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THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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**Articles : Original and Selected.**

**AN ADDRESS TO TEACHERS.\***

*Mr. Principal, Ladies and Gentlemen* :—The very interesting proceedings with which the work of McGill Normal School is terminated each year are especially gratifying to me as Superintendent of Education in this Province. For reasons that are quite obvious to all, my knowledge of the actual conditions of the schools of the majority, of the difficulties under which these schools labour and of the progress they are making is fuller than it is of the matters connected with the education of the minority. When, however, I come to the Normal School and actually see the large number of young people who after careful training are going out to teach the youth of our land, and when I hear the inspiring addresses delivered here, I realize more strongly than ever that, though separated educationally on national and religious lines, our ideals are practically identical, our efforts tend in the same direction, and our methods differ but little. If we may judge from the usual indications, more popular interest has been taken in this Province during the past few years in educational matters than ever before. Out of the dissatisfaction that really expresses a desire for better things, has arisen a clearer idea in the popular mind, let us hope, that after all the school is what the

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\* Delivered at the McGill Normal School, Montreal, by the Superintendent of Public Instruction for the Province of Quebec.

teacher makes it. While educationists do not carry this principle to the extent of scorning such material advantages as comfortable school-houses and furniture, pleasing and even artistic surroundings, they have long known and said, As the teacher, so is the school. Reforms come slowly.

Fructifying ideas have their periods of germination, and of growth. Institutions under democratic governments, educational committees and administrative bodies have to wait for the movement of the people. In this Province we see the results of the growth of the professional idea. As you are aware, the Protestant Committee has brought into effect, with the support especially of the country districts, regulations by which it will be necessary for every candidate for a diploma to spend at least four months in this institution, undergoing a practical training in the art of teaching, and learning the principles and methods that have their basis in a sound psychology and their justification in the successful test of the class-room. The step taken by the Protestant Committee is one of the most important ever taken in the history of education in this Province, and the satisfactory working out of the new scheme will be welcomed by all friends of education.

It may be that in the adjustment of local peculiarities to the new condition of things, unforeseen difficulties will arise, but they should be neither serious nor discouraging.

The good results are sure to make the disadvantages, if any there be, relatively small. In time past it was necessary to argue in favour of normal school training, but that time has gone by forever. The judgment and the experience of all living nations have declared in unmistakable tones for the trained teacher, and wherever ample provision is not made for normal school training there is a movement in that direction going forward as rapidly as circumstances will permit. In a recent number of the *Educational Journal*, of London, England, is an article, too long to reproduce here, which gives an excellent summary of the regulations of the Protestant Committee for the training of teachers, and an appreciative reference to the recent establishment of a Catholic Central Board of Examiners and to the institution of a system of "*Conférences Pédagogiques*" for the Catholic teachers of this Province. It says also that the Roman Catholics have in contemplation an extension of their normal school work, and remarks that in conservative

Quebec educational progress is apparent. Home news from abroad is not always so trustworthy, nor is it always so sympathetic, as this.

To the graduates of the Normal School whom I see before me I offer my congratulations upon the successful completion of your course of training under your accomplished Principal and his devoted colleagues. I trust that you are going forth with noble ideals and with the enthusiasm of the missionary.

Without the former your work will be sordid, and without the latter your life will be of little worth. You must ever remember that "cram" is not education, that instruction is not your work, that method without reason is the dullest of routine.

Perhaps many of you remember when under the influence of some broad-minded teacher your own mind received an awakening, an inspiration came to you from an indefinable contact with a superior intellect, and you felt something of the grandeur of truth. The greatest teachers the world has ever known have been great not by what they have been able to thrust upon the unwilling mind, but by the seeds they have sown which have brought forth a hundredfold after their own kind, by the direction and the impetus they have given to life and thought. In short they have seen that the mind develops by natural growth rather than by accretion, and they have had the courage to teach accordingly and to wait patiently for the results. You will do well to imitate, or rather to emulate, such examples.

Your work, however, cannot be confined to the intellect alone. I mention it first because it is a prerequisite to morals and manners. Probably the strongest grounds ever taken to justify state control or support of education is that the educated citizen is more useful and less troublesome to the state than an ignorant one. Without discussing the question fully it may be safely said that we have no proof, and very little evidence, that purely secular education improves the morals. From the point of view of the state it is of paramount importance that you should train your pupils in the principles and practices of morality. This you can do only on the basis of religious instruction.

Matthew Arnold, who could never be suspected of a bias in favour of ecclesiasticism, declared in one of his best

official reports that his experience had convinced him that moral training of the child was practically fruitless without the support of the ordinary religious sanctions. You will do well to keep this carefully in mind, and you will observe as time goes on that a motive must be furnished for the morals of a people, and that the best motive of all is to be found in the verities of the Christian religion. From morals to manners may seem a long cry, but I must say as I have said before, that I fear our Canadian schools are not alive to their opportunities for cultivating, without loss in any direction, the little graces of manner and expression that do so much to smooth the asperities of life. Of course "one may smile and smile and be a villain," and for such peculiarities we make due allowance, but we can not doubt that our acts, as physiologists tell us, have a reflex action upon our feelings. If it takes three generations to make a gentleman, it may be suggested that the training in manners given in our schools can have but little effect upon pupils whose habits are already boorish and whose environment is unfavourable, but the true teacher like the true reformer must never be discouraged or cast down by untoward circumstances.

I urge you then throughout your career to stimulate the intellect, to cultivate the morals through religion, and to create and foster a love for the beautiful in all its manifestations. By thus determining the lives and manners of its future rulers and citizens you will contribute something to make your mother country glorious.

### **Editorial Notes and Comments.**

MANY of our readers have doubtless heard of the "Gill School City," and some have probably wondered what it might be. The following extract from an exchange gives a good idea of Mr. Gill's educational idea :

A somewhat novel experiment was tried in New York during the month of July and a part of August. Mr. Wilson L. Gill, who has done excellent educational work before, and who is president of the Patriotic League, is the inventor of a plan somewhat similar to that of the George Junior Republic, except that it is more comprehensive and is capable of being applied in public schools throughout the country. His plan is called the Gill School City, and

consists in organizing a school into a perfect miniature municipality, governed exactly like large cities, with a mayor, aldermen, police, street-cleaning and health departments. The vacation school chosen for Mr. Gill's experiment is situated in the heart of the thickly populated east side of New York. The school, which numbers nearly twelve hundred children (nearly all of Jewish parentage), is divided into "boroughs" like those which will comprise Greater New York. Each borough is properly represented in the city council. The officers of the city are elected exactly as they will be under the Greater New York charter, and the departments work in the regular way. The street-cleaning department has drawn up laws which oblige children to keep the school building and yard in order and not to deface any school property. It is connected with the municipal street-cleaning department. The members are promoted from drivers to be street cleaners, then foremen and finally superintendents, each boy or girl doing a useful work to typify that which the employees of the real city perform. They send in regular reports to the street department of the work done by them in the neighbourhood, and since they have been carefully taught the law on the subject, there are few mistakes made, and about five thousand corrections of genuine violations of sanitary code are reported every month. The health department of the school city has also received suggestions and advice from the health department of New York, and is to have leaflets printed for distribution, not the serious and scientific leaflets of the larger department, but bright and popular pamphlets suited to the neighbourhood. The police department is carefully supervised. The three judges, consisting of two boys and a girl, recently impanelled a jury to try a police captain accused of improper conduct; the verdict "guilty" was returned and the captain, much to his chagrin, deposed.

Mr. Gill is entirely satisfied with the success of his experiment in New York and hopes to spread it throughout all the large cities of the Union. He expects that in New York it will be made a permanency in two or three schools this coming fall, and the Hoffman school, of Philadelphia, has definitely decided to introduce it immediately.—*The Occident.*

—THE Editor of the *School Moderator* is not far astray when he says, "If your pupils have not memorized some good selections of literature this year, get at it at once. No matter what grade you may be teaching, you should be ashamed to confess negligence in this particular." And the *Primary Teacher* has the same idea in view when it remarks, "Memorizing the best things in literature is a feature of modern school work, the importance of which can be hardly overestimated. In this connection a few things are to be kept in mind: The selections should have literary merit; should be adapted to the maturity of the child; should be suggestive or helpful in connection with language work, or nature work whenever practicable."

—SPEAKING of the important matter of parental responsibility, the *Teacher* speaks out its mind in such plain terms that what it says is well worthy of repetition, being not without application as regards our own country.

"The public mind is much interested in the matter of compulsory education. It has taken deep root, and in our opinion will continue to grow until all the States will have established the necessary rules and regulations under which every child will be compelled to learn to read. While the method of enforcing the law may seem to some unnecessarily rigid, and may provoke much criticism, yet the purpose of the law is never condemned. As a result, the percentage of illiteracy will continue henceforth to diminish year by year. The resident youth will speedily know. The supply of the foreign article will be prohibited. The illiterate adults will be the only ones left to vex the pride of the State.

"The reason for the passage of such laws is not to be found in State pride or the low percentage of illiteracy, not in any desire on the part of the State to improve the social condition and increase the happiness of its citizens, but solely that the State itself shall be strengthened in and by the intelligence of its people.

"The people should understand that the force idea in these laws, whether enacted or suggested, has its only basis in this idea, that the State is stronger in all lines of development by the amount of intelligence in its people. Ignorance has many children, and they are all disreputable. Not one of them adds to the strength of the State. Shall the

right of the State, then, be questioned when she says to her people that they must be primarily equipped for the acquisition of knowledge and truth? Shall any ideas of personal liberty be permitted to clash with the expressed rule of the State that her people shall read and think and know? Shall school-houses be built and schools established, and teachers prepared and appointed, and millions of dollars be expended for the support and maintenance of these schools, and shall the people, then, for whose benefit they were erected, be permitted to refuse the proffered help?

“The right, the necessity, the justice, the value of enforced attendance is admitted. Another question, somewhat connected with compulsory attendance for limited periods, presents itself for consideration. If the State has the right to insist upon a certain amount of attendance for each year, has it not the right to regulate the attendance of all pupils at all times? Has it not the right to insist that all pupils shall be present at every session of the school unless prevented by cause of sickness? Has the parent the right to keep his child home to run errands or to wash dishes or to mind children or to go shopping? Has the parent any right to any portion of the daily session for dancing or music or other lessons of any character outside of the school curriculum?

“We believe that the regular attendance of the pupil at all sessions of the school can no more be set aside by the parent than the State can set aside any portion of its obligations. For all the preparation and provision for public education made by the State only this is demanded: that the parents shall send their children to the schools so provided, not one day nor ten days, but every day. It is the other side of the contract. Beyond all this, there is another valuable result. Regular, punctual attendance is formative of character. It is elevating. It teaches respect for law and authority. The better citizen grows out of it. The better business man grows out of it. Steady, sterling characters flow from it. Better scholars, better results, better teachers spring from it. Is it not time for us to throw aside old foolish customs of school management, and to rise up to the full stature of men in our conceptions of public schools and public education. The problem might as well be solved now as twenty years hence.”



### Current Events.

THE following communication has been received from the Acting Secretary of the Associated Board of the Royal Academy of Music and Royal College of Music:—At the request of a number of Canadian musicians and others who desire to establish a standard of musical education in this country, the Associated Board will hold examinations in leading centres, in November. The board, of which the Prince of Wales is president, is composed of representatives of the Royal Academy and Royal College of Music, London, England. These are the only two institutions of the kind which are aided by government grants. The chairman for Canada is His Excellency the Earl of Aberdeen, and the honorary general representative, Lieut-Col. J. B. MacLean, Montreal.

Centres have been established at Halifax, St. John, Quebec, Montreal, Ottawa, Kingston, Toronto, Hamilton, London and Winnipeg. As the work of the board becomes better known, centres will be established in the principal towns as well. Until then candidates may apply for information to the nearest representative or to the secretary, Mr. P. A. Grinstead, Montreal. The examiner, who is always a well-known musician, will be sent from England, and it is not improbable that either Sir Alexander Mackenzie, the president of the Royal Academy, or Sir Arthur Sullivan, both of whom are members of the board, may be asked to come out to formally inaugurate the work in Canada.

The board does not teach music, but is a purely examining body. In Britain many so-called colleges held examinations to make fees, for they passed every candidate—just as in some of the States any person can get the degree of M.D., on payment of \$25. The board was organized to conduct thorough and searching examinations. No one connected with it receives a cent. In Canada the surplus, after paying the necessary expenses, will go to found scholarships in this country.

—THE Protestant School Commissioners of Montreal are having no little difficulty in providing accommodation for the ever increasing number of children applying for admittance to the various city schools. At the last meeting of the Board, the Superintendent reported that the attendance

during September, as compared with September, 1897, was as follows:—Aberdeen school, 802 pupils, increase, 18; Ann street, 486, increase, 79; Berthelet street, 625, decrease, 20; Britannia, 70, decrease, 9; Dufferin, 560, increase, 9; High school, 647, increase, 50; Girls' High school, 488, increase, 58; Lansdowne, 760, increase, 43; Lorne, 673, increase, 18; Hochelaga, 133, increase, 39; Mount Royal, 679, increase, 7; Riverside, 720, increase, 58; Royal Arthur, 467, decrease, 27; Senior, 283, increase, 55; Victoria, 593, increase, 41; McGill Model, 489, increase, 54; Baron Hirsch, 302, decrease, 21. Total 8,777 pupils, which is an increase of 472 over the corresponding month last year. A remarkable state of affairs was shown to exist at Mount Royal and Aberdeen schools. 194 children who had applied for admission into three schools, had to be refused, as there was no room. Fifty-three were for the kindergarten. Of the others 95 were accepted at other schools at a greater distance, while 36 kept their names on the list for admission, but were in the meantime not attending any school. Immediate steps are to be taken to remedy this serious state of affairs. It is interesting to note the statement in the same report that there are 1,017 Hebrews, and 289 Roman Catholics in attendance at the schools under the Board's control.

—AMONG the new appointments to the teaching staff of McGill College, Montreal, are those of Mr. Ernest Rutherford, M.A., B.Sc., of Trinity College, Cambridge, as W. C. McDonald Professor of Physics; and Dr. James Wallace Walker, of University College, London, as W. C. McDonald Professor of Chemistry. Both of the new professors have made their mark in connection with their special branches of science, and the university is to be congratulated on securing their services, the more so as they have not only the knowledge to fit them for their respective positions, but have also the reputation of being successful teachers.

—THE Protestant Board of School Commissioners of Montreal have asked and obtained a legal opinion as to whether they are obliged to admit Chinese children to their schools or not. The lawyers consulted are of the opinion that admission cannot be refused, seeing that the school taxes of all citizens other than Roman Catholics go to the Protestant Board.

—AN exchange says: "The authorities of the University of Edinburgh have done an unusual thing in crossing the

ocean to find a successor for one of their eminent teachers. Dr. Calderwood, a Presbyterian divine, who was for many years professor of Moral Philosophy in the university, died in the early summer. At a meeting held soon after his death the curators of the university elected as his successor Prof. James Seth, of the Cornell University, in the State of New York. Their attention was drawn to him probably because he is the brother of Professor Seth, who now fills the Chair of Logic and Metaphysics in the University of Edinburgh. The Seth brothers are men of high repute, especially in the department of ethics, but we do not remember that the old and famous university has ever called an American before to be a prominent member of its Faculty.

### **Practical Hints and Examination Papers.**

#### **PLANNING SCHOOL STUDIES.**

BY CHARLES D. NASON, IN THE *Institute*.

The coming of a new class raises problems which are perennially interesting. If the school's work is to be well done, the marshalling of the disorderly squad, giving to each his books, his seat, and his work, requires patience and skill. To the end that the first impressions of the class may be those of law and order, the teacher should have in mind a definite line of policy. She should know exactly how everything is to be done; thus, the planning for this first day of school is all-important. Nothing should be left to chance. At the session's close, this first day's plan may be laid aside and the serious work of the year begun.

The problem of the teacher is to break with the past few months spent in play and recreation, and to form a new habit of life. The transition should not be too abrupt; the remembrance of yesterday is too strong upon the children to permit their doing cheerfully tasks which later in the year may have a certain zest of conquest about them. On the other hand, too great laxity on these first few days should not be permitted, lest the children have greater difficulty later in learning the lesson of close application, and their work for the year suffer in consequence. This initial difficulty illustrates the grand thing about the teacher's work, in that it does not permit of definite rules, but that

every case has to be decided according to its merits. In this case, the teacher will judge according to various details, whether she should first give a hard lesson or one that is easy.

However the first few days of school may be spent, a definite plan of work should be mapped out. The whole work for the year must be before the teacher, and she should judge, as nearly as may be, how much time she can afford to spend upon each subject, how she can combine two or more subjects so that the time given to one may aid in the presentation of the other, and how she may correlate subjects so that she may teach double matter in unit time. In the present congested condition of our public-school curriculum, it is absolutely necessary, if good work is to be done, to telescope one study within another. With the year's work before her, the teacher should plan out her course for the term. Although a person with teaching genius may be able to work moderately well without a plan, an ordinary teacher needs the assistance of a definite schedule of studies; and genius itself may be helped by method.

After the yearly course has been drawn up, a daily programme of studies should be decided upon. The first thing to do in the morning is to link this present day with the days that have gone before; to form a connection between the outdoor activities of yesterday and the school activities of to-day. The Bible reading and the singing of good, strong music answers this purpose admirably. As in most schools the Bible, if allowed at all, must be read "without note or comment," the selection of passages where beauty of expression is coupled with nobility of sentiment is necessary, and the selection of songs embodying the same ideas is of value. The disorder which was noticeably present in a certain school was traced to the morning songs, which were beautiful, though weak, extracts from a popular opera. A change in the morning music wrought a change in the character of the school.

The morning exercises are followed by the serious business of the day. First should come those exercises which make a heavy draught upon the energies of the mind; following these, less severe studies; and just before the close of the morning session, a relaxation in the difficulty of the work would be advisable. When the children come back from their long noon recess, they have recuperated,

to a certain extent, and a rather difficult task may be assigned, soon followed, however, by relaxing studies. In general, the afternoon session should be entirely given over to manual exercises and less arduous mental labour.

After the programme has once been established, it should not be set aside for light or inconsiderable reasons, although it will often be advisable, and frequently necessary, to make a change. In such cases, it should be remembered that the teacher made the programme, and therefore she is superior to the programme, and may not be ruled by it, if she does not so desire. Too frequently a line of conduct becomes confined to a rule, the power of which is altogether out of proportion to its usefulness. The existence of the rule is then made an excuse for the work ill-performed.

The planning should not stop with the preparation of the daily schedule. Each lesson ought to be so planned that the teacher may know, in a general way, what effect it is having on each mind before her. A logical method within the lesson itself should be aimed at, but this does not imply a logical order of task following upon task. The lessons may be arranged in logical sequence, but this is by no means necessary, and this order of succession may often be productive of evil. While the teacher who has gone over the work many times clearly perceives the logical relations of the subject, and is helped in her understanding of the subject by these relations, the child-mind is not especially susceptible to logical arrangement. The child's experience with the subject in hand is not so extensive as is the teacher's. Then, again, if a child is indisposed during a single lesson, or if he does not see the bearing of an exercise, the value of the logical sequence is destroyed. In the teacher's mind, of course, there should be some scheme by which one lesson follows another, but this scheme may not be known by the pupils. For the pupil, each lesson should be a unit embodying, besides the main matter in hand, a partial review of what has gone before, and an anticipation of what is to come. The review and the anticipation form all the connecting links that are necessary. The missing of one lesson may thus be partially made up by a more careful preparation of the review.

The planning of school studies, then, begins extensively

in the mapping out of the work for the year. This planning focusses itself, through the daily programme, upon the presentation of each individual lesson. It is unnecessary to discuss the advantage to the teacher of having before her the work all arranged in orderly sequence; at a glance, she knows the progress of her class, and can predict pretty accurately how long it will take her to get over the ground she is to cover. Then, again, the mere planning of the work gives to the teacher a consciousness of her position, both as an artist, working with mental pigments, and as a scientist, investigating the laws of mind,

—TEACH THE CHILDREN, says the *Courier Journal*:

Never to hold a book near the fire; drop a book upon the floor; turn the leaves with the thumb; lean not rest upon an open book; turn down the corners of leaves; touch a book with damp or soiled hands.

Always to keep your place with a thin book mark; place a large book upon the table before opening it; turn leaves from the top with the middle or forefinger.

Never pull a book from the shelf by the binding at the top, but by the back.

Never touch a book with a damp cloth nor with a sponge in any form.

Never place another book nor anything else upon the leaves of an open book.

Never rub dust from books, but brush it off with a soft dry cloth or duster.

Never close a book with a pencil, a pad of paper or anything else between the leaves.

Never open a book further than to bring both sides of the cover into the same plane.

Always open a book from the middle and never from the ends or cover.

To avoid injuring the leaves of books never put a pencil mark in a library book.

Always keep your books out of reach of small children and in a clean, dry place.

Always keep any neatly bound borrowed book covered with paper while in your possession.

Never attempt to dry a book, accidentally wet, by a fire, but wipe off the moisture with a soft, dry cloth.

Never write upon paper laid upon the leaves of an open

book, as the pencil or point will either scratch or cut the book leaves.

Never lend a borrowed book, but return it as soon as you are through with it, so that the owner may not be deprived of its use.

Never cut the leaves of a book or a magazine with a sharp knife, as the edge is sure to run into the print; nor with the finger, but with a paper cutter or an ordinary table knife.

Never hold a small book with the thumb pressed into the binding at the lower back, but hold it with the thumb and little finger upon the leaves and three fingers upon the back.

—SPELLING EXERCISE.—The following list was prepared by Superintendent F. T. Oldt, of Dubuque, Ia., for a Teachers' Institute. Sixty-five teachers took part in the trial and but one made perfect marks. Give the list to your pupils, and see how many of them can spell all the words correctly :

Preparation,	separating,
parallel,	emanate,
precedent,	leisure,
intercede,	emigrant,
liniment,	repetition,
brigadier,	supersede,
inflammation,	weird,
tranquillity,	immigrant,
received,	stratagem,
wield,	jealousy,
seizing,	strategy,
reprieve,	diphtheria,
accessible,	orifice,
siege,	sacrilegious,
stationery,	symmetry,
icicle,	anonymous,
satellite,	exaggerate,
acqueduct,	herbivorous,
permanence,	siphon,
conscientious,	inference.

### THE TEACHER'S ALPHABET.

In producing the following epitome of pedagogic philosophy, by Dr. Griffin, of the Chicago Normal School, the

*Educational News* says, "We have rarely seen so much sound doctrine and helpful, practical suggestion crowded into so small a space. Here it is. File it. It will bear re-reading and will not grow obsolete."

The "Alphabet" is as follows:

A teacher who has forgotten how he felt as a child, lacks an essential for a good disciplinarian.

Because a child is slow we must not count him dull. Slow boys and girls have made quick men and women.

Children soon learn to wait for the "thunder clap." Never, then, begin by trying to startle a class into attention. Attention thus gained is not healthy.

Do not make tug-boats out of yourselves, to *pull* your pupils through the wave. Act as a rudder, to *guide* them. If patient the storm will soon pass.

Every teacher who succeeds in awakening a desire for better things in a young scapegrace, deserves more praise than a thousand "hearers of lessons."

Faith, love, courage, patience, sympathy, self-control, enthusiasm and common sense are the avenues that lead to the children's hearts.

Good, hard-working, conscientious, progressive, enthusiastic teachers must never hope to receive their reward in this world.

Hundreds of teachers (?) go to their classrooms every day who are as unfit for their work as a snail for rapid transit.

It is much easier to teach by rote than to train and develop the mind. For this reason many cry down the new methods and cling to the old.

Just as well try to practise medicine with no knowledge of physiology, as to teach with no knowledge of the child one is teaching.

Know as much of the home life of your pupils as possible. It will often help you to get hold of the bad boy, to know his bad father.

Let every child have access to the school library. Lending the books to those only who obtain high rank is bad.

Often the ones who need the books most never get them. Many children who are full of animation, life, fun and happiness, are made to hate school and books because their teachers do not take the time or trouble to study their dispositions.



Never get out of patience with a slow pupil if you desire to keep him patient. Never laugh at him unless you desire to wound his feelings.

Opportunities are often given teachers which they fail to see. Heaven lead us all to feel thy power, Opportunity, and teach us how to rightly use it.

Professional teaching can only be done by professional teachers. Professional teachers are those who take time to prepare themselves for the work.

Question, then name the pupil who is to recite; all will then give attention, not knowing who may be called to answer the question.

Read of Laura Bridgman, Helen Keller, or the boy Salvanus, and tell me if we, who have the five senses with which to work, dare assert there is a child in our charge whose understanding we cannot reach.

Some of your brightest pupils may become useless members of society unless you teach them how to apply what they learn.

There should be almost as many methods as there are pupils. "'Tis they who with all are just the same, more often than their pupils are to blame."

Unless a child is taught to govern himself in the school-house and school yard, pray, where is he to be taught? His employer cannot be expected to hire some one to watch that he does his duty.

Very few teachers stop to think that the "dull boy" is only slow because he is deaf or near-sighted. Test any cases you may have, to see if this is not true.

What credit is due a teacher who graduates a bright, intelligent boy with a high standing? Scarcely any. Such a child will learn if shut up in a room by himself.

Xenophon, when a young man, had charge of an army of ten thousand men. He owed his success to his faithful, patient teacher, Socrates.

Young teachers are apt to look for immediate results and think if they see or hear of no improvement in their pupils that none has been made. Your influence is life-long; let it be for good.

Zeal, rightly applied by a teacher in her classroom work, is a better disciplinarian than a thousand rattans in the hands of as many "living" automatons. The teacher who deserves credit is he who awakens a sleepy mind; he who reaches that which others have failed to reach.

**TIME TABLES.**—Do not try to teach until your school is thoroughly organized. See that, as far as is possible, the pupils are properly classified. Be sure you have a perfect *time-table*. This time-table should not only show what you are engaged at every hour of the day, but it should also indicate how the pupils of each class are employed while your attention is directed to the teaching of some other form. When you have secured such a time-table, you should see that it is absolutely carried out, and success must certainly be yours. For remember, and repeat it to yourself every hour of the day, it is what the pupil does far more than what the teacher does which ensures a successful term's work. Never mind working so hard yourself; never mind shouting to your class at the top of your voice from nine to four; never mind preparing all the work, to be gulped by your pupils like sugar-coated pills; but be sure that every boy and every girl in your room is busily engaged from morning until night every day of the coming year, and then do not be in any way exercised over the results of your year's work. How can you be sure of your pupils being engaged every minute of the day, if you have no definite time-table showing the desk-work of each class? We again say be far more careful this year regarding the occupation of your pupils at their seats than you are regarding the quality of the instruction while under your immediate control.—*Canadian Teacher*.

### Correspondence.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—To-day we had in our school an autumn day, which proved such a decided success that I am going to tell you about it, hoping that by doing so, I may assist some fellow-teacher. The room was decorated with autumn leaves, ferns and flowers, while the blackboards were ornamented with designs of autumn leaves and fruits.

The parents had been invited for two o'clock, at which hour the elementary pupils marched up singing a ringing marching song. Then followed another song "Nine o'clock A. M." The next item on our programme was a class recitation by the pupils of the elementary department. With Dr. Kneeland, I consider these class recitations of inestimable

value to a teacher, even though in so doing I am obliged to differ in opinion with one so high in authority as Dr. Stevens. True, no teacher would think of having them take the place of individual reading, but where we want to teach that "Unity is Power," and that the strong must help the weak to grow strong, I know of no better means than by class recitation. In this way, too, we may impress on each pupil, a lesson that might with advantage be taken to heart by older persons, namely, that he is not the only one in the world. After a chorus, "Greet the Reapers," a most interesting lesson on the apple was given by Miss Hayes, my assistant. Each pupil had his apple and knife and went through a process of dissecting and examining, which could not do otherwise than assist in developing his powers of observation. Before the lesson commenced, apples had been passed around among the visitors, and it was rather a pleasant sight to see them enjoying the impromptu repast, while they lent an attentive ear to the queries and explanations of a bright wide-awake teacher. This was followed by a chorus, "Ripe are the Apples," which was sung with sufficient energy to show that the merry youngsters appreciate the fruit which, in these parts, grows in such abundance.

After a recitation by a wee tot, the elementary pupils took their departure, singing a marching song as they went. Then rose to the occasion the model school pupils, having first shaken out their limbs by means of a march and some calisthenic exercises. I had offered a prize in the form of a blotter, painted by myself, for the one who should make the best speech on autumn. The pupils were all armed with original speeches, and these were listened to with apparently deep interest. The prize was won by a pupil in Grade II. Model. After the day's entertainment, the mother of this girl told me that (like Miss Cole) Alice had wandered off alone to the woods to receive inspiration and write her speech, and were it not for the fact that I fear to take up more than my share (yes, as a teacher I have a share in it) of the EDUCATIONAL RECORD, I should give it to you, for I certainly think it did Alice great credit. The proceedings were then enlivened by an "Autumn Song," after which I gave a lesson on the different kinds of maples, their modes of reproduction, growth and so forth.

Then followed that familiar but beautiful song, "The Maple Leaf," each pupil holding in his hand a maple leaf with which he went through pretty movements. Next came a recitation, "A Song to the Maple." During the month, I had had my pupils write an essay on "The History of a Leaf," and the four showing the most originality were read.

The boys then joined lustily in the chorus "The Farmer's Joy." An autumn exercise was the next item on our programme. One girl represented Queen Autumn, while each of the others who represented some autumn flower or fruit, paid homage to her. Last of all came a little half-faded rose, who with drooping head, offered herself to Queen Autumn, when they together sang "The Last Rose of Summer," the one taking the alto the other the soprano. A chorus, "The Harvest Home," came next, after which, as we had chosen Bryant for our autumn poet, this year, his "Death of the Flowers," with gestures, was given by the whole school.

Some of the visitors present made a few remarks, at the conclusion of which the pupils made their exit, of course singing a marching song, their faces aglow and their hearts warm with the pleasure that comes each time we make an attempt to please others. Each visitor, as he wrote in the Visitors' Register, received a little gilt-edged card on which were pressed autumn leaves and flowers, with the inscription :

Souvenir of  
Autumn Day.  
Barston Heights Model School,  
Oct. 3rd, 1898.

Let me assure my fellow teachers, that as I sit here this evening, and the events of the day come back to my mind as pleasant reminiscences, the thought of my heart is, "It pays to take pains and trouble both for our pupils and the community in which we labour."

On our next visiting day we are to have "A visit to old Quebec and what we saw." I do hope that I have not bored you, Mr. Editor, but I think we teachers might assist each other very materially, if we, through our RECORD, would interchange ideas in a practical manner.

When I meet a real live teacher and hear about his work and aims, I always feel inspired to nobler action ; why then

are our teachers so silent about their work? "Modesty," you say! Is not that false modesty? If by giving our ideas to each other, we can be of some assistance, have we any right to keep them to ourselves? I, for one, would immensely enjoy hearing from my fellow-workers, and thus learning more of their plans and the practical working out of such plans.

With many thanks for the space you have granted me,  
I am, yours sincerely,

KATE E. COLE.

Barnston Heights, Oct. 3rd, 1898.

—THE following letter was received by the editor some time ago, but unfortunately was mislaid, and consequently remained unpublished. Needless to say, we are pleased at all times to hear from our readers.

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—In reply to the invitation of the RECORD, for suggestions from teachers as to their methods, I must say that what has deterred me from writing before is that I have long waited for some other teacher to take the initiative. In vain however.

Acting on an experience given by a teacher in the *Institute*, I now allow my pupils to leave the room without first asking permission, the understanding being that the pupil must go out and return *very* quietly and that no two pupils are to be out together. At first I did not think this would be practicable in an elementary school, but have tried it with great success. I feel confident, should any of my fellow teachers try this, they will not return to the old method. In conclusion let me ask a question, Why is it that no advertisements for professional works appear in the RECORD or any other paper which we teachers see? The institutes are our only chance of knowing of their existence, and but few elementary teachers can afford the luxury of attending them unless they are near. I think a good educational magazine a great help, and yet few elementary teachers have them for the above reason.

Yours truly,

Kirkdale, Que.

ELSIE S. LYSTER.

## Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Canadian Magazine* for October is a splendid number of our National Magazine. There are two good articles in it, having reference to Newfoundland, one on her relations with Canada, by Dr. G. M. Grant, and the other, "Some Recent Premiers of Newfoundland," by P. T. McGrath. There are also several good short stories and sketches; while poetry, book reviews and a number of timely articles on various subjects complete one of the best numbers of the *Canadian* yet issued. (Published by the Ontario Publishing Company, Toronto.)

There is an article of great interest in the October *Atlantic*, in which Professor Mark H. Liddell speaks in no uncertain way about what he calls "Botching Shakespeare." The number is equal to the *Atlantic's* best, and that is no small praise. (Published by Houghton, Mifflin and Company, Boston, Mass.)

In an able article in the October *Ladies' Home Journal* it is shown how easy a matter is the establishment and maintenance of a public library, even in small communities. Considering the importance of this subject, the article should be read by all. (Published by Curtis and Company, Philadelphia.)

### Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 30th, 1898.

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

Present :—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; Professor A. W. Kneeland, M. A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Mr. Samuel Finley; Mr. W. S. Maclaren; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend Elson I. Rexford, B.A.; Principal S.

P. Robins, LL.D.; the Honorable Justice Lynch, D.C.L.; Mr. John Whyte, and Mr. James McGregor.

The meeting opened with prayer offered by the Bishop of Quebec.

The minutes of the last meeting were read and confirmed.

It was moved by the Reverend Dr. Shaw, and seconded by the Very Reverend Dean Norman, that in the future the regular meetings of this Committee be opened with prayer.—Carried.

Apologies for enforced absence were submitted from Principal Peterson and Mr. H. B. Ames.

The Secretary was requested to report upon the state of business that arose from the minutes of the last meeting, which he did. He was instructed to place such report upon the agenda paper as a permanent order to succeed the reading of the minutes.

The Reverend E. I. Rexford read the report of the sub-committee on the distribution of grants as follows:—

Your sub-committee begs to report that it spent the whole day yesterday in examining the tabulated returns of the June examinations, prepared by the Inspector of Superior Schools, and in arranging a scheme for the distribution of grants for submission to this Committee. There were present: Dr. Heneker, the Reverend A. T. Love, Inspector McGregor, and Elson I. Rexford. A letter of regret was received from Dr. Shaw.

Your sub-committee has also had the valuable assistance of the Secretary of the Department and of the Inspector of Superior Schools in this important work. A careful examination of these tabulated returns gives rise to many interesting questions concerning the present scheme of examinations. It appears from the general results of the examinations that there has been improvement in the manner in which the examinations have been conducted at the various local centres throughout the Province; and, while there have been a good many changes in the relative standing of the superior schools, your sub-committee finds that good progress is being made in the educational work of these schools. The tabulated returns bring out some points, however, which call for the careful consideration of the Committee. It appears that out of the 853 candidates who presented themselves for examination in the academies, 315, or about 37 p. c., failed to secure their promotion cards under existing regulations.

In order to reduce this excessive number of failures to the lowest point consistent with efficient work, your sub-committee begs to recommend, in accordance with the suggestion of the Inspector of Superior Schools, that a small committee of professional examiners be appointed to confer with the Inspector of Superior Schools concerning the preparation of examination questions and concerning the final results of the examinations.

The Secretary of the Department reported the amounts available for distribution as follows:—

Marriage License Fees.....	\$ 6,804 00
Interest on Marriage License Fund.....	1,400 00
Interest on Jesuits' Estate Fund.....	2,518 44
Share of Superior Education Fund.....	9,333 32
	<hr/>
	\$20,055 76
Permanent charges.....	1,850 00
	<hr/>
Amount available for distribution.....	<u>\$18,205 76</u>

Out of this sum the usual grants, amounting to \$6,400.00, are recommended for the two universities.

In accordance with the minute of the 25th of February last concerning grants to colleges, your sub-committee begs to report that Stanstead Wesleyan College is entitled to a special grant of \$250.00, and St. Francis College to a special grant of \$150.00. Your sub-committee regrets that, as the returns received late yesterday afternoon from Morrin College were incomplete, it is unable to make any report in reference to that institution.

From the reports of the Inspector of Superior Schools it appears that nineteen academies and six special schools are entitled to rank on the academy list, Lennoxville having been transferred from the model school list. The minimum grant of \$200.00 to each of these twenty-five schools amounts to \$5,000.00.

In making the returns for the equipment grant the Inspector followed the scheme of last year, as half the schools had been examined before the new scheme was adopted.

1,400 marks were allotted for the equipment grant.

Schools having 1,300 and over received \$40.00.

Schools having between 1,200 and 1,300 received \$25.00.



Schools having less than 1,200 received \$15.00.

Total equipment grant to academies \$570.00.

In distributing the grant for bonuses, (1) a maximum grant of \$200.00 is made to Huntingdon, and grants proportionate to the grand total marks to other academies, and (2) a grant of \$50.00 is assigned to perfect standing in the percentage column, and additional grants proportionate to the figures of this column were made to these institutions, giving a total of \$1,194 for bonuses to academies. A similar plan was followed in distributing the grants to model schools. The forty-four model schools receive a grant of \$2,200.00, a bonus grant of \$453.00, and an equipment grant of \$1,010. Seven special schools receive \$550.00. Your sub-committee, therefore, respectfully recommends that the following scheme for the distribution of grants be approved and submitted for approval of the Lieutenant Governor in Council.

(Signed,) R. W. HENEKER,  
Chairman.

After a discussion of the report in detail in connection with the proposed distribution and with the correspondence from various school authorities in regard to the ranking of their schools, the report was adopted, and the Committee resolved to apportion the Superior Education Fund according to the following list, and the Secretary was instructed to have it presented to His Honor the Lieutenant-Governor in Council for approval in the following form:—

#### UNIVERSITIES AND COLLEGES.

McGill University.....	\$4,150
University of Bishop's College.....	2,250
* Stanstead College.....	250
* St. Francis College.....	150
† Morrin College.....	.....
	\$6,800

\* Subject to passing supplementals.

† To be determined at the November meeting.

## ACADEMIES.

	Grant.	Bonus.	Eq. gr.	
Huntingdon .....	\$ 200	\$ 241	\$ 40	\$ 481
Sherbrooke .....	200	129	40	369
Lachute .....	200	125	40	365
Waterloo.. .....	200	131	25	356
Danville.....	200	94	40	334
Knowlton.....	200	81	40	321
Orms town .....	200	95	25	320
Granby .....	200	79	40	319
Coaticook.....	200	77	40	317
Sutton .....	200	76	15	291
Inverness.....	200	66	25	291
Shawville.....	200	..	25	225
Cowansville.....	200	..	25	225
Cookshire .....	200	..	25	225
Aylmer .....	200	..	25	225
Three Rivers.....	200	..	25	225
St. Johns .....	200	..	25	225
Bedford .....	200	..	25	225
Lennoxville .....	200	..	25	225
	<hr/>	<hr/>	<hr/>	<hr/>
	\$3,800	\$1,194	\$570	\$5,564

## SPECIAL ACADEMIES.

Compton Ladies' College.....	\$ 200
Dunham Ladies' College .....	200
Westmount .....	200
Quebec .....	200
Stanstead .....	200
St. Francis .....	200

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 \$1,200

## MODEL SCHOOLS.

	Grant.	Equip.	Eq. gr.	
St. Lambert .....	\$ 50	\$ 41	\$ 40	\$ 131
Valleyfield.....	50	41	40	131
Bury .....	50	35	40	125
Barnston.....	50	29	40	119
Stanbridge East.....	50	34	25	109

	Grant.	Bonus.	Eq. gr.	
Ulverton. ....	\$ 50	\$ 31	\$ 25	\$ 106
Gould.....	50	30	25	105
Hatley.....	50	30	25	105
Rawdon .....	50	26	25	101
Portage du Fort.....	50	34	15	99
Berthier .....	50	31	15	96
Lacolle .....	50	31	15	96
Scotstown .....	50	30	15	95
Kinnear's Mills.....	50	30	15	95
Richmond .....	50	...	40	90
Levis .....	50	...	40	90
St. Andrews.....	50	...	40	90
Buckingham .....	50	...	25	75
Lachine.....	50	...	25	75
Sawyerville.....	50	...	25	75
Clarenceville .....	50	...	25	75
Hemmingford .....	50	...	25	75
Compton. . . . .	50	...	25	75
Hull. ....	50	...	25	75
Farnham .....	50	...	25	75
Beebe Plain.....	50	...	25	75
Montreal West .....	50	...	25	75
Marbleton.....	50	...	25	75
St. Hyacinthe .....	50	...	25	75
South Durham.....	50	...	25	75
East Angus.. ..	50	...	25	75
St. Sylvester.....	50	...	25	75
Frelighsburg .....	50	...	25	75
Waterville .....	50	...	25	75
Windsor Mills .....	50	...	25	75
Leeds.....	50	...	25	75
Fairmount .....	50	...	25	75
Mansonville .....	50	..	15	65
Magog.....	50	...	15	65
Megantic .....	50	...	...	50
Bryson.....	50	...	...	50
Clarendon.. ....	50	...	...	50
Como .....	50	...	...	50
Mystic.. ..	50	...	...	50
	<hr/>	<hr/>	<hr/>	<hr/>
	\$2,200	\$453	\$1,010	\$3,663

## SPECIAL MODEL SCHOOLS.

Paspebiac.....	\$100
New Richmond.....	100
Haldimand.....	100
Chicoutimi .....	100
Arundel .....	50
Sorel .....	50
Fort Coulonge .....	50
	<hr/>
	\$550

## SUMMARY OF GRANTS.

Universities and Colleges.....	\$ 6,800
Academies (Fund Grant).....	3,800
Bonus and Equip. Academies.....	1,764
Special Academies.....	1,200
Model Schools (Fund Grant).....	2,200
Bonus and Equip. Model School .....	1,463
Special Model Schools.....	550
	<hr/>
	\$17,777

It was moved by the Bishop of Quebec, seconded by Dr. Shaw, and

*Resolved*,—That the Secretary be instructed to enquire of the Secretary of McGill what is the exact number of Morrin College students who have complied with the McGill University requirements so as to be admitted to the succeeding year, and that in the meantime the grant to Morrin be reserved.

It was agreed to send examination papers to Gaspé South as well as to Haldimand, and to allow both schools to rank as ordinary model schools upon the fulfilment of the ordinary conditions.

The Secretary was instructed to inform the Lachine dissentient school trustees that, as our model schools are not ranked in two classes, the Committee cannot accede to their request for special ranking.

The commissioners of New Richmond are permitted to organize their model school in two buildings, to suit their peculiar geographical conditions, and to have credit for the work of the two schools, which will be considered as one model school in the distribution of grants.

A proposal from the Minister of Education of Ontario to have a Patriotic Day set aside for the Dominion as a day for special school exercises with a view to inculcating a spirit of loyalty and patriotism was considered, after which it was resolved, on the motion of Dr. Shaw and Judge Lynch, "That we hereby express our concurrence in the proposal of the Honorable the Minister of Education of the Province of Ontario as to the cultivation of a patriotic spirit among the children of the Dominion, and that, pending any legislation in the school laws of this Province on this subject, we strongly recommend that commissioners, trustees, and teachers of the Protestant schools of this Province observe such exercises daily or weekly, as in their respective localities they may find appropriate in the way of saluting the British flag and otherwise cultivating a patriotic spirit among the children. Further, that the day preceding the Birth-day of Her Most Gracious Majesty the Queen be specially observed with patriotic recitations and exercises, and be designated 'Empire Day.' "

In the same connection it was moved by the Reverend E. I. Rexford, seconded by the Honorable Judge Lynch, and

*Resolved*,—That a part of the equipment grant to each school be expended this year by the school authorities in providing a suitable Dominion flag and staff for the use of the school.

Various applications for diplomas under regulations of the Committee were considered, when it was agreed to instruct the Central Board to issue diplomas as follows to persons who have fulfilled the necessary conditions: To R. H. McRae, B.A., F. J. K. Alexander, B.A., H. A. Crack, B.A., and Miss H. D. Sever, the first class academy diploma; to Miss Bernice Walker, a second class elementary diploma upon passing her supplemental in June next; to Miss A. Fletcher, a model school diploma upon receipt of proof of satisfactory standing in Latin in her extra provincial examination.

The Committee decided that it could not grant the grade of diploma applied for by Messrs. Harland and Smith, and instructed the Secretary to seek further information from Miss Ethel Pitcher, B.A., and Professor Hart, B.A., before consideration of their applications for diplomas.

The Secretary was ordered to write to the Reverend

Mr. Prout, accepting his offer to visit the Protestant schools of the Magdalen Islands, giving him full directions as to his rights under the law, and asking him for a report at the close of the year.

It was moved by Justice Lynch, seconded by Reverend E. I. Rexford, and

*Resolved*,—That with a view to affording the public an opportunity of conferring with this Committee on educational matters, it is desirable that open meetings of the Committee be occasionally held, of which due notice should be given. That the President, the mover and seconder be a Committee to interview the Government to ascertain whether such proposal will meet with its approval; and in the event of a favorable answer being given, to secure the consent of the Honorable Commissioner of Public Works to the holding of such meetings in the Government offices, at Montreal.

The applications of A. Newton and Miss Janie Norris for second grade academy certificates on the recent June examination were granted, while that of Miss Robinson was refused.

The Secretary, after reading an invitation from the Protestant Teachers' Association to the members of the Committee to attend the Convention in Montreal on the 13th, 14th and 15th of October, was directed to write a note of acceptance and to convey the thanks of the Committee for the invitation.

It was moved by Judge W. Lynch, seconded by Bishop Dunn, and

*Resolved*,—That Principal Peterson, Dean Norman, and Messrs Rexford, Kneeland, Whyte, McLaren and Love, and the mover, be a sub-committee to consider the whole question of the examination and inspection of our superior schools, with instructions to report from time to time, after conference with the Inspector, about changes, if any, are desirable in the entire system, as at present framed.

On motion of the Bishop of Quebec and Dr. Shaw, the Secretary was requested to draw the attention of all the teachers to the fact that the scheme of Bible Study authorized in 1895 is still to be followed, and prepared for examinations in addition to the opening exercises.

It was moved by Inspector McGregor, seconded by Dean Norman, and

*Resolved*,—That article 73 of the Regulations of the Protestant Committee of the Council of Public Instruction be amended so as to read “The examination shall be held the third week in June.”

The application of Miss Margaret E. Mackie, for permission to enter the elementary class after Christmas, was approved on motion of Dr. Shaw and the Bishop of Quebec.

On the report of the Inspector, the prizes for well kept school grounds were awarded in the following order :—

1. Dunham Ladies' College .....	\$100 00
2. Sutton Academy. ....	50 00
3. Barnston Model School.....	25 00

The sub-committee on Legislation was re-appointed with the addition of Judge Lynch. The application of the Lachine trustees for permission to use the elementary course of study and grading of the Montreal common schools, because of their proximity to the city and the frequent interchange of pupils, was granted.

An application from the Normal School Committee for a larger Government subsidy to meet its increased expenses was read, when it was resolved that the Secretary be instructed to transmit a copy to the Government with an intimation of the Committee's strong desire that the application be granted.

The Secretary was instructed to express to the school commissioners of Richmond the satisfaction of the Committee upon learning that they have assumed control of St. Francis College with the intention of conducting it hereafter as an academy, and the hope that the institution may prosper under the new arrangement.

Moved by the Reverend E. I. Rexford, seconded by Mr. G. L. Masten,

1. That in order to meet the temporary difficulties arising from the introduction of the revised course of study, the Inspector of Superior Schools be instructed to prepare optional papers in the following subjects for the June examinations :—

In English. Grade 2 Model—Deserted Village and  
Fifth Reader.  
Grade 1 Acad.—Ivanhoe & Deserted Village.  
Grade 2 Acad.—Lady of the Lake and  
Selections from Tennyson.

In Latin. Grade 2 Model—(1) On Shorter Latin Course.  
(2) On Beginner's Latin Book, etc.

2. That the University Board of Examiners be requested to provide for the June examinations, 1899, optional papers in English, Tennyson and Scott's Lady of the Lake; and in Botany, Spotton's text-book and Groom's text-book.

3. That the Secretary of the Department be requested to issue a circular to each of the superior schools of the province advising them (1) of the foregoing action, and (2) that West's English Grammar for Beginners will be accepted for the preliminary examinations, and (3) that the history course in grades II. and III. Model includes the points of Canadian History which fall within the periods of English History named.—Carried.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

1898.	<i>Receipts.</i>	
May 24—Balance on hand.....		\$ 717 31
June 30—Unexpended balances.....		1,436 02
July 20—Grant from Government for contin- gent expenses.....		1,500 00
		<hr style="width: 100%; border: 0.5px solid black;"/>
		\$3,653 33
		<hr style="width: 100%; border: 0.5px solid black;"/>

1898.	<i>Expenditure.</i>	
June 2—Printing minutes of Protestant Com- mittee.....		\$ 14 00
“ 14—Inspector's supplies and examination papers.....		141 18
“ 17—A. L. Gilman, Deputy Examiner.....		50 00
R. M. Harper, .....		50 00
A. W. Kneeland.....		50 00
J. A. McGregor .....		50 00
J. Parker.....		50 00
R. J. Hewton.....		50 00
Ethel Gale.....		50 00
P. Langlois.....		50 00
D. W. Munn.....		50 00
E. Harper, assistant, to replace absen- tee....		50 00



July 30—J. M. Harper, salary .....	\$ 300 00
G. W. Parmelee.....	62 50
Balance on hand as per bank book .....	2,635 65
	<hr/>
	\$3,533 33

1898. *Special Account.*

June 30—Superintendent of Public Instruction..	\$3,918 44
Sept. 23—From City Treasurer of Montreal.....	1,000 00
	<hr/>
	\$4,918 44

*Contra.*

Transfer to Superintendent of Public Instruction. ....	\$3,918 44
To Dr. S. P. Robins, Principal ..	1,000 00
	<hr/>
	\$4,918 44

The rough minutes having been read, the meeting adjourned to reassemble on the last Friday of November, or earlier, on the call of the Chairman.

G. W. PARMELEE,  
Secretary.



## TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1898, (ACADEMIES.)

NAMES OF ACADEMIES.	Grand Total Marks.		Percentage.		Pupils in Ex. Grades.		Grade I.		Grade II.		Grade III.		Lat. Gk. Frch Eng.		Geom. Alg.		Arith.		Applicants.															
	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.																
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....																
Aylmer .....	9859	65	40	21	12	9	12	5	7	4	2	2	5	3	0	2	2	0	8	1	.....	16	5	21	0	7	2	17	4	20	0	1236		
Bedford .....	5155	61	23	13	9	5	7	4	3	4	1	1	1	1	1	1	1	1	1	1	.....	11	3	13	1	2	2	13	0	12	1	1205		
Coaticook .....	1284	178	37	27	19	8	13	10	8	4	4	3	1	1	1	1	1	1	1	1	.....	20	7	23	2	12	2	26	1	24	1	1390		
Compton Ladies' College .....	829	179	30	15	8	7	3	3	3	1	3	1	2	2	2	0	0	0	0	0	.....	15	0	15	0	0	0	9	3	8	5	1248		
Cookshire .....	11856	61	52	24	11	13	7	4	9	6	5	3	2	3	2	1	1	1	1	1	.....	15	9	21	3	13	4	18	6	17	5	1260		
Cowansville .....	11339	70	49	22	18	9	5	0	10	5	5	6	2	4	1	1	1	1	1	1	.....	2	16	6	13	3	10	7	16	6	19	3	1293	
Danville .....	2962	76	44	37	27	10	11	7	4	1	2	8	4	4	1	1	1	1	1	1	.....	2	5	4	26	1	20	4	33	4	32	2	1335	
Dunham Ladies' College .....	12953	65	37	27	8	19	6	2	4	9	3	6	7	6	7	5	3	2	1	1	.....	17	10	26	1	7	5	19	8	19	3	1251		
Granby .....	16502	71	58	33	21	12	10	8	2	19	10	5	5	1	4	3	2	1	1	1	.....	5	30	3	26	0	27	5	26	4	1320			
Huntington .....	74193	81	173	111	63	143	15	11	4	32	21	16	13	22	23	8	5	0	0	0	.....	6	92	19	103	6	71	20	85	26	101	7	1315	
Inverness .....	9377	80	55	16	15	1	2	1	1	10	10	0	4	0	0	0	0	0	0	0	.....	1	15	1	16	0	14	0	16	0	16	0	1236	
Knowlton .....	17019	70	46	34	26	8	3	10	2	12	9	3	7	5	2	0	0	0	0	0	.....	1	33	1	33	1	20	0	33	1	31	1	1310	
Lacate .....	31925	77	72	57	40	17	19	17	19	13	6	1	6	1	1	1	1	1	1	1	.....	7	43	12	35	4	27	7	48	3	53	3	1335	
Lamont .....	21035	67	80	42	20	23	14	8	6	13	9	1	5	6	2	1	1	1	1	1	.....	1	2	11	36	6	17	5	22	10	36	4	1213	
St. Francis College .....	17531	64	60	36	12	24	9	1	8	12	5	7	10	4	6	5	2	3	19	4	1	1	28	8	33	158	5	20	13	36	19	15	1195	
St. Johns .....	7531	70	17	14	4	10	5	0	5	5	2	3	3	1	2	1	1	1	1	1	.....	0	11	0	11	0	6	3	12	2	12	2	1195	
Shawville .....	12129	65	43	29	17	12	11	8	3	11	8	6	2	1	1	2	0	2	13	1	.....	20	9	29	0	11	7	22	7	25	4	1263		
Sherbrooke .....	31693	85	66	49	42	17	18	18	0	9	9	0	16	12	4	0	3	3	38	5	1	1	48	1	47	2	24	3	43	6	44	3	1388	
Stanstead W. College .....	17604	73	52	36	24	12	13	7	6	10	9	1	3	2	1	1	1	1	1	1	.....	1	20	10	30	0	16	3	33	1	32	1	1300	
Sutton .....	12948	83	25	20	15	2	4	3	1	9	5	1	6	0	1	1	1	1	1	1	.....	0	3	1	19	1	20	0	20	0	20	0	1175	
Three Rivers .....	6925	55	24	19	6	13	5	2	6	5	1	0	1	0	1	2	0	1	1	1	.....	0	2	13	5	7	2	6	5	16	3	11	6	1243
Waterloo .....	35381	170	101	67	39	28	23	13	15	11	7	4	19	10	9	9	0	30	4	3	0	4	3	0	4	3	0	49	18	60	7	1233		
Westmount .....	50055	73	142	103	80	23	41	38	6	37	23	14	10	7	3	12	12	0	71	7	8	0	92	11	101	2	22	0	92	11	87	4	1360	