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THE
EDUCATIONAL RECORD

OF THE
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THE RELATIONSHIP BETWEEN TEACHER
AND PARENT.

The young teacher, in fitting for his avocation, gives little thought of his relation to the fathers and mothers of the children given to his training and care. His preparation seems given wholly to the line of intellectual acquirement, with slight thought of the important art of imparting instruction or of conducting mind to the attainment of thought. He has but an obscure notion of the magnitude of his undertaking to mould mind and form character for those who are to become factors in controlling the world's destinies for coming time. He enters upon his work with no adequate conception of the great responsibility he assumes. Indeed he rarely chooses teaching as a life work ; but engages in it as a passport to what he deems a higher pursuit attended with less labor and perplexity.

A few terms at most, devoted to the disagreeable routine of daily exercise in the primary school, will afford the cash necessary for his support while fitting for the law, for divinity, or medicine. And with a multitude of Misses, the prime object may be to accumulate the funds necessary to external decoration, perchance with an eye single to that blissful moment when two hearts, becoming one, set forth on a sea of connubial bliss.

While these may be consummations devoutly to be wished, they may, nevertheless, divest teaching of its excellence by

withholding incentives necessary to youthful encouragement and progress.

It must be admitted that parents have a higher interest in, and regard for, their children than can be felt by any other being. We are prone to regard the fathers and mothers of our pupils as if they not only possess no knowledge of teaching, but are altogether incapable of governing their own children. Indeed, teachers are many who consider the parent in the light of an enemy to the school, to the teacher, and to all forms of discipline, and who treat him accordingly. This is one of the gravest of errors.

Many of our patrons have never taught, it is true, and most who have done so, may know but little of modern improvements in the art. But both politeness and policy demand respect to their opinions. We are all of us quite slow to surrender old and fixed notions for those which are new and untried. We, therefore, need to wear the mantle of charity for those who are no more unyielding than ourselves. Children cannot, if they would, represent to their parents truly what transpires at school; and hence, from a one-sided view, parents may withhold from the teacher the support that is his due, and upon which his success so largely depends.

The experience of over a third of a century has taught the writer that nothing is lost in forming an early acquaintance with every patron whose children come within the teacher's charge.

Slightest attentions and most trivial courtesies open to us the hearts of others. The usual "good morning," and a pleasant smile are but rays of sunlight shed upon others. We cannot cross a patron's threshold without coming in closer relations to him, and awakening an interest that was not felt before. What though we take a morning walk of a half a mile to acquaint a mother with some important fact unknown to her, touching the status of her son or daughter at school.

If we are gentle and courteous, we shall certainly have enlarged her confidence in our good intentions at least, thereby gaining a support otherwise withheld. What though a parent, from an imperfect knowledge of our work, shows some disapproval of our methods of teaching or government. It is our part to show the intrinsic qualities of the gentleman or lady under all circumstances, no matter what transpires. The more aggravating the circumstances, the more serene should be our temper, the more guarded and polite should be our language. Here we have the best of all opportunities to show our self-

control. A saucy note, a taunting epistle, from an angered father or mother, should never call for a reply of its kind; but in its stead the grandest display of courtesy that can flow from our pen. This will cost us a sacrifice, it is true, until we see how effectually it quiets an impending storm. The word retaliation must be banished from the language that describes our character, if we would share the pleasures of teaching and avoid the harrowing perplexities that make us wrinkled and gray. To retaliate is to heighten the spirit of opposition and plant an insurmountable barrier between us and him who has it in his power to do us good or evil. We must not allow a parent to become an enemy, for we need his strong support in the training of his children. Even his neutrality is to be deplored, for we need his activity in our behalf whether he be intelligent or illiterate. The judicious teacher will manage his school by leading, and not by attempting the impossibility of driving parents into conformity with even the most needed and wholesome of rules.

The teacher must be crowned a conqueror, but he must bear neither sword nor shield. He must appeal to both intellect and heart, feeling sure of finding an avenue to the one or the other.

It is no part of policy to become estranged to him who confides his child to our keeping. There must be a bond of union and sympathy between us and him, without which we shall see little of harmony, and constant friction will absorb most of our power.

We may be firm as the everlasting hills in our convictions of right, and yet present them pleasantly. With cool head and pure motives, we shall be well nigh certain to make our way through every difficulty. Should we have a belligerent patron, we may be assured that a score can be conquered by kindness and mild means, to one subdued by force.

And he who is compelled to yield has secreted a dagger beneath his cloak to be used when the teacher's popularity is on the wane. The teacher should show an active inclination to see things on the brighter side. The coloring of his horizon comes largely from within. As is his own heart, so in degree will he see his surroundings within and without the schoolroom.

Many a teacher seals his own doom by a continued fault-finding when in the presence of his patrons. He waxes eloquent in telling how disorganized and backward he found the school. He speaks disparagingly of former teachers and of the community at large, and in some cases deplores his own unhappy lot as one having fallen among mossbacks if not among thieves.

No man is made happy by telling him even indirectly that his children or his community are either stupid or depraved. As teachers, we must bear in mind that what cannot be cured must be endured, and that with patience.

If we have accepted a position with unpleasant surroundings, and even asked for it, it is not in good taste to dilate upon its objectional features, and to magnify our sacrifice in becoming "missionaries to heathen."

We shall meet those who are anxious to fill our ears with bits of objectional history as well as biography, which we may hear in respectful silence. We may be sure such are to receive no encouragement. They should be assured that we are the servants of all, and that we hope to know all in the most friendly relations.

The most effectual way of finding favor with parents, is through the hearts of their children. No labor is lost in causing every child to feel that we are his friend. We must protect him from the unjust treatment of his fellows and see that he has his rights within the house and upon the grounds. Our control depends far more upon what we do than upon what we say. The little things of daily life produce the great results both within and without the school. Above all, we should be interested in children; if we are not, we should seek prayerfully to become so. If we are not lovers of childhood, then it were better that children be never given to our care. But we can, if we will, cultivate that feeling of tenderness for the children that the budding humanity seems everywhere to demand. It is not discretion to be forever burdening parents with complaints of misconduct and inattention to study. Nor shall we daily lose our patience with the child's stupidity while we assure the parent that his deportment and progress are all that we desire. We must be what we wish the child to be, honest, truthful, consistent. With children every thing goes by habit. We should check wrongs with decision but pleasantly. We should beware of losing our energy and vigor. No lazy man should ever offer himself as a teacher of the young. The great secret of school government lies in keeping children busy, in giving them something to do. The most successful teacher is he who awakens the keenest interest.

Editorial Notes and Comments.

Our advocacy in behalf of the organization of a general Association of Teachers for the Dominion of Canada is about to bear fruit, committees having been formed for the reception

of those who proposed to attend the first Convention in July next. The city selected for this meeting is Montreal. Some time ago, the Hon. Mr. Ross of Ontario met some of the citizens of that city, and the issue of his visit was the appointment of committees and the maturing of arrangements for the first annual gathering. The programme is to consist of excursions, lectures, papers and exhibits of school-work and apparatus, while it is all but likely that the Convention will be separated into sections for the discussion of matters pertaining to the kindergarten and elementary school-work, as well as for the investigation of the higher educational problems. There seems to be, even at this early stage in the history of the movement, much credit due to the Hon. Mr. Ross, Minister of Education, Ontario, for the manner in which he has superintended the organizing of the new association. As one of the Montreal papers says: "Mr. Ross has evidently a genius for organization. The quiet but masterful way in which he put aside vague talk, and formulated a methodic plan at the meeting of the Committee, was an agreeable surprise." In the organization of such a society as this there are many interests to conserve; and from the beginning it should be understood that there is to be no deviating from the first principle on which alone such a society may be expected to endure, namely, that every attempt to overshadow any of these interests by giving an undue prominence to any secondary or personal interest should be frowned upon. The policy of ignoring is but a childish game; and in the maturing of the plans for the Convention the greatest care ought to be taken not only to have all sections of the country represented on the executive of the association, but to have the experience of all grades of teachers and educationists placed before the annual gatherings, outside the sympathies of friendship or the antipathies of that ambition which is more or less inclined to look upon the earnest, disinterested endeavour of the humble as a rivalry to be subdued. The movement is one in which all can take part—the spirited educationist who often seems to crave for a surfeit of office, the plodding teachers who are always anxious to learn more of their calling in order that they may teach better, and the broad-minded citizen who is always glad to favour any public movement that leads to better things for the community. There is in the movement even more than we can perhaps see or speak about. A great deal is every now and again being said in the Canadian press and on the Canadian platform about a growing national feeling in British America. It is true we are but a dependency. But surely the

teaching of patriotism in our schools need not be neglected because our country is only a colony. And may there not be found in this meeting together of our teachers from Cape Breton to Vancouver something of that community of thought and feeling which may induce them on their return from a holiday spent in one another's company to teach, with greater courage, the coming generation that is being brought up in the various provinces to know of a patriotism that sees no treason in the looking forward to a nationality which can only begin to lose its provincialism in the craving for independence. It is expected that over two thousand teachers may find their way to Montreal on the 1st of July next—a throng of earnest workers eager to know more of one another and their methods of imparting instruction—and a hearty welcome they are sure to receive.

—We regret to hear that any feeling, or even the appearance of a misunderstanding, should have arisen between the governors of Morrin College and those who were willing to come to the pecuniary upholding of that institution. The reorganization of the staff last year was a matter for congratulation among all who have the interests of the school at heart, and we feel all but sure that some means will be adopted to enlist the sympathy of the citizens of Quebec to foster the enterprise of the founder of the college. It would be premature for us to give in detail the difficulties which have beset the institution of late. By another month the world may be in possession of all the facts of the case, when, as we have some reason to believe, complaint will be made against no one, but all—governors, professors, students and citizens—will be found working in the interests of the institution and in the direction of its maturing success. The difficulty of carrying on this institution may be traced to the insufficiency of the means which the founder was able to leave in its behalf. Since it was opened there have been various donations, but mostly of small amounts. Of late years the number of students has materially increased, showing that there is room for such an institution in this section of the province. The late Hon. J. G. Ross provided for a number of bursaries during his lifetime, and it was further expected that his heirs would provide for its endowment. This they have shown a willingness to do, and hence it is that we trust that the institution is about to enter upon a new career of usefulness.

—Our neighbours on the other side of the line are beginning to have a grievance of their own, and are beginning to say that the time is coming when the political superintendent will have

no place in their system. By a political superintendent is meant the local overseer of educational affairs who is elected for the position by the votes of the people. And this is what a contemporary says of the matter, with a particular case in his horizon: "The too general method of electing educational officers on party issues often turns good officers out just at the time when they are doing their best work. An illustration of this fact is found in the defeat of State Superintendent Sabin of Iowa, when he is better able, than any other citizen of that state, to direct and guide in preparation for the World's Fair. Papers of all parties agree that he has made an officer altogether satisfactory to all voters. The *Davenport Democrat* says that 'not a Democratic paper in Iowa has said aught against him, as the head of the educational system, or as a citizen of the purest personal character.' The *Iowa School Journal* says that 'among the bright and capable school men in Iowa, no one of them is so well fitted, by practical wisdom, effective industry, and high character, to be most serviceable to Iowa at this juncture.' We have known Mr. Sabin many years, and we declare that these words are eminently deserved. We have given him our hearty support, and we shall give his successor the same, as far as he does what we believe to be right; but we deeply regret that Mr. Sabin's work in Iowa, as a state official, will soon come to an end."

—It is not often necessary for us to speak of the EDUCATIONAL RECORD and its policy of advocating what is beneficial and of exposing what is fallacious. It is needless to say that one of its objects is to keep its readers acquainted with local educational movements, an object which is not always easy to keep in view in face of the seeming unwillingness of some of our teachers to enter upon a discussion of them. Yet our local educational movements are probably only important to us on account of the provincial stand-point from which we have to view them. And hence there can be no object more important than this for an educational journal to hold in view, and that is a careful report of what is going on in the educational world outside of us, so that our readers may bring to the discussion of local educational affairs the safer judgment that is matured by the experience of others. The controversial can hardly be a success in such a paper as ours, considering how far it is from being its own master; and hence it has been more of a necessity to collect for publication the material that may form a corrective to those evils which some, for the sake of popularity or ambition, would lay upon our system, than to find open fault

with their advocacies. This material we are under promise to supply, even when it only consists of the intermittent notions of those who are determined to have in our schools, only what they, as individuals, care to have, or to root out of them what they esteem worthless. For example, we have been able this month to select examples which must surely set our teachers thinking of their responsibilities, if it does not even induce them to send their opinions in literary form to our correspondence department, and for doing so, we trust no one will be inclined to find fault with us.

—The first selection comes from the pen of the man who would have his sons and his daughters make money directly, or indirectly, in after life. "In our system of education," he says, "we attempt to teach a great many things, and we teach but little thoroughly. When the parents of a boy can afford to send him to college, the knowledge he has acquired there is of little avail, even for the preliminary study of the professions, unless it has been in particular text books. For the great mass who have to get their living by manual labor, school learning, in a great many subjects, is so much time wasted. It would be much better to ground the pupil thoroughly in the rudiments, and to allow the pupil to devote a portion of his time to manual work. Experience has proved that those who do so make more rapid progress than those strictly confined to books, while the objection of many parents in the lower classes of life to the regular attendance of their children at school would be obviated if they were convinced the latter were learning 'something useful,' meaning thereby that it would be of practical use in earning money. Money making is a necessity, and there is a vast distinction between this art and money grabbing."

—The second is from the man who is down upon modern methods, and he seems to have no intention to mince matters. Is it not time to call a halt? How much farther will the so-called language exercises and number tomfooleries be pushed by otherwise sensible teachers, before our little children are stupefied into idiocy. It is the greatest blessing in the world that the resisting power of children is so powerful even against pernicious teaching. This is the saving clause which nature has provided against poisons and intellectual opiates. The idea that a six or seven year old child should be kept hammering on numbers from one to ten the first year it attends school is preposterous in the extreme, and is an insult to the intelligence of an "educated pig." Then the next year, by grace of the intelligent apothecary of arithmetical nostrums, the child is permitted to

go from ten to twenty, and in cases of special dispensation, to a hundred. What foolishness run to seed! The language mania is not a whit behind that of number. The little silly sentences are as nearly destitute of thought as possible, and on these multitudinous changes are rung with the same little words. A child of any intelligence wants to be making some headway when he studies, and yet it must be confessed that much of the language work is as barren of ideas as a crane's leg is of feathers. If the ingenuity of the language fiends had been set to work on *how not to teach the children to use or learn our language correctly*, a better device could not have been invented, and again I am constrained to exclaim, "How long before deliverance?"

—The third is from one who claims old methods are not all bad. "There is quite a complaint among teachers, principals and superintendents, that pupils in the higher grades are not able to read with ease and expression, they have so little mastery over words that an exercise in reading becomes a laborious effort at word calling. * * * There can be no good reading without the ability to call words readily, and it may be well to consider whether the methods of teaching primary reading are not at fault in preparing the pupil for the advanced reading. We are inclined to think the inability of pupils in the higher grades to call the words is the legitimate outgrowth of the teaching by the word method. By this method the word is presented to the child as a whole, and the teacher either tells the child the word or by skilful questioning leads him to use it. Later, when phonics have been introduced, the teacher writes the new and difficult words on the black-board and marks them. The general results of these methods on the minds of the pupil are about the same. He soon learns to think he can do nothing with a new word without the help of the teacher in some way. While he should be learning independence in making out his words, he has learned dependence, and his dependence increases with the increase of difficulties. We are wont to laugh at the old-fashioned teacher, who when his pupils halted at a word, said "Spell it." But it is worth while to consider whether the oft repeated command of "Spell it" did not beget more power over new words than some of our vaunted later methods. It, at least, taught a child to make an attack upon a new word, and any method that teaches a child to try has some merit in it. If in our haste to teach children to read in our primary readers we are sacrificing their ability to read in the higher grades of reading, we had better call a halt and sacrifice the

lower grades of reading in the interest of the higher. In a recent article Superintendent Greenwood says: "Is it not a fact that if children be put at first to spelling words and speaking them distinctly, and if they be kept at it for half a year or a year, they will double the progress in their first, second and third readers? It is worth considering at any rate," Perhaps the craze that swept through the schools a few years ago, that taught that everything in school should be made so pleasant that the child should find nothing but one unalloyed round of pleasure in the schoolroom, is responsible for the elimination of that drudgery necessary in teaching the spelling and syllabication of words in such a thorough way as to enable the child to read with some degree of ease in the fourth reader. We are of the opinion that, if a child has not learned how to get at the pronunciation of words by the time he has finished the third reader, the chances are very much against his becoming a reader, or of his taking much pleasure in reading."

—And the fourth is from the *Educational Journal* of Toronto, who defines the position of the teacher thus: "There is no more common, or, to our thinking, more mischievous educational heresy than that which claims that the teacher stands to the child, for the time being, in the relation of parent. The teacher cannot take the place of the parent, and should not attempt to do so. One of many reasons is that the instinctive affection is wanting on both sides, an indispensable factor. The teacher should, in the interest of parent and child, as well as in his own interest, impress upon parents that he or she does not usurp their functions, but relies on the parental training and discipline for those elements in the child's character which alone can make the latter properly subservient to the authority of the teacher."

—We are obliged to say that our last month's issue was delayed on account of the re-arranging of our lists of subscribers. This month's issue is also a little late on account of our desire to insert the minutes of the Protestant Committee.

Current Events.

The opening of the new building at Lennoxville for the Bishop's College School, is an event which has been met by congratulation from all parts of the province. The disastrous fire which caused so much inconvenience to the authorities of School and College, seems to have been after all only a blessing in disguise, bringing into life a spirit of enterprise on the part of those who desire the institution the best of success.

The new building is a substantial and imposing structure of brick and stone. It is to some extent protected from fire by slow combustion floors, iron staircases, outside fire escapes, aided by an adequate system of fire hose on each flat. The ventilation and sanitary details are up to date, and the dormitories are lofty and cheerful, and the air space throughout greatly in excess of the requirements as laid down by hygienic scientists. In the main building are found the general masters', matrons' and servants' rooms, the dormitories and linen rooms. Connected by fire-proof doors is the educational department. Here, on the first floor, are the bursar's offices, four class rooms and apartments of the Prefects, and reading and cloak rooms. On the second floor there are two additional class rooms and a grand hall, where convocation will be held and examinations and the like take place. The lofty windows, studded with stained glass, throw a fine but subdued light within, and the general fitting and accommodations are most ample. On the third flat is the Colonel Ring laboratory, consisting of lecture and demonstration rooms. In the basement is a large play-room, bath rooms, lavatory, lockers, furnace and coal rooms, two large music rooms, and other apartments. The building is lighted by electric plant and heated throughout. Friends of Lennoxville are very proud of the new school and hope that it may prove a scene of much usefulness and follow in the footsteps of public schools in England, where the traditions of "the school" are handed down from father to son and ever remain green in the hearts and affection of the "Old Boys."

—The undergraduates in Arts of McGill held their annual dinner about the end of last month, about eighty members being present. Mr. Carmichael, '92, was in the chair. The evening was a most enjoyable one, and full justice was done to a well selected *menu*. After the first part of the programme had been got through with, the toast of the Queen was enthusiastically drunk, when Sir William Dawson gave a short address. He referred to the advantages of the students of to-day, who had at their service all the labors of the past. The "Sister Universities," was proposed by Mr. E. A. Mackenzie, '92, and replied to by Mr. J. McLennan on behalf of Toronto University and Mr. Davis on behalf of Queen's College, Kingston. The affair seems to have been in every respect very successful.

—The students of Morrin College had also a very successful social gathering last month, held in the Convocation Hall. The *Conversazione*, which was altogether arranged for by the students, was attended by the Professors and many prominent

citizens of Quebec. The enthusiasm over the prospect of better days for the college was evident to every one present, and it would be a matter for regret were anything to interfere with this enthusiasm, in its efforts to make all that can be made of the founder's liberal bequest in behalf of education.

—The School Commissioners of Montreal, in their annual report, advocate many changes which must recommend themselves to the constituency which they represent. In indicating the necessity for more money, they say:—

“Two and a half mills, the Commissioners think, would meet the demand a little better. Because:—Even the amount raised by the two mills system is reduced by the sums retained to redeem the debentures issued for the erection of school buildings (most cities levy a special tax for this purpose), and this reduction, as far as the Protestant assessment goes, is no less than 42 percent! Since 1873, when the two mills system was adopted, the number of school-going children has more than trebled, while the amount yielded by the city school tax has not quite doubled. In 1873, 2,100 children are recorded as having been in attendance, and the amount raised by the city school tax was \$53,803.02; while in 1890 there was a total enrolment in the schools of 6,916, with an average actual attendance of 5,526, and the city school tax produced only \$91,631.88. The Commissioners wish to extend the cause of free education as far as possible, by continuing the free tuition of children of indigent parents and reducing the fees of the high and the public schools. They will now give 6,600 yearly, divided into forty scholarships, to the most deserving pupils. The extra half mill would yield some \$24,000, which would relieve the board of the burden of carrying the present annual charges for interest and the redemption of bonds. The Commissioners appeal finally to the City Council and all classes of citizens to meet the need by adding the half mill.”

—The following is a description of the New High School in Montreal, as given from the Commissioners' Report in one of the daily papers: Each department contains sixteen large and four small class-rooms, and two large play-rooms in the basement. Between the two departments and communicating with both, are two central blocks, the one fronting on Peel and the other on Metcalfe street. That on Peel street contains in the basement, apartments for two caretakers; on the first flat, a library, the offices of the Board and of the Rector and Lady Principal, with the necessary waiting and retiring rooms; and on the second flat, a large assembly hall. The corresponding

block on Metcalfe street contains in the basement a chemical laboratory with storeroom and lecture room attached and a physical laboratory and lecture room; on the first flat, a drill-hall and gymnasium; and on the second flat, lunch rooms for boys and girls, and two art rooms. The boys' department contains in the basement a room for manual training. The building will be lighted by electricity and furnished throughout with a system of telephonic communication. It will be ready for occupation by Sept. 1. There will be a kindergarten in the building and one of the most capable teachers engaged by the Board has gone to St. Paul to receive a suitable training in methods of work for this department. There will be physical training for both boys and girls, and a course of manual training. We are told that the Report has other items of interest to those interested in education.

—The experiment of having collateral courses in some of our schools, is being attempted in the Boys' High School of Quebec, and the Cookshire School. In the latter, the commercial department has been separated from the school proper, while in the former, the attempt has been made to carry on the second course as a part of the ordinary course. Both of these experiments are being watched with interest, and the public should have every opportunity of knowing the advantages and disadvantages arising from either plan. In Montreal there is a proposal to have three distinct courses, as has been announced for some time, namely: 1. A classical course in which the study of Latin and Greek is compulsory. 2. A science course in which Latin is compulsory, but of which Greek forms no part. 3. A commercial course in which neither Latin nor Greek is taught. Many seem to think that it would be well to wait for results from these experiments before attempting to lay heavier burdens upon our teachers in the multiplicity of subjects.

—There are many in our province who look upon the system of "payment by results" as the root of all the educational evils complained of in our Model Schools and Academies. We are not so far advanced in this respect, as some of the school districts on the other side of the Atlantic, and let us hope that we may never see in our midst such evidences of advancement (?). At the monthly meeting of the Greenock School Board it was agreed "That any head master failing to earn the 1s. 6d. grant per pupil, and being unable to explain his failure to the satisfaction of the Board, will have his salary for the following year reduced by an amount equal to one-half the loss, or the entire loss, as the Board may consider the circumstances warrant;

this to take effect in respect of inspections which may take place on and after 15th May, 1892."

—In Montreal, they have a perennial difficulty about the Jewish tax, which is best explained by the following, taken from the Commissioner's Report: "The injustice in the distribution of the Hebrew school tax referred to in the last two reports still continues to exist. In its last report the Board stated that in educating so many Jewish children in return for so small a portion of the Jewish tax, it was compelled to draw upon the tax paid by Protestants, and felt that in this respect it was not administering its trust in conformity with the intention of the school law, and that it was therefore taking legal advice in the premises as to the right of Jewish children to admission to the Protestant schools. Counsel has since advised the Board to refuse education to the children of all Jews who do not contribute directly to the Protestant school tax. This advice, if acted upon, would exclude most of the Jewish children now attending the Protestant schools, as their parents possess no taxable property. It would leave them practically without education for their children and would, therefore, force them to protect their interests, either by testing the question before the courts or by seeking new legislation. In either case the grievance now complained of would be ventilated and redressed. The Board, so far, has not acted on this advice in the hope that the question at issue may yet be amicably settled by the synagogues themselves. The number of Jews now in attendance at the Protestant schools is 249.

—The school authorities of Belgium, had for many years introduced Parisian text books in Belgian secondary schools without minute examination of their contents. The Veamish Society in Brussels has recently examined these books thoroughly and found in them a great number of savage attacks upon Germany and expressions of that peculiar form of patriotism, styled "chauvinism." Of course they were intended for French school children, but the Belgians begin to think that the contents of these books are not fit for Belgian schools. The minister of public instruction, M. Deburiet, has promised a radical change, for the government of Belgium has no cause to nurse hatred of Germany among its young generation.

—A prize of \$75 for the best treatise on the lines of Prof. Strumpell's lately published work "Pathology" is offered by the Leisipic Education Society, the treatise to remain the property of the author. The latter is to consult all the German educational literature of the present century and determine (1) what

are the educational errors in training children mentioned and treated of by various writers ; (2) what is said respecting the nature and peculiarities of such errors ; (3) what is said as to their causes and the occasion on which they occur ? The material thus obtained is to be systematized so that readers may be able to form from these three points of view a clear judgment of educational progress and pathology up to the present time. The method of treating the question is left entirely to the author, and the prize is to be awarded by a committee of three members chosen from the Leipzig Educational Society.

—According to an Australian correspondent, the work of restoring Bible teaching in the State schools is still prosecuted with undiminished vigour. The annual meeting of the National Scripture Education League was held a few weeks ago, and it was largely attended. The Bishop of Melbourne presided. Addresses were delivered by a number of well-known advocates of the movement. At the recent sittings of the Church of England Assembly at Ballarat, a motion was carried that petitions be presented to both Houses of the Legislature, praying that the reading of the Holy Scriptures by the children may form part of the instruction given in the schools within the prescribed hours.

—“ In the realm of education,” said Henry Ward Beecher, “ schools are often made good for anything but places where happiness is developed. No schoolmaster ought to feel less than this, that every child should twine around about him as the morning glory around its support. Woe is me ! I never was happy at school. I hated it with a sincere, genuine, unmistakable hatred, and I do not know but I do yet. The law of making men happy ought nowhere else to be more emphatically inculcated. I think there is no wrong that is so intolerably mean as that by which public men will screw down to the starvation point men and women that are trying to make their living as teachers. If there be one place where we ought to induce people to make a life profession, it is the school. The salaries should be a premium to make it perpetual. Instead of that, we are constantly having raw material, raw material.”

—The Pedagogic Museum of Paris is a permanent exhibition of all kinds of teaching material from abaci and alphabet cards up to the most delicate and complicated scientific apparatus, and all the civilized nations of the world are laid under contribution. The Minister of Public Instruction has lately decided to enlarge its scope by the addition of a section devoted to sample copy-books and exercise-books to show the handwriting of French

youth. The *Revue Pédagogique* characterizes the new departure as "a happy idea."

—Technical instruction in Paris cannot be counted, as yet, an unqualified success. It may be said to suffer from too much support. Too many things are taught; there are too many teachers, and the schools cost too much. The results look much better in the reports than they are in reality. At one drawing school, with forty pupils, there are twelve teachers. At another school, *l'école du livre*, which is often mentioned as a model school, there are ten teachers for theoretical, and twenty-seven for practical subjects, drawing an aggregate salary of 130,000 francs. Yet, few pupils leave the school thoroughly trained in the art of book-binding. The complaint is general that pupils from the technical schools find the greatest difficulty in getting employment and frequently have to begin their apprenticeship anew. Several, despairing of ever finding employment at the workshops, have taken clerkships, where they can at least utilize their knowledge of reading and writing. The Municipal Council, having seen the error of their well meant efforts are considering a reformed scheme of technical instruction in which the results shall be more commensurate with the money laid out. The technical schools for girls are giving, on the whole, great satisfaction.

—The teachers of the Department of the Oise have decided upon the experimental employment of monitors of the type of those used by Bell and Lancaster. The regulation authorizing their employment is so strict and limited, however, as almost to suggest that the promoters have little faith in the juvenile aid which they are about to invoke. Thus classes are to be grouped, when possible, so as to avoid the employment of monitors, and the latter are to be regarded as temporary aids, and their assistance is to be restricted to the simplest subjects. Great care is to be exercised in choosing the most intelligent and trustworthy pupils; the master is to give all necessary instructions to the class beforehand, and is to keep a sharp eye on the young assistant. No class is to be left to the monitor more than half an hour at a time, or longer than an hour per day, and the monitor must be away from his own class only during a written lesson.

—The Honourable Edward Blake, Chancellor of the University of Toronto, has added to his former liberal benefactions of the Provincial University the munificent gift of \$20,000, the annual income from which is to be applied wholly in the shape of Junior Matriculation Scholarships.

Practical Hints and Examination Papers.

—The following excellent advice has been given by Professor Douglass Hyde, of New Brunswick, in the matter of the study of French :

First. That any teaching which lays continually more stress upon points of grammar than upon familiarity with words and sentences is not recommendable, is not even natural, and is especially unsuited to the requirements of students in Canada, where we may at any moment fall in with French speakers.

Secondly. That a knowledge of words and phrases and of French, as it is used in the ordinary relations of life, is best acquired by plentiful reading of easy books, especially of story books.

Thirdly. That for this purpose some easy story-book, novel, or book of extracts (as interesting in its subject-matter as possible) should be chosen, with a glossary of words at the end to save the trouble of using a dictionary.

Fourthly. That a very little study of the grammar is sufficient to launch a pupil into an easy French text. Practically all he requires to know is the declension of nouns, of adjectives, and the conjugation of the regular verb. The conjugation of the irregular verbs can best be learned by hunting them up in a grammar according as they are met with.

Fifthly. That to learn the bare, dry rules of grammar apart from their connection with the text of some interesting book is drudgery for nothing. One of my students told me that she spent her third year at French in school "learning verbs." Needless to say she had forgotten the verbs and knew nothing else.

MENTAL ARITHMETIC.

After several years' experience as a school examiner, I am led to believe that mental arithmetic has been quite neglected. Very few teachers who begin work in our schools know anything about Colburn's Mental Arithmetic or one equally as good. To pass as rapidly as possible from mental to written work seems to be the idea of the average teacher; and I have found that pupils resort to the use of pencils and paper to do what ought to be an easy mental act. They are not trained to do the work without pencils; and the training is what we need to change.

To see pupils determining that $12\frac{1}{2}$ per cent. is $\frac{1}{8}$ of the base; or that 8 is 8-9 of 9, by some mechanical process, on slates or paper, is not unusual; and a large number of modern educators think that if a pupil states that 8 pounds of candy at 9 cts. a pound cost 72 cts. it is a sufficient solution. I do not think it is. I want that everlasting "why" answered.

How can we hope to improve this condition of things? By making mental arithmetic a part of our daily curriculum; by insisting on its

daily use. The pencil is only to record combinations too large to be carried in the mind. The pupil should be so taught.—*School Education.*

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

MODEL SCHOOL AND ACADEMY DIPLOMAS.

Arithmetic.— $1\frac{1}{2}$ hours.

1. I sold goods at a profit of 20%. Had they cost me \$250 more, and had I sold them at the same price, I should have lost 20%. Find the cost price.

2. Capital originally invested so as to yield an annual income of \$22,500, at the rate of 9%, is reinvested at 10%, and then divided among three persons in shares which are as 4, 7 and 9. What is the yearly income of each.

3. A person sets out at noon on a journey of 20 miles, walking at the rate of $3\frac{3}{4}$ miles an hour. On the way he looked at his watch, and found the time then passed from noon to be equal to $\frac{2}{3}$ of the time remaining till midnight. How far had he then to walk?

4. If \$10 be allowed as the true discount off a debt of \$60 due in 6 months, and at the same rate of interest \$3 be allowed off a debt of \$33, for how long a period had the latter to run?

5. A spherical ball of lead, 3 inches in diameter, is melted and recast into three spherical balls; the diameters of two of these are $1\frac{1}{2}$ in. and 2 in. respectively, determine the diameter of the other ball.

6. A cylindrical roller is 44 inches in circumference, how far from the end must I make the section to cut off 3 cub. ft. from the roller.

7. It is noticed that the water in a reservoir, 38 ft. long and 26 ft. wide, which is known to leak, sinks one inch in 12 hrs.; a pipe discharging 60 gallons per minute will fill the reservoir in 45 hrs., allowing for the leakage; assuming a cubic foot of water to contain 625 gallons, find within an inch the depth of the reservoir.

FOR ACADEMY CANDIDATES ONLY.

8. The price of gold is \$15.57 $\frac{1}{2}$ per oz., a composition of gold and silver weighing 18 lbs. is worth \$2549.40, but if the proportions of gold and silver were interchanged, it would be worth only \$1036.20. Find the proportion of gold and silver in the composition and the price of silver per oz.

English Grammar and Composition.—Two hours.

- The mountaineer cast glance of *pride*
 Along Ben-ledi's *living* side
 Then fixed his eye and sable brow
Full on Fitz-James—(said) "*How* sayest thou now?
 These are Clan-Alpine's *warriors* true;
 And, *Saxon*—I am Roderick Dhu."

Fitz-James was *brave*.—*Though* to his heart,
The life-blood thrilled with sudden start
He *manned* himself with dauntless air
Returned the *chief* his haughty stare ;

(a) Divide this passage into propositions and state their relation to each other.

(b) Give a minute analysis of the first five lines.

(c) Parse underlined words *in tabular form*.

2. Give the plural of lily, gas, attorney, stratum, Mussulman, crisis ; the feminine of beau, earl, lad, stag, ram, Jesse, duke, marquis ; and the comparative and superlative degrees of many, merry, coy, eternal, holy.

3. Give the past tense, past participle, and present participle of these verbs in tabular form :—sit, set, lie down, lay, shoe, singe, die, omit, pay, differ.

4. Use correctly in sentences: bye, buy, sew, sow, subject, subject ; produce, produce ; conflict, conflict.

5. Write a sentence not exceeding *six words* illustrating :—

(a) The nominative absolute.

(b) The direct and indirect object.

(c) The Complementary (or Predication) nominative.

(d) A noun subordinate clause.

(e) An adverbial subordinate clause of *reason*.

6. Correct the following sentences :

Between you and I neither James or Tomas were at saint palls church last sabath morning.

The childrens, misses and ladies shoes were bought at Mr. Smith & Jones.

Which is the farthest north toronto or montreal, the latterisnt it.

Who will be invite to our party on the queens berth-day ! Let you and I think it over.

English Literature.—One hour.

1. Show by the aid of a map the exact position of each of these places and tell what important event occurred there :—Inch-Coilliack, St. Brides, Duncraggen, Laurick Mead, Stirling, Benvenue, Ellen's Isle, Coilantogle Ford, Coir-nau-Wriskin, Pass of the Trosachs.

2. Write down five consecutive lines describing (a) Ellen (b) Lock Katrine ; and reproduce in your own words the description of Malcolm Graeme.

3. Give in the briefest possible manner a synopsis of Canto V.

4. Write notes on (a) Fiery Cross ; (b) Clan-Alpine ; (c) the Highland dress and arms ; (d) James Fitz-James ; the triple anathema.

5. Complete the following lines, and tell of whom, or of what, each is said :—

(a) Each purple peak—

(b) A foot more light—

- (c) The will to do.
- (d) And Snowdown's Knight—
- (e) Fantastic, fickle.

English History.—One hour.

1. Define "British Empire." What is its present population? Name the most important British Colony in each of the five continents. Give five important stations on the "Suez Route" to India.
2. What important historical event is connected with each of these:—St. Augustine, Wilberforce, John Wilkins, Wm. Pitt, Joan of Arc; 827, 1215, 1314, 1588, 1679?
3. Give the main events of the reigns of (a) Edward III, (b) Victoria.
4. Of the American Revolutionary war give three causes, three events with dates, and three results. What is now in dispute between England and America.
4. Give the date and two provisions of each of these:—Treaty of Troyes, Treaty of Utrecht, Petition of Right, Treaty of Paris, Act of Settlement, The Revolution, The Treaty of Dover.

Geography.—One hour.

1. (a) Give the countries of Asia, with names and position of their capitals; (b) the principal capes, gulfs, bays and seas of Europe; (c) the names and position of four mountain ranges of Africa.
2. Take any six rivers of North America and three of South America and tell, (a) where they rise, (b) in what direction they flow, (c) through what country or countries, and (d) where they empty.
3. In going from British Columbia to Nova Scotia, give briefly any characteristic of the climate of the different Provinces through which you pass.
4. Mention three of the main exports of the Dominion of Canada, and in what part of the country they are produced.
5. Give a sketch map of the island of Great Britain with at least three sea-port towns and four centres of manufactures. Place names of the kind of material manufactured on the margin.
(Where possible, please answer in tabular form.)

Art of Teaching.—1½ hours.

1. Mention the chief characteristics of a good time-table for a school of four classes under one teacher and state fully the method by which you would prepare such a time-table.
2. State the more important points that have to be considered in organizing a school under one teacher.
3. Write briefly upon the following:—"Marks of good discipline," "Practical Hints on Disciplines," "Oral Teaching," "Questioning and Answering."

4. Explain as to a class of pupils for the first time the division of $\frac{2}{3}$ by $\frac{1}{4}$ and the division of .03 by .025.
5. Give an outline of Gladman's remarks upon the method of teaching spelling.

Book-keeping.—One hour.

1. Define the terms "Profit and Loss," "Stock," "Excise," "Bill of Entry," "Drawback."

2. Divide the following accounts into Personal, Real and Fictitious:—H. D. Stratton, Store and Fixtures, Cash, Quebec Bank, Interest, Expense, Merchandise, Loss and Gain, Bills Receivable, Commission, Real Estate.

3. By means of an example, show how to average an account.

4. Journalize the following:—

(1) I commence business with cash in Quebec Bank, \$3000; Mdse., \$8740; a note by H. J. S. in favor of J. B. Y. \$400. I also owe A. J. \$97.50 on account.

(2) Bought Mdse. amounting to \$1300, for which I gave cash \$125, cheque on Quebec Bank \$625, my note at 90 days for the Balance.

(3) Had X. Y's note for \$100, due Sept. 1st, discounted at the Bank of Montreal, received \$98.75 for it.

(4) Accepted A. & B's draft at 10 days for the amount of their invoice of May 5th, \$1724.85.

(5) Received a draft on the Merchant's Bank for \$2375, proceeds of a legacy left by G. R. Deposited amount to my credit.

5. A and B having conducted business one year as partners, close with the following Resources and Liabilities: They have cash, \$3456; Mdse. \$2120; Bills Receivable, \$1874; E. L. Y. owes \$630. They owe on Bills Payable, \$3250; W. X. on account, \$346. A. invested \$1500 and withdraw \$175; B. invested \$1500 and withdraw \$315. Make a statement showing their Net Gain and the Net Capital of each at closing.

French.—Two hours.

1. Traduisez en anglais un des passages suivants:

(a) Jean tire son mouchoir de sa poche, enveloppe le lingot et, le portant sur son épaule au bout d'un bâton, il prend le chemin de la maison. En marchant ainsi, toujours un pied devant l'autre, il voit un cavalier qui trotte gaiement sur un cheval vigoureux.

(b) Dans une maison à quatre étages, à Paris, les locataires se plaignaient souvent au propriétaire d'avoir perdu différents objets d'une manière inexplicable. La dame du premier disait que, travaillant près de la fenêtre ouverte, son dé d'or avait disparu.

(c) Le chêne un jour dit au roseau:

Vous avez bien sujet d'accuser la nature!

Un roitelet pour vous est un pesant fardeau.

Le moindre vent qui d'aventure
 Fait rider la face de l'eau
 Vous oblige à baisser la tête.
 Cependant que mon front au Caucase pareil
 Brave l'effort de la tempête.

2. Quels sont les verbes conjugués avec l'auxiliaire *être*. Ex. :
3. Que savez-vous du pronom *on*? Exemples.
4. Que remarquez-vous sur le verbe *falloir*? Indiquez aussi cinq autres verbes impersonnels.
5. Faites quatre phrases contenant chacune un des pronoms *ce, moi, les, en*.
6. Conjuguez le subj. présent et le passé indéfini de *courir, s'endormir, travailler*.
7. Traduisez en français :

When does that omnibus start?
 We were gathering flowers on the meadow.
 He served him faithfully.
 They had just come in when their father arrived.
 We generally rise early.

Correspondence, etc.

The following is taken from the *Witness*, being worth repetition, as it gives an account of what is going on in a section of Montreal, where the educational spirit is being kept alive by such men as Dr. T. Wesley Mills, Mr. Harvie and the Hon. J. K. Ward :—

To the Editor of the Witness.

SIR,—Allow me to say a word in connection with the meeting held in the Academy Hall last Tuesday evening. The commissioners seeing the necessity of having more school accommodation in the near future for the increasing population of the municipality, and being divided in opinion as to the best way of meeting the emergency, were desirous of taking the public into their confidence and getting an expression of opinion, whether it would be better to enlarge the present building, or erect one or more in other parts of the municipality. After the question had been pretty well discussed, it was resolved to recommend to the Board to take the necessary steps to open a primary school in the west end, at as early a date as possible. The conversation then became general as to the character of the school, the best way of raising the means to carry out the scheme, etc. The Mayor, Mr. M. Hutchinson, admitted that the school, as at present conducted, is a first-class one, but hoped to see, as in other places, free education introduced. The Rev. Mr. Bushell did not approve of boys and girls being educated together. Dr. Wesley Mills dissented from this, giving his reasons for doing so, Messrs. Alex. Hutchison, Thos. Bulmer, R. Harvie, W. Angus, J. H. Redfern,

and the chairman taking part in the discussion, most of whom concluded it would not be well to extend any debt that may be incurred too far into the future, as, no doubt, the future will have its own duties to care for. One of the speakers wanted to know what was being done for the present, and why so many of the Cote St. Antoine youth attended school in the city. In answer to this we might say that if those who are interested in our schools would visit them occasionally, they would see what is being done, and perhaps find out why so many of the youth of the city do not attend its public schools.

In conclusion, I will say a few words as to the situation and character of our school. The building is nicely situated, plenty of good air, isolated, well drained, and plenty of space and open fields to play in. It has ample accommodation for all on the roll, and to spare; the staff consists of seven teachers, two male and five female, all Normal School graduates. The teaching in the primary, intermediate, model and academy departments, is fully up to the requirements of the Provincial Board of Education. There is also a teacher of tonic sol fa, as well as a drill master, to give instruction twice a week. We consider our school of a higher grade than most of the public schools of the city, and little inferior to the High School, our principal being fully qualified to prepare a pupil to compete for the B.A. at McGill.

Cote St. Antoine, Jan. 20, 1892.

TAX PAYER.

Can our teachers not continue to send us some such queries as the following, for the benefit of themselves and others.

What can I do best with busy-work in a school of about forty pupils? I have a class of six learning to read; eight in first reader, six in second reader, twelve in third reader, and ten in fourth reader. I feel determined to get out of the rut in which they have been running. While I have a pretty good idea of a course of study, larger than the "three R's," I do not clearly know how to give occupations that will educate. Shall I give occupation anyhow and leave the educative results to take care of themselves? J. B. C.

To be able to lay out occupations for your school will require labor and thought, but it will repay you. "Busy-work" includes occupations the pupil will carry on at his seat but with little, if any, oversight from you. To do this with your five classes will demand the aid of some of your older pupils. Busy-work is *doing* of some kind: (1) Writing on slate, paper, and blackboard—(a) copying of what you have put on the B. B.; (b) reproductions; (c) description of pictures; (d) of objects. (2.) Drawing. (3.) (a) Stringing straws, beads, tablet laying, paper folding, picture cutting, scrap-book work, spool work, cardboard embroidery, slat-plaiting, neat weaving, sewing, pease-work, paper flower making, use of tools.

You should have "Love's Industrial Education" as a guide, for

this field is a much harder one than "hearing" reading lessons, etc., because it is a new field. We warn you not to give up the thought of getting out of "the rut" in which most of our schools are plunged. "Busy-work" means a good deal more than keeping the children employed; it means education of a higher order than you reach by hearing lessons.

I would be greatly obliged if you would tell me how to conduct a class in supplementary reading. I do not understand how we can have supplementary reading with but one book or paper. M. A. S.

You are right. It is difficult to understand, how a class of fifteen or twenty can be said to have supplementary reading with one book. Still if the requisite number of books cannot be had, ingenious teachers have found ways to get a variety in the manner and matter of reading, with only one book. Here is one way. One pupil can be called on to read "at sight" standing in front of class while the others listen, ready to reproduce orally if called upon, what has just been read, or to read themselves. By frequent changes in pupils in this manner of reading, the interest can be maintained, if the book is simple enough for "sight" reading. No class would like to sit and hear a reader stumble over new words, and in this way of conducting a reading exercise the lesson is not supposed to have been prepared in class recitation beforehand, and the reading should be of a simpler character than usual grade work.

Another way to get a variety in reading is to select a newspaper story and paste it upon stout paper; cut it into as many slices as there are pupils, numbering each portion of the story, allowing the class to look a few minutes at their papers, before they are requested to turn them face down (to prevent inattention). Call upon the pupils to read by their numbers, which will keep them on the alert, if the numbers were not distributed in regular order.

But the best thing to do, is to induce your "board" or trustees to give you sufficient supplementary reading to supply each pupil with a book. If you do not succeed in this, get up an entertainment and buy them yourself.

The following is sent us, taken from *Intelligence* .

For the Primary School you have in your paper for December 15, an outline for teaching children to write numbers involving two places. While the scheme is not new by any means, it appears to me most outrageous.

Primary children needing instruction in the writing of numbers are always from six to seven and a half years of age. In the exercise thus given what is attempted? Answer. To make the children comprehend the science, the philosophy of our Decimal Notation. Perhaps I need say no more. Please look at it, and then ask yourself the question, When the little child is so delighted with its slate

and pencil, and can count as well as we can, and delights to make figures and letters and all sorts of things on its slate, is it fair or reasonable to try to make it understand the relation, which is beyond a child's comprehension, that exists between the figures in the different places of the decimal system? The children know what eleven is as well as their teacher. Let the teacher write it on the board, tell the child what it is, and then LET the child write it and use it. Teach the science of things to children? You are *opening* the rose-bud, which if let alone, with sunshine, moisture and good earth, will in its own natural maturing, become a rose. If my child were being so taught, I would say, Teacher, be a student, study the *growth of the mind*, and then come and teach.

O. BLACKMAN.

[We invite a discussion of Mr. Blackman's position.—E. E. R.]

Editor of the EDUCATIONAL RECORD.

SIR,—Do you not think the present would be an opportune time to ask the politicians to do something for us who continue to work at the rate of ten and twelve dollars a month.

February 3rd, 1892. Yours truly, ELEMENTARY TEACHER.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—Thanking you for your acceptance of my last, I have again to ask you to bring up one of the topics of the greatest interest to my fellow-teachers. I think my fellow-teachers, after reading the following words of a prominent educationist, will be inclined to cry out "*hear, hear!*" This is the extract:—

"Under suitable conditions and with healthful surroundings, there is no reason why any boy or girl with an average amount of vitality should not be able to complete the ten or twelve years' work required in the public schools with ease and with unimpaired health; and simply because there are occasional cases of impaired health during school life, it is unfair and untrue to charge these to 'high pressure' or overwork.

"If boys are allowed to spend their evenings upon the streets and in more questionable places until ten, eleven, or even twelve o'clock, consuming that vilest of combinations, the American cigarette, is it at all strange if the minds of some of them become weak and unable to stand the strain of school work? If girls from fourteen to eighteen years of age are permitted to attend the evening party, exhausting strength and vitality in the social dance until twelve, or one or two o'clock in the morning, can we reasonably expect them to recover sufficiently from such dissipation to undergo vigorous mental work the next day or even within a week?"

There is the opinion of a superintendent who has been a teacher, the opinion of a gentleman who lately read a paper on "School Hygiene" at one of the Conventions lately held in the United States.

Yours truly, CORRESPONDENT.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,
Quebec, 19th February, 1892.

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

Present: The Right Rev. James W. Williams, D.D., Lord Bishop of Quebec, in the chair, the Hon. Gédéon Ouimet, Sir William Dawson, C.M.G., LL.D., R. W. Heneker, Esq., D.C.L., LL.D., the Venerable Archdeacon Lindsay, M.A., George L. Masten, Esq., the Rev. W. I. Shaw, LL.D., A. W. Kneeland, Esq., M.A., E. J. Hemming, Esq., D.C.L., the Very Rev. Dean Norman, D.D., the Rev. Dr. Cornish, LL.D., the Rev. Elson I. Rexford, B.A.

Dr. Cameron sent a letter to express his regret at being unavoidably absent.

The minutes of the last meeting were read and confirmed, after being amended by making the minute concerning the report of the sub-committee on legislation read: "The sub-committee on legislation recommended the approval of the following amendments to the school law submitted to their consideration by the Department on the 19th of September, 1891, Art. 5," etc.

Balloting was then proceeded with for the election of an associate member to replace the late Rev. Dr. Weir.

The names of the Rev. E. I. Rexford, the Rev. A. T. Love and Dr. Robins were again submitted.

Upon the second ballot Mr. Rexford received the majority of the votes cast, whereupon it was moved by Dr. Heneker, seconded by Dr. Cornish, "That the election of Mr. Rexford be made unanimous.—Carried.

Mr. McCormick, from Ormstown, appeared before the Committee and explained that the Commissioners had undertaken by resolution to build an addition to the model school. Therefore, it was resolved, on motion of Venerable Archdeacon Lindsay, seconded by Dr. Shaw, "That in consideration of the resolution of the ratepayers of school district No. 2, a copy of which has been submitted by Mr. McCormick, the grant for last year be paid to Ormstown."

The Secretary submitted a request from Beebe Plain for examination and inspection as a model school, which was granted.

The Canada Publishing Company submitted a sample set of the Public School Drawing Course for authorization.

Owing to the fact that the Committee has no desire to make any change in drawing books, the authorization was not granted.

Mr. G. W. Thompson submitted for authorization two text-books on book-keeping; but as he had not supplied sufficient books for examination, as required by regulation, it was impossible to authorize the books.

The financial statement and examination results of the McGill Normal School for half-year ending December 31st, 1891, were submitted and received.

Summary of Semi-Annual Financial Statement of the McGill Normal School and Model Schools from the 1st of July to the 31st of December, 1891, submitted for the information of the Committee :

McGill Normal School and Model Schools in account with the Superintendent of Public Instruction.

1891.	Dr.	
July 1.	To Balance General Bank Account.....	\$ 454 67
	“ Balance Model School Savings.....	165 80
	“ Amount of Cheques Normal School Grant....	6,862 33
	“ Model School Fees received.....	1,362 00
	“ Interest Account.....	6 81
	“ Special Savings’ Account.....	15 72
		\$8,867 33

CR.

By Normal School Salaries.....	\$3,884 29
“ Assistant Masters’ Salaries.....	1,208 00
“ Books and Stationery.....	437 60
“ Light and Fuel.....	1,200 00
“ Water Rates.....	69 71
“ Contingencies.....	679 05
“ Printing and Advertising.....	46 10
“ Bursaries.....	410 00
“ Repairs.....	106 19
“ Balance General Bank Account....	536 22
“ Balance Savings’ Bank Account....	290 17
	\$8,867 33

Sir William Dawson and Rev. Dr. Cornish reported from the Normal School Committee that it had been found necessary to relieve the Head Mistress of the Girls’ Model School from her duties and to entrust the management of the School to Miss M. J. Peebles, the First Assistant Mistress, under the Principal. It was asked that the salary of the Head Mistress be continued to the end of the financial year in such manner as may be most suitable to her interest.

Moved by Sir William Dawson, seconded by Dr. Cornish, “That the action of the Normal School Committee be approved, and that leave of absence be granted till July 1st.—Carried.

The following financial statement of Protestant Committee was received and accepted :

FINANCIAL STATEMENT.

Superior Education Fund.

1891. RECEIPTS.

Nov. 20. Balance, including the amounts due
from the Contingent Fund.....\$5,238 50

1892.

Feb. 4. Interest on Marriage License Fund to
Dec. 31st, 1891..... 700 00
—————\$5,938 50

EXPENDITURE.

Nov. 21. Transferred to the Superintendent.... 2,024 78
Balance 3,913 72
—————\$5,938 50

Contingent Fund.

RECEIPTS - - - - Nil.

EXPENDITURE.

Nov. 20. Balance Overdrawn.....\$ 241 39
Salary of Secretary to Dec. 31..... 62 50
Dec. 21. " Inspector of Superior Schools to
Dec. 31 125 00
—————\$ 428 89

Net Balance, as shown by Bank Book.....\$3,484 83

R. W. H.

It was moved by the Rev. Mr. Rexford, seconded by Mr. Masten and resolved: "That the Examination of the Central Board be held on Tuesday, June 28th, and following days, that the Secretary be instructed to procure a deputy-examiner for Lachute, and that the following persons be appointed deputy-examiners:—(1) Rev. A. Magee for Aylmer, (2) Rev. J. P. Richmond for Gaspé Village, (3) Inspector Taylor for Cowansville, (4) Inspector McGregor for Huntingdon, (5) Inspector Parker for Inverness, (6) —, Lachute, (7) Dr. Kelley for Montreal, (8) Mr. T. A. Young for Quebec, (9) Mr. W. M. Sheppard for New Carlisle, (10) Rev. John McLeod for Richmond, (11) Rev. W. H. Naylor for Shawville, (12) Inspector Hubbard for Sherbrooke, (13) Inspector Thompson for Stanstead, (14) Rev. J. Garland for Waterloo.

A communication was read from the Protestant Board of School Commissioners of Montreal asking that the Protestant Committee take steps to provide that the reports of the A.A. examinations be published alphabetically, without marking.

Dr. Shaw and the Rev. E. I. Rexford explained the views of the Commissioners of Montreal.

After discussion, it was moved by Sir William Dawson, seconded by Dr. Cornish, "That the matter be referred to the Universities, with the request that they express an opinion thereon."—Carried.

The report of the Secretary on examination of candidates for inspectors' certificates was received and accepted. Upon the motion of Mr. Rexford, seconded by Mr. Masten, the Secretary was instructed to issue a first-class certificate of qualification to Mr. R. J. Hewton, M.A., of Sherbrooke.

The motion of which Professor Kneeland gave notice at the last meeting was postponed at his request till next meeting.

After discussion, Rev. E. I. Rexford withdrew his motion, having for its object the introduction of a modern course into the superior schools, and in order that the matter might be well considered before final settlement, it was moved by Rev. Elson I. Rexford, seconded by G. L. Masten, Esq., and resolved "That the question of providing a modern course in connection with our Superior Schools be referred to a sub-committee, composed of Dr. Heneker, Rev. Dr. Shaw, The Very Rev. Dean Norman, The Ven. Archdeacon Lindsay, Dr. Kneeland, and the mover and seconder, the mover being convener, for consideration and report at next meeting, the report to be distributed to members before the next meeting.

The sub-committees on legislation and on ways and means reported that meetings had been held, and that as it was found necessary to secure legislative action in order to complete the work that had been entrusted to them, they were obliged to defer the completion of their work until after the coming elections.

The reports were received and the sub-committee continued.

The sub-committee on text-books reported in favour of authorizing for use in elementary schools the Canadian history section of Buckley and Robertson's High School History of England and Canada, should the publishers consent to publish that section in a separate volume.

The sub-committee recommended also that the last edition of Meiklejohn's Short Grammar, recently submitted by Messrs Gage & Co., be authorized, this edition being superior, in regard to paper and mechanical work, to the one for which authorization was asked before.

The report concluded as follows: "Your sub-committee would express its sympathy with the ladies of the Woman's Christian Temperance Union in their desire to have the best possible text-book on physiology and hygiene placed in the hands of teachers and scholars, having due regard at the same time for the important subject of temperance and the effects of alcohol on the system, but considers the text-book now authorized more suitable for the classroom than the Pathfinder Series."

Moved by Professor Kneeland, seconded by Dr. Shaw, "That the report of the sub-committee on text-books be received and adopted, that the Rev. Mr. Rexford be added to the sub-committee, and that the sub-committee be instructed to prepare a report on the present

regulations of the Committee concerning text-books, with a view to harmonizing them.—Carried.

Dr. Cornish submitted the report on the Knowlton difficulties, whereupon it was resolved, on motion of Dr. Cornish, seconded by Archdeacon Lindsay, that the report of the sub-committee on the Knowlton examination be received, that a copy of the report be transmitted to the chairman of the school commissioners of the village of Knowlton for their information, and that the report be taken up for final consideration and action at next meeting.

Sir William Dawson reported progress on behalf of the sub-committee on agricultural education, and hoped to be able to report at next meeting some practical steps in preparation for next session of the Normal School. He asked that the sub-committee be continued.

This interim report was accepted, and Dr. Hemming was added to the sub-committee.

A communication from Inspector Parker having been submitted by the Secretary, it was moved by Rev. Elson I. Rexford, seconded by G. L. Masten, Esq., "That this Committee recommend that the Protestant schools of the county of Beauce be added to the Inspectorate of Inspector Parker, that his salary be increased one hundred and fifty dollars to meet the increased duties and expenses, and that this resolution be forwarded to the Provincial Secretary for necessary action thereon."—Carried.

The Inspector of Superior Schools then appeared, and submitted his interim report, which was received.

The Rev. E. I. Rexford gave notice of his intention to introduce at next meeting of the Committee a resolution having for its object the strengthening of the teaching staff of our Superior Schools.

Moved by the Rev. E. I. Rexford, seconded by G. L. Masten, Esq., and resolved "That in view of the representations made by the Inspector of Superior Schools, the resolution of this Committee, requiring that two days be given to the inspection of each Academy, be suspended for the current year.

There being no further business, the Committee adjourned to Friday, May 20th, or earlier on the call of the Chairman.

GEO. W. PARMELEE,
Secretary.

There have just been mailed from the Department about two thousand copies of the Revised Code of Public Instruction. One copy has been addressed to each Protestant clergyman of the Province of Quebec, and the remaining copies have been sent to the secretary-treasurers of Protestant school boards, in sufficient numbers to provide one for each secretary-treasurer and one for each teacher actually engaged in Protestant schools under control.

The secretary-treasurers have been asked to make the distribution and the teachers are hereby requested to apply to them without

delay. This code has been issued by the Government at the request of the Protestant Committee. It should have been sent some months ago, but several unavoidable delays occurred to prevent.

A circular letter has just been issued by the Superintendent of Public Instruction concerning the Columbian Exposition to be held in Chicago in the year 1893.

The letter is so addressed as to apply to all who are engaged in teaching in this province, or who have control of educational institutions or public schools. It invites co-operation in the preparation of an educational exhibit, and points out the desirability of preserving during the present year the best specimens of school work, in order that a good collection may be made without interfering with the regular school duties.

It is not the intention to make a display of only the best specimens of work that can be done in the schools, but it is the wish to make an exhibition of work done by every pupil of a grade, so that by seeing the good, the bad, and the indifferent together, one may judge of the character of the work done in the average school under normal conditions. All who are interested in this matter are requested to give careful attention to the circular letter.

According to school law the common school fund is distributed annually amongst the various school municipalities in proportion to population, as shown by the last decennial census. The next distribution ought to be made upon the basis of the census of 1891, which, we understand, is nearly completed. It is not an easy matter, however, to arrange an accurate distribution. The dominion census gives the populations of the rural municipalities, but when for obvious reasons the rural and the school municipality of the same name do not exactly coincide, the dominion census is of little value. In consequence of these facts, the secretary-treasurers will shortly be requested to give the population of any lots that have been attached to, or detached from, the municipality in question, for school purposes. A glance at the last census returns shows that the next distribution will differ considerably from the last.

The examination of candidates for teachers' diplomas will be held by the Central Board of Examiners, on Tuesday, June 28th, and four following days.

The local centres of examination will be the same as last year, excepting that Three Rivers will not be upon the list. Fuller particulars will be given in the March number of the RECORD.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by an order-in-Council, dated 28th November last (1891), to erect into a school

municipality under the name of "Causapsca," a territory in the county of Matane, with the following limits: bounded to the north-west by lot No. 6 inclusively of the township Humqui, and the lot No. 22 inclusively of the township Lepage; to the north-east by the front between the ranges north of Causapsca Nos. 2 and 3, the front to the north-east of the lots 70, 71 and 72 of the east range of the road Kempt; to the east by the lots Nos. 68 and 69 exclusively, west range of the road Kempt, and the lot No. 70 inclusively east range of the road Kempt, to the south by lot No. 34 inclusively of the township Causapsca, and the lot No. 21 inclusively of the township Metalek, to the west by the front between the ranges No. I. and II. of the township Metalek and Causapsca.

This erection shall come into force on the first day of July next, (1892).

5th December.—To detach from the municipality of Sacré-Cœur de Jésus, county of Beauce, lots Nos. 6 and 7 of the sixth range of the township of Broughton, and to annex the same to the municipality of Saint Pierre de Broughton, same county, for school purposes. The said annexation to take effect the 1st July next.

To detach certain lots from the school municipality of Saint Ephrem of Tring, county of Beauce, and to annex the same to the school municipality of Adstock, in the same county. The said annexation to take effect the 1st July next (1892).

To erect into a school municipality under the name of "Municipality No. 7 of Saint Michel of Yamaska," a territory not being part of any municipality, comprising the lots bearing the following Nos. of the cadastre for the parish of Saint Michel of Yamaska: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 20, 21, 24, 25, 28, 29, 32, 33, 44, 45, 49, 50, 55, 59, 60, 62, 65, 66, 67, 68, 72, 73, 76, 77, 81, 82, 88, 89.

14th January, 1892.—To appoint two school commissioners for the municipality of the town of Iberville, County Iberville.

27th January.—To erect into a school municipality, for the Roman Catholics only, under the name of "Saint Vincent of Adamsville," the parish of Saint Vincent, county of Brome, with the limits which are assigned to it by the proclamation, dated 7th February, 1874, together with the lots Nos. 60, 61 and 62, situate in the sixth range and belonging to the parish of Granby, in the township of Granby, the lots 63, 64, 65 and 66, also of the sixth range aforesaid, belonging to the parish of Saint Alphonse of Granby, in the township of Granby, and the lots 16 and 17; also the sixth range, in the parish of St. Alphonse of Granby, in the township of Farnham East. This erection shall come into force the 1st of July next (1892).