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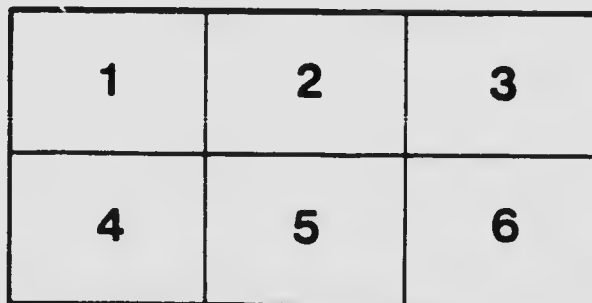
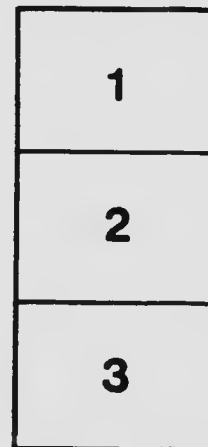
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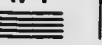
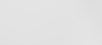
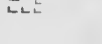
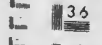
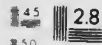
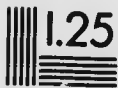
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The University and the School

AN ADDRESS DELIVERED BEFORE

The Graduates Society of the District of Bedford, P. Q.

(Granby, 8th December, 1905)

BY

W. Peterson, LL.D., C.M.G.

Principal and Vice-Chancellor of McGill University

With Appendix on the Quebec School Question.



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The University and the School.*

After thanking Mr. Mayor Miner for the cordiality of his reception, and the Graduates for the efforts they had made to render the meeting a success, Principal Peterson craved the indulgence of the audience while he referred to the important subject of the provincial schools. The University was popularly supposed not to have any real interest in the schools, and to give itself very little trouble about keeping in close touch with actual school conditions. This sort of talk is very common, the Principal went on to say, among those who seemed to make it their business to set the city and the country in antagonism to each other, and to stir up unhealthy rivalries. On the Protestant Committee for example, the city member is "suspect" to the noisy little clique that is so fond of airing its views in the press of the province.** He is not supposed to know anything about our rural schools. If he happens to be what is erroneously termed a "University representative," so much the worse for him! His motives are purely selfish, and all he cares about is the 5 p.c. of pupils in the country schools who are likely to go to the University. The other 95 p.c. he does not consider at all, except so far as he may get the opportunity of forcing them into the same mould as the University entrance.

Now what nonsense all this is, on the very face of it! I do not hold any brief for all Universities in all lands, and at every period of the world's history. But of the modern and up-to-date University it can be confidently stated that the standard and the subjects which it prescribes for entrance are those of a good "School Leaving Examination." It seeks to apply an impartial test, according to approved methods, to the general work of the school, and makes as little distinction as may be between "University candi-

*An address delivered before the McGill Graduates Society of the District of Bedford,—Granby, 8th December, 1905.

** For examples, see Appendix, pp. 13 and 23.



dates" and pupils who are merely seeking a certificate of good standing at school. It would be strange indeed if the University had any other aim or policy. Its obvious interest is to harmonize matriculation as far as possible with the conditions of a school leaving-examination, and to keep its requirements in close touch with the best work of the schools. Any other policy would result in creating a great gulf between school and college, where no gulf should be.

Take for example, the A.A. examinations of the Province of Quebec, as conducted by the Matriculation Board of McGill. With their numerous options in the later stages, in addition to the preliminary examination on essential and fundamental requirements, they may be held to cover the whole needs of our provincial school system, so far as examinations are concerned. So when I read in the local papers diatribes about the iniquity of the McGill people in receiving the large sum of \$500 (five hundred dollars) from the Protestant Committee for the expenses of this examination scheme, I know exactly where I am. It is one more touch from our friends who love to represent the rich University as making away with public moneys that ought to go to the poor municipalities. My view, on the other hand, is that the Province is well served under the existing arrangement. With some knowledge of what goes on in other countries, I may be allowed to state the opinion that nowhere is a system of school examinations operated more efficiently and more economically than in the Province of Quebec.

But what about the Marriage Licence Fund and the poor municipalities? So much has been written on this subject, without regard to the facts, that I am sure you will be surprised to learn from me how the matter actually stands. People speak as though McGill and Bishop's, by accepting from the Government an annual subsidy of no more than \$3,200.00, prevented the whole of the Marriage Licence Fees from going to the poor municipalities. This is not the case. The Universities have no connection whatever with the Marriage Licence Fund. It was only by a curious method of book-keeping, which prevailed up to 1895, that any colour was given to the charge that they had such a connection. The only fund the Universities know is the Superior Education Fund, in which the Marriage Licence Fees are merged; and several years

ago the Protestant Committee placed on its minutes an official record of the facts "so as to show that it is not open to any individual to represent the Universities as benefiting from that part of the fund" (*i.e.*, the Marriage Licence Fees) "only, to the prejudice of the poor municipalities." (Minutes of the Protestant Committee, 4th October and 29th November, 1901)

My venerable predecessor, the late Sir Wm Dawson, held very strong views as to this subsidy to the Universities. He looked on it as a binding compact that was never to be broken, and he used solemnly to adjure me to see that it was maintained. Just about the time of his death, the amount was cut in two, so that McGill and Bishop's each get only half what they used to derive from this source. My opinion at the time was that if the Legislature wished to take this action they should have done so on their own motion, instead of flinging an apple of discord to the Protestant Committee. But in the circumstances, I acquiesced in the action that was taken, just as I shall be prepared to acquiesce in further action along the same line, provided it be taken by the Legislature itself. It will be a curious development if the Quebec Government should feel constrained to intimate that it is unable to make any provision whatever for the support of our English-speaking Universities,—and that at a time when the Province of Ontario is finding such large subsidies for both Toronto and Queen's. The withdrawal of the \$2,675 at present enjoyed by McGill would certainly emphasize the fact that we are not in any way under State control and the Annual Report of the Superintendent of Public Instruction would thereafter be robbed of one of its most interesting features.

But what a calumny it is to say that the "University representatives" (so far as there are any!) on the Protestant Committee at Quebec are there only to see that they get the "lion's share of the plunder" for their institutions! After all \$3,200 between McGill and Bishop's is not a large sum—especially when set alongside of the \$150,000 voted annually to Toronto. Personally, I feel that I have done a good deal more inside the last ten years as a member of the Protestant Committee than only show this matter in its true bearings. If the schools of the Province have a list of well-selected text books and a carefully graded course of study, they have to thank mainly the expert educationists

whose presence at Quebec seems to be so much resented by certain ignorant or prejudiced persons. And if any one is desirous of informing himself as to Protestant school conditions in this Province, he will do well to turn, not—in the first instance at least—to the Superintendent's Report but to a little volume written by Professor John Adams, of London University, who undertook some years ago, with the valuable assistance of Dr. H. M. Tory, of McGill, to investigate our Protestant School system of Quebec. I shall always remember with pleasure my connection with this volume. It was Sir William Macdonald who supplied the money, and I got the man. The work which Professor Adams did, at our invitation, among the schools may always be cited in disproof of the allegation that the University is not interested in the elementary school system of the Province.

The fact is that while education may be in a pretty poor way with us here in Quebec, its condition would be so much the worse if the fostering care of the University were withdrawn from our schools. Most of our teachers are well aware of this. There is no more satisfactory feature in our present work at McGill than the close connection we have established between the University and the teachers. This year we have started a series of special classes conducted at hours that will meet the convenience of our Montreal teachers; and you know what we have done for the establishment of a special Summer School in French, open to teachers from all over the Province and from elsewhere. The close association of the Normal School with McGill has resulted in great benefit to teachers in training, and it is full of the promise of further progress. If we could only induce the Government to spend money in providing a residence, where the young women who at present attend classes in the Normal School could be conveniently lodged, on advantageous terms, our friends in the country might be more reconciled than some of them seem to be at present to the necessity of a shorter or longer period of training.

But the general problem of education in the Province of Quebec, apart from these particular aspects of it, will still bear to be stated. Can it be said that education has enjoyed its fair share of the increased revenues of the Province, and of the advancing prosperity of our people? We are certainly still far from what has been somewhere stated as the ideal of our cousins to the south of the line, viz:—

that the accumulated wealth of the State should be brought to bear, in the first instance, on the education of its children. It was shown last year that we are spending rather less per capita on our schools than we spent as far back as 1878. The figures work out to something under eleven dollars per head; it ought to be thirty or forty dollars. The result of this starvation policy on the status of the teaching profession is too obvious for words. The fact is that there is very little of a "profession" about it. A line of life in which people talk of "hiring" the teacher, and command her services for less than they would pay a maid-of-all-work, is not even a "calling." No wonder that so many are "called," not to it, but away from it, after a few years' trial. One of the most unsatisfactory features about our school system at present is the shortness of the period during which teachers are content to remain in any one position. The engagement is generally, of course, for the term of the school year, as in Great Britain. But in the old country the teacher stays on if not told to go; with us she goes if not told to stay. And so our elementary teachers are apt to form a floating population, moving about from one centre to another, and falling out of the ranks, in many cases, just when the experience they have gained might come to be useful. The main reason for this is of course that comparatively few of the young women who take up teaching intend to make it a life-work. And so long as they are engaged in teaching, they desire as much change and variety as possible. Many of them are too restless to stay for long in any one place. If they were genuine students, they would find even the seclusion of the isolated rural district not uncondusive to study. The teacher who desires to rise in the profession ought to welcome the opportunity of work that is always to be found in quiet and retirement. But the aspiration is absent in many cases—too many of our teachers being content with the lowest grade of certificate that will retain them in the ranks. And there is always the tendency to gravitate to more populous centres, where there is more life and bustle and activity.

It is this among other factors, that gives rise to the problem of the rural schools. In our Province some people often speak as if the rural problem existed nowhere else. But no one who knows the "Report of the Committee of

Twelve on Rural Schools," adopted at the meeting of the National Educational Association of the United States in 1895, can fail to realise that conditions have a way of repeating themselves all the world over. Some of the recommendations of that Report are quite applicable to the existing circumstances of this Province: as for example, that the unit of organization should be as large as possible, in order to secure effective and economical administration, and to enforce the doctrine that every interest concerned in the education of children—county and province as well as township and municipality—should bear a proportionate share of the burden of taxation.

Not even the most hide-bound academic obscurantist can possibly imagine that for our poorer rural districts we can command the services of teachers who, after passing the Academy stage, have taken a full course at the Normal School. That is no reason, on the other hand, for holding that the rural teacher should be altogether disconnected from higher educational influences. Some persons are fond of asking what the University can do—what even the Normal School can do—for the isolated teacher in our poorest school districts. It should never be forgotten, by way of answer, that even in cases where there can be no direct relation, there is often an indirect. Even where the teacher does not go to College, she may still be taught and trained by those who have gone to College. And in any school curriculum into which language and literature enter, as well as mathematics and science—no matter how elementary may be the stage—there is always room for contact with University influences. Apart, however, from this argument, why may not the University share in the aspirations which are now so generally entertained that the course of study in rural schools shall be more fully related to the environment of the children, and shall take more account of the lines along which their future activities will lie?

The rural problem, on its economic side, is of course a far greater one than can possibly be solved by any change in educational methods. It is mainly the desire for better prospects and more remunerative employment that has brought the people from the country to the city. Human ambition is a more or less constant factor here, and is not

likely to be eliminated by new courses of study in the schools. You cannot expect to keep young people on the farm by simply expelling the story of Dick Whittington and his Cat from the reading-book in use in rural schools! Those who wish to understand the "deserted village" problem in its economic aspects should read a recent volume by Professor Vandervelde, of the new University of Brussels, entitled "L'exode rural et le retour aux champs" (Paris 1903). Meanwhile the following quotation from a recent article in the London *Times* is a well-timed warning against expecting too much from any artificial attempts to wall off, as it were, the country from the city.

"Some, for example, lay the blame upon education, which, as they think, unfits the labourer for country life and work, fills him with new and uncalled for ambitions, and makes him discontented with the lot that satisfied his progenitors. Make rural education preparatory for rural life; be content with the "three R's," and teach gardening, ploughing, carpentering, "nature study," and the rest of it, and you will find the next generation more alive to the advantages of the country over the town, and willing, as their fathers did, to live and die upon the land. Then will "Sweet Auburn" smile as before and "health and plenty cheer the labouring swain." Alas! for the conclusions of the armchair economist. He forgets that among the "three R's," which even he does not presume to withhold from the labouring class is the power of reading; and that a cheap Press, penetrating to every village in the land, diffuses information about the world outside and its varied prospects, while ever-increasing facilities of locomotion make it easy for the villager to see and know for himself what lies beyond his parish bounds, or to hear from others, who have gone forth to make their way, the larger possibilities of other callings, to say nothing of the fuller and more eventful life of the streets. Reform rural education as we may—and, to do them justice, our educational authorities are giving all facilities for reform—we cannot shut out from our villages the wider educational influence of the half-penny newspaper and the cheap excursion, and of much else that makes for excitement and restlessness. Whatever be the cause of village depopulation, the blame

does not lie with education, nor will the remedy be found in educational reform."—*Times*, August 24th, 1905.

In rural schools, as in all others, good teachers are the first requisite,—well-equipped, interested in their work, and with a trained faculty for discriminating between the various subjects of the curriculum. For while the new must be admitted, the old cannot be allowed to go to the wall. The great danger to which our schools are exposed at the present time is the exaltation of a smattering of extras over the mastery of essential and fundamental subjects. Whether a teacher is to teach in the city or in the country, his training in the latter branches is the thing that counts. Even when it is dignified by the name of "Nature Study," the process which results for many pupils in acquiring a mass of superficial, desultory, and unrelated knowledge cannot stand by itself as of greater value than the imperishable lessons of history and literature. We must not neglect the things of the mind. Certainly give their proper recognition to the mechanical and manual arts; but maintain the intellectual element above them all. To many it will appear that children in rural schools need only be taught to observe. They come naturally in contact with every detail of farm and country work, and the school should not neglect that part of its teaching which may lift them into other regions remote from their daily associations. Flower-boxes and flower-pots are all very well; so is "smelling the soil" and "experimenting with manures," the study of the rocks and soil of the neighborhood, and the "histories of weeds and insect pests." But all this can never be more than an interesting and not profitable addendum to what is more essential even for rural schools—reading, writing and arithmetic to be expanded later on "in the case of the well-educated", as Dr. Robins expresses it "into the study literature of many kinds, effec-

* Compare the follows extract from the American Report of the Committee on Rural Schools, p. 89:—

"The rural school should aim especially to make country life more attractive and beautiful, and should pay more attention to rural industries. Every Normal School should have as a means of instruction a school garden, planned and conducted not merely to teach the pure science of botany, but also the simple principles of the applied science of agriculture and gardening; and every Rural School should also have its garden, through which the training of the Normal school may reach the home."

tive expression of worthy thought, and that knowledge of formal and numerical relations which we call mathematics."

Good teachers, as I have said already, are for all this the most essential requisite. How are they to be secured, and retained in the service of our provincial schools? At present there is a great outcry about the alleged scarcity of qualified teachers for our rural districts. The scarcity is rather in the money with which they ought to be paid. It is a fact that our Normal School,—where by the way the numbers are not decreasing, as is sometimes stated,—sends out enough graduates to put all the uncertificated teachers in the Province out of business, if only they could secure adequate remuneration for their services. Cases will of course always occur in which it will be found necessary or expedient to allow teaching to be done on a temporary and provisional permit. That feature is common to all school systems everywhere. But when we are told that about 20 per cent of the teachers in our province are uncertificated, we are justified in asking whether we are not encouraging some laxity in the interpretation of our regulations. Professor Adams reported in 1902 that he had been told by the Secretary-Treasurer of the municipality of the township of Stanstead that of thirty schools under his commissioners, exactly one-half were taught by teachers without diploma, and that all the thirty—whether holding Model diplomas, Elementary diplomas, or no diploma at all—received exactly the same salary, \$16.00 per month! While such a state of things is possible in a prosperous township, it behoves the Protestant Committee to be on its guard against any unnecessary relaxation of its regulations. The Chairman, Rev. Dr. Shaw, stated in a recent interview that quite half of the Protestant School Boards of the province failed to put forward their best efforts on behalf of their schools. We are being urged now, in the interests of the poorest schools, to cancel the regulation which requires a four months' course of training at the Normal School, and allow young girls, of the class from which our rural teachers are generally drawn to take up school work as soon as they themselves leave school. Its advocates admit that this would be a retrograde step, but they believe that it is forced on us by the necessities of the case. The great objection to it is that it is a letting down of the barriers by

legalising for the province as a whole the minimum qualification that is permitted in certain exceptional cases. The experience of the Normal School staff is that the Second Grade Academy is too low a standard for admission, and yet this would become under the new proposal the standard for qualification as a teacher, without any further training. Apart altogether from the interests of the Normal School, which are not considered by the advocates of this change in the existing regulations, the answer of the Protestant Committee ought to be that—while continuing to provide for exceptional cases in exceptional ways—it must level up rather than down in this all-important matter of training. We ought certainly not to “progress backward.” Rather should we unite our efforts to strengthen our footing on every inch of ground that we gain, and get ready at the same time for further advances.*

Especially at such a time as the present, when we are living in the hope of some improvement in local educational conditions, it would seem a counsel of despair to still further disparage and depreciate the value of the trained teacher as compared with the untrained. Recent utterances on the part of the head of our Provincial Government, the

* The same holds good of other departments of work, as well as of the training of teachers. Take the preparation for the ministry. Some ill-will was excited in theological circles a few years ago by a statement, on the part of McGill, of the regulations which ought to obtain, in the case of most students, between the Arts curriculum and the course for a degree in theology. It was held that under ideal conditions, the study of theology would be taken up only *after* the course in Arts had been concluded. In particular it was stated that the literary courses at present offered are, from many points of view, a hindrance to the work of the Faculty of Arts, and should gradually be eliminated from the programme of the theological colleges. These views now find greater acceptance than they did formerly. Take the following extract from “The Montreal Gazette” of 13th December, 1905:

“A HIGHER STANDARD

Rev. P. L. Hutchinson urges University Course in Arts for Theological students.

In submitting the report of the Examination Committee at yesterday afternoon's session of the Presbytery of Montreal, Rev. P. H. Hutchinson casually referred to the advisability of a University Course in Arts being made compulsory on the part of those desiring to study for the Ministry.

He remarked that when conducting the examination, he asked each one of the students what was his reason for not taking an Arts course at McGill. “Some,” said Rev. Mr. Hutchinson, “replied that it was too long, and some that it was too hard.” I had a feeling, when I looked at them, that the course in Arts at McGill would be none too long for them. I have a feeling, and it is growing stronger, that we should never admit men unless we have a guarantee of their literary qualifications. I think it would be a good thing for the Church and for the Montreal Presbyterian College if the literary course at the College was abolished. I think the College should discourage men taking a short and easy way into the Ministry. All those who have taken the literary course this year are young men, with one exception, and he, too, is a young man, 29 years of age. I admit his is a special case and he has special qualifications. Unless under special circumstances, we should insist on men taking the course in Arts. They consider that the literary course is a very easy way of qualifying for entrance to the study of theology. I would like to hear an expression of opinion from the Presbytery on the matter.

The matter was dropped without further discussion.”

Hon. Mr. Gouin, appear to encourage the expectation that more will be done for our schools. Bonuses are to be offered to induce teachers to remain in the service for a longer period, and other steps will be taken that may help to bring home to the general body of our people an increased consciousness of duty in regard to the schools. So far as material help goes, we are not yet at the end of our resources. The Provincial Treasurer has been greatly exercised lately—to judge by his tax on commercial travellers—about the question of ways and means. May I suggest the appropriation for education of some sections of the country through which the new Transcontinental Railway is to pass? This railway will no doubt give an enhanced value to some of the lands owned by the Provincial Government, and education ought to have its fair share of the increase. Or may I make another suggestion? “Pennsylvania meets her annual state school appropriation, in whole or part, by laying a tax of four mills on the dollar on all moneys loaned by citizens of the State.” That is one of the facts brought out by the Committee on Rural Schools, from whose report I have already quoted. The sources of school revenue that are met with in the State constitutions and laws of the United States are very varied and miscellaneous. It has even been suggested “that an inheritance tax should prove a popular as well as an abundant source of school supply.”

In ordinary circumstances, it would only be on the failure of the Government to do its part that recourse could be had to private generosity. But the case of the Protestant Schools of Quebec is an exceptional one, and they are fortunate in having attracted the sympathy of one who has proved himself, in other departments, to be a true friend of education. You know what Sir William Macdonald has been doing, through the agency of Professor J. W. Robertson, for Manual Training and Nature Study. His schemes for school consolidation have also attracted strong popular support: in my judgment, the Principal of the consolidated school of the future will have the best chance any teacher can have in Quebec of rivalling the fame of the old Scottish parish school-master, who enjoyed his full share of recognition and respect even alongside of the parish clergyman himself. And now Sir William is

promising benefactions to poor schools as an encouragement to school authorities to improve their buildings and equipment, and especially to secure and retain the services of thoroughly competent teachers of experience. In view of the local conditions of some municipalities, where the English-speaking population is rapidly dying out, some effect might well be given also—among other remedies—to a suggestion by Dr. Robins that a few good itinerant teachers should be provided to guide the children's studies by periodic short visits to the localities which it is desired to assist.

With such proposals in view, it would hardly be wise to follow the advice of those who recommend the Protestant Committee, at this time, to grant diplomas to such persons as wish to enter the teaching profession, for service in our country schools, without any training at all. The way of progress does not lie in that direction. The bonuses which the Provincial Government has just announced will have some little effect in making the profession of teaching more attractive than it is at present. It has been suffering from the superior inducements offered in connection with other activities. The attitude of the Provincial Government ought to be reflected also in the public conscience, which has been for too long dead to the depressing conditions of the educational situation. This is certainly not the time, therefore, to lower standards and let down barriers. Increased efficiency and thoroughness ought to be the battle-cry for the immediate future. The influence of the University in Montreal will most certainly be exerted in that direction, and in no other.

Christmas 1905.

W. PETERSON

APPENDIX.

The following article from one of our provincial newspapers is cited here in illustration of the point of view from which some educational matters are discussed by persons who (as will be seen from the italics I have inserted in the closing paragraph) confidently claim to represent the public. Though insignificant in itself, this article gave rise to an important correspondence between a much-respected member of the Protestant Committee and a representative of McGill University, which is also reproduced :—

OUR RURAL SCHOOLS.*

The rural school of this province is in the condition of an orphan, living with an unsympathetic step-father who does not care to study the needs and inclinations of the child. The Protestant Committee is the step-father and it has fallen under University and Normal school influences, somewhat anti-pathetic to the interests of the child. The theory of the college don is that all school systems should be shaped to suit the university, and sometimes he is influential enough to make much trouble with his theory. The *San Francisco Chronicle* recently said :—

“The continuous efforts of the universities to pervert the public schools from their legitimate function of preparing for life to the illegationate function of preparing for a university is a crying evil. It overloads the public schools, wastes the public funds, wears out teachers in attempting the impossible, and wastes the time of the great majority of the pupils. The schools are constantly spurred into attempting what they cannot possibly do.”

It is this kind of spirit that has been the source of much of our school trouble, here in the Province of Quebec. When the late Sir William Dawson was a member of the Protestant Committee, his wide experience of Canadian life and institutions prevented him from falling into this error and kept alive his sympathy with rural schools. The mistake has been made in the formation of the Protestant Committee of placing a majority of city men thereon. These have naturally fallen under the influence of the principal of McGill University, who has not had the benefit of a

* *St. John's News*, December 8, 1905.

personal knowledge of the conditions surrounding our country schools; and from his mistaken efforts to do good, trouble has come. Steps should at once be taken to make the Committee more representative of the real interests to be administered. This was one of the points very forcibly made a few years ago by the Hon. Mr. Weir and the Government and the English-speaking communities of the province will yet have to recognize its wisdom. The school interests of Montreal, Quebec and Sherbrooke are governed by special bodies under particular charters, and the Protestant Committee has really little or nothing to do with them.

The existing scarcity of teachers supplies a strong illustration of the lack of interest or sympathy of the Protestant Committee with rural education. It was its duty to have carefully watched the result of its legislation, limiting the supply of teachers to one institution; but it passed the regulation, and then apparently thought no more of it, until a cry of distress has gone up from the rural population. A careful supervision would have shewn a prudent administrative body that the diminishing number of teachers in training, in the McGill Normal school, could not supply the demands of our schools, especially when the supply was being drawn upon by the North-West, and the ranks of the female teachers are being decimated by marriage and by the attractive salaries offered in commercial life. Even now, when this vital question has been brought before it by one of its rural members, the matter received a very unsympathetic hearing and was unceremoniously adjourned for three months. It is imperatively the duty of the Government to see that our schools have sympathetic administrators. The present agglomeration has failed to satisfy the public.

The Committee has failed in due respect of public opinion, and also in its appreciation of the relative importance of the interests confided to its care. The Protestant population of this province feels that the first rank must be given to the care of our elementary schools. The Committee has antagonized the sentiment by a general negligence of the subject; by legislating so that it is difficult to obtain teachers for our elementary schools; by its opposition to the marriage license fund going to the schools of

poor municipalities; while it has shewn its preference for superior education by its grants to the universities, and its increase of the grants of the McGill Normal school. On this point we do not wish to be misunderstood. We would like to see even larger grants go to our universities, and to the Normal School, but we would give first choice to increasing elementary school grants. But that is not the attitude of the Committee. Without dissent, it increased the salaries at the Normal School, and voted that institution \$3 000 extra subsidy; and without dissent, it gave McGill University \$5. 0 a year for the expense of holding the A. A. examinations. But its attitude was altogether different, when it was proposed to devote all the marriage license fund to the elementary schools in poor municipalities. The motion of Inspector McGregor in one instance, and of the Hon. Sydney Fisher, on another occasion, were overwhelmingly voted down.

The public looked unfavorably on the Committee's action in sanctioning the payment of bursaries to graduates of the McGill Normal school, who, instead of entering the profession, entered McGill University. *The public* has not approved of the Committee's action in preventing model schools from teaching advanced subjects to special pupils; nor in lengthening the Academy course by one year to suit the University; nor in the curriculum giving ten hours a week to Latin and Greek and only three hours to French, and giving these subjects 400 marks in the examinations, while French only receives 100. In brief, *the public* is willing to respect the motives of the gentlemen of the Protestant Committee, but it respectfully serves notices on them that they have misunderstood the duties expected of them.

he public is sometimes long suffering, but in this country it always expects to be obeyed. And the Protestant Committee will yet have to succumb to the inevitable.

The foregoing article cited as an educational authority in the *San Francisco Chronicle*. To this may be opposed the weightier opinion of President Eliot, of Harvard, in the form in which it will be found stated in a later portion of this Appendix (p. 29.) Meanwhile a letter is here subjoined which the editor of the P. Q. newspaper received from a member of the Protestant Committee, together with the reply made on behalf of McGill by Dr. H. M. Tory.

To the Editor of the News.

I agree heartily with the *San Francisco Chronicle* quoted in your article of last week, that "the efforts of universities to pervert the public schools from their legitimate function of preparing for life, to illegitimate function of preparing for universities is a crying evil."

I believe this is a crying evil in our own province. Our whole school curriculum from the elementary grades up is planned to ultimately reach the requirements of McGill University for admission to its Arts course.

The Protestant Committee has power to make its own curriculum and set its own leaving examination.

It has, however, delegated this power to the matriculation board of McGill, with a few additions. This gives this University much power over three things, viz: the subjects of the curriculum, the text books, the length of the course.

The subjects for this examination are really, if not nominally, controlled by McGill. The knowledge acquired must come up to the standard required by this University for admission to its Arts course. Our whole curriculum from the elementary grades up has to be planned with a view to ultimately reach the requirements of this examination. It affects the text books because the teachers in our schools naturally desire to use the books upon which McGill bases its examination. When McGill changes, our schools follow suit.

It affects the length of the school course, because the time has to be sufficient to acquire the knowledge required for this A. A. examination.

You criticise the addition of another year, but even now, in my opinion, the curriculum is congested. Any further work would be at the risk of the health of the scholars. There is no gainsaying the fact of McGill's influence

upon our system in these three particulars. Your reference, however, to the Protestant Committee granting five hundred dollars to McGill for the expense of holding these examinations may lead to an unjust inference. This is no money making scheme on the part of McGill. Financially it is a good bargain for the Protestant Committee. They could not likely set the papers, print them and get them examined for so little money. It would be difficult to obtain as capable examiners outside the University.

I appreciate what you say in reference to the curriculum giving ten hours per week to Latin and Greek. There is much more Latin required now in our schools than there was fifteen years ago. It has been increased so that now it comes up to the requirements of McGill University for entrance upon its Arts course, and to meet these requirements the teachers in our Academies are giving from one-fourth to one-third of all their time to the teaching of Latin.

To my mind this is a crying evil. I am not among those that would do away with Latin altogether. I recognize too that too much even a good thing may be good for nothing. I have tried to secure a reduction of the quantity of Latin required by the Committee, but the motion was defeated.

It is true that Latin is an optional subject. A student is not obliged to take it. But while it is nominally optional it is made almost obligatory by means of the marks given for it. By taking Latin and Greek a student can get four hundred marks at the examination. If he takes neither, he is handicapped in this examination, as he can only get one half the marks for any other subjects he may take in place of them. I do not think, however, that those who favor the present regime should be charged with doing so because of the influence of McGill or its principal. I give them credit for honesty of belief and purpose. I do think, however, that they over-estimate the value of Latin to ninety-nine out of every hundred of our students. Not more than one in a hundred takes a college course. It is unfair to ask ninety scholars to spend their time on Latin because one scholar requires it, or if they choose not to take it, to make them suffer in the way of marks at the leaving examination.

Despairing of getting the quantity of Latin reduced, I tried to get the number of marks given for French in-

creased to the number given for Latin and Greek. It seems to me absurd to give two hundred marks to a dead language and one hundred for a live language like French, which, in addition to its educational value, is almost a necessity in this Province. My motion in this connection was referred to a sub-committee on the course of study many months ago, but they have as yet made no report upon it. I gave notice at the last meeting, that at the February meeting I would move that the number of marks for French be made equal to those given for Latin and Greek, viz: two hundred. I shall push the question to a vote at the next meeting.

You mention three other matters in your article upon which I would like to have said something, but I have already imposed sufficiently upon your space. These three matters were, first, the scarcity of teachers; second, teaching Academy grades in our Model Schools, and third, the McGill Normal School.

While you and I may not agree with all that is done under the power and influence of McGill, we must remember that there are two sides to the question, and that a break with this university would mean a loss in many ways to education in this Province.

W. L. SHURTLEFF.

Coaticook, Quebec, Dec. 11, 1905.

PROFESSOR TORY REPLIES TO DR. SHURTLEFF.

McGill University, Montreal, Dec. 20, 1905.

To the Editor of the News.

DEAR SIR.—My attention has been called to a letter in your issue of Dec. 15th, 1905, in which the writer, Dr. W. L. Shurtleff, casts reflections upon the course of study prescribed for the schools of the Province of Quebec by the Protestant Committee of the Council of Public Instruction. The defects in the course of study are, Dr. Shurtleff declares, due to the preponderating influence of McGill University, acting through the Matriculation Board. As I have been connected with that Board, or its forerunner the

A. A. Board of Examiners since 1891, on both of which I acted as Secretary, and was in some measure responsible for their policy, I think I may presume to speak upon the matters which Dr. Shurtleff discusses, with some knowledge of the facts of the case.

Your correspondent begins his letter as follows:—"I heartily agree with the San Francisco *Chronicle* quoted in your article of last week that the efforts of universities to pervert the public schools from their legitimate function of preparing for life to the illegitimate function of preparing for Universities is a crying evil." I presume that the article from which Dr. Shurtleff quotes, with approval, made some effort to prove that preparation for entering a University was inconsistent with preparation for life, otherwise the statement can have no significance, and is merely a collection of words made to deceive those who do not understand. I propose to point out a few facts which will show that, however true such a statement may be as regards the Universities of California, it is not true in Canada. If your correspondent would take the trouble to determine from the calendars of the leading Canadian Universities the subjects required for entrance into their various Faculties, he would find that they are, in the main, just those subjects which the educational authorities of the civilized world have agreed to regard as fundamental to a general education. They will be seen to be the basal subjects in all secondary school curricula. Further, it is not the practice of Universities, as your correspondent obviously believes, to fix an arbitrary course with arbitrary standards. Instead they select from the curricula of the secondary schools such subjects as they deem, and such as experience has shown to be, suitable as a foundation upon which to build a broader knowledge, and they fix the standard of entrance in these subjects at the point reached by the average well equipped school. So much is this the case in Canada, that outside the Province of Quebec, all High School and Academy courses are planned to give such students as desire to take them a full year at school beyond the University requirements for entrance. This is done absolutely without any reference to the Universities, which, if they exercised a perverting influence, might feel inclined to exercise it in the other direction. If Dr. Shurt-

left will take the trouble to go through the courses of study prescribed for the secondary schools of any province in the Dominion, not omitting the new provinces of Alberta and Saskatchewan, he will find that all High School courses are planned as stated above. He will note also, that in four of the provinces where the above educational conditions exist, there are no Universities to dominate or pervert anything. To believe the statement with which Dr. Shurtleff opens his letter, is equivalent to believing that the majority of the men who to-day are giving their best energies to advance the interests of education in our secondary schools and Universities are either fools or criminals. I will leave him to judge which. In either case the fault lies at the door of those who plan the secondary school courses.

With regard to the relation of McGill to the Protestant Committee I regret to say that, although a member of the Protestant Committee of the Council of Public Instruction, your correspondent is still more at fault. Here he might fairly be expected to be familiar with the subject which he discusses.

His statement that our "our whole school curriculum from the elementary grades up is planned to ultimately reach the requirements of McGill University for admission to its Arts' Course" is so utterly misleading that I find it difficult to characterize it in moderate terms. In the first place what kind of a course would he plan for elementary schools and what would be the general character of his plan? As I have already indicated the subjects of these grades form the universal elements of knowledge, and in themselves carry not the faintest suggestion of a University goal. It would be interesting to see what would be the result if Dr. Shurtleff took the schedule of the elementary grades, drew his pen through it, and proceeded to construct another, the subjects of which would not ultimately be related to University entrance. When he has done that, he could then repeat the operation for the model and academy grades. He would quickly find out that he had undertaken an impossible task.

Next Dr. Shurtleff turns his attention to the Matriculation Board and its relation to the course of study. Here I confess the greatest surprise in his letter confronts me, because I remember that Dr. Shurtleff was himself a member

of the sub-committee which drew up the document defining these relations, and was doubtless present at the meeting of the Protestant Committee at which they were approved. Permit me to state simply, that the Protestant Committee has not delegated any power, in any shape or form, over its curriculum to the Matriculation Board or any Board of McGill University. In the matter of framing its school time table, the Protestant Committee acts absolutely for itself, through, I believe, a sub-committee, upon which the Matriculation Board, as such, has not even a representative,—though I believe Dr. Peterson, as a member of the Protestant Committee, is also a member of this sub-committee. What the Protestant Committee did was to agree that the Matriculation Board should act as an examining Board for Grade III. Academy. Beyond that the Matriculation Board has absolutely no relation to the Protestant Committee, except that it may make recommendations, which the committee is absolutely at liberty to disregard. That the members of the University who interest themselves in the general educational problem wish to see the course in the schools lengthened and made more thorough is but the natural desire to see Protestant education in this Province brought to the same level as that of the other Provinces of the Dominion. That the standard reached in certain subjects meets the requirements for entrance into the University is merely a passing incident. The real question is whether or not the requirements are too high. I think I have said enough to show that judged by ordinary standards they are not.

In regard to the "crying evil" of the classical subjects a few words must be said. In the first place I shall take the liberty of separating Greek from Latin, as Greek is a subject practically not taught in the schools. I find for example that in 1904, out of about one hundred and fifty candidates for the Leaving Certificates, six passed in Greek. In 1905 not one single candidate from the country academies took Greek. The voice of this evil therefore cannot be said to be very loud. I have no doubt that this will surprise Dr. Shurtleff, but it is a fact nevertheless.

What are the facts with regard to Latin? Professor Adams in his admirable report on the schools of the Province of Quebec gives the average time devoted to Latin

in the various academy grades. That average, made from the statements of the teachers themselves, is as follows: Grade I, 2.8 hours per week; Grade II, 3.3 hours per week; Grade III, 4.3 hours per week. That is about one-tenth of a pupil's time is given to Latin in Grade I, one-ninth in Grade II, and about one-seventh in Grade III. From the teacher's standpoint the same figures show that, assuming all the time given to the subject is given to recitation, which is probably not the case, from one-fourth to one-third of the time of one teacher is given to Latin for the three grades taken together. It may be therefore that, in a small academy where only one teacher is employed to teach all the grades, from one-fourth to one-third of the time is given to Latin. But as Latin is an optional subject it is open to any school board to decline to have it taught.

That Latin is an optional subject Dr Shurtleff admits, but he goes on to state that Latin and Greek are practically compulsory because of the marks assigned them in the examinations. This is not a correct statement and is surely made in ignorance of the facts. A reference to the course of study will show that a pupil in Grade III Academy may get his maximum of 900 marks by selecting from subjects totalling 1800 marks. I am sure I carry with me the opinion of all who are competent to judge when I state that the 200 marks assigned to Latin can be obtained much more easily by taking two of certain optional subjects to each of which 100 marks is assigned. All this goes to show that Latin is taught on account of local selection, and I imagine because of its recognized disciplinary value. In answer to an inquiry the teachers of the Province have on more than one occasion given an almost unanimous verdict in favor of the present system of marks.

One other subject requires a word. The statement is made that when McGill changes the text books for Matriculation the schools are compelled to follow suit. This also is an error. The text books prescribed by the Protestant Committee are accepted by the University. It does not follow, however, that the text books named in the University calendar must be those named by the Council of Public Instruction. The University in changing its text books from time to time is no doubt pleased if the Protestant Committee for the sake of uniformity follow suit

and usually recommend them so to do. There is no compulsion, however, in the matter.

In conclusion it is only necessary for me to acknowledge the friendly spirit prevailing Mr. Shurleff's letter, especially that part of it which refers to the payment to McGill of \$500 per year for conducting the examinations. I might add that a reference to the books of the University will show that between the years 1800 and 1900 the University spent \$3,223.34 on these examinations more than she received. In addition to this a considerable number of the teaching staff gave a part of a well earned holiday to assist in carrying on this work, receiving practically no compensation. This indicates the part of the University in "a money making scheme."

Apologizing for taking so much of your valuable space,
I remain sincerely yours,

H. M. TORY.

For the edification of any who may care to read it, another newspaper article is here reprinted. It is inspired by the same animus as that which marks the contribution previously quote... and was again dealt with—more seriously perhaps, than it deserved—by the Secretary of the McGill Corporation and of the Normal School Committee.

SUPERIOR VERSUS ELEMENTARY EDUCATION.*

The article in the *News* of last week, referring to the danger of shaping our school curricula on the requirements of the universities, has been largely commented upon in the press. We endeavored to show that this tendency has resulted in this province, as regards Protestant education, in an overweening care of Superior Education to the neglect of Elementary Schools. A very notable illustration of this has been brought to our attention. There are three Normal schools in the province; two are Roman Catholic institutions and one is Protestant. The grant of \$45,000 for Normal schools was about equally divided among the three institutions. This gave McGill Normal school, \$13,867.00 as an annual income, at a time when it had about 160 pupils in attendance, making a government grant of

* (St. John's News, 22nd December, 1905.)

\$86.00 per pupil. This grant has been gradually increased, through the influence of the Protestant Committee, until it now reaches the sum of \$19,867.00 per annum, with an attendance of 106 pupils, making a government grant of \$187.00 per pupil. The grants to the Catholic Normal schools have remained stationary, and the grants to our public schools are \$1.42 per pupil. It is not the purpose of this article to criticize the McGill Normal school, but simply to point out the notable increase of its grants under the supervision of the Protestant Committee. In five years the grant, per pupil, has increased from \$86 to \$187, while the grants to our elementary schools remain pitiful. In the face of these facts, the McGill University corporation, at a meeting on the 13th inst., solemnly expressed the hope that a part of the new grant of \$50,000, voted for education last session, might be given to McGill Normal School. May we respectfully point out to these illustrious educationists that there are some thousand odd rural elementary schools, attended by some 30,000 children, whose condition could be improved by an increased government grant. On behalf of the much abused rural ratepayers, we might even say that any division of the \$50,000 grant of last session in the interest of McGill Normal School would be illegal, as the money was expressly voted for elementary education. We recall that the share of the educational grant of 1897, payable for Protestant education, amounted to between \$6,000 and \$7,000 per annum, and that on the recommendation of the Protestant Committee, \$3,000 per annum thereof is also paid illegally to the McGill Normal School. It is true that the members of the Protestant Committee are all theoretically friends of our rural elementary schools, but the wolf in the fable also talked that way, theoretically, to the lamb

McGill University, December 23rd, 1905.

To the Editor of the News.

DEAR SIR,—Those of your readers who understand the purpose of a Normal School will surely be surprised to find that, in your issue of the 22nd inst., in an editorial headed "Superior vs. Elementary Education," you place the Normal School among the agencies which are supposed to foster

advanced education to the detriment of what is called elementary education. Who does not know that the Normal School trains teachers for all grades of diplomas, the lowest as well as the highest?—that indeed it has trained more elementary teachers than any other class? Up to the end of the session 1903-04 there were issued to teachers trained in the McGill Normal School 2,153 Elementary, 1,300 Model, 29 Kindergarten and 331 Academy diplomas. It will thus be seen that 56 per cent of the diplomas granted were issued to those who could teach only in Elementary schools, or in the elementary grades in Superior Schools. If we add to these the large number of holders of Model School diplomas who are obliged to accept positions in Elementary schools, and those who prefer to do so, it will be quite within the mark to assert that at least two-thirds of those who receive their training in the McGill Normal School are engaged exclusively in the work of so-called elementary education. In the face of these facts—facts which go to show that the Normal School exists mainly for the training of teachers for Elementary schools—how can anyone consistently, or with any show of reason, classify the institution as necessarily on the side of superior education? My contention is that it has no place at all in a discussion on the relative merits of the two kinds of education, but if it must be brought in it should be reckoned rather on the side of elementary education than on the other, and it should therefore be the chief aim of those whose great desire is to better the condition of elementary education (and this surely includes all true friends of the cause) to second every effort, nay indeed to initiate schemes, for the strengthening of the school, and more particularly to provide a residence where women who are in training for this important work may be able to live at a moderate charge and do their work under healthy and favourable conditions.

My purpose in writing the letter, however, is not to point out the rather strange position which you have taken with reference to the McGill Normal School in the educational affairs of the Province, but rather to correct two gross mis-statements without which the editorial in question would be pointless. The first is that the government grant to the McGill Normal School is \$19,867 00 per annum. The facts



are as follows:—For some time previous to 1901 the annual grant was \$13,867.00. In that year because of the gradual increase in the number of teachers-in-training and pupils in the Model Schools and also in the size of the buildings, necessitating, in the first instance, the employment of additional teachers and in the second an increase in the cost of running the institution, the Government granted an additional allowance of \$3,000.00 per annum, making the total \$16,867.00, not \$19,867.00, as you have stated. Nothing has been received since. The greatest enemy of the Institution, even in his wildest moment, would be surely willing to admit that, when the facts above stated are taken into consideration, and the great need there was of increasing the salaries of Instructors to the point where they could be called a living wage, as well as the increased cost of material, etc., this comparatively small item of \$3,000.00 was urgently required to keep the Institution up to its usual standard, to say nothing of improving its efficiency. I notice further that in order to prove that the cost per pupil trained is greater than it was prior to the time when the additional allowance was received you choose for your calculation the year of the smallest attendance in the history of the school, namely, 1903-04. It was in this year that the regulations requiring a Second Grade, instead of a First Grade Academy certificate, for admission to the Elementary class and an A. A., instead of a Grade II. Academy certificate, for admission to the Model School class came into effect, resulting in a falling off from 116 Elementary teachers-in-training of the previous year to 44. Since then the numbers have been gradually getting back to the old figures. Last year there were 125 in attendance; this year, up to the present, 121, and if the Elementary class which comes in after Christmas will be as large as that of last year (and we have every reason to believe that it will) the number will be increased to over 150—this too in face of the fact that the teaching profession, for reasons which are known to everybody, is not attracting to its ranks, in any part of the continent, as many candidates as formerly. Again to make it appear that the cost of educating a teacher at the McGill Normal School is enormous compared with what the Government pays for the education of a pupil in the Elementary schools, you wish your

readers to take it for granted that the whole subsidy to the Normal School is expended merely in this way. When you understand that considerably over half of the amount paid for salaries each month is paid to teachers employed in the Model Schools, where the education is mostly of an elementary character, and the cost of which should not be charged, except indeed to a small extent, against the Normal School, you will perhaps be prepared to revise your estimate.

Your second mis-statement is that the Corporation of McGill University "solely expressed the hope that a part of the grant of \$50,000 voted for education last session might be given to the McGill Normal School." The fact is that at the last meeting of Corporation, when the future status of the Normal School was up for discussion, reference was made to the Premier's suggestion, which was uttered at a recent banquet in his honor in this city, that the Roman Catholic Normal Schools should be increased in number, and the hope was expressed that should a grant be made for this purpose, the claims of the McGill Normal School should not be overlooked, with a view of increasing the efficiency of the school, and, if possible, providing residential accommodation for the women students, who would thus be placed on an equality with the teachers-in-training of the opposite faith. No mention was made of the grant of \$50,000.00 voted at the last session of Parliament, and, needless to say, it was never thought of. The members of the Corporation of McGill University, recognizing that education is one and indivisible, and that whatever aids the elementary aids also the higher, are believe me, (although a few appear to make it seem otherwise), as deeply interested in everything that tends to encourage general and thorough instruction in the foundation work as are those who prate the loudest.

Yours very truly,

J. A. NICHOLSON,
Secretary Corporation of McGill University
and of Normal School Committee.

By way of supplementing this important and instructive correspondence, I include in this publication certain extracts from a recent article by one whose acknowledged position as an educational leader ought to secure careful attention for the views which he expresses. President Eliot, of Harvard, is in no danger of being charged with neglecting the school aspects of educational problems. His paper shows this, as indeed does his whole life-work as a college president. The terminology in use in the United States is of course somewhat different from ours; what Mr. Eliot refers to as the "high school," for example, is the larger equivalent of what we in Quebec call an "Academy," while the elementary and grammar schools come in front of it. But the essential points of the comparison will be readily seized by any intelligent reader.

THE FUNDAMENTAL ASSUMPTIONS IN THE
REPORT OF THE COMMITTEE OF TEN (1903.)

BY PRESIDENT ELIOT, OF HARVARD.

(*Educational Review*, November, 1905)

This Report implies the assertion of certain principles which President Eliot characterizes as "sound and permanent educational principles, on which alone a truly democratic school system can be based":—

1. Every subject which is taught at all in the Secondary Schools should be taught in the same way and to the same extent to every pupil, *so long as he pursues it*, no matter what the probable destination of the pupil may be or at what point his education is to cease.

2. All (the main) subjects are of equal educational value, if taught equally well.

3. Fitting for college is *essentially* the same as fitting for life.

With regard to the first of these principles a conference consisting of 99 teachers unanimously answered in the negative the question put to them in the following form:—
"Should the subject be treated differently for pupils who are going to college, for those who are going to a scientific school, and for those who are presumably going to neither?"

Mr Eliot adds the following: - " In a democratic society the classification of pupils, according to their so-called probable destinations, should be postponed to the latest possible time of life.....early determinations of the career should be avoided as long as possible, particularly in public schools. For example, the point in the programme of the public high school at which the pupils who are not going to college diverge from the pupils we are not going to college should be placed as late as possible, not in the interest of the college.but in the interest of the pupils whose educational careers and life careers should not be too early determined..... The American high school is emphatically a school in which training for power and general cultivation are the fundamental ideas as distinguished from training in special means of obtaining a predestined sort of livelihood. The American public does not intend..... to have its children sorted before their teens into clerks, watchmakers, lithographers, telegraph operators, masons, teamsters, farm laborers, &c., and treated differently in their schools according to these prophecies of their appropriate life careers... .. Who are to make these prophecies? Can parents? Can teachers? Can university presidents, or even professional students of childhood and adolescence? I have watched many hundreds of successful careers which no one—not even the most intelligent and affectionate parent—could have prophesied of the runners at twelve years of age; and I have always believed that the individual child in a democratic society had a right to do his own prophesying about his own career, guided by his own ambitions and his own capacities, and abating his aspirations only under the irresistible pressure of adverse circumstances. For those children whose parents can afford to keep them at school until they are eighteen years of age, the determination of the specific means of earning the individual's livelihood should be postponed till after graduation at the high school.

The early arrest of education for multitudes of children is nowadays recognized as a great evilit is not an evil which democratic society proposes to accept, submit to and recognize in the construction of the public school programme."

With regard to the second principle (which seems to be

implied rather than explicitly stated in the Report of the Committee of Ten) President Eliot has the following:--

"The Committee obviously gave great weight to thoroughness in any programme of study for the individual pupil or for the school; and to attain thoroughness in the subjects chosen undoubtedly seemed to them more important than to teach any particular subject or subjects, provided always that every course of study followed in a secondary school should provide excursions into the principal fields of knowledge, such as languages, mathematics, history and natural science."

Again the Committee "obviously believed that a selection of studies for the individual pupil would have to be made at least in the second, third and fourth years of the secondary school course, and moreover that different schools would select different subjects to teach, being compelled to omit many good subjects in order to teach thoroughly the few that they were prepared to deal with satisfactorily. Such selections, whether for the individual pupil or for the school, imply that many different groups of selected subjects may have equal educational value." The Committee acted throughout in the belief "that this close articulation between the secondary schools and the higher institutions would be advantageous alike for the schools, the colleges and the country."

As to the third principle it is certainly the intention of the colleges, says President Eliot "to fit the young men who come under their care for successful and honorable careers in the real world; and it certainly ought to be true that a young man who pursues a preparatory course of study, which lasts till he is from twenty-one to twenty-three years of age, ought to be better prepared for life than the boy whose preparatory course is ended at eighteen or at fourteen. Whether their preliminary training stop at fourteen, at eighteen, or at twenty-two, all these youths are going out into life, and they are all being fitted for life. If the high school is well planned, it will certainly give its pupils a better preparation for earning a satisfactory livelihood than can by any possibility be procured at the age of fourteen. Clearly, if the high school does not fit a boy for life four years better than the grammar school, the high school is, in some measure, failing to perform its function.

and in the same way if the preparation for life obtainable at college is not three or four years better than the preparation obtainable at a high school, the college is in some measure failing to perform its function, and all well-wishers for the community as a whole should go to work to improve the secondary school or the college, or both, and they should never for a moment lose sight of the facts that school and college are both training for life, and that the subsequent life should be larger, more productive, and more enjoyable the longer has been the preparation for it. The proposition that fitting for college at eighteen is different in its essence or main motives from fitting at eighteen for the life of the working world can only be maintained by one who believes that either the work of the secondary school or the work of the college is badly done, although some diversity may be expedient between the two in the selection of subjects and in their proportions."

The teachers consulted in regard to the above declared that their interest was chiefly "in the school children who have no expectation of going to college, the larger number of whom will not even enter a high school;" and they added that their "recommendations are in no way directed to building up the colleges or increasing the number of college students" regard for uniformity in the requirements for admission to college "is primarily in the interest of the secondary schools, but the secondary effect of it might be to recruit more freely the colleges and universities." This secondary effect however, President Eliot holds can hardly be considered an evil.

Referring again to the third principle, President Eliot says: "The clearly expressed opinion of the Committee of Ten was that any one of the four programmes they suggested for secondary schools would, in the first place, procure for the youth who followed it a suitable preparation for earning his living to advantage at eighteen, or, in the second place, should admit him to college or scientific school. That is, the youth arrived at eighteen, who had followed any one of the programmes recommended by the Committee of Ten, would still hold the option between going to work to earn his living and going to college or scientific school, so far as the preparation afforded by his school course was concerned. That result the Committee undoubtedly thought

was both feasible and desirable. To this extent, and only to this extent, is it fair to say that the Committee believed that fitting for college might be the same thing as fitting for life."

Having regard to the great differences in natural ability among children of a democracy the view is strongly held in the United States "that the very life of a republic depends on bringing these out, on learning how to detect betimes, and give the very best training to, those fittest for leadership."

In dealing with the difficult subject of time allotments, the Committee of Ten made two assumptions of a general character which were indispensable to the solution of that part of the problem. Their suggestions covered the whole field of secondary work in regard to English, languages, ancient and modern, mathematics, physics, chemistry, natural history, geography, history and civil government. They assumed "that subjects deemed important from the point of view of their value as disciplinary material should get a larger number of weekly periods during more months or years than subjects deemed less important; and they also assumed that sufficient schedule time should be assigned to every subject admitted to the programme to bring out the value of that subject as training." They also held "that any large subject like mathematics, history or science, if it is to yield its training value must be pursued through several years and be studied from three to five times a week and therefore that the individual public can advantageously give attention to only a moderate number of subjects." Hence in all the programmes they suggested as types the Committee intended to secure thoroughness, advantageous sequence and the imparting of power as distinguished from information.

The Committee made one other fundamental assumption. They "believed that every subject they recommended for introduction into elementary and secondary schools should help every other, and that the teacher of each single subject should feel responsible for the advancement of the pupils in all the subjects they respectively study, and should contribute to this advancement; and in this respect the Committee made no distinction between school

work and college work, considering the latter only a continuation of the former since directed to similar ends — namely, training for power and character, for serviceableness and happiness.

It is always useful to compare standards. That was the object in view when Professor John Adams was invited to Quebec for the purpose of investigating the conditions of our Protestant Schools. His Report is alluded to in the address delivered to the McGill Graduates at Granby. It is referred to again here in order to set his views alongside of those of the great American authority who has just been quoted. In that part of his Report which deals with the "Endowment of Teachers", (pp. 53 sqq.) Professor Adams makes instructive use of the experience of the Dick Bequest in connection with the rural schools of the north-eastern districts of Scotland. Every Scotsman knows what a beneficial result this bequest has had on school education. The relevant point here is that "the connection between the schools of the Aberdeen districts and the University is closer than that existing in any other part of Scotland." There is no cry in Scotland that the schools are being sacrificed to the University! On the contrary, a place in the Aberdeen Bursary competition is the legitimate object of ambition for every country lad. And even those pupils who do not go to the University are known to enjoy the benefit of a school-training which is everywhere recognized as all the more thorough-going and efficient *because of the very fact* that it is conducted, with the help of the Dick Bequest, on the highest attainable plane. Parents do not complain that their children as a body are sacrificed to the comparatively few who do actually proceed to the University. On the contrary, they are grateful for the high standard which the University connection implies.

And the results of this thorough school training are reflected in the life of the people. Though the soil is comparatively poor, there are no more successful farmers anywhere than those of the districts referred to. And whatever industrial pursuits are followed by the rest of the people, they are prosecuted with success. There is no complaint in the Aberdeen district that the schools are not, to use the current jargon of the day, "vitaly related to life!" Training

of faculty is recognized as the main object of education there, and any effort to set the country schools against the University would be received with incredulity and disapproval. So it is, for the most part, in the Province of Quebec. So should be all over. The narrow dogmatism, pretentious ignorance, and blind intolerance of a few prejudiced scribblers and notorious damagogues will not avail to obscure the real issue, which is the familiar one of "more money for the schools." The public is not fully awakened as to this. And the public needs leaders, in education as in everything else. The best leading will come from the top, not from the bottom. Educational reform has never been known to proceed from below upwards. Its course has always been in the reverse order. So it has been and will continue to be in our Province.

W. P.

ADDEND 'M.

At a meeting of the Protestant Committee held in Quebec on the thirtieth of January, 1906, full discussion took place in regard to the proposal to give certificates to untrained teachers, — the debate having been adjourned for the purpose of further consideration from the November meeting. After prolonged conference and discussion, (in the course of which the Committee resolved to place on record the fact that the existing conditions in regard to training had not been brought about, as was popularly supposed, by the representatives of the McGill Normal School), the proposal was rejected on a division. Among the new facts brought out in the course of the debate, which may be considered along with the argument stated on pages 9 to 12, were :

1. That the members of the Committee who claimed to be specially familiar with conditions in the rural districts, did not agree among themselves as to the views of their constituents, and took opposite attitudes in regard to the question.
2. That the representative of the Protestant teachers of the Province brought forward a resolution passed in disapproval of the new proposal.
3. That the proportion of uncertificated teachers is subject to considerable fluctuations, from time to time, and is no higher now than it was some ten or twelve years ago.
4. That on the other hand, the number of teachers with Normal School diplomas has increased in the same interval by about 250.
5. That the Department, as represented by the English Secretary, finds no reason for requesting the Protestant Committee to make any change in present arrangements.
6. That the qualifications of the untrained teachers teaching at present cannot, so far as is known, be considered inferior to those of the young girls who would be eligible for certificates under the new proposals, after passing Grade 2 Academy.
7. That, in these circumstances, instead of securing what its advocates desiderate as "some scheme for duly certificated teachers," the effect of the new proposal would simply be

to give certificates to a body of teachers who do not come up to the existing requirements. It would not go to the root of the matter and would not in any way increase the efficiency of the school staff, while it would, on the other hand, tend to further disparage the benefits of training in the public mind.

McGill University Montreal,
31st January, 1906.

W. P.

