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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 2.

FEBRUARY, 1889.

VOL. IX.

Articles: Original and Selected.

THE DUTY OF THE PARENT TO EDUCATE THE CHILD.*

By R. J. HEWTON, M. A.

We are met in the outset with the question: Does the parent owe anything to the child, and if so, what? We can derive our answer from two sources,—first, from Nature; secondly, from Religion. Under Nature I class all things not coming directly under the head of Revealed Religion. From the first of these I propose answering the question to-day. What then does Nature say about education? “Nothing,” the thoughtless will reply, but the thinker will give a far different answer. A mighty acclamation will come to the heart of the thoughtful man or woman and thrill his every nerve, as he recognises the universal demand of nature that the parent should be responsible for the care and education of its offspring. He will know that the one great object of organic nature is the reproduction of itself, and the care of its offspring. He will see the plants storing up a supply of food in the seed for the young plant, till it is in a position to battle with the stern realities of life, and endowing it with the faculties necessary in the struggle for existence. Rising a step in creation, he

* (A paper read before the Teachers' Association of the District of Bedford, Dec. 15th, 1888.)

will see insects, reptiles, birds, animals, all providing their young ones with a necessary subsistence till they are able to provide for themselves, and not only this, but giving them the education necessary for their peculiar mode of life. If he doubt this, let him go into the fields in summer, and watch the mother bird teach her young ones to fly; let him watch the very animals around his fireside, let him observe the mother cat teach her offspring to trap the unwary mouse; let him observe Nature in all her phases, and he will ever receive the answer:—The parent cares for the young, the parent trains the young, and gives it all the education it possibly can, does everything in its power to enable it to fight the opposing forces that would do it to death.

Shall man, then, the lord of creation, the ruler and governor of the world, the possessor of all nature, the conqueror of his inmost secrets be found behind the lowest of the reptiles he despises, and take no thought for the care of his children! No, a thousand times, no! the laws of Nature, of Man, of God, all cry aloud and condemn any such idea. What care, then, is he to give his children? Is he simply to give them food enough to keep them healthy, and clothing enough to keep them warm? Is the body the principal part of the child or man, or is it only the lesser? This is not a very difficult question. Take two illustrations:—Let us imagine a man as physically perfect as you please, as beautiful as Adonis, as powerful as Hercules, as well formed as Apollo, but lacking the mind, an idiot. On the other hand, let us imagine a poor paralyzed man, unable to move hand or foot, but with the mind of Homer or Milton, or Shakespeare or Dante or Newton, aye, or even the mind of the ordinary man we see every day, and which lot would we choose; which is the higher, the better, the greater, a drivelling idiot with a beautiful form, or the helpless body with a mind that grasps the Universe, and reaches out its hands to every age, and every clime, to every people and to every tongue. Then,—and who can doubt it—if the mind be the true man, the real personage, and Nature demands, and the law demands, that the parent provide for the lesser, the poorer part of the child, how much more does Nature and her laws, demand that the true child, the mind, be cared for likewise, and trained.

There is not a shadow of a doubt that the parent owes an education to the child. The question rises: How much Education?

I imagine the majority, at first thought, would say as much as he himself received. Let us see. As much as he himself received. What was enough for the father ought to be enough for the son, and therefore, for the grandson, and so on for as many generations as you please. If all had acted on this rule we would now be wearing the skins of beasts, living in holes in the ground, and eating roots or such occasional animals as we could knock over with a stick or stone, and devour raw. Plainly, this law will not hold. Apply it to other matters. What would become of England's might, if, instead of making use of every modern improvement, she were to arm her soldiers only with the short sword and spear of the ancient Roman. She would not be a match for a third-class European power.

Now, our children are in the exact position of the soldiers of a country at war with another: they have to fight their way through the world, and they have all the world as competitors; they must, therefore, go forth into the world armed at every point, at least equally with their competitors. Parents often say I did not take such a subject and never heard of it. The objection is really not one at all. Marlborough never heard of a breech-loader, yet he won great victories. Would he have won them with his muzzle-loaders against troops armed with the deadly Martini? Parents who got on well in the world, and expect their children to do the same with a like education, must remember that when they began life they had to compete with men educated like themselves, while their boys have pitted against them boys and girls trained in the new education, and are consequently handicapped at the start, unless equally trained. What Education, then, should a parent give his child?

Education is a preparation for active life and has two aims, not one, as so many people are apt to think. These aims are *culture* and *utility*. The object of culture is to develop the faculties, of utility to prepare for a special pursuit in life. The latter is or ought to be, based on the former, for, no matter what the pursuit or calling may be, the man or woman of culture who follows it, has an advantage over the ignoramus who knows nothing outside his daily toil. It is the duty of the parent to give the child an education that will include these two. This duty embraces a great deal. It includes the duty of the parent to the child in particular,

his duty to the Teacher, and his duty to the School Board. It includes the Rights of the Child, the Rights of the Teacher and the Rights of the School.

Let us take the more important of these : What are the rights of the child ?

He has a right to reason, he has a right to know, he has a right to development. He was brought into the world by the parent, and has therefore a right to complete and proper instruction, that he may develop ALL the faculties God has endowed him with, that he may at le. st have an opportunity of developing into a perfect man, with all his powers unfolded, capable of following a purpose to an end, of appreciating all the beauties and pleasures God has put into the world for him, and " of earning a glorious immortality by a well spent mortality."

What should a parent do to produce this effect? He must see that the best possible educational facilities are provided in the community. He is guilty of a crime if he does not. He is flying in the face of God's law, of common sense, of justice. Let him not be afraid: money put into schooling is not money spent, it is money out at a high rate of interest, it will pay better than the most profitable railroad or bank. This is an axiom, and needs no demonstration, yet how many forget it. The want of educational facilities cry out all over the land, and will rise up and condemn at the day of judgment. We see children growing up all round us, whose ideas of education are connected with a school-house, with as much beauty and form as a match-box. Oh, parents, how long will you neglect the best part of your child, his desire for the things of beauty God meant him to have when He painted the lily and the rose, the grass and the leaves and the sky, and made every thing in nature so beautiful! How long, I say, will you neglect these and then wonder that your children fall into evil habits! Give them an education that includes culture, that they may have something to think about, and the power to think. Encourage them to acquire habits of regularity and promptness, to acquire the habit of studying, of thinking of what they see and hear; encourage them by sympathy and counsel; encourage them by thinking yourself, by observing with them the beauties of knowledge. Encourage them by example. All these the child has a right to.

In order to have a complete view of the duty of education it is necessary to glance for a moment at the relation between the parent and the one who stands *in loco parentis*—the teacher. The parent is not fulfilling his duties to the pupil unless he observes these towards the teacher, unless he sustain the teacher, unless he impress on the pupil the duty of respecting the teacher and obeying him promptly. If the teacher be not worthy respect and obedience, it is the duty of the parent to have him replaced by one who is, unless he visit the school and encourage the teacher, unless he co-operate with the teacher in cases of discipline, unless he recognize the RIGHTS OF THE TEACHER.

Teachers, you have rights! Maintain them! A coward is not a teacher, and none but a coward will give up his rights. You have an absolute right to the control of the internal working of your school. You are responsible for results and must be left untrammelled to reach results in your own way. You have a right to arrange your classes, to teach and govern them; the parent or boards may advise or suggest, but it is for you to decide. If you are a competent teacher, you know, and if you are not you had better become a pupil yourself and make yourself competent. "You have a right to demand the respect and confidence of the community. You have a right to the support of the Board, and you have a right to punish conduct out of school, which, if unnoticed, would injure the school or lessen your authority as a teacher."

Then, to parents and teachers, let us ever remember that children are given to us by God Almighty, that they are made in His image, that we are responsible for them, that we will be called on to answer for them, to say how we treated them, how we prepared them for the battle they are to wage, how we prepared them to procure the subsistence necessary for existence, how we provided them with arms to ward off temptation, how we directed their higher, nobler faculties, whether ever higher and higher, whether we gave them such a training as would enable them to grow up workers in God's hive, doing something for their fellowmen, lessening the mass of ignorance, sin, sorrow and suffering that, owing to the ignorance of our forefathers, hangs like a black pall over such a large part of this beautiful earth, and finds vent for its pent-up rage and madness in anarchy and murders.

I say, let us enable them to increase the power of light, of truth, of goodness, of justice, of patience, till the goodness increase in progression so rapid that, at no distant date, it overcame the mass of ignorance, of darkness, of despair, superstition and crime, and drive it from the world God saw to be good, and thus fulfil the prophesy—

“God shall overcome evil.”

Editorial Notes and Comments.

The inexperienced teacher, however anxious he may be to take advice from others, must often be at his wits end to know which of all his many advisers has really the right of it. The public has many servants to rail at, but to none of these are the lieges more inclined to give advice than to the teacher of the village school. But even if the constituency which the teacher may happen to serve for the time being, were willing to place their school in his hands with no intention on their part to intermeddle with his plans for its progress, it would be none the less impossible for him to be in accord with the many *doctrinaires* who in labouring for his welfare, are ever advising him to do this and warning him not to do that. For example, he cannot close his ears to the din which some people are ever making about school examinations and their pernicious effect. At one time he is told that comparison of ideas promotes permanency of thought, and at another he is told in all solemnity that mnemonic helps are of no value in improving the memory. The object lesson is on some occasion spoken of in his presence in the highest terms, and probably not long after he hears it burlesqued in such a way as to lead him to laugh at such methods of imparting instruction, and to convince him that there is nothing but professional cant in the expression “from the known to the unknown.” He has been told on some other occasion that the eye is one of the most important of the five gate-ways of knowledge, and before long, his attention is directed to an article in which teaching by the diagram is denounced as worse than useless. One educationist tells him that his duty in school is to teach what the pupil may turn to practical account in after life, while a deeper philosopher

commands him in the name of mental science, to teach what produces true mental activity, and let the practical take care of itself. And when the poor man turns from the higher polemic to the investigation of method, he is likely to become even more bewildered than ever. "How shall I teach arithmetic," he asks, as he goes to his library of teacher's text-books. "Teach it in any way you like, but don't worry the children with fractions," says one. "And have nothing to do with the Rule of Three," says another. "And be sure not to make a hobby of the Unitary Method," exclaims another; and so it is, as he very soon finds out when he sifts the opinions of others in regard to the other subjects. "A good grammar has yet to be written; besides, what benefit has ever been derived from the study of the parts of speech and the rules of syntax," is what he hears on one side; while soon after he probably finds that the last published text-book on the subject is but a little way in advance of Lennie and Lindley Murray in its arrangement and perspicuity of definition. But the teacher's troubles do not by any means end with his private investigation of educational theories and methods. Even if he be a sensible man, and should keep away from the advice and grumbling of his theorizing friends, and rely upon his own judgment as to which is good for his school and his pupils, he finds himself beset with as many critics from whom he cannot run away as he was with advisers when preparing for his work, and from whom he had to run away to save himself from "confusion worse confounded." Let him be firm, and he is condemned for being harsh; let him be kindly in his manner, and the parents of the home-neglected pupil proclaim him to be too lenient. In the judgment of some, he gives too many lessons, while others declare that their children have nothing to do at home. If he disciplines by inflicting corporal punishment, he is cautioned to give it up in favour of some more civilized method of punishment; and when he substitutes detention after hours for the "garrotter's reward," he has to read shortly afterwards an impersonal article in the local paper, clipped from some other journal, which all but convinces him that he has made the most serious mistake a teacher could possibly make, and so he has to run the gauntlet of what looks for a time to be a most unhappy experience. Sometimes he hardly knows how it is going to end,

as he keeps rhyming to himself that perhaps the most conscientious thing for him to do is to resign. But to the prudent teacher the path becomes smoother and smoother, as he begins to realize that the secret of success is in his own powers. The responsibility rests upon the man who faces a difficulty or a multitude of difficulties, not upon the difficulties he has to face. The boys of his school are hard to manage, but they are not so much worse than boys in any other school, that he cannot manage them. The parents of the district are peculiar, but not very much more so than in any other community. The school commissioners have their defects, but as no body of men are perfect, he must deal with them as he finds them. The school has been terribly run down, but he has become conscious that the credit will be all the greater if he restores it to its former position or raises it to a higher. In other words, he assumes the responsibility of making his own record, and in doing so, has found the only way of striking a mean in his conduct towards his many advisers. He cannot satisfy everyone, but he sees his way towards satisfying the greater number of his clients by co-ordinating his own powers with the social forces around him.

What the reading circle is to the teacher, the seminary method is to the university student. As a contemporary remarks, the former seems to have reached the turning point in its career, with the period of decay in sight. As a rule it has not met with the success which was at first expected from those who were so zealous in organizing them. Yet as may be said, such a number of reading clubs as have been organized within the past few years, wherever two or three teachers have been able to meet together, must be able to show a balance of good to their credit. "They have controlled the direction of a good deal of reading effort, while they have to some extent increased the sum of effort which would otherwise have been put forth. They have probably added somewhat to the professional strength of teachers. But they have lived so far a rather sickly life it must be confessed. Whether there is any way to improve their condition is a problem." The Seminary method has been lucidly explained in an article in the *Educational News* in the following paragraph:—The Seminary is the laboratory, and the Seminary Method is no more than an extension of the system, now for many years in

vogue in our chemical and physical laboratories, to a broad consideration of other subjects. As Prof. Foster, of Oberlin College, has well remarked in a recent little treatise on this subject: "No man is truly a student of any branch until he is an original student. He is never interested in a study till he begins to pursue it for himself by original methods." This is precisely what the Seminary contemplates; a well equipped laboratory in which the student may learn the use of his tools and where original research may be pursued under competent guidance. It is difficult to conceive of the enthusiasm which original work can inspire. There is a vast difference between the tacit acceptance of a cut and dried statement on the authority of a text-book, and the intelligent formation of an opinion through the sifting of evidence *pro* and *con*, until the result yield us the truth; and we will venture that there are few minds which, with judicious guidance, can not be brought to feel this. Again, the superiority of such training cannot but appeal cogently to the most casual observer, for what in the former case is a mere effort of memory, in the latter calls for the exercise of all these qualities of mind that are needed in the formation of an intelligent judgment: the very thing which the exigencies of daily life most demand. The system before us involves several processes; the seeking of facts at their first source, their arrangement in order by the student himself, for the purpose of due explanation, and their thorough discussion and criticism by fellow students under the Professor's guidance.

—The usual hue and cry has been raised in connection with the discovery which some one or other has made, that shortsightedness is on the increase. As with many of these latter-day excitements, so in this one there seems to be a good deal of the philosophy that develops in a trice a general principle from a seeming phenomenon. The *Schoolmaster* delivers itself very sensibly on this subject when it says:—"Some crude notions, indeed, have been advanced as usual when all sorts and conditions of men rush into print, but the main facts, both as to the evil and its causes, have long been familiar to all who have given any serious study to the subject. We freely admit that the more general use of spectacles is not in itself conclusive evidence of the greater prevalence of short sight, being partly due to a

better appreciation of the disadvantages it imposes; but that this defect is becoming every year more general among all civilized nations is a fact that cannot be denied. Unfortunately, we have in this country no exact statistics on anything like an adequate scale, but the question has been exhaustively investigated in others, especially in Germany. The tables collected by Prof. Cohn prove that the percentage of short-sighted individuals increases steadily from the lower classes upwards in every grade of schools, is greater as a rule in the higher than in the elementary schools, and reaches its maximum among the students of the universities. No doubt the character of German type is to some extent answerable for its almost universal existence in a less or greater degree in that country, but the evidence of its increase is no less complete in Russia, Italy and America. Short-sight or, perhaps it would be more correct to say, the conditions structural and functional that predispose to it, are certainly transmitted from parent to child, as is seen when the children of educated artisans and tradespeople are compared with those of wholly illiterate peasantry in the same schools in countries like Hungary and Russia, where education has hitherto been but partial. But it may be produced in eyes originally perfectly normal, and is rapidly aggravated by unfavourable conditions in those already affected. That the upper ranks of society, whose ancestors have for many generations enjoyed literary education, are not in a worse plight than the middle classes, is not, as one correspondent urges, inconsistent with the hereditary transmission of short sight. For we cannot lay too much stress on the fact that it is not the use of the eyes as such, but work protracted and carried on under *unfavourable* conditions that induces this defect, whence it is only natural that those who read and write in well-lighted rooms, and recreate their eyes with out-door exercise and sports, should suffer less than the children of the poor and lower middle classes, whose "schooling" is begun earlier, and who almost in infancy are poring over books or needlework in ill-lighted schools and darker rooms at home, and whose visual prospects are limited by the opposite houses in the street."

Current Events.

Sir William Dawson in referring to the multiplicity of duties falling upon him as Principal of McGill University, says in his inaugural lecture. "As the present occupant of the office has been, to a large extent, a pioneer, and has, in his time, had to attend to every detail, from the planting of trees on the grounds and the making of roads, to the organizing of faculties, and as he cannot, in the course of nature, very long continue in office, he may say that it is extremely desirable in the interests of the University that his successor should be less burdened with details of management and instruction, and should be afforded the means more fully to discharge the incidental duties to the University and to the public, which belong to his position."

—The School Regulations revised by the Protestant Committee of the Council of Public Instruction have been issued in neat pamphlet form for the information of all who have to do with the management of our schools. Accompanying the booklet of sixty-six pages, there is a convenient index which enhances the value of the book to Commissioners, Inspectors and Teachers. At an early date, an English translation of the French Code lately issued will be prepared, and will contain the School Law and the Regulations in one volume. The revision of the material of which these volumes are made up has involved a great deal of previous work on the part of the department, and the two committees of the Council of Public Instruction. To the Superintendent and his two secretaries is due the honour of supervising the codification, which has now, in its indexed form, become intelligible to all.

—On Tuesday afternoon, Jan. 15th, the fourth regular meeting of the Teacher's Association in connection with McGill normal school took place at half-past four. Mr. A. W. Kneeland presided, and opened the proceedings with prayer, which was followed by the reading of the minutes. The announcement for the February meeting was made, the programme to consist of a lecture on Somnambulism by Dr. Clarke Murray, music and recitation. Moved by Mr. Patterson, seconded by Mr. Humphrey: "That Miss B. Barr, Miss F. Rhind, Mr. W. H. Smith and Mr. W. H.

Daliphé, B.A., be elected members of the Association," carried. The *Resumé* was then given by Dr. Kelley, in which the following points were emphasized: I. The prevalence of the Kindergarten in all Boston schools. II. The recent vote in Boston to sustain the action of the Common Schools maintained by women voters. III. The advance lately made in Ontario in the study of modern languages. IV. The decision of the committee to investigate the needs of the common school education in Ontario. The subject Object teaching, was treated by Miss Ida Robins in its historical aspect, and Mr. A. W. Kneeland followed, reading an enthusiastic paper, which dwelt on the aims and characteristics of such teaching. A short discussion ensued. Before adjournment the Rev. A. W. King requested, through the President, the signatures of the members to a petition to government concerning the division of the school tax.

--An effort of an important character is announced by the Committee of the United Kingdom Band of Hope Union. It is proposed to impart sound instruction in an interesting form on the physical dangers attending the use of stimulants to the children attending Public, Elementary, and other schools. The expenses of the plan, as we announced some time since, have been met by the generosity of friends of the Union, who have given or promised the sum of £10,000. The Union advertises in our columns for duly qualified lecturers, and hopes in a few weeks to be able to commence work. The plans of the new departure have been so arranged that the ordinary school work shall be assisted and not hindered by the effort. The lectures will be carefully planned during the early part of the school year. Their educational character will be of no special value in schools in which physiology is an extra subject, pleasantly and attractively given, and well illustrated by diagrams or chemical experiments, whilst small rewards will be given for the best reports written by the children.

--Hon. Jacob Tome's endowment, a free seminary and manual training school at Port Deposit, near Baltimore, will not be \$500,000 as reported, but will be nearly \$3,000,000, if not more. His plans are fully formed and work on the institution will be vigorously pushed. Port Deposit, where it is to be located, is a town of 2,200 population on the east side of Susquehanna River,

famed chiefly for its lumber trade and annual ice gorges. It was there that Mr. Tome rose from penury to wealth. He could not be induced to talk of the school until last night, when he said : "I want to give poor boys and girls a chance. I know what it is to fight your own way in life, and if I can, I want to try and make the road a little smoother for others. My purpose is to erect the necessary schools and workhouses for 500 children. I want them to have a practical education to fit them out for the duties of life. I want them to have a sound manual training. The boys are to be taught the use of tools and the groundwork of any trade they may select. Thus well grounded they can enter life prepared to become first class workingmen. The girls will be prepared for their duties in the home or the office. They will be taught to sew, to work, and to cook and then they may learn telegraphy.

—Referring to Mr. Barker's article in *Longmans* and the collection of comical essays by pupils of elementary schools which he has presented for public amusement, the *Daily News* very aptly observes :—"Such effusions, absurd as they may be at first sight, are invaluable to the schoolmaster, who, while he laughs, approves. He values them for the originality, and the thinking power they display. A thoughtless schoolmaster might blame their authors and possibly punish them for flippancy. But older and more experienced teachers know better. They are well aware that the great difficulty in school work is to get boys to think. The original boys are always those who make their way in life, if only their faculties are properly appreciated and directed into the right channel. One of the great and potent faults of our educational system is the very small amount of recognition which is vouchsafed to the great worth of originality. Without it a man can never rise to eminence in any phase of life. With it he may be anything, and one is not astonished to read that the boy who wrote the original account of the cat is now a flourishing engineer, and that the disquisitionist on the cow is now a chairman of a local board."

—Miss Fawcett, daughter of the late Postmaster-General of England, applied to a famous mathematical "coach" at Cambridge to be taken as his pupil. She was rudely repulsed, the uncivil tutor declaring that he "would take no tabbies." The

same Miss Fawcett has been systematically beating the best men of her year at the Trinity College examinations, and will doubtless be senior wrangler for the coming year.

—A School of Carpentry has recently been started for women at the American Cambridge. The object of the school will not so much be to teach a trade as to develop manual dexterity. No student is admitted who has not graduated from some university or passed an equivalent examination. One afternoon in each week is given to this work—cutting, shaving, sawing, boring, joining and planing.

—The Crown Princess of Sweden has already shown much interest in the Slöyd movement, and Her Royal Highness has herself supported a school for both boys and girls on the Tullgarn Castle estate. During the summer now passed, a well appointed and commodious building has been erected solely for this school.

—The Teachers of the Province have asked for and have obtained an Act of Incorporation for their Provincial Association. The Act of the Legislature in granting representation to them on the Protestant Committee is a step which all interested in educational progress in Quebec are likely to view with favour. The election of a member to represent them will now be one of the events at each Convention.

Literature, Historical Notes, &c.

JESSIE CLAY:—THE NATURAL METHOD.

“You may take this seat here, Jessie. Dear me, how warm the sunshine is. The fatigue of the hill is more to me now than it used to be, and yet it is worth our while to put up with a little loss of health, in order to have our hearts filled, once on a while, with the sweetness of nature in the valley of Kartdale. What a bonnie world it is, and what a bonnie day we have to see it in! It really feels like summer.”

The words came from an old man, as he proceeded to take a seat besides his companion,—a pale, winsome girl of sixteen or seventeen years of age, for whom he had spread his plaid over a

large flat ledge of rock on the side of the hill, before guiding her to it as a resting-place. He was a man of sixty years or more; and yet the pleasant smile, that lit up his face as he spoke, seemed to smooth out the age-wrinkles of his strikingly intellectual features, and otherwise shed a radiance round the setting of his dark-blue eyes in which there was still something of the light of youth.

"You see, Jessie, I have not forgotten,—nor for that matter, am I ever likely to forget, this half-way halting-place of ours. You have never been here before; but I think I have told you what a favourite spot it has been in the days gone by for her who has been taken this many a-year and for me that is left," and there was a tremor in the speaker's voice as it uttered the last sentence. "It's a bonnie vantage-ground, and I dare say before we leave it to day, you'll be ready to confess with me that there is no finer view in the whole countryside, than the one that is to be seen from where we are sitting. The bit breeze is grateful to us after our climb up the footh-path, which I hope has not tired you. It's no everybody that has a holiday like this every day; and I trust it will do you a world of good." The old man, while thus trying to reassure his breathing with sentences that had to be broken off now and again, kept stroking with a gentle touch the slender white hand that lay confidently on his knee; and yet the maiden, in listening to his quaintness of speech, turned her head towards his words rather than to his face.

"A holiday along with you, Mr. Allan, is aye a holiday indeed to me; and though some folk would think we are a very quiet pair of holiday-seekers, they need only accompany us in one of our rambles to learn what true enjoyment is," and a sweet smile, though one strikingly solemn, played across the delicate lines of the girl's countenance. Then, after a pause, during which the cunning sweetness of her smile seemed to concentrate round the perfect curves of her lips, she said: "But maybe you'll be thinking,—and I'll no say that I have been thinking so myself,—that, whatever the loss may be to them, we will be able to get on very well without their company on a day such as this."

"That I have no doubt we will," answered the old man, "though we'll not think the worse of them for their thoughts about us. But now, that I have found my breath, it is about time I was

beginning to describe to you what is to be seen from this our prospect point on the breast of the brae," and as he spoke, his companion turned her head as if to view the scene that lay before them.

But the action that seemed so natural, was alas! in her case altogether unnecessary; for the large lustreless eyes of that young and delicately beautiful face, saw nothing of the green fields and gentle slopes in the valley that lay at her feet; nothing of the river linking in and out through the meadow-lands, or of the soft fringes of woodland that at intervals approached the water's edge to garland with their silken shadows the current's glee; nothing of the great circuit of hills that curved around, like a Titan framework, the grouping together of the town near by, and the white-faced villages and peeping farm-steadings beyond, with here and there the tower of some manor-house or the spire of some country church, that would not be hidden by thicket or grove; and far less anything of those giant peaks in the far away distance that drew the soul, in spite of its earthly surroundings, towards the horizonless something beyond the ocean that laved their outer base ments. No; none of these things, alas! did these lustreless, wondering eyes of the maiden see of themselves. God pity her, the poor child was blind.

But, blind though she had been from her birth, she seemed to be excited by an instinct that filled her heart with gladness at the beauty of the landscape near by; and the words of her companion were to her as is the opening of an interesting book to any of us. She could read of course—read with these slender fingers of hers, running deftly over the raised print on the pages of her Bible. Such reading was ever her solace when no other friend was near; but next to this finger-reading of books,—for she had one or two books to read besides the Bible—she looked upon her friends as the volumes from which she could study the great and little events and problems of life that were near and around her; and who of these friends was to her more dear than old Mr. Allan, the school-master of Kartdale?

"There is hardly any need for me to tell you about the town itself, Jessie," continued Mr. Allan. "As you know, from the experience of your morning's walk, it lies spread out at the foot of the hillside on which we found a resting-place—just as bonnie

a picture of a town as are any of those that so often appear in the illustrated papers. We are sitting a wee bit too far to the east to see into the main street, from which, as you know, the other streets radiate east and west; but we can see the two squares, with their cross-paths cutting them up after the design of the Union Jack, as well as the open spaces in front of the churches. I think you have some definite knowledge of the positions of the churches obtained already in our walks through the streets themselves. You have at least some notion of their distances from one another, and the streets on which they are built; but as I want to make our day's pleasuring on the hillside here something to remember——."

"O, Mr. Allan, how can you think I should forget anything *you* teach me," interrupted the blind girl, with happiness in her face and voice. "I don't think I could forget even the smallest incident in any of our rambles. But, should I really happen to forget what you are going to teach me now, you will just have to ask me to hold out my hand, as you say to the boys in school when they misbehave."

"Well, Jessie, that was just what I was going to ask you to do, though it was not with the intention of inflicting punishment on you beforehand: rewards or punishments always come after the doing or neglecting of duty. Besides, it would be an ill thing for even a crabbit old school-master to do, to inflict punishment on you, after bringing you all the way up here to have the sunshine enter your heart," and Mr. Allan rose to his feet, still retaining the hand that had been lying on his knee. "There's no need for you to move," said he, as she was rising to join him. "I can make use of your hand and your arm, while you sit and rest yourself."

"But, do the boys not stand up, when you ask them for their hands?" asked the blind maiden, with a modesty of mischief in her words that made the old school-master very happy indeed.

"That may be," was the answer, "but young ladies are allowed to sit."

"Because, I suppose, they are always better than the boys," she continued, giving way to a sweet little solemn laugh that sounded not unlike the music of a solitary silver sleigh-bell. She evidently seemed intent on rewarding her teacher beforehand, notwithstanding his views on rewards and punishments; and it

would have done anyone's heart good to see how she enjoyed her little joke.

"Well, maybe so," said he, laughing with her quietly and yet loud enough to be heard. "We will make it a matter of ceremony in this case, however, considering how your questionable conduct in taking part against the poor boys, not to talk of your interference with authority, might tell to your disadvantage, were I to make it a matter of discipline. As you know I have never had much experience but with noisy boys, and cannot speak with certainty about the disciplining of young ladies. But, in the meantime, I want to give my first young ladies' class a lesson in geography, and when I am done you can laugh at me as much as you please."

"And he sent to the bottom of my class for misconduct," said the happy pupil, as the tinkling of the solemn little silver bell was heard again in her voice. "O, Mr. Allan, I'm afraid I am a very naughty pupil, indeed, but then you have made me feel so happy by bringing me here where the breeze is so pleasant and the sunshine so warm, that I cannot help being just a little naughty. Now, however, I am ready to begin the lesson in geography," and she again extended her hand which she had withdrawn in her excitement of joy.

"You must allow me then to arrange you just as if I were going to take your photograph," he said, and he moved her round by the hand until her sightless sweet face was turned towards the town that lay about a mile distant from where they were. "Now, you will please let me extend this arm straight out in this direction, and the other arm straight out in the opposite direction. You don't feel any inconvenience from the position, Jessie, do you? Besides, a minute is all I want. From the one arm to the other arm is what we call two right angles, and a line running straight in a forward direction, from where you are sitting, would, as you know, run at right angles to the line formed by your two arms, making for you a right angle on the one side and a right angle on the other. Now, I shall halve this right angle by moving your right arm forward in this direction, and then I shall halve the other right angle by moving your left arm forward in the same direction thus," and he stood in front of his pupil with her two hands in his,

"You are not fatigued in holding out your arms, Jessie?"

"O no, not at all!" she answered quickly, her usually pale face all aglow with the interest that comes from such teaching.

"And can you tell me what of an angle is formed by the inclination of your two arms as you thus hold them out?"

"I would be but a stupid pupil, if I did not: it is a right angle."

"Very good indeed; and now I shall reward my pupil by allowing her to lower her arms in a natural way, while I resume my seat by her side."

The girl made way for him; and he proceeded to tell her further of the three kinds of angles, and the manner in which they were measured by considering the degrees they contained. Then he examined her by getting her to move her arms again, to form half a right angle, a quarter of a right angle, and others easy to remember.

"Now for our geography lesson!" he continued. "I want three prominent points, round which we may group the parts of our picture of the town. You have pointed to two of them when you held your arms at right angles to each other, and the other is the one directly before us," and he straightway began to work in the details of the streets and buildings and gardens, and other open spaces within and around the town, after giving her the names of the three more prominent buildings taken as the *nuclei* of the picture.

(To be continued.)

Books Received and Reviewed.

SYSTEMS OF EDUCATION by Professor John Gill of the Cheltenham Normal College, England and published by Messrs D. C. Heath & Co. Boston. This book is now very well known and spoken of by teachers who have made a study of the history of education. In its full title it is a history and criticism of the principles, methods, organization, and moral discipline advocated by eminent educationists. We know of no book which is such an excellent fore-runner to the study of Compayre's History of Education, and as such we recommend it to all our teachers. Without a knowledge of the history of method, no teacher can fully appreciate the distinction between a good and a bad method, unless after experimenting for himself. This book gives a history of the experiments of our predecessors, and to the teacher who reads it carefully cannot but be an experience gained without experiment on his own part.

A COURSE OF EASY ARITHMETICAL EXAMPLES for Beginners by J. G. Bradshaw B. A. of Clifton College, and published by MacMillan & Co., London, and New York. This collection of examples, as Mr. Bradshaw says, has been compiled for the use of young people. The arrangement of the book is very satisfactory, and in the hands of an active teacher will be of great assistance in the junior classes in arithmetic.

Practical Hints and Examination Papers.

Dr. Kirkland, Principal of the Toronto Universal School, in his inaugural address, among many other very excellent things, said :—

“In all your teaching proceed step by step. The course of nature in the development of the human race is immutable. There can be no different good ways of teaching. There is but one good one, and that is one which is strictly in accordance with Nature’s unchangeable laws. Many of the so-called principles of teaching are simply corollaries from this important law. Amongst these we find the following :—Start from the standpoint of the pupil, proceed from the known to the unknown, from the easy to the difficult, from the concrete to the abstract, from the particular to the general, from the example to the rule, from the object to the symbol, and from the idea to its name. These and other principles may readily be deduced from the law already enunciated. But have we no great teachers who never heard of the laws of teaching? Certainly. And we have great orators who knew neither grammar nor rhetoric, acute reasoners who knew no logic, and great painters who knew not the laws of perspective. But these were exceptions—freaks of nature. Genius begins where laws end. Ordinary mortals must conform to the laws, or fail, and even obedience to the law adds lustre to genius.”

—These are taken from a practical teacher’s note-book :—1. Waiting for scholars to come in the morning. 2. Ringing the bell unmeaningly. 3. Calling pupils of the class one by one. 4. No system about giving the scholars water to drink. 5. Bringing water at improper times. 6. Snapping fingers. 7. Neglecting the writing. 8. No programme. 9. Non-comprehension of a course of study. 10. Neglect of study because not systematized and directed by the teacher. These are some of the things which a teacher should guard against.

—*A Lesson in Composition.*—Let these facts be run together by the pupil in a well-connected paragraph :

1. The Romans held the Britons in military subjection.
2. The Romans made roads, established trading places, drained marshes, and taught the people to build houses and temples and baths in the Roman fashion.
3. The Romans left Britain to protect Rome from the invasions of the barbarians.

4. The language of the country was but little changed by the Roman occupation, because there was so little intermingling of the races. It has been said that not more than a dozen Latin words were left by the Romans.

5. The word *Chester* with its compounds Winchester, Manchester, etc., is a corruption of the Latin *castra*, a fortified camp. So are Worcester, Lancaster. In these camps the Romans established markets, and in course of time they came to be towns. From the few Latin names left about 100 have been derived, mostly proper names ending in *port*, *caster*, *cester* and *chester*.

—There is not even a tradition on which to found a theory as to how Cicero and Pliny and the Gracchi pronounced Latin. One thing is certain, that in their soft, sunny Italian climate they did not pronounce it as it is now pronounced among the snow-bound scholars of the country along the Rhine. The Latin was anything but guttural. It is sufficient to know how to spell and translate it. Time spent in this country in learning how to give a dead language anything more than Anglicized sound is worse than wasted.

—I notice that a Correspondent of the *COURANT* wants to know where, in a right angled triangle, a perpendicular shall be erected so as to cut off one-third the area of the triangle from the smaller extremity of the triangle.

RULE.—Multiply one-third the longer side of the triangle by the square root of 3. This gives the distance from the smaller acute angle to the point at which the perpendicular must be erected. It is a difficult matter to find in the books a theorem for every geometrical problem that may arise, but it doesn't require very much mathematical ability to make a formula for this particular problem. Give us something harder.—*A. T. Palin*.

—The teacher is the figure paramount in every school—texts, methods and courses are minor; the teacher is everything. The times demand now, more than ever before, teachers who give to children something more than mastery of sums and spelling books. Breadth and symmetry of character must be the outgrowth of elementary instruction. It must implant desires and longings that will make a life-long student, whose honesty will keep pace with his thrift. Elementary instruction should give purpose, ambition and moral character. In this sense, it is, has been, and ever will be, more important to the state than the work of institutions of higher learning. Give us good elementary teachers, and our common schools will give their attendants an impetus for self-improvement that will do more for the state than the important, though limited, work of colleges can do. Elementary teachers should be the equals, if not the superiors, of college professors. They should be thinkers and leaders, in a broad and liberal sense. Their efforts either drive the child early from the pursuit of truth, or wed him to it and thereby insure progress through higher grades.—*Western School Journal*.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, 6th February, 1889.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present:—R. W. Heneker, Esq., LL.D., in the chair; the Rev. John Cook, D.D., Sir William Dawson, C.M.G., LL.D., the Hon. Judge Church, the Ven. Archdeacon Lindsay, M.A., Geo. L. Masten, Esq., the Rev. W. I. Shaw, LL.D., Dr. Cameron, M.P.P., A. W. Kneeland, Esq., M.A., E. J. Hemming, Esq., D.C.L., the Very Rev. Dean Norman, D.D., the Rev. George Weir, LL.D.

The minutes of the previous meeting were read and confirmed.

A communication was received from Rev. Dr. Cornish regretting his inability to be present at the meeting on account of indisposition.

The following items of correspondence were submitted by the Secretary for the consideration of the Committee:—

1. From the Hon. Honoré Mercier concerning the the resolutions adopted at the last meeting of the Committee, as follows:

“CABINET DU PREMIER MINISTRE.

PROVINCE DE QUEBEC,
QUEBEC, 10th December, 1888.

DEAR SIR,—I have the honor to acknowledge the receipt of your favor of the 29th ult., transmitting me a certified extract from the Minutes of the Protestant Committee of meeting held on the 28th ult., giving the action taken by that Committee in reference to the questions raised in my letter of the 27th ultimo.

I am sorry to hear that there appears to be some misapprehension with respect to the motion of His Eminence Cardinal Taschereau recorded as adopted unanimously at the sitting of the 18th April last, of the Council of Public Instruction.

As soon as I could do it, after having received your communication, I sent for the Minute Book of the Council, examined it carefully and saw that the said resolution was duly recorded, that the book was signed by the Honorable Mr. Ouimet, Chairman, and Mr. Paul De Cazes, Secretary, and heard that these signatures had been affixed at the time. The original of the handwriting of the Cardinal himself was shown to me, and I saw His Eminence, who told me he was very positive in affirming the correctness of the Minutes as recorded.

Under these circumstances, with all respect due to the gentlemen of your Committee and yourself, I must take the written record as correct.

I hope this incident may be considered closed and that the courteous and friendly relations that have always existed between the two Committees will continue as in the past.

Yours truly,

(Signed) HONORÉ MERCIER.

Rev. ELSON I. REXFORD,
Secretary, Protestant Committee
of Council of Public Instruction.

The letter from the Honorable Honoré Mercier, dated 10th December, 1888, in reference to the action taken by this Committee on the 28th of November last, with regard to the resolution of His Eminence Cardinal Taschereau, stated in the letter to have been passed unanimously at a meeting of the Council of Public Instruction, held the 18th of April, 1888, having been read,

And a memorial of the Protestant Board of School Commissioners of Montreal, in reference to said resolution, dated 22nd of January, 1889, having also been read, the acting Chairman of the Committee requested the Secretary to lay the draft Minutes of the said meeting of the Council of Public Instruction held on the 18, 19, and 20th of April, 1888, before the Committee. The draft minutes of said meeting having been produced and laid on the table it was found that the resolution of His Eminence Cardinal Taschereau is as follows :—

(Translation.)

“That it is not expedient that any amendment should be made in the law concerning Public Instruction, with regard to the mutual relations of the two Committees of the Council of Public Instruction, nor concerning the collection and the distribution of the sums furnished by the Government or raised by virtue of this law.”

And that said resolution is inserted in the draft Minutes of said meeting of the Council of Public Instruction at the commencement of the Proceedings of said meeting of the Council. Whereupon the following members of this Committee, who were present at the said meeting of Council as members of said Council, viz. :—The Venerable Archdeacon Lindsay, Sir William Dawson, the Honorable Mr. Justice Church, R. W. Heneker, Esq., the Rev. John Cook, D.D., and G. L. Masten, Esq., the last two being present the first day only, declared, each for himself, their recollection of the events to which the draft Minute refers, and emphatically state that the entry in said minutes of the Council, referred to above, is inaccurate, and should be amended so as to conform to the facts of the case, which they declare to be as follows :—

1st. That the said resolution was not proposed on the first day of the sitting of the Council, as the business of the first day was confined to the consideration of the amendments proposed by the Superintendent of Public Instruction.

2nd. That it was only proposed after the Council had passed upon all of the draft amendments proposed by the Superintendent of Public Instruction, and then only when an amendment to the Act to the following effect was proposed by Dr. Heneker on the second day of the session of the Council, viz. —

18 "Replace by the following"

The words "religious majority" and "religious minority," mean the Roman Catholic or Protestant majority or minority, as the case may be, of persons who are entered upon the assessment roll as ratepayers, and the word "Protestant" in this Act and in any Act affecting Education, in the collection and distribution of school funds shall be held to mean "all persons not professing the Roman Catholic faith."

3rd. That when the said resolution was proposed by His Eminence, it was substantially as an amendment to the proposed amendment of Dr. Heneker to clause 18, as above, although not so stated at the time.

4th. That immediately after the reading of the said resolution of His Eminence, the Protestant members of the Council asked to be permitted to withdraw for a short time, in order to confer together in view of the important nature of the Cardinal's resolution. That the Protestant members did so withdraw. That an informal interview was reported to them to have been held between Mr. Justice Jetté, the seconder of the Cardinal's resolution, and Mr. Justice Church, by which the members of the Protestant Committee were led to suppose, that the whole matter raised by Dr. Heneker's amendment and that of the Cardinal would drop so far as any action of the Council was concerned, provided Dr. Heneker would abandon his amendment. The Protestant members returned to the Council room, and Dr. Heneker announced his amendment as dropped, whereupon the Council proceeded to consider the other draft amendments and no further notice or allusion was made to the resolution of His Eminence the Cardinal. That the sense of the Council was not formally taken on the resolution of the Cardinal, and had it been supposed that it was desired to have taken the sense of the Council thereon, all the Protestant members of the Council then and here present would have voted against it.

Moved by the Hon. Mr. Justice Church, seconded by Sir William Dawson, and resolved

"That copies of the foregoing declarations be forwarded to the Honorable the Premier, the Honorable the Superintendent of Public Instruction as Chairman of the Council of Public Instruction, and the Chairman of the Protestant Board of School Commissioners of Montreal. And that the

acting Chairman of this Committee be requested to confer with the Honorable the Superintendent in his capacity as Chairman of the Council in relation to this matter."

2. The Secretary laid before the Committee a letter from the Honorable Mr. Gagnon, Provincial Secretary, informing this Committee that the Lieutenant-Governor has been advised that the Act 51 and 52 Vic. cap. 13, is to remain in force, which having been read,

It was moved by Dr. Church, seconded by the Very Rev. the Dean of Quebec, and resolved

"That the letter of the Hon. Mr. Gagnon, being the first official communication to this Committee with reference to the legislation affecting the Jesuits Estates, be referred to a sub-committee composed of Dr. Heneker, Sir William Dawson, the Rev. Dr. Shaw, Dr. Hemming and the mover, with instructions to consider what effect this legislation will have upon the vested rights of the Protestant people of this Province, and upon the interests of Superior Education herein, and on the fund already devoted to these interests and purposes, and if necessary, to bring the results of their enquiry before the Executive of the Province, and to report to this Committee."

3. From the Secretary of the Central Board of Examiners concerning the first meeting of the Board for organization, submitted for the information of the Committee as follows :—

The first meeting of the Protestant Central Board of Examiners was held at the McGill Normal School, Montreal on Wednesday the 23rd of January last, all the members being present. The Very Reverend Dean Norman was elected President, and the Reverend Dr. Cornish, Vice-President. The subjects of examination were allotted to the members of the Board and arrangements were made for the conduct of the examination in July next.

(Signed) ELSON I. REXFORD,

*Secretary of the Protestant
Central Board of Examiners.*

Whereas a Central Board of Examiners for the examination of Candidates for teachers' diplomas has been constituted by the Lieutenant Governor in Council under the direction of this Committee in accordance with Article 1966 of the Revised Statutes of Quebec ;

Whereas the Central Board of Examiners alone has the right of issuing diplomas valid for schools under the control of this Committee, and, therefore replaces the Protestant Divisions of the Boards of Examiners ;

Resolved, on motion of the Very Rev. Dean Norman, seconded by the Hon. Judge Church,

1st. That the Secretary be instructed to inform the Chairman of each Protestant Division of the Boards of Examiners that said Protestant Divisions have been replaced by the Central Board of Examiners, and to request that the Records and Documents of said Protestant Divisions be forwarded to the Superintendent of Public Instruction, to be deposited in the Department of Public Instruction for safe keeping.

2nd. That the thanks of this Committee be and are hereby, extended to the members of the Protestant Divisions of the Boards of Examiners for the important services that they have rendered to Protestant education in the Province, in conducting for many years, and without remuneration the examinations of candidates for teachers' diplomas.

It was resolved on motion of A. W. Kneeland, Esq., seconded by G. L. Masten, Esq.

1st. That the deputy examiners, under the Central Board of Examiners be paid two dollars per day for their services.

2nd. That the members of the Central Board of Examiners be paid at least five cents for each paper examined.

3rd. That the following persons be requested to act as deputy examiners for the examination of candidates for teachers' diplomas for the current year:—Rev. A. A. Allen, Portage du Fort; Rev. T. Cunningham, Aylmer; Dr. Kelley, Montreal; T. A. Young, Quebec; the Inspector, Sweetsburg; Rev. James B. Muir, Huntingdon; A. N. Thompson, Esq., Stanstead; Inspector Hubbard, Sherbrooke; Rev. Mr. McLeod, Richmond; Inspector Thompson, Inverness; W. H. Annett, Esq., Gaspé; W. M. Sheppard, Esq., Bonaventure; Rev. J. H. Jenkins, Three Rivers.

4. From His Excellency the Governor General concerning Educational Institutions of the Province which are awarded medals by His Excellency.

The Secretary was instructed to inform His Excellency the Governor General that among the Protestant Institutions of Superior Education of the Province, there are two Universities:—McGill University, and the University of Bishops College; three Colleges;—Morrin College, St. Francis College, and Wesleyan College, Stanstead; the McGill Normal School; three High Schools;—Montreal High School, Quebec High School, Bishop's College School; and that the following four Academies took the highest standing at the last annual Government examination, viz.:—Coaticook, Huntingdon, Waterloo and Lachute.

5. From the District of Bedford Teachers' Association, and from the School Commissioners of Inverness, concerning representation upon the Protestant Committee.

It was moved by the Hon. Judge Church, seconded by the Rev. Dr. Weir, that Dr. Thomas Christie, of Lachute, be named an Associate member of this Committee.

Moved in amendment by Rev. Dr. Shaw, seconded by Mr. A. W. Kneeland, that Mr. W. H. Lambly, of Inverness, be appointed an Associate member of this Committee.

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

From Messrs. Gillman, Gilmour and Wells applying for the vacancy caused by the death of Inspector McLoughlin.

Upon motion of the Rev. Dr. Shaw, seconded by Mr. A. W. Kneeland, the Secretary was instructed to give notice and take other necessary steps for the examination of candidates for the inspectorship of the Protestant schools of the Counties of Brome and Missisquoi, rendered vacant by the death of Inspector McLoughlin.

7. From Rev. Inspector Lyster, and Rev. Mr. George, concerning religious instruction in schools.

The Secretary was instructed to direct attention to Articles 133 and 136 of the Regulations of the Protestant Committee according to which the use of school buildings after school hours is under the control of School Commissioners.

8. From Messrs. Dawson Bros., Montreal, submitting an elementary geography for authorization.

The Committee agreed to refer the work to the sub-committee on text-books.

9. From the Secretary submitting for information of the Committee the following:—

Summary of Semi-Annual Financial Statement of the McGill Normal School and Model Schools, from the 1st July to the 31st December, 1888.

1888.

Dr.

Aug. 1—To Balance in Bank.....	305 74
Balance Model School fees to date.....	33 48
Amount of cheques, Normal School grant.....	6,402 44
Model School fees received.....	1,185 40
Drafts for repairs.....	812 74
Interest account.....	8 18
	<hr/>
	8,747 98

CR.

By Normal School salaries.....	3,262	46
Assistant Teachers	1,454	20
Books and stationery.....	622	54
Light and fuel.....	607	59
Water rates.....	54	24
Contingencies.....	719	18
Printing and advertising.....	125	08
Repairs.....	1,175	74
Bursaries.....	400	00
Principal Robins' over stoppages for Pen- sion Fund.....	7	50
Dec. 31—Balance Model School fees.....	43	97
Balance in Bank	275	48

\$8,747 98

10. The Inspector of Superior Schools was then requested to appear before the Committee and read an interim report of the inspection of Academies and Model Schools. The report, which gave an account of the work of inspection from the 1st of September to the 1st February, was received and the thanks of the Committee were given to Dr. Harper for his report.

A. W. Kneeland, Esq., gave notice that he would move at the next meeting of the Committee, that hereafter no text-books shall be authorized by this Committee without a satisfactory guarantee from the publishers that the said text-books shall be published, kept in stock, and furnished to the trade in general, at a certain fixed maximum price, for a period of not less than five years.

The Secretary presented the following Financial Statement of Protestant Committee, which was received, examined, and found correct.

I.—*Superior Education Fund.*

1888.		
Receipts.....	00	00
Expenditure.....	00	00
	<hr/>	00 00

II.—*Contingent Fund.*

RECEIPTS.

Nov. 28.—Balance on hand.....	1,393	93
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EXPENDITURE.

1889.

Jan. 8. — By the Inspector's salary to 31st December, 1888.....	125 00
T. J. Moore and Co., stationery and rubber type for Inspector of Superior Schools.....	26 50
Dawson Bros., for printing ex- amination papers for Superior Schools.....	118 22
John Lovell and Sons for exam- ination papers.....	4 25
	273 97
Feb. 1.—Balance on hand.....	\$1,119 96
Total Bank balance.....	1,119 96
	R. W. H.

The sub-committee on text-books reported that the text-books had not been put into their hands in time for a report to this meeting, and that the report will be presented at the next meeting of the Committee.

The sub-committee on the returns from Colleges and Normal Schools submitted a report giving a summary of the results of the results of the examination in each year.

The report was received and adopted and the sub-committee discharged.

The sub-committee on Professions and Professional Examinations submitted a report calling the attention of the Committee to Bills, Nos. 17, 47, 83, and 84, and to the petition of the General Council of the Bar, now before the Legislature, which affect the relations of the Universities to the Professions and Professional Examinations.

The report was received, and the sub-committee, composed of Dr. Heneker, Sir William Dawson, and the Hon. Judge Church, was continued with instruction to report at the next meeting of the Committee.

The sub-committee on the application for the position of School Inspector presented the following report:—

The meeting of sub-committee in re vacant Inspectorship was held at the Rectory, Quebec, on Saturday, January 12th, 1889.

Present, Rev. Dr. Weir, Mr. G. L. Masten, the Dean of Quebec. The sub-committee having carefully examined the papers of the candidates for the vacant inspectorship, submitted to them, beg to state,—

1st. That they agree generally with the rate of marks assigned by the various Examiners to their respective questions.

2nd. That while, in their opinion, all the candidates are competent to fill the office of Inspector of Elementary Schools, the Rev. Professor Tanner appears on the whole to be the most eligible man for the position, and he is therefore recommended by the Sub-Committee for appointment to the vacant Inspectorship.

3rd. That in order to avoid uncertainty for the future, it is desirable that some text-book should be selected upon School Methods and School Organization, on which should be hereafter based the questions with reference to that particular subject.

Signed on behalf of the sub-committee.

R. W. NORMAN, D.D.

The report of the sub-committee was received, and on motion of Dr. Hemming, seconded by Archdeacon Lindsay, it was

Resolved,—That, inasmuch as the report of the sub-committee named to report upon the case of the candidates for the office of School Inspector does not appear to be in accordance with the requirements of the law and the regulations of this Committee, the Secretary be instructed to cause the notice required by law to be given to all such persons who may be candidates for the office of School Inspector now vacant, to be examined at such time and place as may be fixed upon, before the Board of Examiners, named for such purpose, on all the subjects required by the regulations of this Committee.

The Committee agreed that Baldwin's School Management and Gladman's School Methods, and Currie's Art of Teaching should be the text-books for the examination of candidates for the position of School Inspector.

Sir William Dawson reported, as Chairman of the University Examiners, for Associate in Arts, that the examiners of McGill and Bishop's Colleges had been appointed, and that special care had been taken to secure examiners not connected with schools sending candidates and to secure the joint responsibility of the examiners in each subject as required by the University regulations.

In reference to the applications of Messrs. John Robertson, Thomas Townsend, and John C. Hunter for Academy diplomas

the Committee agreed that the Secretary should inform John Robertson that he will require to secure his degree in Arts, or pass the regular examination for the Academy diploma.

That Thomas Townsend be informed that it will be necessary for him to pass the regular examination for the Academy diploma.

And that James C. Hunter be granted an Academy diploma on the production of the necessary certificates of moral character.

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

(Signed) R. W. HENEKER, *Acting Chairman.*
ELSON I. REXFORD, *Secretary.*

Public notice is hereby given that an examination for candidates for the position of Inspector of Protestant Schools, will be held at the Department of Public Instruction, Quebec, at 9 a.m., on Friday the 5th of April next.

There are two vacancies among the Inspectors of Protestant Schools, one caused by the resignation of the Rev. M. M. Fothergill and the other by the death of J. A. McLoughlin.

Candidates are required to send applications and certificates, accompanied with a deposit of six dollars, to the Secretary of the the Protestant Committee of the Council of Public Instruction, Quebec.

GEDEON OUIMET, *Superintendent.*

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor, the Lieut-Governor has been pleased, by an Order in Council of the 7th November, 1888, to appoint three new members of the Board of Examiners for Quebec (Roman Catholic section.) O. G. 2055.

To appoint Messrs. Robert J. Muir, and John Hume, school commissioners for the municipality of Sellarville, Co. Bonaventure, for another term of office, their former term having expired.

20th November. To appoint a school commissioner for the Parish of St. François, Co. Montmorency.

To revoke Order in Council No. 657 of 13th October, 1888, appointing certain school commissioners for the mun. of Haut du Sault-au-Recollet,

Co. Hochelaga, the validity of the appointments being questioned. O. G. 2098.

23rd November. To make the following appointments in connection with the Council of Public Instruction and Committees thereof, viz:— Henry R. Gray, Esq., Montreal, instead of Hon. Thos. Ryan, resigned; Pr. Cameron, M.P.P., Huntingdon, to fill the charge to which the Protestants are entitled since the creation of the diocese of Nicolet, under the authority of Act 39 Vict., Chap. 15, Sec. 13, the Rev. W. I. Shaw, LL.D., Montreal, instead of Rev. Dr. Mathews, resigned; and A. W. Kneeland, Esq., M.A., Montreal, instead of the Hon. James Ferrier, deceased.

To appoint two school commissioners for the mun. of St. Joachim, Co. Two Mountains.

9th December. To appoint Messrs. Joseph Morton, and John Brown, school trustees for the mun. of St. Roch North, Co. Quebec, the former for another term of office, and the latter to replace Mr. Thos. Hopper.

19th December. To appoint a school commissioner for the mun. St. Timothée, Co. Beauharnois, and one for the mun. of St. Philomène, Co. Chateauguay; also two school trustees for the mun. St. Luc, Co. St. Jean, and one school trustee for the mun. of Lachine, Co. Jacques Cartier. O. G. 2340.

22nd December. To declare the Corporation of the dissentient trustees for school mun. of St. Antoine, Co. Chateauguay, dissolved, owing to failure on the part of said Corporation to carry out the provisions of the school law.

12th January, 1889. To appoint five school commissioners for the newly erected municipality of St. Dorothée No. 2, Co. Laval, and one commissioner for the mun. of St. Telesphore de Mont Joy, Co. Soulanges; also D. A. Burns school trustee for the municipality of St. Patrick of Rawdon, Co. Montcalm, instead of George Smiley, deceased.

21st January. To appoint two school commissioners for the mun. of St. Adolphe de Howard, Co. Argenteuil, and one commissioner for the mun. of Thousand Islands No. 3, Co. Argenteuil.

To detach from the school mun. of St. Elizabeth of Litchfield, the lots 3 and 4 in the tenth range of Litchfield, the lots 1, 2 and 5 in the ninth range of Litchfield, and the lot one in the eighth range of Litchfield, and from the school municipality of Mansfield, the lots 1, 2, 3, 4, 5, 6, 7 and 8 in the second range of Mansfield and the lots 1, 2, 4 and the south-west half of lot 3 in the third range of Mansfield and to erect them in a separate municipality, for school purposes, under the name of South Mansfield.

29th January. To appoint a school commissioner for the municipality of L'Abord à Plouff, Co. Laval.