying to hear the commissioner from California expose the wickedness of selling intoxicants at the World’s Fair ; although he “really could not see any objection to light California wines,” a moral sentiment that made a great impression, for when he uttered it the honorable commissioner beamed upon the company like Ah Sin, with a smile that was childlike and bland. An irreverent person, who very likely preferred the vintage of Peoria, the crystal spirit of corn, contemptuously replied, “If we have anything, it must be something better than your tough California wines.” It seemed really sacrilegious to call the sparkling brew of California “tough,” and only the memory of many headaches justified the word, but it vindicated the democracy of drinks, and compelled the Cali-

ifornia stimulant to take its chances on terms of equality with every other. In some features of it the World's Fair may be rather local and provincial, but in the matter of drinks it will be cosmopolitan and magnanimous. The highly moral tone of the commissioner from California, who was willing to compromise with his conscience on the basis of light California wines, reminds me of Deacon Modlin, who kept the only store they had in Marbltown when I first "located" there. He was a very enthusiastic temperance reformer, and he religiously refused to sell any intoxicating liquor to anybody except for communion purposes. The consequence of that was that every man who lived within a ten-mile radius of the village was a communicant in some denomination or other; and they were continually taking the sacrament. The deacon thought that if there was profit in the business there was also piety.

Practical Hints and Examination Papers.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

ELEMENTARY, MODEL SCHOOL AND ACADEMY DIPLOMAS.

Writing.

1. What is meant by the combined movement in writing?
2. Write the alphabet in small letters, showing their relative height.
3. Make the following capitals: A. B. C. D. E. F. G.
4. Write in Roman figures: 3. 5. 9. 12. 48. 105., and one line of Arabic figures.
5. Write the following sentence three times:—
A touch of nature makes all the world akin.

Dictation.

Write out and punctuate the passage given.

Examiners will read the whole passage over once to the candidates before dictating.

Two marks will be deducted for each mistake of elementary candidates, three of model school, and four of academy.

ADVANTAGE OF METHOD.

"What is that which strikes us, and strikes us at once in a man of education; and which among educated men, so instantly distinguishes the man of superior mind, that [as was observed with eminent propriety of the late Edmund Burke] "we cannot stand under the same archway during a shower of rain without finding him out!" Not the weight or novelty of his remarks; not any unusual interest of facts communicated by him; for we may suppose both the one and

the other precluded by the shortness of our intercourse, and the triviality of the subjects. The difference will be impressed and felt though the conversation should be confined to the state of the weather or the pavement."

"Hail adamantine steel ! magnetic Lord !
King of the prow, the plowshare, and the sword !
True to the pole, by thee the pilot guides—
His steady helm amid the struggling tides ;
Braves with broad sail th' immeasurable sea,
Cleaves the dark air, and asks no star but thee."

MODEL SCHOOL AND ACADEMY DIPLOMAS.

Arithmetic.— $1\frac{1}{2}$ hours.

1. Simplify $\frac{5\frac{3}{4} - \frac{2}{7} \text{ of } 15\frac{3}{4} + 2\frac{2}{3} \div 1\frac{1}{2}}{\frac{3}{4} \text{ of } 7\frac{3}{4} - 5\frac{3}{4} \div 3\frac{1}{2}}$

2. For every eight sheep a farmer has, he plows one acre of land, and he also keeps one acre of pasture for every 5 sheep ; how many sheep does he keep on 325 acres ?

3. One twelfth of the weight of a gold coin is alloy of no value. If some dollars were coined of pure gold, how many of our present gold dollars would be equal in value to 143 of the new ones ?

4. A tree stands exactly opposite the front door of my house, which looks towards the north-east, but the distance cannot be directly measured on account of a small pond lying between them ; I therefore measure 60 yards due north from the front door, and then 120 yards due east, when I find I am exactly 40 yards north of the tree ; what is the distance from the front door to the tree ?

5. How many cannon balls, 6 inches in diameter, can be put into a cubical vessel whose side measures 2 ft., and how many gallons of water will the vessel hold after it is filled with the balls ?

N.B.—A gallon contains 231 cubic inches.

6. I sell £3200 out of a 3 per cent. stock at $86\frac{3}{4}$ and invest the proceeds in 4 per cent. stock at $114\frac{1}{2}$, brokerage being $\frac{1}{2}$ in each case. What alteration was made in my income ?

7. The Frankfort florin is divided into 60 kreutzers. When the pound sterling is worth 25.50 francs in Paris, and 11 fl. 54 kr. in Frankfort, what is the worth of the napoleon in florins and kreutzers ?

N.B.—20 francs = 1 napoleon.

8. Of two casks, one contains 12 gals. of wine and 18 gals. of water ; the other contains 9 gals. of wine and 3 gals. of water. How many gallons must be drawn from each cask so as to produce by their mixture 7 gals. of wine and 7 gals. of water ?

—The operations of the youthful mind are often illustrated by items such as these. There is a great deal more to be had out of such anecdotes than the laugh which they naturally excite ; and the

teacher particularly can, not unfrequently, find much to investigate in the eccentricities of child-thought when such illustrations are placed before him :—

The *facade* of the Parliament Building in Quebec is likely to be, in time, a magnificently illustrated page of Canadian History, and as the statues are being placed in their niches, from time to time, the interest naturally gathers round the newest. The latest to be added is that of Lord Elgin, and, while a group of three little folks were standing near it, admiring it in a child-like way, an old lady happened to pass, who was struck with the interest with which the youthful critics were examining the fine specimen of Canadian art. The statue is of bronze and on its way from France, where Mr. Hebert is engaged in superintending the work of casting the various figures, the rubbing against the packing case in which it was secured has polished some of the parts of the statue, leaving a shiny mark here and there on the face and the robes of what truly represents the great historic statesman. The old lady asked the children if they knew any thing about Lord Elgin. "No," replied the eldest of them, "we have not come to that part of the history yet." And so she proceeded to speak of him whom the statue represents, in the highest terms, pointing out how ill the people had received his efforts on their behalf, how they had mobbed him in the streets of Montreal, throwing at him rotten eggs and the foulest epithets they could think of, and even going the length of burning down the Parliament Building about his ears. The three of them listened with the greatest interest to the wonderful object lesson in history, and when the youngest of them was afterwards narrating the circumstance of his morning's visit to the Parliament Building and the lesson he had learned there so pleasantly, drew the inference with a *naïveté* irresistible. "I suppose" said he "these marks on the statue are to show where the eggs struck Lord Elgin when he was being mobbed."

It is said that the following illustrates the experience of a school inspector in Scotland while examining a class :—"Now, my little man, tell me what five and one make?" No answer. Inspector—"Suppose I gave you five rabbits, and then another rabbit—how many rabbits would you have?" Boy—"Seven." Inspector—"Seven! How do you make that out!" Boy—"Because I've a rabbit o' ma ain at hame."

Correspondence, etc.

ELEMENTARY SCHOOLS.

To the Editor EDUCATIONAL RECORD :

DEAR SIR,—Allow me to offer a few suggestions as to how to bring our Elementary Schools into the proper condition in regard of furniture, etc., as specified by the Code of Public Instruction.

There is, or there ought to be, a copy of this Code in the hands of each teacher, Secretary-Treasurer and Board of School Commissioners,

or Trustees in the province, and they should all be aware of what the requirements are in regard of school equipments.

For the sake of the children who attend the school, each of the parties mentioned, with the Inspector, should do their best to secure the proper condition of affairs in all the schools with which they have to do.

Perhaps I expect too much, but when comparing what is with what ought to be, I become discouraged, and think that there ought to be yet some further effort made to rouse the various districts to a sense of the importance of those things in which they are lacking.

If we have been true to our professional duties as teachers, and true to our duties as commissioners, we know what we are required to possess in every district school. Of course we do not yet have all the necessary articles, and our desks are, in too many cases, altogether behind the age.

Owing to the lack of the proper furniture, and requisite black-board space, the teacher and pupils are hindered very considerably in progress. Our aim, then, as true educators, is to secure the advent of a new and better state of things for our Elementary Schools, and in this case I am persuaded, if we secure what is needed for the Elementary Schools, our High Schools, Academies and Universities will be found able to take care of themselves.

First then, I would suggest, that the teacher make an effort, using all her tact, and knowledge of human nature, to lead the ratepayers in the district in which she teaches to recognize the necessity of having seats such as the Code specifies, etc., not forgetting the larger, nicely painted black-board. My own experience assures me that in a great many cases, the majority of the changes in school furniture can be secured by a steady persevering effort on the part of the teacher. Of course all teachers should belong to that class of workers who "never weary in well-doing."

If, as will sometimes happen, the district fails to recognize the necessity of improved accommodation for teacher and pupils, I would suggest that the teacher submit to the Inspector a plan of school grounds, school buildings, size of room, and black-board, style and size of seats, and all other such necessary knowledge, then the Inspector ought to—well, at least, he might evolve some plan by which to reach the common sense of the people, and thus secure the necessary changes in, and additions to, the belongings of the school-room.

I know that, generally, the Inspector knows every school-room in his district very thoroughly, but I judge that the present time is very favorable to concerted action on the part of Inspectors and teachers, therefore I make the above suggestion.

We ought, as members of an educational body, to show that we appreciate what has been done for Elementary Schools, and thus deserve more from the Government. We owe this work, which I

have merely hinted at, to the youth of our country, and we ought to be very careful that we do not fail in our duty by them.

Yours truly,

STE. THÉRÈSE, P.Q.

SARA F. SIMPSON.

[We insert this letter in order that our authorities may form some notion of the difficulties of a Model School teacher in her work of preparing the ordinary pupil as well as the student teacher for examination.]

To the Editor EDUCATIONAL RECORD :

DEAR SIR,—I have two advanced classes this year, composed of pupils who are in II. and III. Grade Academy.

The juniors are to take the Preliminary and Elementary Diploma Examinations, working with III. Grade Model in some subjects.

Will you kindly advise me with regard to Grade III. Academy. If they study for the A. A. Optionals, I should have to devote a great deal of time to them, which can be ill-spared by the other classes : while by working for Model Diploma, subjects could be better combined. I do not wish to restrain them in their work, yet do not see how time can be devoted to them, which the interest of the school demand for junior classes.

Is Latin compulsory for a Model Diploma ?

The new school-rooms were ready for occupation on the first of September, but an outbreak of diphtheria prevented our opening before to-day.

We are looking forward to a visit from you, next summer, if there are not too many demands upon your time.

Respectfully yours,

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 25th November, 1892.

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

Present : R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; The Venerable Archdeacon Lindsay, M.A. ; George L. Masten, Esq. ; The Reverend W. I. Shaw, LL.D. ; A. Cameron, Esq., M.D. ; The Rev. Dr. Cornish ; Professor A. W. Kneeland, M.A. ; E. J. Hemming, Esq., D.C.L. ; The Very Reverend Dean Norman, D.D. ; The Reverend E. I. Rexford, B.A. ; The Reverend A. T. Love, B.A. ; S. P. Robins, Esq., LL.D. ; The Right Reverend Dr. Dunn ; and Samuel Finley, Esq.

Peter McArthur, Esq., sent a letter of regret at his unavoidable absence.

The minutes of the last meeting were read and accepted.

The Chairman then announced that the Lieutenant-Governor in Council had been pleased to appoint The Right Reverend Andrew Hunter Dunn, D.D., Lord Bishop of Quebec, and Samuel Finley, Esq., of Montreal, to replace the late Bishop Williams, and the late Justice Church, respectively, on the Council of Public Instruction.

Moved by the Dean of Quebec, seconded by the Reverend Dr. Shaw, and resolved: "That this Committee desire to express the great and anxious concern with which they have heard of the serious illness of their distinguished confrère Sir J. Wm. Dawson, and the joyful satisfaction which the news of his convalescence has imparted to them. They sincerely hope that change of scene and climate will completely restore his former health, and that a life so valuable to the cause of education in general, and to this Committee in particular will be spared for some years to come.

"That a copy of the above be transmitted to Sir J. Wm. Dawson."

Moved by Reverend Dr. Cornish, seconded by Reverend Dr. Shaw, and resolved: "That this Committee desire to extend to the Right Reverend Andrew Hunter Dunn, D.D., Lord Bishop of Quebec, a cordial welcome into their number; and at the same time to assure him that it is their earnest hope and prayer that he may have vouchsafed to him very many years of happiness, usefulness and success, not only in the important Diocese over which he has been chosen chief pastor, but also in the educational and benevolent operations of this Province generally."

Communications were read:

From Miss Kate Ahern, applying for a first class model school diploma.

The Secretary was instructed to inform Miss Ahern that the first class diploma can be granted only upon the conditions required by regulation 37.

From Sawyerville, asking inspection by Inspector of Superior Schools.

Referred to the Department.

From Jno. A. Sangster, submitting diploma II., class B., from Ontario.

Moved by the Reverend Elson I. Rexford, seconded by G. L. Masten, Esq., and resolved: "That John A. Sangster be granted a model school diploma on passing in Latin, French, and School Law and Regulations, or an elementary diploma on passing in School Law and Regulations."

From James Walker, submitting documents and asking for diploma under regulation 40.

The Secretary was instructed to acknowledge receipt, and to state that the matter is under consideration, and will be adjudicated upon at next meeting.

Moved by the Reverend Elson I. Rexford, seconded by Professor Kneeland, and resolved: "That a sub-committee, consisting of the Chairman, Dean Norman, Reverend Mr. Love, and the mover and seconder, be appointed to consider the position of the English Clerk of the Department of Public Instruction, and to urge upon the Government the necessity of providing a salary in keeping with his position and duties in the Department."

Report of Sub-Committee on necessary provision for office work of Dr. Harper, was submitted by Dr. Norman and adopted on motion of Dr. Cornish, directing that the bill for office furniture as submitted be paid. Report with communication from Dr. Harper to be filed.

Report of the Sub-Committee on text-books.

The Sub-Committee begs leave to report (1) that two books, the Map Geography and the Canadian and English History Primer, have been submitted for authorization by Gage and Company. After due examination the Committee reports that it can recommend neither of these books for authorization. (2) That the Sub-Committee has satisfaction in stating that the efforts of the Committee to secure a revision of Calkin's Introductory Geography have, at last, been rewarded with success, and that arrangements have already been made for the satisfactory prosecution of this work.

The whole respectfully submitted.

(Signed) A. W. KNEELAND, *Convener*.
 " G. L. MASTEN,
 " ELSON I. REXFORD.

Moved by Professor Kneeland, seconded by the Dean of Quebec: "That the report be received and adopted." Carried.

Moved by the Reverend Dr. Shaw, seconded by Professor Kneeland, and resolved: "In case samples of any text-books are submitted to this Committee and conditionally adopted, that in harmony with our resolution of date June 11th, 1891, we require before final authorization of said books, the publishers legally to bind themselves to supply such editions in harmony with price and quality of samples submitted, as may be needed for schools under our jurisdiction, for a term of at least five years." Carried.

A Sub-Committee, to consist of the Dean of Quebec, The Reverend Mr. Love, and the Reverend E. I. Rexford, was appointed to consider all matters connected with the inspection of superior schools.

The name of Dr. S. P. Robins was added to the Committee on Agriculture.

Report of Sub-Committee on disposition of moneys that may be given in aid of elementary instruction was read by Dr. Hemming.

Moved by Dr. Hemming, seconded by Archdeacon Lindsay; "That the report of the Sub-Committee on special grant to elementary schools be adopted, and their powers continued as prayed for."

Moved in amendment by Dr. Cornish, seconded by Dean Norman : "That the remainder of the resolution be remitted to a Committee, consisting of Dr. Hemming, Archdeacon Lindsay, and Mr. Rexford, to consider and report as the first item of business in the afternoon." Carried. Adjourned till half-past two in the afternoon.

Upon re-assembling, the Committee adopted the following resolutions, which were submitted on behalf of the Sub-Committee :

Moved by Dr. Hemming, seconded by Archdeacon Lindsay, and resolved : "That we cordially approve of the spirit and purpose of the following resolutions passed by the Roman Catholic Committee at its last meeting :

Afin de stimuler le zèle et, en une certaine mesure, améliorer la position des membres laïcs du corps enseignant, qu'il soit résolu :

1. "Qu'une gratification soit offerte aux instituteurs et aux institutrices laïcs des écoles élémentaires qui auront rempli leurs devoirs avec plus de zèle et d'intelligence, qui auront enseigné toutes les matières du programme d'études, qui se seront conformés fidèlement aux règlements des comités du Conseil de l'Instruction Publique et qui auront obtenu les meilleurs résultats le tout sous tels règlements qui seront faits par les comités du Conseil de l'Instruction Publique."

2. "Que le gouvernement soit prié de faire mettre une somme suffisante à cette fin, à la disposition du Conseil de l'Instruction Publique."

Moved by the Reverend Elson I. Rexford, seconded by Professor Kneeland, and resolved : "That the Government be respectfully requested to provide a grant for this purpose, to be divided between the two Committees of the Council of Public Instruction, in proportion to the number of lay schools under their respective control, and to be distributed in accordance with regulations adopted by the respective Committees."

Report of Sub-Committee on a modern or English course in the superior schools, was read by the Reverend Elson I. Rexford, as follows :—

The Sub-Committee on a modern or English course in the Protestant superior schools begs to report :

1. That the Sub-Committee has carefully considered the questions involved in the provision of a modern or English course in connection with our model schools and academies.

2. That while it is desirable to meet as far as possible the requirements of the various classes of pupils who look to our superior schools for their education, the Sub-Committee feels that great care must be taken not to lower the standard of our schools.

3. That the Sub-Committee desires to be continued, in order to collect further information for a detailed report to the Committee.

Respectfully submitted.

(Signed) ELSON I. REXFORD, *Convener*.

On motion of the Reverend E. I. Rexford, seconded by Dean Norman, the report was adopted.

Moved by Professor Kneeland, seconded by the Reverend Dr. Shaw : "That hereafter, in making grants to all institutions entitled to share in the moneys available for the encouragement of superior education, the work and needs of such institutions be made the basis for determining said grants, due respect being paid to all existing legal rights."

After discussion, it was resolved, on motion of Mr. Finley, seconded by Dr. Cornish, that the resolution should stand over for further consideration until the meeting in May.

Mr. Masten gave notice of the following motion :

I beg leave to give notice that I will move, at the next meeting of the Committee, that the regulations be changed requiring candidates for the A.A. certificate, who have passed their preliminary examinations, to take the preliminary again if more than a year intervenes between the examinations of the preliminary and A.A. subjects.

The recommendations in the report of the Inspector of Superior Schools were then considered. Recommendation (1) viz. : "That Latin be made optional in the grades of the Model Schools, except where pupils are being prepared for Grade II. Academy," was held over until action is taken by the Sub-Committee on the course of study.

Recommendations two and three were adopted, after being made by amendment to read as follows : "That no pupil for the Grade III. Academy be accepted in future for a Model School which is not equipped as an Academy in point of staff."

"That no pupil should be allowed, without the concurrence of the Inspector of Superior Schools, to proceed to the examination of Grade III. Academy, or the A.A. from any of the Superior Schools under the supervision of the Committee before having passed in Grade II. Academy."

Recommendation four : "That the history scope for Grade II. Academy be the same as for the A.A. (preliminary subject)." Adopted.

Recommendation five : "That no papers be sent to a school which refuses to remunerate its deputy-examiners." Adopted.

Recommendation six : "That no bonus for appliances be granted to a school which devotes a previously secured grant of this nature to the running expenses of the school." Adopted.

Recommendations seven and eight : "That a special prize bonus, or medal, be given to the Superior School taking the highest mark for well kept and neatly planted grounds, such prize not to be competed for the second time by any school successful in gaining it."

"That some steps be taken to promote permanency of engagement for an efficient teacher, and that encouragement be given to the providing of dwelling houses for the teachers of our Academies."

These two last were submitted to a Sub-Committee, consisting of Dr. Robins, convener ; Mr. Rexford, and Mr. Masten, for report.

The Secretary submitted the report of the distribution of the "Poor Municipality Fund" which was accepted and confirmed.

The following financial statement was submitted and approved as audited by the Chairman.

Financial statement of Protestant Committee :

1892.

Superior Education Fund.

RECEIPTS.

Sept. 9.	Bank balance.....	\$4,051 80	
Nov. 24.	Refund from the Department to pay management of M.L. Fund....	200 00	
"	And assistant examiners to Inspector of Superior Schools.....	200 00	
"	Balance from contingencies.....	112 64	
			<u>\$4,564 44</u>

EXPENDITURE—*Nil.*

Nov. 24.	Balance.....		4,564 44
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Contingent Fund.

RECEIPTS—*Nil.*

Nov. 24.	Overdrawn to balance.....		673 26
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EXPENDITURE.

Sept. 9.	Overdrawn to date.....	\$ 112 64	
" 14.	Salary of Inspector of Sup. Schools..	125 00	
"	Postage, cartage, extra travelling expenses of Inspector.....	105 70	
"	Postage of A.A. papers from Country Academy	47 42	
"	Secretary's salary.....	62 50	
"	Central Board of Examiners.....	220 00	
			<u>673 26</u>

Superior Education bal. brought down.....	\$4,564 44
Less contingency balance.....	673 26

Bank balance.....	<u>\$3,891 18</u>
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Examined and found correct.

(Signed) R. W. HENEKER.

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

GEO. W. PARMELEE,

Secretary.

(18) 95 24 / 29
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