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**Articles : Original and Selected.**

**MORAL DRILL IN SCHOOL.\***

In approaching the question of providing for religious instruction in school, our discussions must no more run away from the fundamental principles which commend or condemn any element of school work than if we were discussing the introduction of any other of the many subjects which so many well-mentioned or ill-advised people would like to see inserted in the ordinary school curriculum. Last year, at Sherbrooke, this association had up for consideration the question of agriculture as a school study, and some of you may remember that I there enunciated the principle that in the proposed introduction of any new subject, or educational process, the true function of the school, the well defined trend of all *legitimate* school work should never be lost sight of ; and as an emphatic corroboration of the wisdom of your acceptance of this as a first principle, I may encourage you by saying that at the late National Convention of Teachers at Buffalo, that principle was not only enunciated but adhered to throughout the proceedings, much to the enforced diffidence of the faddists, if any of these marvellous people happened to be present. Those who took part in the discussions of that great meeting, seemed to have in their mind more what *ought not* to form a part of school work, than what *might* form a part of

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\* An address delivered by Dr. J. M. Harper, at the Teachers' Convention lately held in Montreal.

school-work ; and scant courtesy was given to any suggestion which by any chance seemed to run away from what we are all agreed upon as the true function of the school, namely, the development of the whole being of a boy or girl to the point of being able to take charge of himself or herself, when called upon to assume the responsibilities of life while entering upon any phase of labour or upon the stage of the after self-education.

I think that we, the members of this association, may also take some credit to ourselves that our discussions have not, to any serious extent, run away from this first principle. We have come to be suspicious of the apples of Sodom that the opportunist is ever ready to offer us, for the sake of a little vain-glory in the shape of innovations of the Volapuk or Herbartian kind ; and here I have to publicly thank the teachers of my inspectorate for the spirit of co-operation they have always shown in adopting any plan for the improvement of their schools, when once they have come to understand that such a plan sinned against no sound pedagogic principle. Through this co-operation, we have been able to approach the elemental laws of child nature in a practical way, and if we have had the preliminary laugh to contend with, as we persevered in introducing and maintaining the three drills as a means to an end, we surely can gain sufficient confidence from what has been done, to face any obstacle that may be thrown in our way while introducing a fourth drill, the most important of all school drills.

After all these years of patient experimenting, it is surely not necessary for any one to tell you from this platform that physical drill is a necessary part of school work, a legitimate school function. And yet it may be necessary to repeat that physical drill is only a legitimate school function when it is kept in its place as a means to an end and not for exhibition purposes. Do I need to tell you that sentence drill is a legitimate school function ? Certainly not ; but remember that such a drill is only a legitimate school function when it is kept in its place as a means to an end, the end being the training of the child to think correctly by attaining to a correct way of uttering thought original or memorized ; and no more need I tell you that religious instruction in school is a necessity, a legitimate school function, as long as you do not forget that it must

also be kept in its place as a means to an end, the end being the development of the moral nature of the child,—the supreme test of all school work, the forming of character.

In searching for a warrant for the introduction of religious instruction into our schools, it will therefore be necessary for us, as teachers, to take higher ground than the parent who desires to have his children receive religious instruction in order that when they grow old they will not depart from the religious denomination to which he wishes them to belong. In a word it is not the function of the school either to make good churchmen or good catholics in the technical sense. Religion has to be taught in school because religion inspires the highest motives, because religious emotions, conscience-born, which have in them no share of the self-interest or worldly-mindedness of denominationalism place at the disposal of the teacher the proper means to the nobler end, the activities of a moral drill that will realize the best results in developing the young towards the full maturity of an unprejudiced manhood and a pure womanhood.

Nor is it difficult to make this clear to the teacher even of the least logical turn of mind. If the forming of character, the power to take charge of one's self, be the supreme test of school work, and if this forming of character in its highest and noblest development depends upon the highest motives, and if these highest motives can only be born from the reverence for authority that religion invokes in the soul, the undeniable *sequitur* is, that since moral training is a legitimate function of the school, religious instruction in school, as the most effectual means towards the highest end of school work, should be had in every school. Some would fain distinguish between morality and religion, whereas the only distinction between the two is that religion is a mere apperception of morality. To repeat, religion inspires the highest motives, and in the moral training of his pupils the conscientious teacher does not desire to cultivate the habit of having less than the highest motives for all that he does. To emphasize this we might go a step further. Religion is not only the strongest influence in provoking ethical motives, in the moulding of human character and the guiding of human conduct, but it has been the strongest of all historic forces.

In proof of this, witness the decay of morals in a nation during the transition from some form of decaying religion to a new or reformed way of giving play to the religious motives. A decline in Greek morals followed the national disrespect towards the tenets of the Greek mythology, just as the same thing happened when the Goddess of Reason was set up in Paris during the French Revolution. The appeal to the moral nature, or to the will by human-born motives is weak when unsupported by religious sanctions and influences. Human-born motives, as history shows, are insufficient barriers to national vice; and human-born motives are insufficient barriers to the milder immoralities of the school-room that finally depreciates the value of the individual in citizenship.

There is therefore nothing for us, as teachers, to do, but to draw into our service these religious sanctions and influences, if we would see the best results follow from a moral drill in school, and just as we have lately been inquiring about the best physical drill to be had, and the best vocal drill, and the best mental drill, with the intention of having them in our schools, so must we proceed to inquire about the best moral drill for our pupils, and forthwith introduce it.

"No boy or girl ever received a religious impression of the least value in the devotional exercise in school." There is the statement of one who affects to know what he is talking about; and we, as teachers, had better look within the scope of our own experiences, to see what measure of truth there is in it. For one, I do not think that the statement should pass unchallenged; because, for one, I do not believe that the statement can be substantiated. I know of a village in which the master was accused of having used the curtailed form of "Our Father which art in heaven, *et cetera*," when carrying out the letter of the law; and of another where the boys were accustomed to repeat the Lord's Prayer as a final exercise in the afternoon with their caps in hand ready for a rush through the open door of the school-room. I have been at the opening exercises of a school when the beautiful hymn "He maketh up his jewels" was as unmeaning in the mouths of the dear little innocent souls who were singing it, as was the hymn "I want to be an angel" in the mouth of the drunken ne'er-do-well, as he staggered through the streets. These are

exceptional cases, you will say, and so they are; but are they not sufficient to bring us to frown upon everything in the shape of perfunctory religious exercises in school. The regulations of the Protestant Committee require that the first part of the school-day shall be devoted to religious exercises, including the reading of scripture, prayer and praise; and to make these exercises effectual, every teacher knows that a previous secular drill must be had, in order that the proper attitude of body, intellect, and soul may be secured when the pupil comes to enter into the presence of God during the short service. As I have said in my hints to the teachers of my inspectorate this year in anticipation of my annual official visit, "Every devotional exercise in school should have a purpose, a serious solemn purpose, and the singing and simultaneous reading should be of the very best." Indeed, unless this proper attitude towards the primary Christian beliefs can be secured by the teacher in his school, the reflex heart-effects in the pupils will not rise above the average effects produced on the souls of a paid choir during the singing of the anthem in church, or on the gay party on the river of an evening with their mixed programme of "Hold the Fort," "John Brown's Body" and "Jerusalem the Golden."

To be practical this moral drill in school must deal with the primary religious beliefs; and the first of all these beliefs, the fundamental anthem note of all religion—the ever present supervision of the Most High—must come first in the order of a special training. "Thou God seest me" is the first lesson in religion that must be learned in school. The state recognizes God, a parliament opens with prayer, the witness-box still has Him for its shield; and the public school continues to invoke His presence. But how is the school invocation to be made to mean more to the child's soul as a guidance for the day, than the Chaplain's prayer on the floor of the House of Commons, or the kissing of the Book in a court of justice? That is your problem, teachers, and for me to point out the way this evening would involve the resolving of this association into a Teachers' Institute and the illustration of my suggestions by an actual preliminary drill. Your physical drill is excellent and develops the tissues through activity; but have you ever thought that the best physical drill, the drill that acts upon the whole being, body, mind, and soul,

is not the drill of activity but the drill of quiet? You have been in the woods all by yourself? Ah, then you know what I mean. You know why it is necessary to train your pupils, in a secular way, to be still, in order to train them in a moral way, in a Christian way, to be quiet in the presence of God. Then you know why the eye should be closed and the head bent during the religious exercises, and what previous drill you must have to secure the most solemn stillness when you take your pupils with you for a few brief moments into the immediate presence of God. As I have already indirectly said, the very best of everything is what we must present to the giver of every good and perfect gift during the special solemn moment of the morning devotional exercises. The body attitude must have in it more than the precision of your best physical drill, there must be no word used which is a mere blurred mark on the intellect, the voice attitude must be even more than a previous thorough vocal drill can secure. In a word, your moral drill must include the best effects of your physical, vocal, and mental drills, as you lead your pupils into the holy place of communion with things unseen; and it is for you to ask yourself, Am I able to do this; have I the proper heart-attitude myself?

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

As the minutes of the annual convention of the Teachers' Association, held last month in Montreal, will probably appear in an early number of the RECORD, we have not thought it advisable to give here a lengthy report of the proceedings. In this number we give one of the papers read, and hope next month to publish one or more of the several valuable addresses presented at the various sessions of the convention. Among the topics discussed was Elementary Education in the Province of Quebec, in connection with which Mr. N. T. Truell and Inspector McOuatt read interesting papers, after which a general discussion followed, in which Inspectors Taylor and Demers and Mr. J. A. Dresser, among others, took part.

—THE president's address was delivered by Inspector Hewton, at a largely attended public meeting held in the High School Assembly Hall. He referred to the work of the Association and the opportunities its members had for

promoting the educational interests of the Province. Speaking of the need of better common schools, he said that the country "yet awaited the coming of the prophet who would awaken the people to realize that the first duty of every people was the common education of their children." Among the other valuable papers read at the convention was an interesting one on "Botany and its Study," by Miss Carrie M. Derick, M.A. We hope to publish Miss Derick's paper in a future number of the RECORD. Several papers, which were to have been presented, were unfortunately crowded out by the business discussions. Among these was one on Self-Culture, by Dr. Robins, which we also hope to publish. The instructive address on "Moral Drill," by the newly-elected president, appears on another page of this number.

—IN connection with the election of officers, it is pleasant to note the fact that the choice of president was unanimous. Dr. Harper has been one of the prominent figures at nearly every convention for the past fifteen years and has well earned the honour, no inconsiderable one, that the teachers have conferred on him. It is expected that his occupancy of the chair will show that the honour is not all on one side. Although Mr. Truell was handicapped by the feeling that none of the chief offices should become private property, his popularity was shown by his election for the third time as representative on the Protestant Committee.

—A correspondent of the *Montreal Witness* writes to that paper as follows, concerning the educational system of Detroit, U. S. A. : "Almost the first thing that strikes one is the self-contained condition of such a city as Detroit, which has practically an educational system of its own. Whatever the gains and losses incurred as the result of this larger increase of local autonomy there is no failure perceptible in the matter of efficiency. Detroit has just opened a new high school building of which any city in America might be proud. It accomodates 1,800 pupils, who are taught by a staff of over fifty teachers. The building itself is architecturally almost perfect, especially as regards the lighting and ventilation of its spacious corridors and convenient class rooms. It is equipped with a system of telephones which enables the principal to converse with any teacher with the least possible interruption of the class



work. There are several scientific laboratories, that are just now in process of completion, and there is a very fair library which will be greatly increased now that there is plenty of room for more books and a better system of handling them. Large as the building is, it is full to repletion, and in process of time two other buildings will be erected to accommodate pupils of the lower grades in the eastern and western parts of the city. Though the state, as such, takes no cognizance of the high schools in Detroit and other cities, there is a very effective supervision exercised over them by the University of Michigan, which is a state institution. Its Board of Regents has adopted the practice of admitting to the various departments of the university, without further examination, pupils who bring diplomas from such high schools as come up to the required standard in work and equipment. The quality of their work is ascertained with great definiteness by the tests applied to the student from time to time in his university course, and the inspection of the schools is effected by means of visiting committees of the faculty. The privilege referred to is highly prized by the schools, none of which would lightly or willingly forfeit it. As the university is not bound to admit pupils without examination, the schools are under bonds to exert themselves in order to retain their status with it. One great defect has been the lack of pedagogical training for teachers. There is but one state normal school, fully equipped, but there is one projected and partly established in the northern part of the state where it is much needed. Some of the high schools do pedagogical work voluntarily, and the University of Michigan is authorized by the state legislature to grant professional certificates to those who take successfully its well-known pedagogical course. The absence of facilities for observation and practice is a drawback which cannot at once be overcome, but getting rid of it in some way is only a matter of time. Teachers' institutes are held over the state, not for two days each session, but for a week. This affords time for a logically developed programme, and for thorough methodological discussion of selected groups of school subjects."

—THE following story of a son's devotion brings forward an interesting ethical problem—in fact, one of the old problems of casuistry. There can be no two opinions as to the beauty of Professor Herkomer's action; but was he

morally right in deceiving his father, even to give him pleasure or to save him pain? Those of our readers who have a taste for the solution of abstruse problems in the realm of mental and moral philosophy may like to reason out an answer to the question, Was Professor Herkomer right? The story is that the professor's aged father, who lives with him in his splendid home at Bushey, used to model in clay in his early life. He has recently taken to it again, but his fear is that soon his hands will lose their skill and his work will show the marks of imperfection. It is his one sorrow. At night he goes to his early rest, and when he has gone, Herkomer, the talented son, goes into the studio, takes up his father's feeble attempts and makes the work as beautiful as art can make it. When the old man comes down in the morning he takes the work and looks at it, and rubs his hands and says: "Ha! I can do as well as I ever did."

—A WRITER in the *Educational Review* gives what he considers the qualifications of the teacher. He says: "I have already said that the teacher must be born, not made. He must inherit a natural aptitude for the work of teaching. But this heaven-born gift of natural aptitude is not enough. Skill in art is the result of training some one natural gift. Specialists are getting the best positions in all professions. The day is coming when the all-round man will have great difficulty in getting wherewithal to live. While it is true, that in the absence of natural aptitude, no amount of training will make a successful teacher, it is also true that training will enlarge and develop the natural gift to a great degree. The day has at length come, when it is admitted on all sides that the teacher needs special preparation for his work just as much as the doctor, the lawyer, or the preacher. We have at last come to the conclusion that the minds and bodies of our children are not fit subjects for experiment at the hands of every thoughtless, untrained beginner in the business of teaching." Believing, as he evidently does, in the professional training of teachers, the writer of the above will have to agree with us that, though the teacher is *born*, he is also, to a very large extent, *made*—and that by the well-equipped, competent normal school.

### Current Events.

At the late convention of the Provincial Teachers' Association, the following officers were elected for the ensuing year : President, Dr. J. M. Harper ; Representative on the Protestant Committee of the Council of Public Instruction, Mr. N. T. Truell ; Pension Commissioners, Messrs E. W. Arthy and H. H. Curtis ; Curator of the Library, Miss Louisa Derick ; Vice-Presidents, Dr. S. P. Robins, Miss Peebles and Mr. G. L. Masten ; Recording Secretary, Inspector McOuatt ; Corresponding Secretary, Mr. W. Patterson ; Treasurer, Mr. C. A. Humphrey. The following members were also added to the Executive Committee : Messrs. G. W. Parmelee, E. M. Taylor, R. J. Hewton, H. A. Honeyman, J. A. Nicholson, J. A. Dresser, J. Mabon, E. N. Brown, E. I. Rexford, S. P. Rowell, A. McArthur, C. W. Ford, A. L. Gilman, R. E. Howe, and Miss E. Scott.

—THE following clipping from the *Montreal Witness* relates to a matter that is of quite serious importance to the schools of many towns in this province as well as to those of Ontario. It is sent to us by a principal whose experience includes three unsuccessful contests with the skating rinks. The action of the trustees in this case is so commendable that we gladly give a place to the clipping in the RECORD. "The attractions of parties and other affairs have become a serious evil in Napanee, so much so that the Board of Education has issued a circular to parents and guardians asking them, for the sake of the studies of their children, to assist in preventing the distractions from school duties, and if parties must be given that Friday night be set apart for them."

—FROM the reports presented by the Deans of the different faculties at the last meeting of the corporation of McGill University, it appears that the total number of students attending lectures this year is 1,036, made up as follows :—Faculty of Medicine, 373 ; Faculty of Arts, 373 ; Faculty of Science, 211 ; Faculty of Law, 49 ; and Faculty of Comparative Medicine, 30. In the Arts Faculty the total is made up of 245 men and 128 women. These figures showed a slight falling off in the number attending the medical course, which was accounted for by the fact that the students in dentistry, who were only partial students, had gone over to Bishop's College because McGill had

thought not well to attach a doctor's degree to a partial and minor course. There was also a slight falling off in Arts, which was also among partial students. The students are from all over the world. The Faculty of Applied Science has them from Newfoundland, England, Scotland, Mexico, Hawaii and Italy, as well as from all the provinces of Canada.

—THE Ohio State University, Columbus, has added a department of pedagogy, and placed Dr. J. P. Gordy, the noted psychologist and historian, at the head of it.

—THE Indiana Board of Health has decided against the school slate. It has also issued other sanitary rules requiring that pencils, pens, and desks be disinfected daily; that the floors, windows, and all the woodwork of school-rooms be washed daily with a disinfectant; that banisters and tops of tables be treated with a disinfectant once a week; that drinking-water be not kept in open buckets; and that admittance be denied to any unwashed child, or any child with a cough, or exhibiting cutaneous evidence of disease.

—*Exchange.*

—A SOMEWHAT amusing development of technical education—that term being, by the way, a sad misnomer—is reported from the United States. There has been established at Philadelphia for the last two years what is called a Barbers' College. In a room one hundred feet in length two rows of chairs are arranged and, the institution being of the nature of a practice school, there is every accommodation for customers as well as operators. The proprietors undertake that for twenty-dollars a mere novice will be transformed into an expert barber in eight weeks. After all, the art in question is as proper to be taught as many others; but the well-known weakness of a practice school must sometimes be exemplified here in a striking manner.

—THIS year the University of Chicago celebrated the fifth anniversary of its foundation. From the President's address we learn that the total gifts from all sources amount to \$11,500,000, of which Mr. John D. Rockefeller alone has given \$7,500,000. The total number of students enrolled during the last year was 1,986, and the teaching staff numbers 184. And now comes the news that Mrs. Julia Bradley, an aged woman of Peoria, Ill., has bestowed all her fortune, estimated at \$2,200,000, upon the

University, on condition that a branch school shall be built at Peoria. The school will be called "The Bradley Polytechnic Institute," and two of its seven directors will be connected with the University of Chicago. It is also said that, "In the proffered use of another half million dollars worth of property, the University is now in the way to possess the most splendid inland lake biological station in the world. This magnificent supplement to the Hull gift of \$1,000,000 for biological laboratories is due to Mrs. Edward Roby, E. A. Shedd and C. B. Shedd, owners of the property. It makes possible for the university to control all the land and water it desires of the 3,000 acres around Wolf Lake and the channel connecting it with Lake Michigan." Chicago University, owing to the generosity of its many benefactors, is fast taking a leading place among the wealthy educational institutions of America.

—ONE of the educational papers of the United States says: "In many schools of Great Britain the utility of teaching children to write with both hands is being considered. In Japan, school children are taught to write with both hands, and in this country the matter is receiving some attention."

—THE London, England, School Board has at present twenty-four special schools for feeble-minded children, with a roll of a thousand pupils. Of the benefit of such schools, both direct and indirect, there can be no question. Ordinary schools are freed from a dead weight—the halt and maim who require twice as much attention as average pupils, and yield at best but half the results. And yet these children cannot be classified as uneducable and relegated to an institution for imbeciles, but, if treated in small classes and by special methods, may, as has been abundantly proved, develop into serviceable citizens.

—IT is announced that the Duke of Norfolk has purchased a site, for £13,000, on which it is proposed to erect a Roman Catholic college at Oxford. It is about three acres in extent, and within a short distance of Mansfield and Manchester Colleges. Before the commencement of the Michaelmas term the Catholic bishops intend issuing a joint letter of instructions with reference to the recently-granted permission from the Pope for Catholic laymen to attend the universities.

—THE editor of the *Journal of Education*, published in London, England, has something to say about minimum salaries, which shows that there is room for improvement in this connection in Britain as elsewhere. He says: "There lies before us as we write a most instructive document, the multigraphed list of vacancies for mistress-ships, issued by a well known firm of scholastic agents. The yearly salaries offered range from £40 in a single instance to zero, *i.e.*, simply board and lodging. We extract a few by way of sample:—1. Class-singing, Drill, French, Dancing; salary £10. 2. Needlework, Kindergarten, English, Arithmetic, Music, French; salary about £12. 3. German, French, and Piano; £25 and laundry. 4. German and French; £10. To sum up: the wages of an ordinary governess or assistant-mistress in a private school are somewhat higher than a scullery-maid's but considerably lower than those of a good cook."

### Literature, Historical Notes, &c.

THE MOTIVE FORCE TO STUDY.—Emulation became the great force in securing work to the schools when the power of the rod first declined. Every one knows that in the Jesuit schools, which were celebrated for the mildness of their discipline, this motive was plied with the utmost ingenuity and vigour. What with prizes and honours and rankings it has played and still plays a most important role in our schools. But its defects as a controlling force begin to be apparent to our best teachers. These are essentially that it misdirects interest and so tends to pervert scholarship. Real interest arises from the subject of study itself. The utility, the relations and the meanings of this ought to come out and exercise a subtle allurements upon the mind of the pupil. He should become absorbed in it, led on from point to point by curiosity, finding a constantly fresh charm in the vistas it opens up to him, and the questions it enables him to answer. There is a joy of discovery which he ought not to be balked in by premature telling on the part of the teacher, a sense of growing power delightful in itself and the sure source of future efficiency in him when he comes to deal with the practical problems of life which ought to be the constant and sufficient reward of his efforts. These three things then, the natural allurements of a subject prop-

erly unfolded, the delight arising from discovering new relations and new meanings, and the inspiring sense of increasing power make up the genuine interest which the teacher's art is to arouse and make effective.

In how many ways false methods thwart and destroy a right interest can now be clearly seen. The learning of a text instead of a subject puts the memory to a dead strain which exhausts the energies. A deadening effort to memorize is substituted for quickening insight, which is always interesting. This taxing of memory instead of facilitating the play of insight until it becomes quick, sure and recurrent, is the most fundamental error. Following upon that comes the quenching of curiosity by pouring in information before the need of it is felt, by feeding before the appetite comes, so that the faculties of the pupil are overlaid and smothered, instead of quickened through healthful activity. Finally, these processes beget a sense of the dreary and heavy weight of unintelligible or only partially intelligible knowledge to be acquired, a fruitless or almost fruitless struggle from which the spirit sinks back disheartened, and finds more alluring fields for its natural play, where a sense of power may take the place of despair.

When such a condition results emulation is found to give a semblance of life. The boy who experiences no joy in his studies finds it in the effort to outdo his rival. He becomes industrious, accurate, keen under the spur of it. He works to win instead of to know, and so develops a fondness for competition instead of for the things of the understanding. In our colloquialism, he becomes "smart." The real character of this result is best seen in our debates. They are the legitimate outcome of emulative instruction, and in them not truth but victory is the end sought. The debater accumulates material and arguments which he hopes will win his side of the case. He is not critical as to his material save in so far as he dreads exposure by his antagonist. Whatever is plausible, whatever will "take," is heartily welcomed, and his whole effort is directed to winning the judges, instead of to seeing and presenting things as they really are. So powerful is this one-sided tendency that garbling facts, concealing testimony, misrepresenting authorities and perverting justice are notoriously the ripe fruitage of advocacy. More than one person in a position to form an intelligent opinion has expressed the belief that

debating, instead of helping one to become an investigator, positively unfits him by destroying in large measure his sense of truth and his power of calm unbiased judgment.

This, it seems, is the legitimate outcome of the general use of emulation instead of natural interest as a motive in school work. And this illustrates what we mean when we say, as above, it misdirects interest and so tends to pervert scholarship. It is not our thesis that a limited use of it always produces such results, but only that this is its tendency, and that therefore right development is away from it and towards the promotion of natural and inherent interest. — *Wisconsin Journal of Education*.

LAUGHTER A GREAT TONIC.—“I presume if we laughed more we should all be happier and healthier,” writes Edward W. Bok in the *Ladies' Home Journal*. “True we are a busy and a very practical people. And most of us probably find more in this life to bring the frown than the smile. But, nevertheless, it is a pity that we do not laugh more; that we do not bring ourselves to the laugh, if need be. For we all agree that a good laugh is the best medicine in the world. Physicians have said that no other feeling works so much good to the entire human body as that of merriment. As a digestive, it is unexcelled; as a means of expanding the lungs, there is nothing better. It keeps the heart and face young. It is the best of all tonics to the spirits. It is, too, the most enjoyable of all sensations. A good laugh makes us better friends with ourselves and everybody around us, and puts us into closer touch with what is best and brightest in our lot in life. It is to be regretted, then, that such a potent agency for our personal good is not more often used. It costs nothing. All other medicines are more or less expensive. ‘Why,’ said an old doctor not long ago, ‘if people fully realized what it meant to themselves to laugh, and laughed as they should, ninety per cent. of the doctors would have to go out of business.’ Probably when we get a little less busy we shall laugh more. For, after all, the difference between gloom and laughter is but a step. And if more of us simply took a step aside oftener than we do, and rested more, we would laugh more. By laughing I do not mean the silly giggle indulged in by some women and so many girls. There is no outward mark which demonstrates the woman of shallow mind so unmistakably as that of giggling. There is



no sense in the giggle; no benefit to be derived from it. It makes a fool of the person herself, and renders every one about her uncomfortable. But just as the giggle is the outcome of a small mind, the hearty laugh is the reflection of a healthful nature. What we want is more good laughers in the world—not more gigglers.”

## Practical Hints and Examination Papers.

### MULTIPLICATION.

There are few points upon which more complaints are made than are made on the subject of multiplication. When children are promoted from the second class it is expected of them that they shall be quick and accurate in the operations of multiplying and dividing, but too often it is found that there is a *slabbiness*, as one might say, about their mental attitude in regard to multiplying. The teachers of the senior grades are crowded with work, and have no time to do enough review work to correct this weakness, and so the complaints are woefully made. “I do not know what to do with that boy, he does not know his *tables*, even;” or, “There’s a girl who cannot get one answer right in multiplication, and she’s not the only one, alas!”

The ordinary cause is that the class is hurried from multiplication into division before they have mastered the rationale of the first, or become accurate or secure in their multiplication tables. Much better would it be for the junior second class to be taught multiplication thoroughly and the second senior class to take up division, instead of, as is now the practice in many schools, the junior grade having to cover multiplication and short division before passing to a higher class. The average child has enough to do, especially in the short term, to grasp the processes of multiplication, without being bewildered by a new process, even though the same tables are used in it.

The cure lies in practice and that continual. The tables must be thoroughly memorized; nothing can be done without quick, accurate recalling of their facts. They should be taught first by addition, two times followed by three times, and the pupils constructing the rest for themselves. The usual form of the tables should then be given, and much practice allowed on them, in writing them and

reciting them as well as using them. It is not the fashion nowadays to allow the class to chant forth the tables in a high key (though, doubtless, 90 per cent of the objectors to it learnt them in that way), but a good substitute for this old custom is to draw on the blackboard or on a card a large circle, dividing the circle into twelve parts in which are placed the figures from one to twelve, and in the centre drawing a smaller circle, to contain the number which is the multiplier. With a pointer the teacher drills on the table named; then she picks out a pupil whose voice has been steady in the good work, to be the leader of the game. Another and another follows, until the exercise is satisfactory. Then mental work on suitable problems (business-like as possible and useful), and after that more difficult work on slates or scribblers. The teacher must occasionally bring up a child who is poor in memorization, and see that he or she is receiving special aid and encouragement. Let the work be made as clear as possible. There is often too much formalism and mystery, especially in the wording of definitions. There is one part of multiplication which is commonly troublesome, and that is where the pupil has to multiply by several figures, especially when there are naughts in the multiplier. Then say, in the simplest words you can get:

“When you multiply by the first figure you just put down your answer as usual; when you multiply by the second figure you put your first figure of *it* under the second figure of the first answer, and you keep on in the same way with the rest, the third under the third, the fourth under the fourth, and so on.”

There is a good deal of fascination to a child in the use of the second personal pronoun, and he will understand that rule better than if put thus: “When multiplying by,” etc.; and, if he understands it, it will do away with the useless rows of ciphers we find propping up the other figures, doubtless to keep the additions straight in the final product. Of course, the putting down of the naughts will be found useful, perhaps indispensable, in aiding the pupil to understand the *reason* for the rule. The good teacher will, we assume, take special care that the pupil shall follow no rule mechanically until he has first been led to understand the reason for it. In this case it is not difficult to make it clear to the average child that the process indicated in the forego-

ing rule is really an abbreviation of the much longer one. He should first be made to apprehend, and afterwards be occasionally reminded by appropriate questions, that while the right-hand figure of the multiplier denotes units, the next to the left denotes tens, the third, hundreds, etc., and that the multiplying of the units of the multiplicand by so many units gives the product in units; by so many tens gives the product in tens; by so many hundreds, the product in hundreds, etc.

For practice, time-tests are generally pleasing. Say such a one as : 76,432 multiplied by 3, the multiplication of the multiplicand first, then that answer multiplied by 3, then the next answer by 3, and so on, all multiplied by 3; as many lines as can be done in two minutes, timed by the watch. A test where time is mentioned, as much work to be done as possible, draws out the varying abilities better than one where the number of lines is specified; the latter is good for seat practice. The teacher should have a number of such tests worked out in a book, and the answers should be scrupulously taken, as interest dies out otherwise. These tests are valuable for any class, and teachers taking up new classes will find them doubly profitable, affording the class some concentrated, earnest work, while giving the teacher a chance to judge her pupils and form some idea of their powers. Again, we must say that, to cure this weakness, there is nothing like practice, and that continual.—*Educational Journal*.

### Books Received and Reviewed.

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

The *Canadian Magazine* for November contains an interesting talk on Sir John Shultz and the "Canada First Party," by Col. Geo. T. Denison. Principal Grant's rejoinder to Dr. Goldwin Smith's article in the October number will be read with interest by all. Besides presenting the usual *quota* of timely discussions, the November issue is devoted in a special manner to matters relating to our great North-West. In the November *Ladies' Home Journal* is the first of an interesting series of papers on "Great Personal Events," which is to be continued in future numbers. The

initial article is a description of how Jenny Lind sang in Castle Garden. As usual, the *Journal* is full of a great deal of instructive and interesting literature. The publishers announce some excellent new features for 1897, among others a series of drawings illustrating the creations of Dickens, by C. W. Gibson, the first of which will appear in the Christmas number.

The splendid table of contents of the November *Atlantic Monthly* includes Reminiscences of Colonel Thomas Wentworth Higginson, and the first instalment of "The Juggler," by Charles Egbert Craddock. The *Atlantic* announces that great stress is to be laid on the articles that will appear in it interpreting the great educational movements. Among the subjects to be taken up are: The place of the public school in typical communities, the Chautauqua movements and methods, the National Educational Association, and the extension of the use of libraries. Teachers' pensions will also be discussed.

The first number of the *Presbyterian College Journal*, for the session of 1896-97, has reached us. The *Journal* has an excellent appearance and promises to have a successful year.

### Official Department.

#### DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, September 25th, 1896.

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

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; the Venerable Archdeacon Lindsay, M.A., D.C.L.; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, B.A.; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, M.A., LL.D.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend E. I. Rexford, B.A.; N. T. Truell, Esq.; S. P. Robins, Esq., LL.D.

The minutes of the regular meeting of May 20th and of the special meeting of August 27th were read and confirmed.

The chairman read the resignation of Dr. Hemming as member of the sub-committee on legislation.

Moved by the Dean of Quebec, seconded by Mr. Ames, "That the retirement of Dr. Hemming as a member of the joint sub-committee on legislation be accepted by this committee, and that they, while sincerely regretting this step, beg to tender their cordial thanks for his valuable services in the past, and for his harmonious co-operation with the committee in their important work."—Carried.

The report of sub-committee and distribution of Superior Education grant was presented by the Reverend Mr. Rexford, and upon the motion of Mr. S. Finley, seconded by Mr. Rexford, it was adopted in the following form :

25th September, 1896.

Your sub-committee beg to report that they spent the whole day yesterday in examining the tabulated results of the examinations prepared by the Inspector of Superior Schools, and in determining the amount of grants to recommend for the several schools. All the members of the sub-committee were present. In proceeding with their work your committee have followed as closely as practicable the resolutions adopted by the committee from time to time concerning the distribution of grants. As the tabulated statement, prepared by the Inspector of Superior Schools, included the returns from grade one, model school, these returns were considered this year in determining the grants to model schools. Your sub-committee regret to report that the examiners found strong evidences of copying in the case of five of the schools examined, and recommend that no grants be made to these institutions until satisfactory explanations have been given. As it appears that these irregularities have arisen largely from the carelessness of deputy-examiners, the sub-committee recommends (1) that the deputy-examiners be required to declare that regulation 86, section 1, has been duly observed in each room used in the examination ; (2) that, as the deputy-examiners are responsible to the local school boards for the efficient discharge of their duties, they should be appointed by the Protestant Committee upon the recommendation of the local school boards.

The Secretary of the Department reports that, after making the deductions provided for by law and by regulation of the committee, the amount at the disposal of the committee for distribution is \$18,777.85, or about \$492.00 less than last year. The sources of revenue are as follows:

Items.	Amounts.	Deductions.	Amount available.
Interest on Jesuits' Estates Fund.....	\$2,518 44	.....	\$2,518 44
Interest on M. L. Fund.....	1,400 00	.....	1,400 00
Marriage License Fees.....	7,117 75	200	6,917 75
Expense of management share of Sup. Ed. Grant..	9,466 66	.....	.....
Inspector's salary.....	.....	700	.....
Assistant Examiners.....	.....	200	.....
A. A. Examiners.....	.....	200	.....
Teachers' Association.....	.....	200	.....
Prizes for school grounds...	.....	225	7,941 66
Total amount available for distribution...			<u>\$18,777 85</u>

After careful consideration of the reports of the several schools and colleges, your sub-committee suggest that the following list for the distribution of grants be recommended for the approval of the Lieutenant-Governor in Council.

Signed on behalf of the sub-committee.

ELSON I. REXFORD.

### UNIVERSITIES AND COLLEGES.

#### 1. FROM MARRIAGE LICENSE FEES.

McGill University.....	\$2,500	
University of Bishop's College .....	1,250	
	<u>          </u>	\$3,750

#### 2. FROM SUPERIOR EDUCATION FUND.

McGill College .....	\$1,650	
Bishop's College .....	1,000	
Morrin College .....	1,180	
St. Francis College.....	590	
Stanstead College .....	575	
	<u>          </u>	\$4,995

## ACADEMIES.

	1895.	Grant.	Bonus.	Equip.	1896.
Huntingdon.. .....	\$540	\$200	\$300	\$40	\$540
Westmount.....	430	200	228	....	428
Waterloo .....	390	200	192	25	417
Lachute.....	440	200	159	40	399
Sherbrooke .....	415	200	153	40	393
St. Francis .....	200	200	....	...	200
Stanstead .....	200	200	..	...	200
Cookshire .....	100	200	72	40	312
Coaticook .....	290	200	69	40	309
Knowlton.....	225	200	....	25	225
Danville .....	340	200	....	25	225
Cowansville .....	275	200	....	25	225
Compton.....	200	200	....	...	200
Bedford.....	275	200	....	25	225
Granby .....	315	200	....	...	200
Sutton.....	340	200	....	...	200
Dunham .....	200	200	....	...	200
Inverness .....	275	200	....	...	200
Shawville .....	200	200	....	25	225
Three Rivers .....	200	200	....	25	225
St. Johns.....	100	50	....	25	75
	<u>\$6515</u>	<u>\$4050</u>	<u>\$1173</u>	<u>\$400</u>	<u>\$5623</u>

## MODEL SCHOOLS.

	1895.	Grant.	Bonus.	Equip.	1896.
Ormstown .....	\$175	\$50	\$100	\$25	\$175
St. Lambert .....	140	50	67	25	142
Sawyerville .....	75	50	59	...	109
Lennoxville .....	125	50	50	25	125
Clarenceville .. ..	75	50	45	25	120
Valleyfield .....	100	50	44	25	119
South Durham.....	75	50	41	25	116
Leeds.....	100	50	38	...	88
Bury .....	100	50	37	25	112
St. Andrews .....	75	50	33	25	108
Lachine.....	50	50	33	25	108
Waterville .....	115	50	33	40	123
Scotstown .....	75	50	32	25	107

	1895.	Grant.	Bonus.	Equip.	1896.
Hemmingford .....	\$100	\$50	...	\$25	\$75
Magog .....	75	50	...	...	50
Ulverton .....	100	50	...	25	75
Mansonville .....	75	50	...	25	75
Gould .....	75	50	...	25	75
Portage du Fort ...	75	50	...	25	75
Rawdon .....	75	50	...	...	50
New Richmond.....	100	100	...	...	100
Frelighsburg.....	100	50	...	40	90
Stanbridge East ...	110	50	...	25	75
Farnham.....	50	50	...	50	100
Buckingham.....	75	50	..	...	50
Hull .....	75	50	...	...	50
Marbleton .....	75	50	...	25	75
Montreal West.....	50	50	...	...	50
Compton .....	...	50	...	...	50
Beebe Plain .....	...	50	...	...	50
East Angus .....	...	50	...	25	75
St. Hyacinthe.....	75	50	...	25	75
Kinnear's Mills.....	50	50	...	...	50
Mystic .....	75	50	...	...	50
St. Sylvester.....	75	75	...	...	75
Paspébiac .....	100	100	...	...	100
Lacolle .....	75	50	...	...	50
Richmond.. .....	75	50	...	25	75
Windsor Mills.....	75	50	...	25	75
Levis .....	75	50	...	25	75
Clarendon.....	50	50	...	...	50
Haldimand.....	100	100	...	...	100
Como.....	50	50	...	...	50
Fort Coulonge.....	50	50	...	...	50
Sorel .....	50	50	..	...	50
Chicoutimi .....	...	100	...	...	100
	<u>\$3650</u>	<u>\$2525</u>	<u>\$612</u>	<u>\$680</u>	<u>\$3842</u>

Letters were read from the Reverend R. D. Mills and the Reverend A. Stevens regarding irregularities in the June examinations. In the case of Berthier it was agreed to await the decision of the A. A. board as to the evidence of copying in the A. A. papers, and in the case of Hatley to withhold the grant altogether.



Moved by Mr. Masten, seconded by Mr. Finley, and resolved, "That a circular be sent by the Department each year to the several commissioners or trustees of the municipalities in which academies and model schools receiving grants from the Superior Education Fund are carried on, and also to the principals of such academies and model schools, informing them of the basis on which the grants are made, and the method of ascertaining by marks the position of the schools as ranking in the schedule of grants."—Carried.

Moved by Professor Kneeland, seconded by the Reverend Mr. Love, "That a sub-committee, consisting of the mover, Mr. Ames and Dr. Robins, be appointed to consider and report upon what should be the basis upon which the equipment grant to superior schools shall be determined henceforth."—Carried.

It was agreed to make a grant of twenty-five dollars for equipment to Farnham for last year, owing to the fact that because of peculiar circumstances the specimens were delayed and not valued.

The letter from the Lord Bishop of Quebec, concerning the appointment of a new school inspector for the Magdalen Islands was held over on account of his Lordship's absence.

Applications for diplomas were read from Miss Flora Taylor, Miss Ada McGowen and Mr. John Harland.

The certificates of Misses McGowan and Taylor being sufficient under regulation 56, it was recommended that a first-class academy diploma be granted to each of them.

Mr. Harland not having produced with his teacher's certificates any evidence of having passed in Latin, Greek, or French, it was resolved that he receive exemptions for academy diploma in all subjects except these and school law and regulations, or in all; but Latin, French and school law and regulations if he wishes a model school diploma.

An invitation to be present at the annual convention of the Association of Protestant teachers, to be held in Montreal in October, was read and accepted.

A letter from Mr. George Gillanders, East Brompton, was read and referred to the sub-committee on legislation, as it referred to the disabilities of minorities.

A petition, asking for provision for training and for giving certificates to kindergarten teachers, was read and held

over to await the result of the plan of the Normal School Committee, which is now preparing to undertake the work. The Secretary was instructed to convey this information to Mr. H. V. Truell, attorney for petitioners.

A letter, requesting that Longueuil school be raised to model school grade, was presented. The Secretary was instructed to inform the Longueuil board that the Inspector of Superior Schools will visit the school during the year.

A letter from Inspector McGregor, concerning professional training of teachers, was read for the information of the committee and referred to the sub-committee on professional training.

A letter was read from Dr. Harper, accepting the increase of salary with the conditions imposed at the last meeting of the Committee. The Secretary was authorized to pay the increase for travelling expenses and use of office for last year as well as this, and to reckon the increase of salary from the date of the Inspector's resignation of other offices.

Notice of motion by Mr. N. T. Truell, seconded by Mr. G. L. Masten, "That section four of the report of the sub-committee on grants for 1895 be reconsidered, and that the funds remaining, after the fundamental grants and the grants for appliances have been made, be distributed as a bonus to the academies and model schools in two separate lists, in proportion to the total number of marks taken, reduced by the multipliers hereafter mentioned. No bonus, however, shall be given to any school failing to take at least twenty per cent. of the maximum marks gained by any school."

The following report of the sub-committee on text-books was read and adopted:

Your sub-committee beg leave to report: 1st. That they have used all possible diligence to have the revised edition of the Canadian Readers ready for September 1st, instant, but that they have been unsuccessful, the books in the revised form being now in the hands of the printers. The publishers, however, have given their opinion that all the revised books will be placed on the market on or before the 25th day of December, 1896, and that the exchange of the new for the old will be completed by March, 1897.

2nd. That the sub-committee, with Mr. Gundy, of the Educational Book Co., are considering a plan for the introduction of the revised books in place of the old, with the least possible disturbance.

3rd. That two new numbers have been added to Gage's Practical System of Vertical Writing, that double head-lines have been provided in the lower numbers, but that the revision is not sufficiently advanced to warrant the sub-committee in recommending that the series be yet submitted for authorization.

4th. That in answer to the demand of the sub-committee, the publishers of Calkin's Introductory Geography have definitely agreed to make all necessary corrections to the book, in the second edition, and to issue sheets of such corrigenda for the first edition.

5th. That several books have been informally handed to the sub-committee for examination and recommendation, but the sub-committee, in view of their instructions, wait the action of the Protestant Committee thereon.

6th. That repeated complaints have been made to individual members of the sub-committee regarding the impossibility of obtaining Calkin's Introductory Geography from the publishers and dealers throughout the province; hence the sub-committee recommend that such representations be made to the publishers, as will secure a constant supply of that book, that a former resolution of the Protestant Committee, upon this subject, be in future rigidly adhered to and the publishers be so notified. See report of meeting of this Committee, September 25th, 1889.

The whole respectfully submitted

(Signed,)      A. W. KNEELAND,  
Chairman.

Moved by Mr. H. B. Ames, seconded by Dr. Cameron' "That the previous resolution of this Committee regarding text-books, passed on 25th September, 1889, and now cited in the report of the text-book committee, be henceforth enforced as rigidly as circumstances will admit."—Carried.

Moved by Mr. N. T. Truell, seconded by Dean Norman, "That the text-book committee be requested to inspect the revised edition of Calkin's Geography, Hyde's Practical Lessons in English, Tarr's Physical Geography, Chamber's Logarithms, Hyde's Grammar, High School History of Greece and Rome, and Prang's Use of Models, and to report to this Committee at the next meeting."—Carried.

Moved by Principal Peterson, seconded by the Dean of Quebec, "That inasmuch as the text-book committee has been unable, in its negotiations with the Educational Book Company, to fulfil the obligations imposed on it by the date specified in the minute of 28th of February, 1896, (viz: 1st September, 1896,) the text-book committee be now requested to consider the propriety of recommending other text-books to be considered as alternatives to the series now in course of preparation by the Educational Book Company."—Carried.

The Reverend Mr. Rexford reported progress for the sub-committee on professional training and asked leave to sit again, granted, Dr. Robins and Professor Kneeland dissenting.

The following report on the relation of the city schools to the regulations of the Protestant Committee, was submitted:

The sub-committee on distribution of grants to whom this question was referred, beg to report that they have carefully considered, in consultation with the Inspector of Superior Schools, the question referred to them, and beg to recommend that with a view to the proper recognition of the high schools of the cities as a part of the provincial school system, the following article be added to the regulations of the Protestant Committee, to be known as 84a.

#### ADDITIONAL PROVISIONS FOR HIGH SCHOOLS.

84a.

##### *1st. Course of Study.*

The Protestant Committee may authorize the High Schools of Montreal and Quebec, and other superior schools not receiving grants under the regulations of the Protestant Committee, to modify the course of study in order to meet their special conditions, provided that the modified course is at least equivalent in all respects to the course prescribed by the Protestant Committee.

##### *2nd. Examinations.*

It shall be competent for the Protestant Committee to accept a local system of annual written examinations in such schools instead of the examinations prescribed by these regulations.

*3rd. Inspection.*

It shall be the duty of the Inspector of Superior Schools, or of the District Inspector, when so ordered by the Protestant Committee, to inspect such schools and to report thereon to the Protestant Committee. Such inspection shall not include examination, and shall be conducted so as not to interfere with the regular work of the school.

*4th. Medals.*

It shall be competent for the Protestant Committee to grant to each of such schools as shall be classed satisfactory in the inspector's report, a medal to be competed for by the pupils in accordance with such conditions as the school authorities may prescribe.

(Signed,)

ELSON I. REXFORD,

on behalf of the sub-committee.

On motion of Dr. Shaw and Mr. Rexford the report was adopted.

The following report was submitted :

The sub-committee to enquire into the advisability of adopting the suggestion made by the universities that in future one book of Homer be required from students of the third grade academy, and to suggest any amendment to the course of study necessitated by the adoption of the suggestion made by the universities, report as follows :

1st. We recommend the adoption of the suggestion referred to, and the amendment of the course of study as follows:—Greek grade two academy as at present with the following addition: Easy reading based upon a suitable text-book to be selected.

Greek grade three academy as at present with the addition of Homer's Iliad, book four.

2nd. The sub-committee would also recommend (1) that the study of physiology and hygiene be made optional in grades one and two academy.

3rd. That the universities be requested to amend section one of the regulations for university school examinations by substituting the word two for the word four in the last clause of the section.

(Signed,)

N. T. TRUPELL,

Secretary of the sub-committee.

Moved by Rev. Dr. Shaw, seconded by Reverend Dean Norman, and resolved, "That clauses one and two be adopted, and that clause three be referred for further consideration and conference with the university examiners to a committee consisting of the mover, and Messrs. Rexford and Truell."

## FINANCIAL STATEMENT PROTESTANT COMMITTEE.

1896.		<i>Receipts.</i>	
May 19—	Balance on hand.....		\$3,176 10
June 26—	From Superintendent for deputy examiners, June examinations .....		200 00
"	Interest on Jesuits' Estate, compensation grant.....		2,518 44
"	Interest on Marriage License Fund...		1,400 00
July 31—	Unexpended balance .....	\$1,384 99	
	Less refund .....	6 95	
			1,378 04
			\$8,672 58

1896.		<i>Expenditure.</i>	
May 21—	Inspector of Superior Schools on salary.		\$125 00
	Secretary .....		62 50
	Inspector of superior schools, traveling expenses.....		150 00
June 6—	T. J. Moore, Co., printing June examination papers.....		120 17
	Assistant examiners for June examinations.....		240 00
	Inspector of superior schools, allowance for office expenses, 1895-96...		100 00
June 26—	Superintendent of Public Instruction, interest on Jesuits' Estate, compensation grant .....		2,518 44
	On Marriage License Fund.....		1,400 00
July 20—	John J. Foote, printing minutes of Protestant Committee.....		11 25
Aug. 25—	Secretary Central B. of Examination..		300 00
	T. J. Moore & Co., June exam. cuts...		6 00

Sept. 4—Inspector of superior schools, postage and express.....	105 17
Inspector of superior schools salary...	125 00
Balance on hand!.....	3,409 05
	<hr/>
	\$8,672 58
	<hr/>
Bank balance .....	\$3,541 00
Outstanding cheques, \$125 and \$6.95.	131 95
	<hr/>
True balance. ....	\$3,409 05
	<hr/>

*Special Fund.*

Aug. 26—Treasurer of Montreal, received..... \$1,000 00

*Per contra.*

Aug. 29—Principal Robins..... \$1,000 00

NOTE.—Contingent debit balance..... \$1,656 49

Dr. Heneker reported progress for the sub-committee on legislation. Mr. H. B. Ames was appointed to replace Dr. Hemming, resigned, as member of the sub-committee.

Upon the report of the Inspector of Superior Schools, it was decided to award the prizes for best kept school grounds as follows :

- 1st. Stanstead Wesleyan College ;
- 2nd. Valleyfield Model School ;
- 3rd. Frelighsburg Model School.

Moved by Mr. N. T. Truell, seconded by Reverend Mr. Love, "That the resolution regarding the prizes for best kept school grounds be amended so as to read as follows : No school winning first prize shall compete again until after the lapse of three years No school winning second prize shall compete until after the lapse of three years, and no school winning third prize shall compete until after the lapse of one year.

The Secretary of the Central Board of Examiners submitted an application from Mr. C. S. Halliday for the marks taken by his pupils at the last examination, for which he offered to pay the cost of copying.

The Committee decided that since this is not a school examination, the practice of the Central Board should be continued as follows:—Those who fail to get a diploma shall receive their marks without payment of fee and without applying for them, but in no case shall marks be given to any one other than the candidate concerned.

After the reading of the rough minutes the meeting adjourned to meet on the last Friday in November, or earlier, on the call of the Chairman.

G. W. PARMELEE,  
Secretary.

## Webster's International Dictionary

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