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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 12.

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Articles : Original and Selected.

OUR EDUCATIONAL PAST AND PRESENT.*

By REV. ELSON I. RENFORD, B.A.

It seems but a few days since I entered this room and received the pleasant but unexpected information that I had been elected President of this Association. I then expressed my high appreciation of the honor you had conferred upon me in selecting me for this important office; and now that I am soon to give place to another, I desire to repeat my thanks for this mark of your confidence. I had the honor, some years ago, to act as your secretary, and I have pleasant recollections of my associations with you in that capacity. I hope that I am not misinterpreting your action in calling me to my present position, when I take it as indicating that my official duties during the eight years which have elapsed since I laid down the office of secretary have not entirely destroyed our former cordial relations, and that you recognize that I have at least endeavored to fulfil the expectations which you then kindly expressed in reference to my work. I am gratified at this expression of your confidence, not merely from a personal point of view, but because of its important bearing upon the general educational work of this Province.

It is impossible to over-estimate the importance of cordial relations between the various officers and bodies charged, under

* President's address before the Provincial Association of Protestant Teachers at Montreal, October 16th, 1890.

the law, with our educational work, in order to secure united effort in overcoming the great difficulties with which we as educationists have to contend.

It has been my aim, in the discharge of my official duties, to work as far as possible in harmony with the views of the teaching staff of the Province, and to give every possible consideration to the opinions of the teachers upon the practical educational questions that come up for consideration; and I have reason to believe that my efforts in this direction have not entirely failed.

Our educational work needs the united efforts of all interested in education. There are problems waiting for solution that will tax to the utmost our combined energies and wisdom. Faults and defects are visible at every turn, some of them affecting the vital interests of the rising generation of this Province, and others of a less serious character, yet requiring immediate attention. There is important work to be done, ample to employ the energies of each and all of us. May we be preserved from wasting our energies in senseless opposition to one another, while we are permitted to work together. Many who are here have been working faithfully for the past ten or fifteen years (some for twice and thrice that period) for the improvement of our educational system—to secure more effective teaching for our boys and girls; and yet we cannot now examine the present state of our educational work without being deeply impressed, if not depressed, with the thought of the vast difference between what is and what ought to be.

In this connection, however, a brief review of our educational past may not be without its advantages; for, in order to form a correct estimate of the present, it must be compared, not only with a possible future, but also with the actual past.

It must be remembered that the system of Protestant education in this Province is of comparatively recent date.

It is true that institutions of Royal foundation, and the Royal Institution for the Advancement of Learning, and many private enterprises, were established in the interests of the Protestants of the Province in the early part of this century.

It is true that elementary schools, superior schools and normal schools, subsidized by the Government, were available for Protestants from the middle of this century, and that for the past thirty years Protestants have had a seat at the Council of Public Instruction.

It is true that, in 1869, the Council of Public Instruction was organized in two committees—Roman Catholic and Protes-

tant: but these two committees only had power to consider and discuss matters within the very limited range of their functions. All independent action still remained with the united Council; and an examination of the minutes of the Council for this period will show that the Protestant Committee failed to accomplish much under this Act of 1869. Under this same Act the Protestants of Montreal and Quebec received powers which enabled them to lay the foundations of their admirable system of schools, and in 1871 the Protestants received an increase of \$5,000 to the yearly revenue for their superior schools.

It was not until the Protestant Committee met in 1876, however, under an Act passed the previous year, which gave (1) a wider scope to their functions, and (2) the power of independent action to each committee of the Council in reference to matters under their respective control, that the real history of Protestant education began.

It was then for the first time that a body of Protestants, as such, were given the power of independent action in reference to matters which specially concern the schools and public instruction generally of Protestants. It may be interesting to recall the names of those who were members of the re-organized Committee. They were as follows:—The Right Rev. James Williams, Lord Bishop of Quebec; The Hon. Chas. Dewey Day; The Hon. Chris. Dunkin; The Rev. John Cook; The Hon. Geo. Irvine; The Ven. Archdeacon Leach; The Hon. James Ferrier; J. W. Dawson, Esq.

This Committee proceeded, at their first meeting, to associate with themselves, under the provisions of the law, the following gentlemen as associate members:—The Hon. Judge Sanborn; R. W. Heneker, Esq.; Hon. W. W. Lynch; Dr. Cameron. The fifth member, Henry Fry, Esq., was chosen at a subsequent meeting.

As part of the Council of Public Instruction, the Protestant Committee had, under former Acts, the power (1) to make regulations for the guidance of normal schools and boards of examiners, for the organization, government and discipline of schools and the classification of schools and teachers, and (2) to select the text-books for the use of schools.

By the Act of December, 1875, which came into force in February, 1876, the powers of the Protestant Committee were increased in two respects. First, they could exercise all the old powers and functions of the Council in reference to the Protestant schools as an independent body; and, secondly, the follow-

ing additional rights and privileges were accorded to them:— (1) To them was entrusted the selection of all educational officers appointed by the Government, such as school inspectors, professors of normal schools, the members of boards of examiners, and, apparently, a secretary of the Department. Next after the power of independent action, this is, perhaps, the most important function of the Protestant Committee— first, because it removes these educational appointments from the arena of practical politics, and (2) because, by placing the choice of these officers for Protestant institutions in the hands of the Protestant Committee, an important guarantee has been given that these appointments will be made in a manner acceptable to the Protestant minority. And although it is not stated in the law that one of the two secretaries of the Department of Public Instruction shall be a Protestant, this is practically secured by the method of appointment.

The second new privilege accorded the Protestant Committee, though hardly inferior to the preceding one, has never been called into active exercise except in an indirect way. The Committee is authorized to receive, by donation, legacy or otherwise, money or other property for the purposes of education; and for this purpose the Committee has all the powers of a body politic or corporate.

The Government has placed at the credit of the Committee, for the purposes of education, different sums, from time to time, amounting in all to about \$90,000, but, apart from this, the Committee has never been called upon to exercise this particular function; and I hope to be able to show, before I have finished, that the present state of our educational system demands that this particular function of the Protestant Committee shall be brought into active exercise without delay.

Let us now briefly review the use which the Protestant Committee has made of these new powers and privileges.

Their first meeting was held in April, 1876, and before the end of December came round eight meetings of the Committee had been held, and almost every part of the educational work of the Province had been called up for review by the Committee. These were the good old times of our short educational history: no written examinations for teachers or pupils; no special inspection of superior schools (indeed, there seems to be some question as to the existence of superior schools in the county districts at that time); no list of text-books; no course of study; no regulations for the guidance of inspectors, teachers, parents or pupils; no special statistics of Protestant schools as

distinct from Roman Catholic; in fact, no organization, no system. To the establishment of a system the Protestant Committee bent their energies. Sub-committees were drafted, and important departments of educational work were referred to them. A special inspection and report of superior schools were ordered, and special reports were requested from the elementary schools; and both classes of schools were informed that their grants in future would depend largely upon the character of these reports.

The Sub-Committee on Superior Schools reported at the fourth meeting that, of 56 institutions represented, only 14 could be said to meet the requirements, and of these five only could be pronounced efficient. These five were *Granby, Huntington, Knowlton, Lacolle* and *Sherbrooke*.

The Sub-Committee on Text-Books reported that the lists authorized by the Council could be utilized to a very limited extent for the Protestant schools, and new lists were accordingly prepared, published and distributed.

The Sub-Committee on Boards of Examiners recommend that the examinations should be conducted in writing, upon printed examination papers, prepared by a Central Committee. A series of regulations for Boards of Examiners was adopted in accordance with this report, and the Regulations were subsequently printed and distributed.

A demand was also made by the Committee for a grant of \$1,700 for contingent expenses, and for the establishment of a Journal of Education under the control of the Committee.

These are some of the items of business of the Protestant Committee during the first eight months of their new life, and the list is certainly a most satisfactory one.

At the beginning of 1877 quarterly meetings were adopted, and thenceforward the Committee held its meetings in February, May, August (or September) and November each year.

In September of this year the first examination of teachers, upon the printed questions of the Central Committee, was held, and as a result 41 elementary diplomas were granted. This system of examination was continued, with an increasing number of candidates, down to 1886, when regulations substantially the same as those now in force under the Central Board were adopted for the guidance of the several local boards. In 1880 a strong resolution was passed by this Association in favor of a Central Board of Examiners, and transmitted to the Protestant Committee. In 1882 this Association again called attention to this subject in a strong resolution.

The Committee reported in favor of the principle of the Central Board in 1883; but, owing to legislative and other difficulties, the provisions for a Central Board were not carried out until 1888, when the system of examinations was established under which we are now working.

In 1877 Messrs. *Weir* and *Emberson* were formally appointed by the Committee to inspect and examine the superior schools. The *inspection* and *examination* were conducted at the same time, as the inspector passed from school to school. As the examination was practically the same in each school, and as three or four weeks intervened between the first examination and the last, this scheme can hardly be called satisfactory, although it was a great advance upon the former method of determining the grants for superior schools.

In 1886 a special inspector was appointed to give his whole time to the superior schools, and the work of inspection was separated from that of the examinations, which were held simultaneously in all the schools of the Province.

It is scarcely necessary for me to trace the various stages and changes by which the first list of text-books of 1876 has gradually passed into the list of 1890; but I may point out that the present has been reached only through a great amount of careful thought and examination, in which the Committee has had the advantage of the suggestions of this Association.

During the earlier meetings, the Committee put forth strong efforts to reach the Protestant elementary schools. The Department of Public Instruction was requested to give full statistics concerning the number, locality, attendance, etc., of these schools; the inspectors were requested to make special reports upon the elementary schools of their respective inspectorates; special regulations were issued for the guidance of inspectors; the Government was requested to raise the grant for common schools to \$200,000 when the actual grant was less than it is now, and to provide for extra payment to municipalities where trained teachers are engaged. If this admirable programme had been carried out, the status of our elementary schools would have been greatly improved. The Committee's efforts in this direction did not produce satisfactory results, and the reasons of the failure are quite apparent. In the first place, the careful oversight of the work of 1,000 schools necessarily involved very frequent or very prolonged sittings of the Committee neither of which could reasonably be expected. And in the second place, as the grants to elementary schools are given according to population, the Committee had no

effective means of enforcing their decisions in reference to these schools. After several vigorous but unsuccessful efforts to reach the elementary schools, the whole attention of the Committee gradually passed over to the superior schools.

The earlier meetings of the Protestant Committee opened up several important questions which, in modified forms, engaged the attention of the Committee for many years. The question of the relation of the professions and professional examinations to the University and school examinations, which was started in 1878, took up a great amount of the Committee's time, until it received at least a temporary quietus in the passage of the B.A. Bill.

The Sub-Committee on Legislation has been a prominent feature of the agenda paper of the meetings of the Committee; and, although much useful legislation has been carried out in accordance with its reports, there is still ample work for the Sub-Committee in connection with the progress of legislation.

The Committee also spent much time in securing from the Ottawa Government the \$28,000 of marriage license fees now placed at their credit. This agitation, which began in the Council, was renewed at the first meeting of the Committee in 1876, and did not cease until the payment of the money in 1883.

In the year 1880, regulations were adopted concerning the qualifications of superior schools and the conditions of admission thereto, and attention was directed to the University school examinations as a standard for teachers.

In the same year provision was made for the publication of the EDUCATIONAL RECORD under the direction of the Committee.

The last decade is full of important educational changes, whether we take the history of the Protestant Committee, or of this Association, or of other departments of educational work. We can only refer to a few of them.

In 1883 a conference of the inspectors of Protestant schools was held, which resulted in several important movements for the improvement of our schools, and which was followed by conferences of School Commissioners in different sections of the Province; a course of study was provided for elementary and superior schools; a Central Board of Examiners was recommended to the Government; and the present Principal of the McGill Normal School was recommended for appointment to his present position.

In 1884 another important step was taken in the recognition of the Teachers' Normal Institutes, and in the changes in the Normal School session to permit the professors to take part in the Teachers' Institutes.

The year 1886 is marked by the appointment of an inspector of superior schools, by the adoption of the new regulations for boards of examiners, and by the arrangements for the simultaneous examination of the superior schools.

In 1888 our school law was amended and codified, and our school regulations were revised and extended, and published in a convenient form for reference; and thus a knowledge of our school system in all its details was rendered accessible to all who require or desire to make themselves acquainted with it.

I cannot here, for obvious reasons, stay to draw attention to the various amendments introduced into our school law at this time, nor to the great amount of time and thought given by the members of the Protestant Committee to this subject of legislation upon educational matters. The changes introduced into our school law at this time were very numerous, and, although they did not touch the fundamental principles of our school system, they tended to make the system much more satisfactory to all who have to do with it, by reducing the friction in its working caused by little defects, or defects in minor points, whose power of annoyance seemed to be in inverse ratio to their importance. All the changes made cannot, however, be classed as of minor importance: and, in proof of this, I have only to mention the establishment of a Central Board of Examiners with the exclusive right, apart from our Normal School, of granting diplomas valid for Protestant schools, (2) the incorporation of this Association, and (3) the right granted to this Association of electing a representative on the Protestant Committee. In fact, since the Act of 1875, which laid the basis of a system of Protestant education in this Province, there has been no period so fruitful with legislation and official action beneficial to our Protestant educational work as the past three years of our educational history.

We feel so keenly the defects of our present system and the injustice arising from unwise local administration of it, which are the necessary conditions of all human systems; and public attention has been so systematically directed of late to alleged defective and objectionable legislation in connection with education, that we are in danger of ignoring the important advantages which we enjoy under our present educational system. There are, indeed, three important defects inherent in the nature of the system itself which cannot be removed so long as the present system is continued, but which must be recognized and neutralized as far as possible by wise administration.

In the first place, the system is an expensive one. In order to

carry on a dual system of schools in the country districts, a larger expenditure of money is required than would suffice to provide a uniform system for all the inhabitants. The present unsatisfactory state of our elementary schools is due in a great measure to the fact that this expensive feature of our present system has not been fully recognized. I shall take occasion to refer to this point again, and will now simply say that very little can be done for the improvement of our elementary schools until this fact is recognized, and more liberal provision is made for their support.

A second defect is that the children of each locality or district are trained under two different influences—in different buildings, in different text-books, and, in the main, in different languages; and by this means those who are to live together as one community in after life have their natural differences and prejudices intensified, rendering it all but impossible for them to act as a homogeneous people in after life.

There is one way in which this defect can be partially overcome, and that is by insisting that the two languages of the Province shall be taught in all our schools, so that there may be a medium for free interchange of thoughts and opinions among different classes of the community; and I shall show presently that important progress has been made in this direction during the past few years under the regulations of the Protestant Committee, and that further progress in this direction depends largely upon increased educational grants.

The third inherent defect of our present system is that it becomes necessary under it to recognize and legislate for a minority—always a difficult and unsatisfactory work, and rendered doubly difficult by the conditions of this Province. Minorities are proverbially grumblers, and from the nature of their position they are probably necessarily so. To be obliged in all educational movements to consider their bearing, not only upon the interests of the majority, but also upon the naturally sensitive minority, adds very much to the difficulties of educational work in this Province.

So much for the inherent defects of our system. Attention has been called to them, not in a spirit of criticism, not with a view of magnifying them, but in order that it may be clearly seen that they are *inherent in our present system*, and that it is worse than useless for us to waste our energies in crying out against them as parts of our system. Apart from these defects, a candid examination of the system will compel an admission of its general fairness and excellence, and of the importance of the

privileges which the minority in this Province enjoys under it.

It is, no doubt, capable of improvement in many of its details. It will, no doubt, be amended from time to time along the lines indicated by the experience gained in working the system. And, moreover, it is quite possible for illiberal and prejudiced persons to administer the law so as to do grave injustice in their localities in educational as in other matters. In fact, perhaps more dissatisfaction is caused in those cases in which our educational work is necessarily affected by changes under the municipal law than in any other way. And there is much unnecessary friction arising from such causes. And yet a system must commend itself as on the whole satisfactory which provides for the minority such educational advantages as:

(1) A separate Board of Education, having exclusive control over its educational work, and having special powers in reference to grants and property ;

(2) A normal school for the professional training of teachers ;

(3) A competent staff of inspectors for its elementary and superior schools under the direction of its own Board of Education ;

(4) A Central Board of Examiners, with exclusive right of granting diplomas for Protestant schools ;

(5) A journal of education, published under the direction of its Educational Board ;

(6) The power of selecting (through its Board of Education) a secretary for the Department of Public Instruction, the professors of its normal school, its school inspectors and the members of its Central Board of Examiners ;

(7) The power of prescribing (through its Board of Education) the course of study and text-books for all its schools, and regulations for the guidance of its normal school, inspectors, Board of Examiners and teachers.

That these advantages are not mere matters of theory is evident from the fact that we have a thoroughly representative Board of Education in the Protestant Committee, carrying out a vigorous policy under the provisions of the law ; a fairly equipped Normal School, nearly every officer of which has been selected by the Committee, turning out yearly a supply of well-trained teachers, and extending its advantages by means of Normal Institutes during the summer months to those teachers who feel unable to take the regular course ; a staff of eight inspectors, half of whom have been selected by the committee, with a good prospect of an increase in the number and remuneration of the staff in the near future ; a Central Board of

Examiners, whose members were selected by the Committee, which has for two years granted diplomas under the regulations and conditions prescribed by the Committee; a list of text-books and a course of study authorized by the Committee and in general use, the latter connecting the infant class of the elementary school with the graduating class of the University, and qualifying in its several grades for the ordinary business of life, for the several grades of teachers' diplomas, and for admission to the University; and all of these several works are carried on under regulations drawn up by the Protestant Committee.

This is a brief statement of the main features of our present educational status and of the steps by means of which it has been reached; and, although it is susceptible of improvement in many directions, when it is viewed in the light of the past there is certainly no cause for discouragement, but, on the contrary, there is every encouragement to increase our efforts for further improvements.

Now that our system of education is fairly organized, our efforts for improvement must be in the direction of increasing the efficiency of the different parts of our system.

It will be generally admitted, I think, that the two most important parts of the system are (1) the teaching staff, and (2) the course of study over which the pupils are to be taken for the purposes of intellectual development and the acquisition of knowledge. If these are satisfactory, the results will be satisfactory.

Of these two points, the least important and the most easily satisfied is the course of study. If the present course of study is not satisfactory, it should be made so without delay. The materials are at hand for framing a course of study that shall meet the educational requirements of our Province, and no expense is involved in framing such a course.

I do not propose here to examine in detail the present course of study, or the criticism which it has received. I desire to say, however, that it has already done much to improve our school work, and that, while it is subject to amendment from time to time, it is now a satisfactory guide for the teachers and pupils of our schools.

One or two remarks, however, upon the general principles upon what the course of study is based may not be out of place, and, first, as to our *Course for Elementary Schools*.

The fundamental parts are reading, spelling, writing, and arithmetic, together with Scripture and moral teaching. In

addition to this there is a little singing to act as a tonic for the school, a little drawing to keep little hands usefully employed, and occasional oral lessons during the week upon the use of English, upon geography, upon Canadian History, upon useful knowledge, and upon physiology and hygiene. This covers the whole course, with the exception of the optional subject of French; and yet many who glance at the course and find it divided into thirteen sections are shocked at the ignorance and stupidity of men who could so overload the minds of children. It never occurs to them to examine how this course is to be applied, nor to reflect how a child is trained in the school of Nature. They could soon discover (1) that it was never intended that a child should cover the whole thirteen departments of work in one day, and (2) that the child in Nature's school carries on his investigations in more than twice thirteen subjects side by side, and that the motto of early childhood is *multa non multum*: a little of many things—not much of any one thing. The course of study imposed upon young children by Nature is far more extended and far more varied than our school course, and children thrive and make rapid progress in Nature's school. The variety of subjects presented for examination by Nature is the very life of the child, and the younger he is the more rapidly he passes from subject to subject, and the sooner he wearies in the consideration of a particular subject. A child has been likened to a narrow-necked bottle—you can only pour in a little at a time. If you exceed the proper amount it flows over, and is lost. You can only teach so much reading and arithmetic in a day—the remainder of the time must be filled in with something light and interesting. Our course of study, while giving the fundamental subjects the prominence they deserve, provides variety and occupation for the pupils in other useful subjects. If those who are distressed at the extent of the educational bill of fare which has been provided for our elementary schools would follow these children to their homes in the neighbouring farmhouses of an autumn evening, and examine the stores that have been laid up for the winter's use, they would scarcely survive the shock. As they reviewed the vegetable list of potatoes, turnips, cabbages, beets, carrots, squash, and pumpkins; the grain list of wheat, corn, buckwheat, oats, beans, and pease; the apples and small fruits in endless variety; the meat and fish, butter and cheese, milk and tea and sugar, etc., they would turn to the farmer and ask what he intended to do with all these. They would, no doubt, be told that this was the ordinary winter's supply for his family of young children;

that there was no intention of inviting the children to gorge themselves, nor to ruin their physical health by cramming them with all these varieties of food. The farmer would point out that some of these articles of food would appear daily upon the table, but that the great majority would appear from time to time to give variety and enjoyment, and to maintain a healthy interest in the frugal meal; and it would be difficult to induce him to discard all the unessential elements of diet and to confine himself to the three or four articles of food which appear daily upon his table.

The same principle holds good with reference to a course of study for elementary schools. The child has been accustomed in the school of Nature to have his mind occupied with a great variety of subjects, and no sudden change should be made when he enters upon school life. The child has little or no power of voluntary or sustained attention. We require to attract the attention of a child by throwing interest and variety into our teaching; we must, therefore, frequently change our subject.

In the great majority of our elementary schools the children are obliged to remain alone at their desks three-fourths of the school time, and during this time they must be provided with interesting work to employ their time. In the case of the majority of these pupils this must be mechanical work. There must be a pleasant variety in this work, or the pupils will soon tire and turn from work to idleness and mischief. In accordance, therefore, with the principles of child nature and the requirements of our schools, a variety of pleasant and interesting work has been provided in the course of study in our elementary schools in addition to the three or four fundamental subjects of the course. But, as we sometimes see a man discuss in order at one sitting every item of a menu card at a hotel, from the soup to fruit, and as some mothers abuse the abundance of the winter's supply by allowing their children to gorge themselves with varieties of food, so mistakes are, no doubt, sometimes made by teachers in applying the educational bill of fare which has been prescribed by our schools; and I am disposed to believe that the complaints which have been made against our course of study have been due in a great measure to the manner in which the course of study has been applied. For example, there seems to be an impression that in order to do efficient work each of the subjects prescribed in the course of study should be taken up each day—that the pupils in the upper classes should prepare at home each night lessons in all or nearly all the principal subjects of the course. There can be no

doubt as to the result where this plan is carried out. Both teacher and pupils will be loaded down with work in school, and the burden of home lessons will be greater than the children can bear.

There are two systems under which we may work in this connection. Our course of study may consist of three or four subjects to be taken up according to a daily time-table, or our course of study may consist of several subjects to be taken up according to a weekly programme, in which the subjects alternate with one another. The latter is our present system, and to endeavor to build up a daily time-table upon it is a fatal mistake.

It is a mistake to suppose that very little can be done with a subject that comes before a child two or three times a week. All that a child requires of history, geography, grammar, and like subjects can be taught in two lessons a week; and if due regard be had for the main subjects of the course and for the child's health, more time cannot be afforded for these subjects.

In reference to the subject of home lessons, I desire to say that I do not consider any time-table for our superior schools complete that does not plainly indicate the subjects for home lessons for each day in the week. In the case of the upper grades not more than four home lessons should be given per day, only three of which should be on principal subjects. These lessons should be so arranged as to length and difficulty as not to call for more than two hours' work from the average pupil, and for the lower grades these lessons should be diminished both in number and length so as not to occupy more than half an hour of the younger pupils' time out of school.

I have dealt in detail with this question—first, because I believe it to be a practical question at the present time; and, secondly, because I know by personal experience the evils arising from excessive home lessons, and the great improvement that comes from the adoption of such a system as I have indicated. And I am inclined to think that if this plan were more generally followed in our superior schools, the school work would be more satisfactory to all concerned, and the complaints concerning over-pressure would be greatly diminished.

One of the subjects of our school course has been attracting special attention of late, and it is only fitting that some reference should be made to it here. I refer to the teaching of French in English schools. Attention has been called to the fact that in a large number of English elementary schools

French is not taught. The fact is not questioned, and there is no doubt that it is desirable that both languages should be taught in all our schools; but, in order to a just appreciation of the present status of this subject in our English schools, it is necessary to know the past history of the subject of French as a school subject. In our Normal School this subject has received special attention from the commencement under a professor of French, and each teacher sent forth from the Normal School has been obliged to take a thorough course and pass an examination in French. During the past few years the time given to this subject in the Normal has been more than doubled, and the instructor in French has been raised to the rank of an ordinary professor, giving all her time to this subject. Under our Board of Examiners, French is required for all academy and model school diplomas and for first-class elementary diplomas; but it is optional for second and third-class elementary diplomas. In the last examination, out of 104 teachers who took second-class elementary diplomas, 47 passed in French, although it was optional with them.

In our superior schools the subject of French is compulsory, and forms one of the subjects of the annual written examination; and at the examination in June last, out of 1,259 pupils, 1,169 were presented for examination in French.

In the elementary schools of the cities, towns and villages the subject of French is also regularly taught; and during the past few years no subject has received so much attention at our educational gatherings as the subject of French, the best text-books to be used and the best methods of teaching it. Our text-books in French have been prepared by our own teachers, and a new one has just been added to the list from which good results are expected. The best teachers of French from a distance have been invited to give us the benefit of their experience in the best methods of teaching this subject; and some of our own teachers have taken advantage of the noted summer schools of languages in order to qualify themselves for the best work in this subject, and they have in turn given other teachers the advantages of their experience in our conventions and summer schools, and in special classes for teachers organized for this purpose. In fact, it may be said that no subject of the school course has been so persistently and enthusiastically discussed by our educational bodies during the past few years as this subject. It cannot be said, therefore, that we are indifferent in reference to the teaching of this subject, or that we have neglected to take the necessary steps

to give it its proper place on our programme of studies; and yet the subject is not taught in about 75 per cent. of our elementary rural schools.

The reason of this is not difficult to discover. These schools are the small district schools of young children, with an average enrolment of 22 pupils. Only a few of the older pupils could study the subject from a text-book; nearly all the teaching would require to be oral teaching. The pupils of these schools have so much difficulty in obtaining the mere elements of an English education that it would be difficult to induce them to turn their attention to any other subject. The average salary in these schools is less than fifteen dollars a month, and the average time that the schools are in operation during the year is not more than the minimum of eight months required by law. In order to qualify one's self to take up the subject of oral French in these schools in addition to the other requirements, a teacher must take an extended course of training in some good institution, involving a considerable expenditure of time and money not warranted by a prospective salary of \$120 per annum. Just here lies the solution of this whole difficulty. As long as these schools are unable to offer more than \$120 a year for a teacher, this and other defects must continue to exist in our elementary schools. To impose new conditions at present would simply close these schools. We have the machinery to prepare teachers thoroughly qualified to do this work. We have candidates who would gladly prepare themselves if the remuneration was satisfactory. As soon as the means are placed at the disposal of these schools to enable them to pay twenty or twenty-five dollars per month for their teachers, it will be an easy matter to secure the teaching of French in all our schools, and to improve them in many other respects.

This concerns the second important part of our system referred to—namely, our teaching staff. Over 25 per cent. of our present staff are trained teachers; another 25 per cent. have been brought more or less under the influence of our teachers' institutes; the remainder of the staff have had no kind of professional training, a large number have had no experience, and far too many are teaching without diplomas. The main reason for the employment of teachers without training, without experience or without diplomas, is that the schools are not able to offer salaries that will command the services of trained teachers. That a large number of our schools should be under the independent control of young

persons destitute of professional preparation and of experience in teaching, and that a number of our schools should be under the independent control of persons who have not even submitted to the test of a literary examination and whose qualifications are entirely unknown, is certainly not satisfactory. These defects affect chiefly our small elementary rural schools. It is here, however, that the education of many children begins and ends. It is here that the children are found during the most plastic and most important educational period of their lives, when they require the most skilful treatment. The results which follow from this state of things are simply disastrous. These untrained and inexperienced experimenters fail to make their teaching interesting and attractive; hence the lack of interest on the part of parents and pupils, followed by irregular attendance. They fail to maintain discipline in an even and judicious manner, and they consequently develop a spirit of disobedience. They fail to give satisfaction and hence frequent changes of teachers. They fail to instruct the children, and hence the unsatisfactory condition of many pupils in the county districts after an attendance at school for several years. These facts not only affect the interests of that large proportion of our pupils whose education is confined to these schools, but the work of our superior schools is seriously affected by the inferior preparation which many of the pupils receive in these schools.

The whole scheme for our Superior Education must remain unsatisfactory so long as the arrangements for laying the foundations of an education in our elementary schools leave so much to be desired.

Not the least serious result of our present condition is the depression and discouragement which young teachers experience from having difficult work thrown upon them for which they are not prepared either by previous training or experience. Not being able to conduct their work with pleasure to themselves or profit to their pupils, they naturally drift away from the work of teaching as a disagreeable and thankless occupation. Such experiences deter others from even entering upon this work, and thus our schools are deprived of a most desirable class of candidates, who, under favorable circumstances, would have made successful teachers.

I have no desire to depreciate our teaching staff. They are doing all that could be expected of them under the circumstances in which they are situated. The efforts made by a large number of our teachers in elementary schools to qualify them-

selves for better work is most creditable, and shows that the material is available for an excellent well-trained staff for our elementary schools, and all that is required is sufficient remuneration to enable the candidates to incur the expense involved in a preparatory course of professional training.

I have no hope of being able to increase the efficiency of our staff beyond its present status under existing circumstances. It will require all our efforts to maintain the present degree of efficiency. The literary requirements for our diplomas impose as heavy a strain as our system will bear. All first-class diplomas of the three grades now require previous training or successful experience in teaching. To impose further requirements for second-class diplomas under existing circumstances would simply increase the number of schools under persons without diplomas. The difficulty is really a serious one for our educational well-being, and it deserves the careful attention of all those who are interested in our Protestant educational institutions. Defective elementary schools are more serious in their consequences than one would be inclined to suppose. If the facilities for an elementary education are poor in our country districts, the better class of the inhabitants of those districts will be compelled to withdraw out of regard for the interests of their children. This question, therefore, does not concern educationists merely, but affects the vital interests of our rural sections. It is not too much to say that the continued existence of the Protestant minority in this Province is closely bound up with the maintenance of efficient elementary schools, and it is time that those who have great interests at stake in this Province should have these facts pressed in upon their attention.

The remedy for our present educational distress is simple, and the means for applying it are at hand. More money is required for the maintenance of our elementary schools. The local taxation of two to five mills in the dollar cannot well be increased in the present condition of our farming population.

The expensive nature of our system renders increased aid from external sources absolutely necessary for an efficient system of elementary schools. This additional aid may be looked for from two sources. First, from an increased Government grant for elementary schools. This increase has been urged by School Commissioners, by School Inspectors, by the Protestant Committee, by the Superintendent of Public Instruction, and by this association; and let us hope that the present Premier of the Province, who has given so many substantial proofs of his deep interest in our educational work, will see his way

clear to supplement in the near future the grants for elementary schools. But a second and undeveloped source of additional aid for our elementary schools is that of private benefactions. There is no more useful way in which men of wealth can use their means than in securing for the Protestant minority in this Province an efficient system of elementary schools. The machinery is all ready to hand for the efficient administration of such funds. The Protestant Committee is a body corporate under the law, specially empowered to administer money and bequests for educational purposes. With a revenue of \$20,000 a year to be administered in this way in the interests of elementary education, the Protestant Committee could establish within a few years a system of elementary schools that would be a credit to any province. He who aids by his means the work of Superior Education does a noble work, for he contributes directly to the interests of a few; but he who aids the work of our elementary schools does a nobler work, as he renders efficient the colleges of the people, and contributes directly to the educational interests of the many.

I believe that when this matter is pressed home upon the attention of wealthy citizens in the right way that they will come to the relief of our elementary schools, and secure thereby great benefits for the people and great honor to themselves.

Editorial Notes and Comments.

The narrow view seldom or ever leads to the permanently beneficial; and yet how often men are to be found flocking round it as a rallying point. The teacher of one method is all but as inefficient as the teacher who has no method, and the educationist of but one idea generally lives long enough to see the decay of the movement he has inaugurated. The idea of a universal language is an example of this, and the non-success of the Volapuk fad is an illustration of the fate of such ill-digested ideas. The prominent notion about the introduction of a language medium for all nations was the commercial. An interest, it is true, is still taken in the fad, and some commercial houses have tried to make use of it in their business transactions; but the enthusiasts who rushed in thousands round it, as the rallying point of all nations, are now nowhere to be found. The problem which the inventor of Volapuk thought to solve has been solved by the centuries. The man who knows French and English needs no Volapuk to make himself understood anywhere among the nations; and hence it

is that in nearly all our schools the study of the two languages has come to be conducted simultaneously, thus giving striking evidence of the recognized co-importance of these two tongues. Philip Schaff, in his "Literature and Poetry," speaks of one of these competitors in this way, though there can hardly be said to be any competition between them, seeing the English are as eager to learn French as are the French to learn English; and no better evidence could be given of this than in our own province. "English," he says, "can never usurp all the language now spoken on the earth. Our many-sided humanity will never be content with one speech; the difference of language and dialect will last as long as the difference of nations, but the progress of humanity requires the preponderance of one language as a common medium of international intercourse and the connecting link between the various professions of the civilized world. In our age the English language is rapidly becoming the world language, and extends over a larger territory than any of its predecessors, with every prospect of a steady advancing for a long time to come. It is spoken by a greater number of civilized men than any other speech. Already it holds the balance of power among the tongues, and with its literature and science is circumnavigating the globe. It is methodical, the language of the modern age, and of the coming age of progressive intelligence and civilization." The plea is perhaps sound enough in view of the extent to which the English language is spoken, but in our opinion the so-called universal language will only be found in those communities where French and English are equally well understood.

—The burning of the Montreal High School is an event which has caused no little commotion among teachers all over the country. The suspicions, which have led to the arrest of four of the pupils, are of a nature which no teacher can look upon with equanimity. That lads can be so thoughtlessly revengeful is a phase of human depravity which fills the teacher's mind with distrust of those whom he has to train. In the newspaper reports of the occurrence a great deal of nonsense has been uttered. The plan on which the building was originally constructed has been animadverted upon; the character of the discipline and the unpopularity of some of the masters have been spoken of in an attempt to excuse the youthful incendiaries; but all this has nothing to do with the main issue. The boys have to be punished, and as a deterrent to others, if not as a means of reform in themselves, have to be punished severely. The dime novel has, as usual, come in for its share of

the blame, and yet we are inclined to think that hardly a boy who has read the newspaper comments made upon the piece of rascality perpetrated can have failed to receive as much harm from the reporters' flippancy as from the most injurious of dime novels. When reporters and correspondents are allowed to speak in the most disrespectful terms of our educational system, our schools, and our teachers—and the Montreal newspapers are flagrant offenders in this respect—what can the outcome be, as seen in the conduct of our pupils, but a perseverance in evil courses which even the best disciplinary methods adopted in school are only likely to fan into open rebellion? The character of the local newspaper is as often an exponent of the moral tone and social guidances of a community as is the school; moreover, it is often to be found that the countenance given by the community to the irregularities of boys is as often the cause of insubordination among pupils as is the incapacity of any teacher in whose care they may be placed. And we speak the mind of many when we say that in no other way is such countenance given more openly and more frequently than through the columns of the local newspaper. The newspaper is an element in the home upbringing, and in it there should very seldom, if ever, appear a word of personal disrespect towards the head of the home, of the church, or of the school, or an unthinking word offered as an excuse for conduct which cannot be excused. Indeed, bad taste and loose logic are too often to be deprecated in our daily and weekly newspapers.

Current Events.

In the Revised Course of Study attention is drawn to the necessity for morality-teaching in our schools, and akin to this is surely the cultivation of the national sentiment. A suggestion has been made by a correspondent of one of our contemporaries, urging upon Canadians the formation of what may be called Canadian societies, by means of which the patriotic might find a fitting outcome through the social. The idea is an excellent one. But in our schools surely something of the same kind may be done. What would people think of a school in which the name of the President of the United States was quite familiar, but the name of the Governor of their own Province unknown? Or in what state of development is the patriotic sentiment among children who break down in the singing of our glorious National Anthem, "God save the Queen"? We have received for distribution copies of a pro-

posed Canadian National Song, entitled "My Canadian Home," and perhaps our teachers will be willing to try the experiment of fostering the national sentiment through a thorough drill in the singing of both of these national hymns. We can supply the latter free to any teacher sending for it.

—The Queen's University has inaugurated the reading movement among its students, in what has been called the "Seminary." In our own provinces some of our teachers have been trying the same plan, in connection with what of a library they have been able to procure. The Friday afternoon, in our opinion, cannot be better employed by the pupils of our schools than in the handling of books, and hence the necessity of having in each academy and model school at least the nucleus of a library. When there is no library, an excellent plan is for each pupil to bring a book from home, and thus provide for an interchange of volumes. The eagerness with which the pupils will enter into such a plan will, no doubt, eventually lead to some steps being taken to provide a library for the school by means of subscription, entertainments, lectures, or through the co-operation of all interested in educational improvement in the community.

—There is an example in the following which our W.C.T.U. may be anxious to follow:—"The Band of Hope Union of London, England, encouraged by the success of their lectures delivered in public elementary schools, have determined on a new departure. The committee offer 1,500 prizes to the value of £250, open to all scholars and pupil teachers in elementary schools, to be given on examination in a special text-book, entitled 'The Temperance Manual for the Young.' Any teacher may receive a copy of the conditions of the competition by applying at the offices of the Union, 4 Ludgate Hill, E.C."

—The following protest against the proposal to place a sum on the Estimates to provide public school children with rifles has been forwarded to the South Australian Minister of Education:—"The South Australian Peace Society hereby protest against the attempt that is being made to stimulate in our public schools the war spirit by associating drill with warlike proceedings, putting into the hands of our children instruments of death, and teaching them that the natural and right method of settling international disputes is by the sword only, forgetting the injunction of Christ, 'Love your enemies.' The legitimate objects of public instruction are to train the mind to reflect and reason, and to prepare the young for the pursuit of the useful industries of life. The above proposal is a wide depar-

ture from these objects. We strongly urge Christian parents to take steps to prevent the minds of their children becoming familiarized with the idea of the slaughter of their enemies."

—The Government of Quebec has not been afraid to announce as part of its policy the increase of the subsidies in behalf of education; and there is now every reason to believe that the pecuniary position of the teacher in Quebec will be very much improved before another year goes by. A like movement is to be found in other countries, and it is a matter of pride that Quebec is by no means to be the last in the race for the improvement of the teacher.

—What they are doing abroad is often interesting reading from which some valuable hints may be drawn. From the Report of the Superintendent-General of Education of Cape Colony we learn that there were 1,447 schools and institutions in actual operation during the year, and of these 178 were new schools. The annual enrolment of pupils was 93,415, with a daily attendance of 49,987. The average cost of each pupil (exclusive of the general expenses of administration and inspection) was a little more than \$20, of which amount the Government paid about two-fifths, the local managers and parents paying three-fifths, in salaries, fees and maintenance. "The standard of work, as well as the school accommodation among the aborigines, is decidedly improving. Unless the school-hut is properly ventilated, and furnished with glazed windows, no grant is issued; and the employment of certificated teachers is encouraged by regulating the salaries as follows:—Uncertificated teachers begin at \$100 per annum; may be promoted to \$120 per annum, and ultimately to \$150 per annum. Certificated teachers begin at \$120 per annum, and, after satisfactory service, are promoted to \$150 per annum, and ultimately to \$200 per annum. In exceptional cases higher grants are made. The local contribution expected from the people is \$50 per annum to supplement the salary. Accommodation for school and teachers must also be provided by the communities.

—Students have an extraordinary way of seeking to redress their grievances, as the following, which is a mere repetition of what has lately happened in one of our own colleges, bears witness:—"A dispute of a very unfortunate character has broken out at the Normal College, Bangor. After partaking partly of their dinner on Monday, the students, sixty in number, rose in a body and left the premises, finishing their meal in a temperance house in the town. As to the real cause of the dispute it is very difficult, as is generally the case, to get

hold of the truth. The authorities of the college, including the principal (the Rev. Daniel Rowlands, M.A.) and the vice-principal (Mr. John Price), have been quite taken aback by the suddenness of the rising, which has also caused a great sensation in the town. The version given by the masters is that during dinner on the day in question one of the students became insolent to one of the tutors. He was ordered out of the room, being followed by all the students in a body. They afterwards proceeded to the town and finished their meal, as already stated. In the ordinary course of things, they should have been back in college at two o'clock. They, however, failed to return until nearly four o'clock, when they were refused admission. A meeting of the committee of management was at once summoned, and a request sent to the students to appoint a deputation to meet the committee. This they refused to do, wishing to be admitted as a body. A second request was made to a similar effect, or that the committee would see them singly. The students still insisted upon being admitted as a body, whereupon the committee decided that they had no alternative but to expel them wholesale." The source of the trouble seems to have been the same as at Lennoxville, and the authorities have had no other way of meeting the insolence than by rusticating the greater part of the class. The respectful tone in approaching authority is always the most successful.

—There is a growing feeling in favor of compulsory attendance at school in nearly all the provinces of the Dominion. In Ohio the Compulsory Education Law passed at the adjourned session of the sixty-eighth General Assembly was amended in several important particulars last winter. To these amendments the special attention of boards of education is hereby called. The principal amendment adopted is the one that broadens the compulsory attendance so as to bring within the provisions of the statute all absentees from school between eight and sixteen years of age who are not engaged in some regular employment, and enforces the attendance of such youth, not only for sixteen or twenty weeks, but for the whole time the schools of their respective districts are in session.

—Again the rumor that a Prussian general school law is under preparation by the government, is being circulated. The Prussian schools have been waiting for that law ever since the adoption of the constitution in 1850. Some journals even begin to mention details that look as though they had been inspired officially. How low the teachers' salaries in Prussia still are is seen from the fact that in Langenbielan (in Silesia), a town of

about 14,000 inhabitants, the teacher at the head of the people's school still draws only 1,110 marks (or \$277.50) after having served 25 years.

—The Liverpool School Board decided some time ago to introduce into their schools, supplementary to tuition already given in elementary science and drawing, further branches of instruction as recommended by the Royal Commission on Technical Instruction. These were instruction in the use of tools for working in wood, under the name of applied drawing, and instruction in inorganic chemistry, and possibly other science subjects. Two centres for applied drawing have now been established in the north end of the city, and similar centres may be expected to be provided in the south end next autumn. The accommodation at the centres formed is somewhat greater than can be fully utilized for the board's own schools, and to the extent to which it is unoccupied the board have expressed their willingness for a stated charge to allow the managers of voluntary schools in the neighborhood to avail themselves of the services of the board's teachers, and also to use the board's appliances.

—The *Lancet* has passed an encomium on the physical drill in the London schools, and its words are an encouragement to the movement in some of our cities in favor of this branch of education. "Looking at the movement with the eye of a physiologist," it says "we were fully persuaded that the variety of movements was based upon thoroughly rational principles, and aimed not only to develop the limbs, but by careful distribution of the work every muscle and all the sets of muscles in the body were duly and systematically exercised, with the result that the boys and girls showed a very equable development. We trust that the good policy may be followed by all the school boards of this Empire, introducing into the elementary schools a rational system of physical education. As a consequence, we should have to deplore fewer cases of physical degeneracy amongst children. We should soon find that with mental and physical training going on together, the bodies of the rising generation would be more harmoniously developed, with a symmetry of form and grace of movement established which cannot be attained without constant attention to the body during the period of its most rapid growth."

—The exceptional is hardly ever worth discussing; yet as there are many parents who take delight in teasing the teacher, it may be as well for such to know that when compulsory education comes in vogue that the keeping of the pupil back

from the examination is likely to be made illegal. There is very little of this in our Province, and we are very glad to be in a position to say so, for of every species of annoyance given to the teacher, this is certainly the most trying.

—From Mr. A. W. Edson's address before a section of the Massachusetts Teachers' Association "the primary school should furnish an easy and natural transition from the free and unrestricted life at home or the kindergarten to the more arduous life and work of the intermediate and grammar schools. When the true spirit of the kindergarten imbues the heart of every primary teacher, then will school life be made pleasurable to every pupil. Into the heart and life of a child there cannot enter too much sunshine. Before school days a child's greatest delight is in acquiring knowledge; the same pleasure in learning may be continued through all school life. All actions should be spontaneous, and should spring from a right motive. In the æsthetic training of children much may be done to lead them to recognize and love the beautiful in nature, art, literature, and action. Too often are we reminded of eyes that see not and ears that hear not."

—The Boston School Board proposes to do the handsome thing for the teachers by allowing every teacher the ninth year as a vacation year on half pay, provided the time is devoted to rest and intellectual or professional improvement. This is one of the best schemes for making teaching attractive to young people of promise, and for keeping those in service vigorous, cheerful, and progressive. Boston owes it to herself to lead off in this, one of the most sensible educational departures of the times.—*Boston Journal*.

—Harvard College has four hundred members in her freshman class. Yale has two hundred and fifty freshmen in the college class and one hundred and sixty in the scientific class, making a total of four hundred. These are the largest in the history of either of our great colleges.

—The regular meetings of the Teachers' Association in connection with the McGill Normal School were commenced on Friday evening, Nov. 28th, at eight o'clock. Prof. Parmelee, the president, occupied the chair, and opened the proceedings by calling upon Dr. Kneeland to commence with prayer. The adoption of the minutes was followed by Prof. Parmelee stating that the meetings during the season would be held monthly, at which it was the intention of the council to consider live educational questions of the day by discussions and debates. The main feature of the evening was the president's address by

Prof. Parmelee, which dealt with the consideration of some of the educational problems of the present time—how to meet the demands made upon education by the public, and the question of free and of compulsory education. Before and after the address a short programme of music and reading was performed by Mrs. R. G. Brown, Mrs. A. A. Murphy, Miss Rickert, Dr. Kneeland, and the secretary. Adjournment was made after the president had thanked those who had contributed music and reading, and Messrs. Willis & Co. for the use of a piano.

—The beginning of a most important and novel educational movement was made in New York the early part of this month, for the purpose of bringing about a closer union and a better understanding between professionals, parents, and persons interested in education. This association will open up avenues of communication between parents and teachers, and will endeavor to influence the public to take more interest in educational matters, especially in scientific pedagogical methods, and the proper administration of the schools. The work of the teacher and the basic principles of education are but little understood by parents, so that if this association did little else than change this, a great good would be accomplished. It will attempt more than this, however, with the help of educators and the interest and sympathy of the public—the public interested in education.

Literature, Historical Notes, etc.

One hundred years ago a remarkable story appeared in Europe. It was prolix after the fashion of that day, and is now rarely read. Yet its characters and action were as real and as new in fiction as Kipling's best, while the author's passion for moral and social reforms was as all-controlling as Tolstoi's.

It was a tale of homely life in a Swiss village—of peasants who beat their wives, and of dirty children who stole potatoes, and only on gala days had the cream left on their milk. The good preacher was growing duller; the doctor more quackish; the schoolmaster more mechanical. The squire—who also kept the beerhouse—was getting everyone in his debt, and extracting and using for his own wretched end all domestic secrets. There was the gossip, the hypocrite, the liar, the fool, the sot; and everywhere increasing superstition, scandal, intrigue, and vice.

But there was one good woman in this dismal hanlet—Gertrude, the mason's wife, who taught her children cleanliness, courtesy, maxims, hymns, prayers, and simple industries, with such devotion and success that the neighbors begged that their

children might come too, and soon began to come to see for themselves. An old nobleman visited her home-school, and found a real vocation in starting a school himself. The pastor grew interested, and realized that his sermons had been dry, and began to preach in earnest. The spirit of home life and mutual improvement appeared. The beerhouse ceased to be the centre of the village life. A few citizens met weekly to discuss the larger educational questions of public and private weal. At length a Royal Commission was sent to study Bonal, which had become the thriftiest village in the realm, and reported that they had discovered here the true principle of reform, prosperity, and universal government in education, with Gertrude's school at the root of all.

For Bonal is the world. All its degradations are but the natural offspring of ignorance, and Gertrude is the good teacher by whom alone society, state and church can be regenerated. This tale of Pestalozzi's shows us what a simple and unlearned man can do if he is in earnest, and if his cause is just. It was read everywhere; it was wept over; royal personages came to see the author, and gave him presents and decorations, and many greater men than he have since lit their torches at the fire he kindled.

Sixteen years later, in 1806, the power of Prussia was shattered at a blow by the battle of Jena. Its army was swept away; its allies, industries, and trade gone. The country was impoverished and exhausted, and its capital garrisoned by French soldiers. Its soil had never been fertile, nor its spirit practical. Its military situation, with strong nations on all sides, was the worst in history, and its record had shown more discord than unity. The race had never felt such humiliation, and the future had never seemed so dark. But the German stock was still vigorous, and on every hand the cause of this unexpected collapse was explained. Scharnhorst began to plan a comprehensive re-organization of the military system on its present basis, and Stein set about reconstructing the land laws and the status of the peasants. Jahn founded everywhere his patriotic turner societies, and preached again the gospel of ancient Greece, that only strong muscles can make men great and nations free. But the key-note which guided and unified all was spoken by Fichte in his so-called "Addresses to the German Nations," which were given in Berlin every Sunday evening for an entire winter to large audiences of the best classes, with Napoleon's sentries at the door, and his spies scattered throughout the hall. He said in substance this:—

We have yet left us German bodies—large, strong, and healthy to the core; a marvellous language, all our own and not agglomerate of many tongues like English; and a pure blood never mixed with other races. We have wrought out the Reformation, the greatest task the human spirit has yet achieved, and our ancestors call to us not to let the work they died in doing be in vain. We carry the light and the hope of the world. If we sink, freedom and humanity sink with us. There is one plain and only way for patriotic recreation. It is not primarily by armies or legislation, but we must rise like Bonaparte by the slow and sure processes of national education. We must live for our own children, training their bodies and minds as was never done in the world before. Schools have been the one product in which the German spirit has already excelled. We have set the human spirit free; have preached, taught, lived, and believed in ideas and ideals. We must make education our supreme task; our duty of duties. We must realize the platonic republic, where the wisest ruled and education was the chief problem of statemanship. This policy must be our destiny. Our leaders must be priests of Truth, and in her pay. They must think fearlessly in all directions; must investigate and discuss, do and suffer all in the world's great holy cause of science and learning. To this end he invoked all ranks and classes. For thus not only the united Fatherland, long hoped for, long delayed, could become real, but men of a higher type and order of exertion than had yet offered would be developed.

Thus Fichte, idealist and enthusiast, spoke and was heard as no man had spoken or been heard since Luther. For him education was the one divine cause in the world—a new dispensation of religion itself. In accordance with his conceptions, but by far more practical men than he, the University of Berlin was founded, and a national policy was defined making education the test of all. Along these lines the Fatherland has become the most effectively governed state and its army the strongest since ancient Rome. Just as the Reformation slowly pervaded other lands, so Germany has set the educational fashions for most nations of continental Europe, not to speak of Japan and South America. Her methods and ideas have been especially transforming since the war of 1870 made manifest the strength this policy had developed in half a century. Her conquests are now spreading to the world of industry and trade, and France has shown her true greatness by wise imitation of her conqueror.—G. S. Hall, in the *Teacher*.

Practical Hints and Examination Papers.

A PRIMARY TEACHER'S CABINET.—Those who cannot attend summer schools will find the next best advantage in giving a little time to home preparation for the fall school. The abundance of reading, of directions, and of aids, now so easy to obtain, make it possible to do much by one's self. The teachers of country schools especially will find the whole coming year made easier if a box of illustrative material and busy work be prepared for the time of need. Material and books which have been found helpful are here briefly noted. Small boxes of letters for word building. Short, easy script sentences written on manilla paper for copying. Let these be arranged in envelopes for quick distribution. Forms of objects and animals, cut from heavy paper, for aids in drawing. See that the name of each form is written plainly upon it for copying. A box of envelopes, each containing square inches and half square inches of heavy colored paper or cardboard. These may be used for drawing square inches, laying squares in rows for illustration of the multiplication table, counting by halves, or designing. A box of envelopes, each containing colored inch sticks. A box of splints. A box of shoe-pegs, one inch in length. Set of boxes each containing circles of colored cardboard, cut in halves, thirds, fourths, and sixths, for the illustration of fractions. A few envelopes of bright picture cards, sliced. Attractive pictures, mounted on cardboard, for language work. A set of stencil maps, bought or made. Secure a large railroad map of the United States. Perforate, and with a little care, it can be stamped upon the board. A box of colored crayons for the blackboard. Collection of pictures for the geography and history classes.

A GEOGRAPHY DEVICE.—I saw a game of cities, not long ago, that pleased me very much. It was like the well known game of authors, only a country and three or four of its important cities formed a book, instead of an author and some of his works. On each card of the book was an outline of the country, with the cities mentioned, located upon it. Only enough rivers were drawn for the location of cities; the eye was not confused by details. It occurred to me that a pupil could make such a game for himself, and that it would furnish excellent busy work for a grammar school. In almost every class there are some bright pupils, who learn their lessons much more readily than the majority of the class, and consequently have the temptations to mischief that idleness affords. Possibly the manufacture of such a game might please the fancy of such scholars, and furnish legitimate and instructive occupation. I saw a device at a study class one evening, that I thought would be helpful in a school-room in teaching pupils, the sometimes difficult lesson, attention. The teacher gave the class a list of questions which they copied, and which they were to answer at the next meeting. In the reading that followed, given by the teacher, the attentive listeners found the answers to

many questions. It was a taste of the game of hide and seek, for the listeners sought for the answers that were sometimes partially concealed in the reading.—*Popular Educator*.

FOR DRILL IN NUMBERS.—Take a piece of cardboard or manilla paper, or a portion of the board, and place on it in large plain figures the following:—

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 5 | 4 | 6 | 1 | 0 | 3 | 7 | 8 | 6 | 9 | 7 |
| 4 | 0 | 3 | 5 | 8 | 7 | 2 | 6 | 9 | 5 | 3 | 6 |
| 8 | 3 | 9 | 2 | 6 | 4 | 7 | 1 | 0 | 4 | 8 | 2 |
| 1 | 9 | 7 | 6 | 3 | 8 | 5 | 4 | 6 | 0 | 2 | 0 |
| 7 | 1 | 8 | 4 | 9 | 3 | 0 | 6 | 5 | 7 | 8 | 2 |
| 6 | 2 | 8 | 7 | 5 | 0 | 6 | 3 | 9 | 4 | 8 | 1 |
| 9 | 8 | 4 | 1 | 3 | 6 | 5 | 7 | 8 | 2 | 0 | 6 |
| 0 | 6 | 2 | 8 | 7 | 5 | 6 | 3 | 1 | 4 | 8 | 9 |
| 3 | 9 | 8 | 4 | 1 | 3 | 6 | 5 | 7 | 8 | 2 | 0 |

This table should be on the wall in front of the school. Exercises upon it may be carried on in many ways. Add from right to left, left to right, top to bottom, bottom to top, and diagonally. Add any digit to each number of any horizontal row. Multiply the numbers of any row by any designated number. Add any two horizontal rows or subtract the same. Divide any horizontal row by any digit. Add the vertical columns rapidly, etc. The table is as good for busy work as for class drill. Pupils at seats may have assigned work from the table, to write on their slates and present in class.

SOME OF THE EFFORTS made by teachers to develop the name of an object from the thing itself seem to be about as logical, sensible, and altogether as frantic as the effort of the young logician to show the identity between a fish-pie and a pigeon, by the following sorites:—A fish-pie is an eel-pie, an eel-pie is a jack-pie, a jack-pie is a John-pie, and a John-pie is a pie-john (pigeon). Therefore, why not give the child the word he needs to express his idea rather than go through what is too often a mere development twaddle?

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

JULY, 1890.

MODEL SCHOOL AND ACADEMY DIPLOMAS.

English Grammar.

Examiner, - - - - - F. W. KELLEY, Ph.D.

The stout ship *Birkenhead* lay hard and fast,

Caught without hope upon a hidden rock;

Her timbers thrilled as nerves, when through them passed

The spirit of that shock.

Confusion spread: for, though the coast seemed near,

Sharks hovered thick along that white sea-brink.

The boats could hold not all: and it was clear

She was about to sink.

Analyse this passage (20.)

Parse words in italics (20.)

2. Write down correctly, with proper punctuation, these sentences :

(a) *Thems* my books here's *your's*.

(b) Wasnt you at Mrs. Smiths at six oclock last Wensday.

(c) *It* was him *chat* through the stone *threw* the window for I seen him when he done it.

(d) who rote *paradise lost* John Milton the foreign secretary of Cromwell.

(e) The fox said to the crow what makes you so black.

(f) Mrs. Stowe the auther of *uncle toms cabin* was the sister of rev. henry ward beecher *of brooklyn n.y.* (20.)

3. Write five sentences each containing one of these :

(a) a Nominative of address,

(b) a Nominative absolute,

(c) a Complementary or predicative nominative,

(d) a Noun subordinate sentencé as the subject of the sentence,

(e) " " " object " (10.)

4. Give the feminine of stag, marquis, executor, duke, wizard ;

The masculine of roc, niece, maid, countess, widow ;

The superlative of dry, merry, much, perpendicular, tedious, and the past tense, past participle and present participle of shoe, dye, die, say, lay, omit, lose, loose, dig, can (30.)

History and Geography.

Examiner, - - - - F. W. KELLEY, Ph.D.

Scripture History.

(Answer any five of the following.)

1. How many books in the Old Testament? In what language and during what period were they written? Give in order (a) the Poetical Books of the Old Testament, and (b) the Minor Prophets.

2. Classify the Books of the New Testament in order under these headings: I. Historical, II. Pauline Epistles, III. General Epistles, IV. Prophetical.

3. Write out the 5th Commandment, the last Beatitude, and the "Seven sayings from the Cross."

4. Give all the instances in Scripture you remember (a) of persons who never died, (b) of persons who were raised from the dead.

5. Give in tabular form, five appearances of Christ after his resurrection, stating *to whom*, *where*, and *when* they occurred.

6. Who used these words and in what connection :

(a) "It is I: be not afraid."

(b) "The place whereon thou standest is holy ground."

(c) "Much learning doth make thee mad."

(d) "Feed my lambs."

(e) "I have finished my course, I have kept the faith."

7. What important event is connected with each of these,—Mount Nebo, Mount of Olives, Mount Carmel, Mount Gilboa, Mount Hermon : Jael, Herod Antipas, Simon of Cyrene, Samuel, Joseph of Arimathea ?

British History.

1. What is included in the term "British Empire"? What is its population? its form of government? its prevailing religion? mention the stages in the English Parliament, through which a Bill must pass before it becomes Law.

2. (a) What geographical facts have greatly influenced the whole history of England? (b) What races settled in Britain and founded the character of the nation?

3. Give two causes; four events, with dates; and two results of one of these wars:—

The Hundred Years' War with France.

The Great Civil War (*not* the Wars of the Roses.)

"The War of the Spanish Succession" or "Marlborough War."

4. Give in the briefest, possible manner, *ten* main facts about one of these:—

(a) The persecutions under Mary I.

(b) The Armada.

(c) Ireland and Cromwell : Ireland and William of Orange. Union of England and Scotland.

5. Write short notes on "Puritans," "Petition of Right," "Habeas Corpus Act," "Shipmoney," "Trial of the Bishops."

English Literature and Composition.

Examiner, - - - - F. W. KELLEY, Ph.D.

1. Write an application for a position as teacher, stating fully your qualification (20.)

2. Write out this paragraph correctly, giving special care to punctuation :

Verry will indeed said Mr. crummles bravo.

Bravo cryed nicholas resolved to make the best of everything beautiful.

This sir sed Mr. vincent crummles bringing the maiden forward this is the infant phenomena Miss ninetta crummles.

Your daughter inquired nicholas.

My daughter, my daughter replied Mr. Crummles the idle of every Place we go into Sir (20.)

3. Write out a synopsis, or brief comprehensive abstract, of Canto V. of the Lady of the Lake (20.)

4. Reproduce in your own words Scott's description of Ellen (20.)

5. Write brief notes on Fiery Cross, The Trosachs, Clan-alpine, James IV. (12.)

6. Quote any 8 consecutive lines of the Lady of the Lake (8.)

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

WEBSTER'S INTERNATIONAL DICTIONARY, published by the Messrs. G. & C. Merriam & Co., Springfield, Mass. In referring to this new edition of the greatest of the dictionaries, we would at the beginning advise our teachers not to be deceived when they proceed to purchase Webster's Unabridged. An old edition has just been reproduced, which, considering the progress of the times since Noah Webster first saw it issued from the press, is utterly worthless. The above book is the legitimate successor of Dr. Webster's great work, and no pains have been spared to make it the standard authority in the meaning, pronunciation and derivation of words. Over a hundred persons have been engaged in preparing the work for the press, while more than three hundred thousand dollars have been expended in editing and illustrating it. Its preparation has been in progress for over ten years. Such a work ought of necessity to be in every one of our Academies and Model Schools, and when our teachers have matured their plans to obtain it, they should make application only to a respectable publisher. As far as we have applied our tests, we find that the revision has been of the most thorough character, while the words of the most modern date are without exception to be found in it. It is in every respect a splendid volume.

LESSONS IN RIGHT DOING, by Miss Emma L. Ballou and edited by The Teachers Publishing Co., New York.—This, as the first volume in a projected series in favour of child culture, is worthy of the highest commendation. There is an effort being put forth by some of our teachers to train children in sound morals, as in a physical and intellectual direction. The issue of this book will be a great encouragement to them. The book will certainly prove of great use in helping our little ones to fight the battle with evil, by giving them a practical insight into the real distinction between good and evil.

LONGMAN'S JUNIOR SCHOOL GRAMMAR, LONGMAN'S SCHOOL GRAMMAR AND LONGMAN'S SCHOOL COMPOSITION, by David Salmon and published by Longman's, Green & Co., New York and London, are three excellent text-books. There is a flavour of the natural method of imparting instruction about all of them, which will recommend them at once to the progressive teacher.

HISTORY OF EDUCATION IN ALABAMA, by Willis G. Clark, and the TEACHING OF HISTORY OF MATHEMATICS IN THE UNITED STATES, by Florian Cajori, are two of the latest issues from the Bureau of Education, Washington. We have spoken before of this department of educational work inaugurated by the Commissioner of Education, the Hon. N. R. H. Dawson. The above volumes will certainly be esteemed a prize by the educationist in America.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, 14th November, 1890.

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., George L. Masten, Esq., the Rev. Dr. Shaw, LL.D., Dr. Cameron, M.P.P., A. W. Kneeland, Esq., M.A., Ph.D., E. J. Hemming, Esq., the Very Rev. Dean Norman, D.D., the Rev. George Weir, LL.D., and R. J. Hewton, Esq., M.A.

In the absence of the Lord Bishop of Quebec, Dr. Heneker was called to the chair.

The minutes of the previous meeting were read and confirmed.

Communications were submitted from the Right Reverend James Williams, Lord Bishop of Quebec, Sir William Dawson, the Venerable Archdeacon Lindsay and the Reverend Dr. Cornish, regretting their inability to attend.

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

1. From the Committee of the McGill Normal School concerning the extension of the Normal School building.

The Secretary reported that he had just been authorized by the Honorable the Minister of Public Works to state that the recommendation of the Normal School Committee for an extension of the Normal School building has been favorably considered by the Government, and that it may be taken for granted that the extension will be provided for.

Moved by Reverend Dr. Shaw, seconded by Principal Masten, and resolved: "That we have heard with much gratification from the Honorable the Minister of Public Works that the Government has placed in the estimates for the current year the sum of \$40,000 for the enlargement and further improvement of the McGill Normal School, Montreal, as requested by this Committee.

2. The Secretary submitted the following Order-in-Council concerning the legislative grant of \$62,961:—

COPIE DU RAPPORT D'UN COMITÉ DE L'HONORABLE CONSEIL EXÉCUTIF,
EN DATE DU 14 OCTOBRE, 1890; APPROUVÉ PAR LE LIEUTENANT-
GOUVERNEUR LE 15 OCTOBRE, 1890.

On the Payment of certain Sums to the Protestant Committee of the Council of Public Instruction.
No. 495.

The Honorable the Treasurer of the Province, in a report dated the 14th of October instant (1890), sets forth that he has received from the Secretary of the Protestant Committee of the Council of Public Instruction an application for the sum of sixty-two thousand nine hundred and sixty-one dollars (\$62,961.00), together with interest

thereon, at the rate of four per cent. per annum, from the thirteenth day of August, eighteen hundred and eighty-eight (1888), as provided in section 2 of the Act 53 Vict., ch. 31; and accompanying the said application an extract from the minutes of the meeting of the Protestant Committee held on the 24th September, 1890, as follows, viz. :—

“Moved by Dr. Heneker, seconded by the Very Reverend the Dean of Quebec: ‘That the Secretary be instructed to write to the Honorable the Treasurer of the Province asking that the grant made by the Legislature at its last session, of \$62,961, with interest thereon at the rate of four per cent. from the 30th of August, 1888, be paid over to this Committee, and that the Lord Bishop of Quebec, the Chairman of this Committee, be requested to wait on the Treasurer with the said letter; and that the Chairman be authorized to state that the Committee is prepared to place the principal in trust with the Government, or to invest it in Government bonds, the interest to be payable half-yearly to the Protestant Committee.’”

That the Lord Bishop of Quebec, in accordance with the above resolution, has presented the letter referred to, and has stated that the Committee is willing to leave the principal sum of \$62,961 in the hands of the Government, subject to payment on demand, the Government to pay interest on the amount, half-yearly, at four per cent. per annum, until the said principal sum is paid.

The Honorable the Treasurer therefore recommends that, in accordance with the terms of the said section 2 of the Act above quoted, he be authorized to pay to the Protestant Committee of the Council of Public Instruction, for Protestant Superior Education in this Province, on demand, the sum of sixty-two thousand nine hundred and sixty-one dollars (\$62,961), together with interest thereon at the rate of four per cent. per annum from the 30th day of August, 1888, until payment thereof, such interest to be paid half-yearly on the 15th April and 15th October of each year.

Certified.

(Signed) GUSTAVE GRENIER,
Clerk, Executive Council.

Moved by the Dean of Quebec, seconded by Mr. Masten, and resolved: “That the Lord Bishop of Quebec, Dr. R. W. Heneker and the Reverend Doctor Shaw form a permanent Financial Committee to consider and report on all financial matters connected with the Protestant Committee of Public Instruction, and especially as to the most expedient mode of receiving and investing the Marriage License Fund and the grant of \$62,961 accruing from the Jesuit Estates, and other funds in a similar position.”

3. On the motion of the Very Reverend Dean Norman, seconded by R. J. Hewton, Esq., it was resolved: “That Regulations 54 and 58 be amended to read as follows, and the amendments to take effect from the 1st of June next:—

“54. Graduates in Arts from any British or Canadian University,

who have passed in Latin, Greek and French in the Degree Examinations, or who have taken at least second class standing in these subjects in their Intermediate Examination, shall be entitled to receive first class Academy Diplomas, provided that they have also taken the regular course in the Art of Teaching at the McGill Normal School, or other public training institution outside the Province approved by the Protestant Committee.

“Graduates who have not passed in French as prescribed above may, on application, be examined in that subject before the Principal of the McGill Normal School, and, if satisfactory, such examination shall be accepted in lieu of the prescribed standing in French in the University examinations.

“58. Graduates in Arts from any British or Canadian University, who have passed in Latin and Greek in the Degree Examinations, or who have taken at least second class standing in these subjects in their Intermediate Examination, shall be entitled to receive second class Academy Diplomas from the Protestant Central Board of Examiners, provided they pass the examination in the Art of Teaching, School Law, Drawing, Physiology and Hygiene, and in French, if not taken in the University examinations, as prescribed in the syllabus of examination for candidates for Academy Diplomas.”

4. On the motion of Mr. Masten, seconded by Dr. Cameron, it was resolved: “That the next examination of the Protestant Central Board of Examiners be opened on Tuesday the 30th of June, 1891.”

Moved by Reverend Dr. Shaw, seconded by Dr. Cameron :

“Whereas the Protestant marriage license fee in the Province of Quebec (§8) is generally regarded as excessively high, and is much greater than the license fee exacted in the other provinces of the Dominion ;

“Whereas this high rate of taxation, especially in the frontier counties of the Province, tends to lead many to resort to the United States for the solemnization of matrimony, a procedure which not only is inimical to the spirit of patriotism, but also exposes to the lax views of marriage which, unfortunately, prevail so largely in the neighboring states ;

“Whereas the Protestant Ministerial Association of Montreal—a large and representative organization—has petitioned the Government to reduce the marriage license fee ; and

“Whereas this high rate of taxation of Protestant marriages has been continued presumably on account of the needs of our Institutions of Superior Education ;

“It is therefore

“Resolved : That we are of opinion that the amount granted by the “*Jesuits’ Estates Settlement Act*” for Protestant Superior Education should be so divided among the beneficiaries of the Marriage License Fund as to protect them from loss in case of the reduction of the marriage license fee now proposed being made, and that we

respectfully request the Government to obtain such legislation as may be necessary to secure the proposed reduction from eight (say) to four dollars, or to such amount as the circumstances may allow without prejudice to the beneficiaries of the License Fund."

The motion on being put was lost.

The notice of motion of Sir William Dawson concerning special diplomas was allowed to stand over until next meeting.

The following financial statement of the Protestant Committee was received, examined and found correct:—

Quebec, 14th November, 1890.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE.

I.—*Superior Education.*

1890.

RECEIPTS.

| | |
|---|----------------|
| Sept. 24. Balance in hand..... | \$1200 00 |
| Oct. 29. Interest on Legislative Grant. | 5354 28 |
| | —————\$6554 28 |

EXPENDITURE.

Balance in hand.....\$6554 28

II.—*Contingent Fund.*

RECEIPTS.

| | |
|--------------------------------|---------|
| Sept. 24. Balance in hand..... | \$76 87 |
|--------------------------------|---------|

EXPENDITURE.

| | |
|---|--------------|
| Sept. 25. Balance of travelling expenses of Inspector of Superior Schools to 30th June, 1890. | \$150 00 |
| Salary of Inspector of Superior Schools to 30th Sept., 1890. | 125 00 |
| Salary of Secretary for quarter ending 30th Sept., 1890.. | 50 00 |
| For expenses Central Board of Examiners..... | 133 12 |
| Inspector of Superior Schools, for express, postage and stationery..... | 39 28 |
| | ————— 497 40 |

Amount overdrawn..... 420 53

Total balance in hand.....\$6133 75

Examined and found correct.

(Signed) · R. W. HENEKER.

The following circular letter of the Superintendent, concerning the representation of the Government upon the appointment of additional inspectors, was taken into consideration :—

2189/90

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, 5th November, 1890.

SIR,—I have the honor to inform you that, having communicated to the Government the resolutions of the Roman Catholic and Protestant Committees recommending the reports of the sub-committees charged to examine the question of the salaries of the school inspectors, the Honorable the Secretary of the Province has informed me that the Government will grant the request made for an increased number of inspectors only upon the condition that it shall have itself the selection of those to be appointed.

According to explanations which I have obtained concerning this matter, the Government would only reserve the right to select the inspectors from the candidates for this position who have fulfilled the conditions prescribed by law, which provide all necessary guarantees.

As the Government desires to have the opinion of the members of the Council upon this question, and as it would be difficult to convene a meeting at this time of the year, will you kindly inform me whether you see any objection to acceding to this request, concerning which the Government appears to be very decided.

I have the honor to be, Sir,

Your obedient servant,

(Signed) GÉDÉON OUMET,
Superintendent.

Moved by the Dean of Quebec, seconded by Reverend Dr. Shaw :
“That this Committee accept the communication received by each member of the same, from the Government, through the Honorable the Superintendent, relative to the appointment and payment of additional inspectors, and do hereby concur in the conditions therein laid down—viz., that while the Committee retain the right of deciding what persons are eligible for the office of inspector, as provided by law and regulation, the right of appointment rests in the hands of the Lieutenant-Governor in Council, provided always that no appointment of inspectors shall be made outside the list of names declared by this Committee eligible for appointment, and that they be permitted to indicate the relative merits of each candidate recommended by them.”

Carried on division.

Text-books on Chemistry and Agriculture were submitted to the Committee, and referred to the Standing Committee on Text-books.

REPORT OF THE SUB-COMMITTEE ON SPECIMENS OF WORK SUBMITTED BY
ACADEMIES AND OTHER SCHOOLS IN THE PROVINCE OF QUEBEC.

Your Committee appointed at the last meeting of the Protestant Committee of the Council of Public Instruction beg to report that they can speak with much praise of the specimens sent in by the various schools and inspected by them. They examined work sent in by 18 Academies, including the Ladies' College at Compton, that contributed by 18 Model Schools, by various Elementary Schools, and by some Common Schools under the jurisdiction of the Protestant School Commissioners of the city of Montreal. Of the first mentioned, Sherbrooke, Huntingdon, Lachute, Waterloo, Coaticook, Hatley, Clarenceville, Côte St. Antoine, Cowansville and Compton seem to deserve special credit for the excellence and, in some cases, the large amount of their specimens. They are not enumerated in this list in order of merit. Of the Model Schools, without precise classification, your Committee desire to mention very favorably the following:—Lachine, Ulverton, Danville, Clarendon, Waterville, New Richmond, Aylmer, Farnham, Sorel and Sutton. Aylmer, it should be observed, submitted some written music very neatly done, and some Greek, while Lachine stood alone in contributing some model drawing, which models were executed in wood by the pupils. Very creditable specimens are sent in by some Elementary Schools, and the work of the Montreal Common Schools merits special honorable mention. Your Committee, while congratulating the teachers and pupils of the Protestant Schools who had on this occasion presented specimens of their work, would express the hope that, at all events, every Academy and Model School should not fail to compete annually for the bonus granted by the Protestant Committee for excellence and neatness in various branches of study; and also, that instead of confining the specimens sent up to the work of a few leading pupils, the area of competition should be extended as widely as possible, and that every grade should be well represented by a number of pupils.

The whole respectfully submitted.

(Signed) R. W. NORMAN, D.D.,

GEORGE WEIR, M.A., LL.D.

The report was received, and on the motion of Dr. Kneeland, seconded by Dr. Cameron, the following gentlemen—viz., Dr. Kneeland, Mr. Masten and Mr. Hewton—were appointed a Sub-Committee on the preparation of school specimens, with instructions to report at the afternoon session.

Moved by R. J. Hewton, Esq., seconded by Dr. Kneeland, and resolved: "That the tabulated statement of the Inspector of Superior

Schools on which the annual grants are made be placed in the hands of the members of the Committee at least two weeks before the meeting of the Committee at which the grants are made."

The Very Reverend Dean Norman reported on behalf of the Sub-Committee on Regulations that they had supervised the printing of the Amended Regulations and the Course of Study for Elementary Schools, revised in accordance with the Amended Regulations.

In the absence of the Convener, the following report of Sub-Committee of Ways and Means was presented by Dr. Heneker:—

SUB-COMMITTEE OF WAYS AND MEANS.

The Chairman, in the absence of the Bishop of Quebec, reported that he had accompanied the Bishop to the Honorable Mr. Mercier the Premier. The Reverend E. I. Rexford was present. Full explanations were given as to the needs of the Committee for their contingent expenses due to the failure of those heretofore provided for that purpose. They asked, should the Government be prepared to make their Inspector for High Schools a Government officer to be paid for by special grant, the sum of one thousand dollars per annum for their contingent expenses.

The Premier enquired very particularly into the nature of these contingent expenses, and finally promised to lay the matter before his colleagues.

The accompanying letter, addressed to the Bishop, will, the Sub-Committee believe, be found entirely satisfactory. It provides for immediate wants, and promises consideration to the subject later on for next year.

Respectfully submitted on the part of the Sub-Committee.

R. W. HENEKER.

CABINET DU PREMIER MINISTRE PROVINCE DE QUEBEC,

Quebec, 30th October, 1890.

MY LORD,

We have decided to come, for the present year, to the rescue of the Protestant Committee of Public Instruction, in voting, at the next session, a special amount of \$1,000.

The question will be considered later on for next year.

Hoping that this information will be found satisfactory, I have the honor to be, my Lord, with great respect,

Yours truly,

(Signed) HONORÉ MERCIER.

Right Reverend James Williams,

Lord Bishop of Quebec, Quebec, P.Q.

On the motion of Dr. Hemming, seconded by Mr. Hewton, the

report of the Sub-Committee' was received and adopted, and the thanks of the Committee were tendered to the Honorable the Premier for his courteous attention to and compliance with their representations.

A communication was received from the Secretary of the Council of Arts and Manufactures concerning the National System of Drawing. On the motion of Dr. Cameron, seconded by Mr. Hewton, it was resolved: "That the communication be referred to the Standing Committee on Text-books, and the Secretary be instructed to send a set of the authorized series of drawing-books now in use in the Protestant Schools of the Province to the Secretary of the Council of Arts and Manufactures, and to request that sets of the National System of Drawing be submitted for the information of this Committee."

Communications were received from certain Academies and Model Schools concerning the grants recommended at the September meeting of the Committee.

Moved by the Reverend Dr. Shaw, seconded by Principal Masten: "That his Lordship the Bishop of Quebec, Reverend Dean Norman and Dr. Heneker be a Sub-Committee to enquire into the representations submitted as to grants made to the Cowansville, Sorel, Shawville, Farnham, Cookshire and Côte St. Antoine Schools, and that the Committee be authorized to increase the grants to said schools if they think proper after due consideration of the facts in the premises."

Moved in amendment by Dr. Hemming, seconded by Dr. Kneeland: "That all the words after 'St. Antoine School' in the above resolution be struck out."

The amendment on being put was lost, and the main motion was carried on division.

REPORT OF SUB-COMMITTEE ON SCHOOL SPECIMENS.

Your Committee appointed to consider the specimen work to be sent in to the Department by the Academies and Model Schools, beg to recommend that there shall be one sheet or example from each scholar in each grade in Geometry, consisting of a proposition demonstrated in a manner otherwise than in the text, one sheet in Algebra, one in Arithmetic, two in Bookkeeping (one in single day-book, one in ledger form), one in Grammar Analysis, two in Map Drawing, two in Freehand Drawing, and that the name of the school and the name and age of the pupil be on every sheet.

(Signed) G. L. MASTEN,
R. J. HEWTON,
A. W. KNEELAND.

Moved by Mr. Masten, seconded by Dr. Cameron, and resolved: "That the above report be received and adopted."

NOTICE OF MOTION BY R. J. HEWTON.

“Whereas the Academies and Model Schools of this Province derive no benefit from the grant for prize-books, be it resolved that an amount not to exceed \$50 be devoted to providing a series of medals for these schools as follows:—

- “1. One to each of the six schools passing the best examination—viz., three Model Schools and three Academies.
- “2. One to the candidate from schools under the control of this Committee taking the highest position in the A.A. Examination.
- “3. One to pupils from public schools not directly under the control of the Protestant Committee where no medal is given in connection with the A.A. Examination.”

In the absence of the Convener, Dr. Heneker reported progress on behalf of the Sub-Committee on Distribution of Special Grants, and asked leave to sit again. The report was received and the Sub-Committee continued.

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

(Signed) ELSON I. REXFORD,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased to make the following appointments, under date 24th September, 1890:—

Two school commissioners for the municipality of Bulstrode, Co. Arthabaska; five for the municipality of Côte St. Rémy de St. Genevieve, No. 4, Co. Jacques Cartier; one for the municipality of Tadousac, Co. Saguenay; and one school trustee for the municipality of St. Cecile de Milton, Co. Shefford.

30th September.—To appoint a school commissioner for the municipality of the village of Bagotville, Co. Chicoutimi.

To detach certain lots from the municipality of St. Edmond du Lac au Saunon, and to annex them to the parish of St. Benoit Labre, all in the County of Rimouski, for school purposes; also, to detach certain territory from the municipality of Armagh, Co. Bellechasse, and to annex it for school purposes to St. Damien of Buckland, in the same county.

3rd October.—To appoint two school commissioners for the municipality of St. Benoit, Co. Temiscouta; one for the municipality of Ste. Fiore, Co. Champlain; and one school trustee for the municipality of Paspebiac, Co. Bonaventure.

1st October.—To appoint a school commissioner for the municipality of Rivière au Renard, Co. Gaspé.

- 6th October.—To appoint Messrs. Peter Lenfestey and Wm. A. Simon school commissioners for the municipality of Grande Greve, Co. Gaspé.
- 11th October.—To appoint five school commissioners for the municipality of Cap au Renard, Co. Gaspé.
- 9th October.—To re-appoint Mr. Malcolm Matheson school trustee for the village of Megantic, Co. Compton.
- 18th October.—To appoint five school commissioners for the new municipality of Notre Dame du Rosaire, Co. Montmagny; one for the municipality of St. Godefroi, Co. Bonaventure; and three school trustees for the municipality of the township of Newport, Co. Compton.
- 21st October.—To detach certain lots from the township of Inverness, and to annex them to the municipality of St. Anastasie de Nelson, Co. Megantic, for school purposes.
- 24th October.—To erect a new school municipality under the name of Saint Rose of Watford, Co. Dorchester.
- 25th October.—To change the name of the school municipality of the "Haut du Sault au Récollet" into "St. Joseph de Bordeaux," Co. Hochelaga.
- 30th October.—To appoint five school commissioners for the new municipality of St. Severin, Co. Champlain.
- 12th November.—To appoint Mr. E. A. Brasslet member of the Board of Examiners for the "Isles de la Madeleine."
- To appoint three school commissioners for the municipality of Notre Dame de Lourdes, Co. Megantic.
- 8th November.—To erect into a distinct school municipality the parish of St. Gregoire de Thaumaturge, Co. Hochelaga.
- 13th November.—To detach certain lots from the municipality of St. Ephrem de Tring, and to attach them to the school municipality of Adstock, same county.
- To appoint Mr. John Tully school commissioner for the municipality of Godmanchester, Co. Huntingdon, to replace Mr. Alex. Rennie, whose term of office has expired.
- 18th November.—To erect the town of Bedford into a school municipality, with the limits which are assigned by the Act 53 Vict., chap. 77, Que.
- To detach certain lots from the school municipality of St. Dunstan, Co. Quebec, and to annex them for school purposes to the

(3) municipality of Stoneham, same county. 2619.

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