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Articles : Original and Selected.

CHILD STUDY.

BY ERNEST N. BROWN, B.A., LACHINE.

Child study, in its broadest aspect, is part of the new psychology, and the new psychology is simply the Baconian change of base applied to the study of the mind. The old psychology proceeded by the method of deduction ; the new psychology asks, Why should not the inductive method, which has wrought such a transformation in the physical sciences, be employed in the science of the mind ? Child study, more particularly, belongs to that part of the new psychology which is called comparative psychology. Mind must be studied in its growth and development. It is by studying the developing mind that we will obtain the deepest insight into its processes. The child, then, in all his varied activities has become an object of new and deeper interest.

Children have no doubt always been studied. Every good teacher observes the different dispositions, the physical, mental and moral characteristics of his pupils, and endeavours to adapt his teaching and discipline to the needs of each. But child study has come to mean a great deal more than this. It has now reached the stage of full self-consciousness.

Child study receives contributions from several sciences. It may be considered from the standpoints of (1) physiology, (2) psychology, (3) neurology, (4) anthropology. From the

study of children of school age must be distinguished, again, the study of infants, usually pursued by means of the continued observation of an individual child from birth and embracing such well known studies as those of Preyer, Perez, and Darwin; the results in this field have been excellently compiled, as well as contributed to, by Dr. Frederick Tracy, of Toronto University, in his work, the "Psychology of Childhood."

The study of the physical life of children was naturally the first to receive attention, because this is more directly accessible to the methods of experiment than the psychological. It has resulted in several important discoveries and in greater attention being paid to the physical conditions of school life, and a more careful effort being made to discover if some physical defect is not accountable for many failures of children at school. Many children are found to enter school with defective eyesight, hearing, or other physical defects, of which the teacher may know nothing. Simple tests have been devised by which the teacher may discover if such defects exist; and even if no formal tests are made, the very knowledge of the number of these cases makes him much more watchful and sympathetic. The ordinary school work will often furnish sufficient tests to the wide-awake teacher.

Important facts have been ascertained with regard to the muscular development of the child. It has been found that the large muscles develop earlier than the smaller ones. The natural order of the arm movements, for example, is, first whole arm movements, then elbow, then wrist, and lastly finger movements. It is against nature to make the little child do fine work. The bearing of this upon kindergarten practices, as well as upon methods of teaching writing and drawing is obvious. Hardly less important is the emphasis that has been laid upon the fact that the child's motor activities are an essential condition of his growth, and that the aim must be to regulate and utilize these activities rather than repress them.

Experiments have been made with regard to fatigue and to mental activity at different periods of the day, all of which have an important bearing upon the construction of time-tables and the fixing of hours of study. Anthropological measurements have been made as a means of studying the physical growth of children in different countries and

under different conditions. The eyesight of thousands of children has been tested, and it is found that short-sightedness is not only very common, but increases from grade to grade.

But, important as is this field, it is not so interesting nor, perhaps, so fruitful as is the study of children's minds. It is with this department of the work that I wish particularly to deal.

The methods employed may be classified as (1) the observation and (2) the questionnaire. Both these methods are supplemented by, or include as aids, several other methods. Children are not only observed or questioned, but grown-up people write reminiscences of their childhood. Autobiography and biography are studied as giving an insight into the childhood of noted men and women, though it must be confessed that the value of the great majority of these to the scientific student of child life is very limited. Poets and artists as well as great prose writers have always loved to interpret children, and from their works much insight may be gained.

These methods may best be explained in connection with the work of leaders in the child study movement who employ them. The great representative of the observation method is Principal E. H. Russell, of the State Normal School at Worcester, Mass.; the best known names associated with the questionnaire method are those of President G. Stanley Hall, of Clark University, Worcester, Mass., who has been called the father of child study, and Prof. Earl Barnes, of the Stanford University, California.

The observation method as followed by Principal Russell may best be stated by quoting from the catalogue of the Worcester Normal School:—

"The principal requests the students to observe the conduct of children in all circumstances,—at home, at school, in the street, at work, at play, in conversation with one another and with adults,—and record what they see and hear as soon as circumstances will permit. When the nature of the work is explained to the school, great emphasis is placed upon the necessity of having the records genuine, beyond all possibility of question; of having them consist of a simple, concise statement of what the child does or says, without comment by the writer; of making both the observation and the record without the knowledge of the

child; and of noting the usual, rather than the unusual, conduct of the individuals observed.

"For convenience in classification, blanks of six colors are provided for the records. White paper is used for such observations as students make themselves; red, for well-attested ones reported by others; yellow, for reminiscences of their own childhood; green, for mention of whatever they read on the subject; blue, for exceptional or defective children; and chocolate, for observations that extend continuously over a period of time."

Each blank contains a record of the date; the name, age, and post-office address of the observer; the name, sex, nationality, and age of the child observed, and the length of time between making the observation and recording it.

The advantages of this method are evident. It avoids the objections that at once occur to us against questioning the child, viz, that we make him conscious that he is an object of study, that we suggest his answers, that he becomes introspective, that his activities cease to be spontaneous and sincere. Mr. Russell, while one of the most enthusiastic, is one of the most temperate exponents of child study. He adopts as his motto the principle laid down by Bacon and stated by Darwin in these words: "I worked on true Baconian principles, and, without any theory, collected facts on a wholesale scale." He refuses to draw hasty conclusions, and is satisfied that his work results in directing the attention of his student teachers childward, in bringing them into closer and more sympathetic relations with children. Thirty-five thousand observations have been collected at the Worcester Normal School. These have been classified under the usual psychological rubrics, such as imitation, association, etc. A volume on "Imitation and Allied Activities" has been published; and while, true to principles, no attempt at formulating a pedagogical hypothesis has been made, the volume is, I believe, the most valuable as well as the most delightful and inspiring treatment that subject has ever received. In Mr. Russell's own words, one feels in reading the records it contains as if he "were privileged to stand at the fountain-head of life, and see its waters bubble forth from exhaustless hidden depths as by perpetual miracle."* A second volume on

* Imitation and Allied Activities, *Introd.* xv.

"Knowledge as Gained Through Association" is in preparation.

Mr. Russell's object is a practical one. His work is to train teachers, and he is concerned only in a secondary way in the scientific value of his observations. Indeed he admits that many of them have probably no value apart from their value to the observer in the exercise of making them. More scientific is the work of Dr. Hall and Prof. Barnes. Dr. Hall began his great work in child study by an investigation upon what the average Boston child might be supposed to know on entering school. This investigation, published under the title "Contents of Children's Minds on Entering School," has become a classic, and has been translated into several European languages. We can readily appreciate the value of such a study as a means of linking instruction to be given with information already possessed. Dr. Hall gathers material for his studies by means of syllabi sent free to all who are interested and are willing to make returns. During the past three years, three sets of syllabi have been sent out and a fourth series for the present year (1897-98) is being issued. These syllabi cover such topics as anger, dolls, the early sense of self, fears, reverie, likes and dislikes, degrees of certainty and conviction, suggestion and imitation, punishments and penalties, moral and religious experiences, ownership *vs.* loss, and many others. A study of "Dolls" has been published in book form (E. L. Kellogg & Co., N. Y.), and articles by Dr. Hall and his students upon other topics are appearing in his publications, the "American Journal of Psychology" and the "Pedagogical Seminary." These studies are an earnest and persistent attempt to explore the contents of the child mind during the different periods of growth and to bring to light the pedagogical import.

Among the most valuable of these studies are those of the period of adolescence, upon which Dr. Hall has laid great emphasis and which is with him a favourite theme. During this period, the most critical of life, there takes place a rapid development of the whole nature; the happy, thoughtless, imitative boy and girl become the self-conscious youth and maiden, in full possession of their inherited tendencies and of their possibilities for either good or evil. It is a period of physical, mental, moral and religious regeneration. There is a great evolution of energy that must

find outlet in some way. It is the great reading age. If suitable reading is not furnished, sensational literature of the worst kind is apt to be devoured. The craving must be satisfied. It therefore affords the golden opportunity for cultivating a taste for good literature,—one of the highest products of education. No stronger argument than this can be advanced for school libraries. It is in many, a period of great storm and stress, of great uncertainty of belief. The old supports fall away. There is no longer the same implicit confidence in parents or in the conventional opinions of society. The adolescent is called upon to re-establish his equilibrium, and sometimes, unaided, he is not equal to the task. It is the age of ideals. Egoistic, or selfish feelings, give way to altruistic feelings, or regard for others; the youth recognizes himself as a social factor. Religion appeals to him with new force; this is the time for deepening and confirming the religious life. "Just as a study of the psychology of childhood is an indispensable part of the preparation of every teacher in the lower grades, so a study of adolescence should form a part of the education of every teacher in the higher institutions." *

The objections to the questionnaire method are those already noted as avoided by the method of pure observation. These objections can only be obviated in the first place by the character of the questions and in the second place by the manner of presenting them. Questions wisely chosen and judiciously presented may not only not injure the child by making him affected or introspective, but may be of the greatest benefit to him. Children's fears or superstitions, for instance, may be much lessened, if not removed, by their confiding in one whose sympathy they feel and whom they trust. Much valuable material may be collected by selecting topics from Dr. Hall's syllabi and presenting them as ordinary composition exercises. This arouses no suspicion in the child's mind that he is being studied, and the subject, appealing as it does to his own experience, is one in which he is readily interested, upon which he has thoughts and will be glad to write. An essential condition of the value of results obtained in this way is that the work be entirely the child's own, that no comments be made by the teacher in the way either of suggestion or explanation.

* W. H. Burnham, *Pedagogical Seminary*, Vol. 1, No. 2.

The method pursued by Prof. Barnes and his co-workers, following Dr. Hall, is that of proposing some question or subject upon which children are asked to write their thoughts and of obtaining from children original stories. Children are asked to express themselves not only in writing but in drawing, by way of illustrating some story that greatly interests them. This is supplemented by reminiscent and anthropological studies. Prof. Barnes has studied such topics as children's stories, the development of the historic sense in children, children's interests, the child as a social factor, children's attitude towards law, children's drawings. Some of his conclusions may be briefly stated. From a study of children's stories, "we see how very large a place *actions* and *names* have in a young child's interest, and how small a place *feeling*, *sentiment*, *aesthetic details*, and moral distinctions fill." * Stories for children, therefore, "should be mainly confined to action, with little or no description of persons or feelings. *Æsthetic details* and moral rules should play an insignificant part." †

A study of children's interests was made by having children write their definitions of a number of common objects chosen at random. The aim was to discover by what qualities of objects children are most impressed. (This study had already been made by Binet.) The results indicated that young children attend almost exclusively to the uses of objects; "gradually they become interested in grouping them into larger groups and in noticing their qualities." ‡ The application is that "natural history and object lessons with primary children, if they are to appeal to their interests, must start with the uses and activities of objects, gradually lead out through what the things can do and what they are made of, to their structure, form, colour, etc." § Instead of this, "we generally start out with the superficial qualities, taking what Agassiz found to be interesting to college boys and applying it directly to primary children." †

From a study of children's attitude towards law, it appears that "young children regard punishment as an arbitrary matter, imposed without reference to the social order, while, after the age of twelve, there is a steady increase in the regard for law."** "Since the age of twelve seems to mark the inauguration of a social consciousness, our higher

* *Studies in Education*, p. 17. † *Ibid*, p. 17. ‡ *Ibid*, p. 210. § *Ibid*, p. 211. † *Ibid*, p. 211. ** *Ibid*, p. 216.

grammar grades should begin to call the attention of children to the most prominent facts of social and civic life." * It will be noticed that the social interest begins with the dawn of adolescence.

Among the many interesting results of Prof. Barnes' studies are differences between boys and girls in their interests and ways of regarding things.

In criticism of Prof. Barnes' conclusions, we are struck with their *a priori* character. He studies the uninformed child mind and seems to conclude that because certain ideas are not there, they are therefore not appropriate to his age. Are we to follow the child, it may be asked, or are we to lead him? If a child has not certain moral ideas, are we not to impress them upon him? The objection is, I believe, more seeming than real. Prof. Barnes is only trying to extend a principle upon which we all work as far as we are able. We recognize the importance of approaching the child through his interests. We do not expect a little child to be interested in the theory of government, or a healthy boy of fourteen to appreciate the character of Hamlet. And yet, in our ignorance, we go on battling against nature, with the result that we often arouse antagonism towards school and distaste for study, while the result of inappropriate moral instruction may be even more disastrous. There are ideas appropriate to every period of growth, and if we can discover what those ideas are, we will be following the line of least resistance in guiding ourselves by them. If teaching consists not in "getting it into" the child, but in co-operating with him in self-education, then we must follow nature's lead. At the same time it must not be forgotten that child study is but a means to an end and not an end in itself. It gives us knowledge of the material with which we have to work that we may the better shape it to desired ends; it does not teach us what those ends are. Child study will do little for the teacher who is not guided by an educational ideal.

Summing up the scientific results of child study, we find three well marked periods in the child's life, each with its own phenomena and laws. These periods are (1) from birth to the seventh year, (2) from the seventh year to the time of puberty, and (3) the period of adolescence. These

* *Studies in Education*, p. 216.

divisions are not new, but child study has sought to explore their content and bring to light their meaning. The first period is one of rapid growth, the senses reaching practical maturity. It is a highly imaginative period. The child lives in a world of fancy. In his study of "Dolls," Dr. Hall shows that young children do not clearly distinguish themselves from objects, attributing to them their own feelings and desires. The dolls are what they wish them to be. Mr. Russell shows the tremendous roll which imitation plays in children of this age. Prof. Barnes has shown that their interests lie in the uses and activities of objects, that they have little power of inference, that their literary interest is in fairy tales and folk lore stories, that they are lacking in social consciousness. All students of child nature have noticed the savage characteristics of young children, their selfishness, their love of teasing and bullying, their fears and superstitions. There is much support to be found in the study of children for the theory that the individual repeats in his own life the history of the race, the child representing the savage stage. Dr. Hall, in his study of "Fears," and Mr. Burk, in his study of "Teasing and Bullying," show that just as in the body there are remnants of organs no longer useful, so qualities that were useful to our ancestors remain in us and crop out at some period of our growth.

The second period is one of slow growth. It seems as if nature were gathering up her forces for the great burst of new life which comes with adolescence.* It would seem to be an excellent time for language study. The speech organs have completed their growth and are ready for work, the verbal memory is good, the mind has not yet been led off into those trains of thought which are ushered in with adolescence. It is a period of great interest in plays and love for manual exercises. The muscular movements are becoming co-ordinated. I have already enlarged upon the period of adolescence.

What then may be regarded as the net value of child study? Undoubtedly its greatest value is not so much the light that it throws or may throw upon the science or art of teaching as that it puts the teacher *en rapport* with the child and impresses upon him that his work is not to teach sub-

* See *Suggestions for a Philosophy of Education*, by A. C. Ellis, Ped. Sem., Vol. v.

jects but children. It has been said that child study is first for the child, second for the teacher, and last and incidentally for science. It has been called the Copernican change of standpoint in education. It was the dawn of a new day for astronomy when it was found that the sun and not the earth is the centre of our system, it will be the beginning of better things in education when every teacher fully realizes that the child is the centre of all his educational endeavour.—the one object worthy in itself, in relation to which all else is but a means. It is the idea of many teachers that their equipment consists in a stock of approved methods which are capable of universal application. Child study breaks up this idea. The spirit of the teacher is of far more value than his methods. The teacher who pores over the child as over an absorbing book cannot fail to be successful.

Child study revivifies old truths. Many fundamental educational principles have become so commonplace from repetition that they cease to impress. What is more fundamental, for example, than the maxim, Do yourself what you would have your pupils do? and yet how often is its importance entirely forgotten or imperfectly realized. But the teacher who observes the activities of children will never cease to be reminded that a great deal of their education is obtained through imitation of himself and all about them. Will he ever undervalue his own influence, then,—the importance of being himself what he would have his pupils become?

Child study will give continual suggestion of method both in teaching and discipline. It will make the teacher much more skilful in dealing with those ever-present problems—the exceptional child and the bad boy. It will correct faults of method. Is the teacher inclined to do too much himself and leave too little to the child? The observations cannot fail to impress upon him that in many cases he may step aside and leave the result to the child's own activities. The teacher who lives in close communion with the child will possess a power of stimulating his activities in a way that leads to true development.

Child study will make the teacher much more skilful in obtaining the confidence of his pupils. There is something wrong in the atmosphere of a home where the children do not confide in their parents; there is something

wrong in the atmosphere of a school where the pupils do not look upon the teacher as a counsellor and friend. I have spoken of the adolescent period. The teacher should be "the guide, counsellor, and confidential friend of the adolescent pupils, guarding them with solicitude and watchfulness in this period of unstable equilibrium, when the nature is plastic and responsive to the promptings of the highest ideals, and when, on the other hand, the danger is so great of the beginnings of perverted habits and criminal tendencies, arising if the pupils are neglected and allowed simply to 'grow up' like Topsy or Ruth Bonnython." *

Finally, while child study is too young a science to be able to boast of a great body of firmly established conclusions, there can be no doubt that not only have old truths been given a new emphasis, but that greater insight has been gained into the laws of physical, mental and moral growth. The old deductive psychology has given exclusive attention to the adult mind. It has assumed that the logical processes suitable to it are appropriate to the mind in all stages of growth. It has set forth fixed principles of education from which methods suitable to all ages could be deduced. It has been quite ignorant of the complex of forces which we are now beginning to see enter into the child's development. The new psychology may never be able to speak with the assurance of the old, it may never be able to regard itself complacently as completed science. But if it can determine more accurately the order of development of the mental powers; if it can show us the order of disorder, the law of apparent lawlessness; if it can reveal to us the meaning of those forces which we have so lightly brushed aside or tried to annihilate; if it can bring us nearer to nature's own methods; if, above all, it can discover the laws of moral growth, so that we may know when the nature will be most responsive to the inculcation of certain moral ideas, we are surely entering upon a new era of educational progress, the possibilities of which can hardly be foretold.

What can the teacher do? The best results will, I believe, be obtained by using all the methods described in due proportion. Let the teacher be on the alert to observe children in all relations, let him jot down his observations. For con-

* Prof. J. G. Hunt, *The Value of Psychology*, Canada Educational Monthly, Aug.-Sept., 1897.

venience in classification, records should be made upon separate sheets of paper of uniform size. The value of such devices as this to the student is very great. (See above for a description of the Russell method.) Let him test Prof. Barnes' conclusions. In using Dr. Hall's syllabi it would be well to send the results to him. He invites this and would gladly receive them. He believes that in the field of child study as in natural science the ordinary observer can collect facts for the man of science.

How is the teacher to begin? First he should make himself familiar to some extent at least with the literature on the subject. I would recommend three publications: (1) On the observation method, "Child Observations: Imitation and Allied Activities," by the students of the State Normal School at Worcester, Mass. (2) For the deeper reaches of child study there is, I believe, nothing comparable to "The Pedagogical Seminary," a quarterly journal edited by Dr. Hall and published at Clark University. (3) "Studies in Education," by Prof. Earl Barnes, Stanford University, California. As a starting point, I would recommend the work of Prof. Barnes as most immediately helpful.

Some excellent child study manuals have been prepared for the use of teachers. The Child Study Association of Ontario has, I am informed, prepared "a series of questions with blanks for answers bearing upon all phases and stages of the child's development,"* which is about to be published by the Department of Education. Perhaps this, or a similar manual, might be placed in the hands of our teachers.

In conclusion a word of warning may not be out of place. The teacher must not approach this subject in the wrong spirit. He must not look upon the child as something to be experimented upon; he must not apply the methods of vivisection to the soul of the child. He must beware of making inferences from a small number of observations. He must not think that the only worthy object is to make valuable contributions to science. It may be his privilege to do that, and the more scientific his methods the more practical will be his results. But he will best fill his place as a humble follower in the footsteps of the masters who

* Dr. F. Tracy, in a letter to the writer.

have tried to understand the little child, whom the Great Teacher set in the midst to show us how to enter into the kingdom of heaven.

I wish to acknowledge my obligations to correspondents for their courteous replies to my enquiries concerning their work, and to the writers from whom I have received ideas or suggestions. I am under especial obligations to my friend, Mr. Louis N. Wilson, of Clark University. I have also to acknowledge my indebtedness to Dr. J. M. Harper, for valuable suggestions and kindly counsel.

Editorial Notes and Comments.

THE Dominion Educational Association will hold its third annual convention in Halifax, Nova Scotia, from the second to the fifth of August, 1898. This promises to be an event of very great importance in the educational world of Canada, and doubtless our teachers will do their utmost to be present. In speaking of the coming meeting, the *Canada Educational Monthly* says:—"As the time approaches for the Convention of the Dominion Association of Teachers, our teachers are coming to enquire what is being done to complete the arrangements for a successful gathering in Halifax during the summer vacation. There is no more pleasant place for the enjoyment of a summer's recess than the oldest of the cities on the eastern shore line of Canada, and if steps be taken in time by the executive of our National Association of Teachers, there is no reason why a large representation of our teachers should not be brought together in July next to take counsel with their brethren of Nova Scotia, in regard to the great educational problems agitating the world at large, and Canada in particular. The Dominion Association of Teachers is a confessed necessity. Its organization is for the advancement of no individual man's ends, but for the advancement of education in Canada as a whole, for the interchange of educational sympathies among all Canadian teachers, and for the promotion of a common pedagogy from the school-room in the remotest corner in Cape Breton to the school-room about to be opened, let us hope, in the Klondike region. This is a noble work, and the Dominion Association of Teachers will only ennoble itself by engaging in it." The RECORD hopes to be able to give in an early number full information regarding the Convention.

—SPEAKING of the professional training of teachers, Superintendent Skinner, of New York State, recently addressed the following words to the Association of Graduates of the State Normal Schools. He said:—
“I believe in professionally trained teachers, and I believe in protecting the teacher in his chosen profession.

“Is the educational problem to be used as a political football? If so, God help New York. The state has provided state normal schools, and has said that graduates shall have a diploma that shall entitle them to teach in the public schools without undergoing an examination. Some of the cities in the state have taken advantage of the rule, notably Greater New York. The courts have decided that all public schools are state schools, and therefore the schools of New York should be no exception to the general rule. Any man or woman holding a certificate from a state normal school should be allowed to teach in the schools in New York without undergoing an examination, as well as in the other cities. The state normal schools provide a uniform method that all the examinations in the world cannot do. The professional teacher is the best teacher, and that is what the state normal schools turn out.” This doubtless has reference to Mayor Van Wick’s recently expressed opinion, that only city teachers should be allowed to teach in the schools of New York.

—THE number of women, says the *Journal of Education*, as compared with that of men, employed as teachers in the elementary schools of England and America always strikes a German as one of the chief distinctions between the educational systems of those countries and of his own. In England and Wales there were employed as teachers in public elementary schools in 1896, 68,396 women and 26,547 men. The totals take no account of 28,137 girls and 7,737 boys employed as pupil-teachers. In Prussia, in the same year, there were employed 68,000 men teachers and 6,900 women. Thus in England and Wales there were more than two women for every man employed as adult teachers. In Prussia on the other hand more than eight men were employed for every woman. The percentage of women teachers in the Roman Catholic schools in Prussia is much higher than that in the Protestant schools. In the latter, 5.9 per cent of the teaching staff are women; in the former, more than 25 per cent.

—THE attention of our readers is called to the valuable suggestions contained in the letter by Miss Cole, head-teacher of Barnston Model School. The letter referred to will be found on another page of this number of the RECORD.

Current Events.

As will be seen by a reference to the minutes of the Protestant Committee of the Council of Public Instruction, Mr. William Maclaren, of Huntingdon, has been appointed to the membership of the Committee made vacant by the death of the late Dr. Cameron.

—MCGILL UNIVERSITY has just received another gift from Mr. W. C. McDonald, who has already done so much for the institution. He has given a sum of \$12,500 to form an endowment fund for the department of Architecture and for the purchase of material and necessary apparatus. Speaking of donations to the higher institutions of learning, an exchange stated recently that during the past year the colleges and universities in the United States have received bequests and endowments amounting to \$16,814,000. Nearly one-fourth of this amount was given to the University of California and the rest in larger and smaller amounts to other colleges.

—THE total number of students attending the various classes of McGill College during this session, is one thousand and seventy-three. These are divided as follows among the various faculties: Law, 47; Medicine, 425; Arts, 372; Applied Science, 229; Veterinary Science, 24. Twenty-four students are reported as taking more than one course.

—AT the last meeting of the Protestant Committee of the Council of Public Instruction, the revision of the course of study was discussed. In consequence of the elevation of the course of study at McGill University, it has been found necessary to raise that at the public schools leading up to it, for matriculation and other purposes. It may be found expedient to remove some of the subjects such as writing, book-keeping, drawing, etc., from the list of those coming under the immediate scrutiny of the government board of school examiners, and in this case the examination of pupils in these branches may be left more to the appreciation of the teacher, subject, of course, to the direct inspection of the Inspector of Superior Schools.

—THE first prize in the competition for composition writing opened in November last by the publishers of *Our Times*, Messrs. E. L. Kellogg and Company, of New York, has been awarded to a Quebec girl. The winner of the prize is Miss Emma Lucier, a pupil of St. Ann's Convent, and the subject of her essay was "The Klondike Gold Fields."

—IN a recent number of the *School Moderator*, the statement is made that "in every case where state uniformity of text-books has lowered the price of books it has cheapened the quality of the books. Some states that adopted the plan were loaded with a series of old books that were so far out of date that the companies could not sell them in the open market."

—THE salaries of Long Island City teachers have not been paid since October, and many of the teachers are suffering from lack of money. Before consolidation, the city failed to sell revenue bonds to meet the expenses for the last two months of the year. Some of the salaries were increased by the retiring board, for no apparent reason, and Pres. Bowley says that the school fund this year is not large enough to pay ordinary expenses; much less increased salaries. The finance committee of the board will consult with Comptroller Coler about payment for the past two months.—*School Journal*.

—IT is said that of 12,843 teachers employed in the schools of Massachusetts, 4,803 are normal school graduates. There are ten normal schools in the state, four having just been established, and the old schools, instead of suffering in numbers, have enjoyed an increased attendance.

—TRULY they do things on a grand scale in America. The latest educational proposal is calculated to take away one's breath. It is nothing less than the building of an ideal home for the University of California. The discretion of the designer is to be unfettered. All he is asked to do is "to record his conception for an ideal home for a university, assuming time and resources to be unlimited." Existing buildings are to be swept away, and on a cleared space of ground he is to erect "at least twenty-eight buildings, all mutually related; and, at the same time, cut off, as a whole, from anything which might mar the effects of the picture." The grounds and the buildings are to be treated together, landscape gardening and architecture

forming one composition. Five millions of dollars have already been pledged, and further sums will be forthcoming as the work proceeds.—*Journal of Education.*

—AMONG the latest educational news received from England is the following:—To a deputation which waited on Sir John Gorst at the Educational Department last week he made the following bold statement: “The classes which form the government of this country by no means agree that, as such, education was a good thing, because it unfitted children for the humbler duties of life which were thought necessary for the maintenance of our civilization. Even many of those who were in favour of technical education were not apparently aware of the fact that the best system would be futile without sound elementary education.” He has been strongly objected to for saying that territorial aristocracy is not favourable to intellectual development, and he repeated it because the statement was true of all countries. Even the farmers were opposed to the lengthening of the time spent in school.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR.—To-day was our regular monthly visiting day, at the Barnston Heights M. S., and as I have come to the conclusion that visiting day exerts a great and lasting influence in connection with the school, and as I am sorry that it is not regularly observed in all of our model schools, if you will be good enough to allow me some space in our RECORD, I will endeavour to show my fellow-teachers how all-important is the visiting day. I do not by this mean such a day as a certain city school I know, has annually, when a great to-do is made and no true representation of the work shown, but a regular monthly visiting day from which our pupils may derive the largest possible amount of good.

Last September, when I spoke of having a visiting day, my pupils raised their eye-brows in horror. However, the day arrived, and we had twenty visitors. Since that time the number has steadily increased until to-day, when we were pleased to welcome fifty. Let me point out a few of the advantages of visiting day:—1. The community comes to take an active interest in the school and its work.

2. The bonds of unity between the parent and the teacher are strengthened. 3. Pupils acquire the habit of speaking in public. 4. When pupils see that an active interest is taken in them and their progress, they are more anxious to improve and become proud—not vain—of their accomplishments. 5. Visiting day forms a pleasant break in the routine of school life. 6. It prevents the teacher from getting into wearisome ruts.

A few days ago a teacher said to me: "Since I was at your school on visiting day, I have been trying to screw up courage for some such thing in my own school, but have not yet succeeded in so doing. Does it not take up a great deal of your time?" Now, I do hope this is not the feeling most of our teachers have. Surely, we have not to "screw up courage" to receive a visit from a friend. Why talk of "screwing up courage" to receive a visit from the dearest friends of those in whom we have the greatest interest—our pupils.

Then, as to time:—Is it not our aim to send out men and women who, not only are the possessors of knowledge, but who have the ability of imparting this knowledge to others in a clear and orderly manner? Let us remember that, "It is not that which entereth into the mind which educates, but the manner in which it is given utterance to."

On the occasion of our first visiting day, September last, each scholar appeared to consider it quite an ordeal, to rise and reproduce one of Aesop's fables: to-day, after but five visiting days, a debate is regarded with pleasure. If we teachers would but be faithful in discharging our duty in this particular, the awkward, stammering, pitiful country chairman, giving utterance to the very thing he does not wish to say and omitting that which he does wish to say, would in a short time be replaced by a man, self-possessed, and able to collect his thoughts and give utterance to that which is in his mind in an orderly and decent manner, when called upon, without time for previous preparation, to occupy the chair. You may, perhaps, say: "What are we to do visiting day?" Scores of things. So many that I cannot begin to tell them all, though I may enumerate a few:—

1. Singing—an abundance of it—four or five songs each day. Everyone seems to like pretty movement and marching songs, and these will help your pupils to overcome awkwardness.

2. Reciting beautiful poems. Here also use appropriate gestures.
3. Reading the best compositions of the month.
4. Making speeches.
5. Giving the biography of a well-known author.
6. Object lessons on colour, form, flowers, animals—anything.
7. Journeys from a map drawn on the blackboard.
8. Debates.
9. Talks on great cities, great men, etc.
10. Spelling and geography matches.
11. Pretty physical drills.
12. Mental arithmetic.
13. Descriptions.

And so, I might go on forever. It is the easiest thing in the world to please visitors, and make them wish they could be children again. They seem pleased with everything, and one feels more than rewarded for one's pains.

I have some idea how my fellow-teachers feel about visiting day, if they have not been accustomed to it, but let them try it and I know they will pronounce it :

A blessing to the community,
 A blessing to the school,
 A blessing to the pupils individually, and
 A blessing to themselves.

A few evenings ago, when at Mr. C's, I noticed the absence of one of my pupils after tea, and wondered where he was. "Oh," said Mrs. C, he has gone out to the barn to practise his speech for visiting day." The result was that when the day—visiting day—came, Levi favoured us with a fine speech on the Union Jack. By all means have a regular monthly visiting day and let the pupils do the work.

Thanking you, Mr. Editor, for the space you have allowed me, and hoping that what I have said may be of some benefit to my dear fellow-teachers, I am,

Yours, etc.,

K. E. COLE

Barnston Heights, Que.

February, 1898.

—WE have received the following communication from correspondent in the Ottawa valley, and congratulate the

teachers of that district upon their enterprise. Our correspondent says: The teachers of the Ottawa valley are apparently waking up. At present they have two "Teachers' Associations," one at Shawville, called the "Occidental," and one at Hull, called the "Oriental." The latter was organized very recently, and will probably meet alternately at Hull, Aylmer and Buckingham. The teachers of the Hull Model School thought they would take advantage of Dr. Harper's visit to that place and use him as much as they possibly could. A convention of teachers was held in the school-room on Friday evening and on Saturday, 4th and 5th instant. Teachers were present from the outlying districts, and as far down the Ottawa as Buckingham, Thurso and Mossou. The Friday evening meeting was addressed by Dr. Harper, Inspector Gilman and others. On Saturday, addresses upon the teaching of English and Geography in the elementary grades, were delivered by Inspector Gilman, and two papers were read, one upon "Economy in the School-Room," by T. Pollock, principal of Aylmer Academy, and the other upon "The Aim of a True Teacher," by C. Adams, principal of the Model School, Hull. At the close of the afternoon session an association, called the "Oriental," was formed, consisting of the following officers: President, C. Adams, Hull; 1st Vice-President, T. Pollock, B.A., Aylmer; 2nd Vice-President, Miss Loynahan, Ironside; Secretary-Treasurer, Miss M. Scott, Hull; Members of Executive, Mr. Hipp, Buckingham; Miss Whelan, Eardley.

Practical Hints and Examination Papers.

PROBLEMS IN ALGEBRA.—The following test questions are reproduced from the *Canadian Teacher*, in the hope that our teachers may find them of service in testing the quality of the work that is being done by their pupils:—

1. A sum of \$40 is divided among a number of persons; if the number had been increased by one-fourth, each would have received 20 cents less. Find the number of persons.

2. I bought a certain number of eggs at four a penny; I kept one-fifth of them, and sold the rest at three a penny, and gained a penny. How many did I buy?

3. A man at whist wins twice as much as he had to begin

with, and then loses \$16 ; he then loses four-fifths of what remained, and afterwards wins as much as he had at first. How much had he originally, if he leaves off with \$80 ?

4. At an election the majority was 162, which was three-elevenths of the whole number of voters. What was the number of votes on each side ?

5. A person swimming in a stream which runs $1\frac{1}{2}$ miles an hour, finds that it takes him four times as long to swim a mile up the stream as it does to swim the same distance down. At what rate does he swim ?

6. The denominator of a fraction exceeds the numerator by four ; and if 5 is taken from each, the sum of the reciprocal of the new fraction and four times the original fraction is 5. Find the original fraction.

7. Two persons start at noon from towns 60 miles apart. One walks at the rate of four miles an hour, but stops $2\frac{1}{2}$ hours on the way ; the other walks at the rate of three miles an hour without stopping. When and where will they meet ?

From the same exchange we take this arithmetical problem, and will give the *Teacher's* solution in the next number of the RECORD.

A man, having a certain sum of money, spent \$2 more than $\frac{1}{4}$ of it ; then \$2 less than $\frac{3}{8}$ of the remainder, then \$1 more than $\frac{2}{3}$ of what still remained ; after which he had left \$3. How much money had he at first ?

ON THE PLAYGROUND.—Good conduct on the playground, and in coming in at recess time, is essential in any school. In our school an excellent plan has been devised to obtain this with our boys. Last fall a large ball was procured. This ball cost fifty-five cents, and is blown up with a key ; but it is not a hard ball. The boys who behaved best were allowed to play ball in their turn. The school yard was divided into two parts by a rope (an old clothes-line), which is taken down after the game. In one half the boys play ball.

Variety is introduced into the games. Our principal, Miss R., suggested the games, and showed the boys how to play. In one kind of game the captains are selected and stationed at a post, and they must keep one foot against the post. The same number play on each side, and are stationed around the grounds. The aim is to get the ball into the captain's hands. This counts one. No kicking, running

or holding of the ball is allowed. If any of these are indulged in by a side, the opposite side scores one. Sometimes squares are drawn, and the men play in those; two opposite players in each box. Games may be played with the ball where the pupils form a ring. These the boys enjoy. On rainy days use the ball in playing indoor games. Now the boys are going to bring peach baskets, and put them on poles in the yard, to play basket-ball.—*Institute.*

Books Received and Reviewed.

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

Henry D. Sedgwick, jr., contributes an interesting paper on "English as against French Literature," to the March number of the *Atlantic Monthly*. Other articles of especial interest are "England's Economic and Political Crisis," by J. N. Larned, and "The Australian Democracy," by Professor E. L. Godkin. "Penelope's Progress," by Kate Douglas Wiggin, and "Caleb West," F. Hopkinson Smith's delightful novel, are given conclusions worthy of them. This number is an especially readable and instructive number of one of the most readable and instructive periodicals of the day.

The *Ladies' Home Journal* for March contains one disappointment for its readers. We refer to the abrupt conclusion of the charming "Philippa" sketches, occasioned by the death of their author, Alice Wellington Rollins. This feeling of bereavement that comes to us at the loss of "Philippa" is only one instance of the happy choice of material which makes the *Journal* a true companion of the home. And this reminds us that we have also to take leave of the "The Doctor," in the March number. Our only consolation is that we have no doubt that their places will be worthily filled. Lillian Bell's experiences on the English Channel are told in a delightful manner.

The March number of the *Canadian Magazine* contains a most agreeable variety of good literary matter carefully selected. History, fiction and poetry are all well represented. In "British and American Diplomacy affecting Canada," Thomas Hodgins shows what Canada has lost by the several of the treaties between these two powers. There are a num-

ber of good book reviews and comments on passing thought and events.

Success is the name of a new periodical which has for its object the encouragement and direction of a healthy ambition in the young. The magazine, which has a decidedly wholesome tone, has achieved quite a success of its own. In the March number are several interesting articles, including "A Photographic Talk with Anthony Hope," and a sketch of the life of John Wanamaker. (Published monthly at one dollar a year, by the Success Company, Cooper Union, New York, U. S. A.)

The *Psychological Review*, in its series of monograph supplements, has recently published one of great interest to the thinking teacher,—“Problems in the Psychology of Reading,” by Dr. J. O. Quantz, of Clark University, Worcester, Mass. This is a most thorough investigation of the psychological side of the exercise of reading, and the author's line of thought is carefully marked out, many of the most interesting points being brought still more clearly to the reader's understanding by means of diagrams. (Published at fifty cents, by the MacMillan Company, 66 Fifth Avenue, New York, and London.)

OFFICIAL HANDBOOK OF THE DOMINION OF CANADA, published by the Government of Canada, is a most valuable compilation of information relating to the land we live in. The volume is handsomely gotten up and contains a great number of beautiful photogravures of the scenes in some of the most interesting parts of Canada. Those portraying the mining regions of British Columbia are among the best we have seen. This handbook cannot but awaken an interest in the Dominion in the minds of all who examine it.

THE PRIDE OF JENNICO, by Agnes and Egerton Castle, and published by the Copp, Clark Company, Toronto, is a story the scene of which is laid in the latter part of the eighteenth century. The plot is not difficult, but is all that is necessary to hold the reader's attention till the end. The book presumes for the most part to be the memoirs of Captain Basil Jennico, the course of whose love for the Princess Marie Otilie certainly did not run smooth. As for his many adventures on the Continent and in England, we will not forestall the enjoyment of those who have an opportunity of reading for themselves.

DAVID LYALL'S LOVE STORY, by the author of "The Land o' the Leal," and published by the Copp, Clark Company, Toronto, is one of the most charming books relating to Scottish life and character that we have had the pleasure of reading. The pathos of the book is not overdone and stirs one's best feelings without harrowing one's feelings. It consists of a series of sketches of "Scots Folk in London," all revolving about the narrator, David Lyall, whose faithful love for Euphan Wingate gives the title. Robert Wardrop, David's patron, is a fine character, as are others of the *dramatis personæ*. No one will read this tale without feeling the better for it.

ELEMENTARY BOTANY AND SPRING FLORA, by W. A. Kellerman, Ph. D., and published by Eldredge and Brother, Philadelphia, is an excellent school treatise on the subject. Among the features which recommend the book, are, that it is not overburdened with technical terms and so does not strike the student as an unattractive study, and that it gives in comparatively small space an outline of the science of Botany in its present development. The introductory chapter presents important hints and suggestions to both teacher and pupil in regard to objects and method of study. Directions for practical experimental work are given throughout the text, in immediate connection with the paragraphs pertaining to the subjects under consideration. Dr. Kellerman has also prepared an adjustable herbarium, portfolio arranged for the mounting and description of fifty specimens. It is called the "Phyto-Theca," is convenient for use and neat in appearance and is published by Eldredge and Brother.

MANUAL OF ETHICS, by John S. Mackenzie, M.A., and published by the University Correspondence College Press (London: W. B. Clive, Strand, W. C.; New York: Hinds and Noble, 4, Cooper Institute.) This is a third edition of a deservedly popular text book and is included in what is called the *University Tutorial Series*. Though intended primarily for the use of private students preparing for examinations, it is a handbook that will be found valuable by a more general class of readers. It has been accorded a hearty welcome by teachers of philosophy, many of whom have given it high praise for its conciseness, lucidity and other distinctive features.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, February 25th, 1898.

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

Present :—The Reverend W. I. Shaw, D.D., LL.D., in the chair ; Professor A. W. Kneeland, M.A., B.C.L. ; the Reverend A. T. Love, B.A. ; Herbert B. Ames, Esq., B.A. ; Principal W. Peterson, LL.D. ; 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. ; John Whyte, Esq., and James McGregor, Esq.

The Chairman being absent the Reverend Principal Shaw was called upon to preside.

The following resolution was moved by the Honorable Justice Lynch, seconded by Dr. Peterson, and unanimously carried :—“ That this Committee desires to place on record its appreciation of the valuable services rendered to the cause of education in this Province by the late Alexander Cameron, Esq., M.D., who was for many years a member of this Committee, and of the great loss which has been sustained by his death at a relatively early age. That the Secretary be requested to send a copy of this resolution to Mrs. Cameron, with an expression of the deep sympathy of this Committee with her in the great bereavement which has fallen upon her.”

The Secretary read an official announcement of the appointment of Mr. W. S. Maclaren, of Huntingdon, to replace Dr. A. Cameron, deceased, as member of the Council of Public Instruction.

The minutes of the last meeting were read and confirmed.

Regrets were read from Dr. Heneker, Archdeacon Lindsay, Mr. Finley and Mr. Maclaren, who were unable to be present.

Applications from Bryson elementary school, and Valleyfield and Lachine model schools to be ranked as model school and academies respectively, were read. It was

decided to consider these applications at the September meeting after a special report from the Inspector of Superior Schools.

Several applications for diplomas were held over till after a decision by the Government as to the proposed new regulations for the Normal School and the Central Board.

A reply from Dr. Harper to the enquiries of the Committee as to methods of examining the superior education papers was read.

Moved by the Reverend Mr. Love, seconded by Mr. Ames, "That the Quebec members be a sub-committee to arrange for the appointment of examiners for the June examinations in consultation with Dr. Harper and the Secretary, and to report at the May meeting. Dr. Norman, convener."--Carried.

A letter from Mr. J. A. Nicholson, of Westmount, recommending an extension of time for the June examinations, was read.

It was moved by Dean Norman, and seconded by Inspector McGregor, "That the question be referred to the sub-committee now engaged on a revision of the course of study."--Carried.

A letter having been submitted from Messrs. F. E. Grafton & Co., in regard to their inability to obtain copies of Calkin's Geography, it was moved by Mr. H. B. Ames, seconded by the Reverend A. T. Love, "That the action of the Secretary as per his letter of December 21st, 1896, to Messrs. Nelson & Sons, of Edinburgh, in re insufficient supply, of Calkin's elementary Geography, be hereby endorsed, and, inasmuch as the cause of complaint still appears to exist, the Secretary of the Department is hereby instructed to lay this fact before the Messrs. Nelson again with the intimation that unless arrangements can be made by the publishers to keep in stock in Canada with their agent or agents an adequate supply of the book in question, the Committee will be compelled seriously to consider the advisability of striking this geography from the authorized list of text books at the approaching quadrennial revision."--Carried.

The Secretary communicated to the Committee a letter from the Honorable the Provincial Secretary in which the latter said that the arrangements according to which the ap-

appropriations of the Legislature for educational journals were paid would terminate in July, 1898.

Consideration of the question was deferred for further particulars.

Dr. Robins enquired by letter whether the resolution of February, 1897, in regard to professional training and exemption from forty half days of teaching for undergraduates, was intended to apply to Bishop's University only. The Committee decided that it was so limited in its application.

The proposed list prepared by the Department for the distribution of the poor municipality fund for the current year was discussed and duly approved.

The sub-committee on the relations of colleges to the Protestant Committee reported upon their deliberations and recommended that :

1st. In view of the peculiar circumstances of the affiliated colleges, Morrin, Stanstead, and St. Francis—under existing regulations concerning such institutions—the committee on grants be instructed to provide a grant of fifty dollars for each *bona fide* undergraduate who passes the sessional examination of his year in accordance with the requirements of the university and colleges with which they are affiliated.

2nd. That the authorities of the several colleges be now advised (a) that this arrangement is for one year only, and (b) that in view of the proposed legislation concerning superior education grants, the Committee cannot hold out any hope that these grants will be continued.

These recommendations were duly adopted.

Moved by Justice Lynch, seconded by Dr. Robins, and resolved. "That in the opinion of this Committee it is in the interests of university education in this Province, that the university should have the sole and absolute control of all the examinations of students in affiliated colleges, in accordance with the requirements of such university."

Mr. H. B. Ames submitted the report of the sub-committee on distribution of equipment grants, which was adopted in the following form :—

The sub-committee appointed to report upon what should constitute the basis for distribution of the equipment grants, beg leave to report that the following items, made up as indicated, should be the basis for such determination :—

1. Average number of pupils per teacher.. 100

(a) If no teacher in a superior school has more than 35 pupils under his charge, let 100 marks be assigned under this head.

(b) Let a deduction from this maximum be made of one mark for each pupil above 35 in any class.

2. Class of Diplomas..... 100

(a) Let 100 marks be assigned under this head, when all teachers have diplomas of the grade demanded by regulations.

(b) Deduct 25 marks for each teacher employed whose diploma is not of such grade.

(c) Let no marks be assigned when any teacher is employed who has no diploma.

3. Efficiency of the staff..... 100

(a) Let one hundred marks be assigned when the efficiency of every member of the staff is satisfactory.

(b) That proportion of 100 marks assigned to any school, shall be the average of the numbers assigned by the inspector to each member of the staff reported separately, taking 100 marks as the maximum.

4. Salaries of teachers..... 200

(a) Let 200 marks be assigned to each academy in which the salary of the head of the school is not less than \$1,000 per annum, and the sum of the salaries of the two teachers, next in rank, not less than \$600.

(b) Deduct one from 200 for every \$5.00 required to raise the salaries to the above standard.

(c) Let 200 marks be assigned to each model school in which the salary of the head of the school is not less than \$1,000 per annum, and that of the teacher next in rank \$300.

(d) Deduct one mark from 200 for every \$10.00 required to raise the salaries to the above standard for model schools.

5. School-house and furnishings..... 100

(a) Let school-house, furniture and apparatus be grouped under one head with one hundred marks assigned when quite satisfactory, with a proportionate deduction, determined by the inspector, when in any respect these are unsatisfactory.

(b) Assign no marks under this head, when the regulations of the Protestant Committee are not fully complied with.

6. Grounds, &c..... 100

(a) Let grounds, closets and caretaking be grouped under one head with 100 marks assigned when quite satisfactory, with a proportionate deduction, determined by the inspector, when in any respect these are unsatisfactory.

(b) Assign no marks under this head, when the regulations of the Protestant Committee are not fully complied with.

7. Methods and discipline..... 200

(a) Let 200 marks be given for full efficiency of school work in all points that cannot be determined by the ordinary written examinations, with proportionate deductions by the inspector.

8. Specimens..... 100

(a) Let 100 marks be assigned for specimens when complete and fully satisfactory, with proportionate deductions by the inspector.

9. Recommendations... Total attainable, 1,000

The sub-committee agreed to ask the Committee to take into consideration the question of increasing the equipment grant so determined, at the expense of the bonuses, and of relieving it of the present limitations as to expenditure, when the inspector is satisfied with the equipment of the school.

The report on the revision of the course of study was received and recommitted.

The report of the Inspector of Superior Schools was read. In view of the unfavorable report of the school accommodations in Lennoxville, it was resolved to send an extract to Dr. Heneker with the request that he recommend a course of action to the Committee from his knowledge of the locality and its conditions.

Moved by Professor Kneeland, seconded by Inspector McGregor, "That whereas the heads of model schools have not yet been informed of the passage of the resolution concerning marks of academy grades in model schools, be it resolved (1) that the said regulation be not enforced during the present scholastic year, and (2) that the Secretary be instructed to give notice of the change in the next number of the EDUCATIONAL RECORD."—Carried.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION.

1897. *Receipts.*
Nov. 25—Balance on hand \$ 2372 56

1897. *Expenditure.*
Nov. 27—G. W. Parmelee, for cost of printing
school law and work connected
therewith \$ 700 00
Daily Telegraph, 300 notices of meeting. 4 50
Dec. 3—W. Drysdale & Co., 250 copies of Prin-
ciple of Agriculture..... 150 00
1898.
Jan. 7—Dr. J. M. Harper, salary \$300, expenses
school ground inspection \$40 340 00
G. W. Parmelee, salary..... 62 50
Morning Chronicle, printing minutes,
and abstracts for Inspector of Supe-
rior Schools..... 32 50
\$1289 50
Balance on hand as per bank book 1083 06
\$2372 56

1898. *Special Account.*
Feb. 2—From City Treasurer of Montreal..... \$1000 00

Contra.
Feb. 2—To Dr. S. P. Robins, for McGill Normal
School \$1000 00

Adopted, subject to audit by Chairman. W. I. S.

The rough minutes having been read, the meeting was
adjourned to meet on the 6th of May, unless otherwise or-
dered by the Chairman.

G. W. PARMELEE,
Secretary.

The RECORD has been delayed purposely this month in order to insert the notice so anxiously expected in some quarters concerning the Central Board of Examiners.

CENTRAL BOARD, 1898.

The proposed regulations of the Protestant Committee in regard to professional training have now come into force by order in council. We can give to the readers of the RECORD this month only a brief summary of the conditions upon which diplomas are to be granted hereafter, but any interested person will receive a circular of information upon application to G. W. Parmelee, Quebec, P. Q., the Secretary of the Central Board.

As soon as they are printed these circulars will be sent to the school inspectors and to the head teachers of our superior schools.

ELEMENTARY DIPLOMAS.

Candidates for this diploma must take either a four month's or a nine month's course at McGill Normal School. The examination for admission to the Normal School is to be the second grade academy examination, or such examination as the Central Board may indicate, and will begin on Monday, the 30th day of May next. Those who wish to qualify for entrance to the Normal School should apply to the Secretary before the first day of May, upon forms that will be provided by him. All who pass the examination to the satisfaction of the Central Board may enter the Normal School in September for the long course, or in January next for the short course.

After completion of either course the candidate undergoes an examination upon the work done in the Normal School, and if the examination is satisfactory to the Central Board, an "advanced elementary diploma" is granted to one who has followed the long course, and an "elementary diploma" to one who has taken the short course.

All persons who hold third class diplomas issued last year which promise a second class diploma upon re-examination in one or two subjects, should apply before the first of May, sending the usual fee and certificate of moral character. They will receive their second class diplomas without attendance at the Normal School, if successful at the examination.

MODEL SCHOOL DIPLOMA.

The examination for admission to the Normal School in order to obtain this diploma begins on the 30th of May and is the third grade academy or A.A. examination.

Persons who already hold elementary school diplomas are exempt from the examination fee and will be liable to examination only in Algebra, Geometry, Latin and French, with such additional subjects as the Central Board may prescribe in particular cases. But satisfactory evidence of having taught successfully for eight months gives exemption from such examination. The course for this diploma extends over nine months beginning on the first of September.

Academy diplomas are granted only to graduates in arts who have taken a course and passed satisfactory examinations in education and in practical teaching, under control of the universities or of the McGill Normal School.

Kindergarten diplomas are granted by the Normal School to those who, having taken an advanced elementary diploma, take a special course of nine months' duration in the Normal School.

For any grade the Protestant Committee may grant through the Central Board of Examiners diplomas to candidates in special cases upon any examination specifically indicated by it.

Fees to be sent with application for examination are two dollars, three dollars, and four dollars, for elementary, model school and academy diplomas, respectively.

Ages of Candidates. Those who apply for examination to enter either elementary class in the Normal School must have entered upon the seventeenth year at the time of application.

Similarly, model school candidates must have entered the eighteenth year.

Forms for application and for certificates should be asked for by candidates without delay.

Since the examinations are the ordinary superior school examinations they may be taken in any academy in the province.

The following resolution, passed at the November meeting of the Protestant Committee, was omitted in error from the printed minutes :

Moved by Professor Kneeland, seconded by Mr. Masten, and resolved, That the heads of model schools be informed that henceforth, in determining the grants to such schools, no credit shall be given for marks obtained in grades higher than those legitimately belonging to model schools.

As will be seen by reference to the minutes of the February meeting, effect will not be given to this resolution this year.

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