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Articles : Original and Selected.

FINANCIAL OUTLOOK OF THE WOMEN TEACHERS
OF MONTREAL.

By Miss E. BISHOP, B.A.

(A paper read before the Teachers' Association, Montreal.)

Let me recall the impression with which we left the last regular meeting of this Association. We were quite convinced that no duty was more incumbent upon us than that of making good patriots and citizens of our pupils. This feeling is endorsed by most modern educators. In New York city, principals of several larger schools impressed upon me that I must not fail to see Grammar School No. 23. Though it enrolled only 300 children, all agreed in calling it the best in the city (though one of the other schools had an enrollment of 3,200), because, in the worst part of the city, it succeeded in making loyal Americans "from a horrible foreign mass, of sometimes nearly forty nationalities." Many of the children were street arabs, not a few nameless and homeless, but I never saw deeper

[In the title of this paper I prefer the word "woman" to "lady," for two reasons. In the first place, the latter has been used improperly, as in sales-lady, wash-lady, etc., so often that it has lost its original meaning and become an object of amusement. Secondly, correctly used, it implies a leisure class. "Woman," not lying open to either of these objections, I prefer to retain it, though doing so necessitates slightly altering the subject of this paper, as announced last meeting by our President.]

or more accurate mathematical knowledge displayed anywhere by a class of pupils.

How are we to make loyal citizens of our pupils? This can alone secure the future prosperity of Montreal. Surely, when we survey our magnificent harbor (unequalled except by Liverpool), Mount Royal and other points of our natural situation, it is easy to find inspiring words. If buildings be in question, we can show churches, banks, stores, schools, colleges, etc. We can point to heroes renowned in the history of the past and noble benefactors who still dwell among us. Private generosity has monuments in our Art Gallery, Victoria Hospital, General Hospital, etc. But chiefly would we point to those to whose generosity our University owes so much. It is a continual incentive in our midst to self-improvement and consequent improvement of our schools. She has, by opening her doors to us women, made us realize more clearly than ever the value of an education. For, of course, however proud we are of our city in other respects, we value chiefly its educational status. Our educational advantages are unrivalled on this continent; for the University has raised the standard of our public schools, by granting her matriculation examination to close our school course.

Now, advance in standing of any community is in direct ratio to the education of that community. An ignorant community cannot form a good government, nor can an intelligent community fail to be prosperous. This is axiomatic.

Perhaps no tendency of the age is more repulsive to the general public than that of women to claim their rights too independently. For this, we may blame those who seem to believe their right to be to take the best of everything to the entire exclusion of men. But such women, though often quoted, must be comparatively few. I never knew one. I know they must exist from reading the newspapers, but they must form a less per cent. of our number than the followers of Malthus among the men. I am afraid Lord Lytton's "Coming Race" and Rider Haggard's "She" are blamable to a certain extent for our disfavor. But, at least, equally repulsive is the opposite type given us in Anderson's "Patient Griselda." What is the just medium? This is essentially a century of change. Women are gradually declaring and proving their ability and willingness to bear the burden of their own support. It is no longer absolutely necessary that every woman in the family should be dependent upon the men—to be reduced to unknown straits and intolerable suffering on the

death of the latter. Almost every day sees some new employment thrown open to women, though there are still many employments they can not enter. This causes an undue development of those accessible and calls into requisition the law of demand and supply. What is the result? Such a sweeping reform as making wage-earners of women, of course, cannot be accomplished in a moment. This affects their remuneration unfavourably, but can only do so temporarily. At first, woman works on sufferance for him who cannot afford to pay the usual amount of remuneration. But, as one position after another is tentatively thrown open to woman, her conscientious discharge of her work brings her into favor. The natural result cannot be long delayed. The days of sufferance are gradually forgotten, and she, like man, is paid according to her efficiency and success.

Nor is the teaching profession any exception to this general law. At first admitted to the most subordinate positions only, by degrees all positions have become accessible to her. For instance, the Superintendent of Schools in Pittsburg wrote me, "We have thirty-seven principals, twelve of whom are ladies. Of these, two ladies and one gentleman receive \$2,000 and seven gentlemen and six ladies \$1,800. We make no difference in salary, between those doing the same work, for sex." San Francisco, Boston and several other cities take a like view of the matter. Even where a distinction is made it is becoming daily less marked. In St. Louis, Mo., only women are admitted to the competitive examinations for principalship of primary schools. Many cities still make the old distinction. In Montreal the distinction is retained; but let us not, therefore, feel discouraged. It can be only a question of time, when the difference shall be removed. All we can do to hasten it is to give to our teaching that energy and purpose, and devote to self-advance that time which shall enable us to win only by superiority. It would be false modesty or hypocrisy to pretend we do not do our best now. But let us bear in mind that with every advance in our position there will be a corresponding advance in general education. There is always room at the top of the ladder and we cannot strive too earnestly to advance our capabilities. Time will do the rest for us. Rome was not built in a day.

Those of our citizens whose generosity to the Art Gallery, Hospitals, McGill, etc., I mentioned above, evidently appreciate the importance of education, and I feel certain their feeling in that respect would be endorsed by the general mass of our

citizens did they know the state of the case. Montreal supplies one-third the finances of the Province, and it stands to reason it would see that charity began at home. But, unfortunately for us, the city has not yet become imbued with a sense of the importance of its education, or else has misunderstood the matter. Less than a year ago the Board of School Commissioners here petitioned the City Council to grant them an increase of taxation. Only one-half of the amount asked was accorded, and the Board was thus handicapped. Now, the members of that Board have in several ways shown a desire to consult the interest of its teachers, but cannot spend what it has not got.

The women teachers of this city presented a petition that the scale of their salaries be increased, and especially that \$245 (\$250 less superannuation) is too little for anyone to live upon for twelve months. Let me prove this last statement. Board in this city is \$3.50 to \$4.50 per week, *i.e.*, \$182 to \$234 per annum, according to the locality of the school. For, when a teacher cannot afford to drive, she must live near her school. That is, the unfortunate teacher has \$11 to \$63 from which to pay annually for clothing, doctor's bills, books, church contributions, etc., and finally, though by no means least, take advantage of the educational advantages the city holds out to her so temptingly. Perhaps you believe I exaggerate or make an error in mathematical computation, because so many do come forward to receive this exceedingly small sum. On enquiry, you will find these live with their parents and are exempted from board, or pay a mere nominal amount, or else kind friends compassionate them and receive them into their homes during the summer months. Even at the best the majority of them cannot rise in salary beyond \$392 (\$400 less pension deduction). I do not believe that a teacher should necessarily be able to save the first year of her teaching, but after that she should be able to lay by in store for a rainy day and the old age, which comes none the less rapidly for the petty stings of insufficient means.

"Evil is wrought by want of thought far more than want of heart." I am positive our fellow-citizens do not recognize these facts or they would not suffer themselves to lie under this stigma. Do they wish their children educated at the expense of private individuals? If not, let them so raise their school tax as to pay their teachers a fair and just remuneration for labor conscientiously and successfully performed—so well done that our sons and daughters have almost universal success

in competing with our neighbors across the line on their own ground. Why not vie with these neighbors in generosity to those who educate their children? Let me call your attention to statistics concerning several of the largest cities in the United States. They are furnished in answer to a letter asking for them, by the Superintendents of the various cities included in the table, and are furnished with a view to aiding our demand for higher salaries. I cannot too warmly thank these gentlemen for acceding, in many instances by return of mail, to my request for information. Their kindness was uniform; not one failed to reply, busy though they must unavoidably be.

While on the subject of thanks, let me also thank the fellow-teacher who both suggested to me the title of this paper and the best means of procuring information. I would thank him, if for no other reason, for the insight I have hereby gained into our Brother Jonathan's educational system, and I hope this injustice will ultimately be reformed in our own city.

City.	Grammar Schools			Common Schools			Per Week Board.	Balance.
	Max.	Min.	Max.	Min.	Max.			
New Orleans.	\$1,600	\$ 750	....	\$1,000	\$350	\$750	\$6.00	\$438
San Francisco.	1,680	1,200	\$1,500	960	600	800	6.00—8.00	385
Philadelphia...	1,550	800	....	1,400	450	700	4.50— 6.50	360
Brooklyn.	1,750	1,250	....	700	400	600	6.00	288
Buffalo.	1,400	400	800	1,200	400	600	6.00	288
Chicago.	2,500	450	1,375	800	400	600	6.00	288
Pittsburg.	2,500	600	1,193	600	350	500	3.50— 5.00	240
New York.	1,900	740	1,170	1,015	504	643	6.00— 8.00	227
St. Louis.	2,000	650	....	850	450	560	6.00— 7.00	195
Boston.	1,080	456	{ 754	816	432	....	5.00— 8.00	185
Cleveland	1,600	800	....	650	450	580	7.00	180
Cincinnati	1,200	600	....	700	400	550	6.00— 8.00	130
Montreal	1,500	....	..	500	250	343(?)	3.50— 5.00	83
City.	Max.	Min.		City.	Max.	Min.		
Lowell.	\$ 450	\$ 600		Detroit.	\$ 350	\$ 600		
Springfield.	400	600		Indianapolis.	500	650		
Milwaukee.	400	600		Kansas City.	650	..		
St. Paul.	400	600		Providence.	350	600		
Baltimore.	408	696		Worcester.	450	600		

In placing the balance on the right hand side, I have always taken the least favorable number mentioned and obtained the minimum result. Where the salary has been given as an average in both grammar and common schools, I choose the common school sum. Where women are not separately mentioned, as well as men, I have hunted down the scale of salaries till the former are distinctly mentioned, though in several instances there seems reason to believe some receive higher salaries. In Philadelphia, three ladies receive \$2,015, but, as their position lapses with the cessation of their occupancy, I call

the next lower amount the maximum. Otherwise, the order of the schools would be considerably altered, San Francisco *claiming* to stand first (in the Superintendent's report which he sent me), and Boston second. San Francisco's Superintendent also sent me statistics of maximum and minimum salaries in ten other cities, which follow below the table. I have the papers from which these statistics are drawn and shall be happy to give any additional information in my power.

Editorial Notes and Comments.

The somewhat prevalent idea that our educational methods of the present time have become a miserable masquerading in the habiliments of the ancient world, as one of our so-called educational reformers calls them, has a very depressing effect at times, even upon those who wish well to our modern attempts at improvement. There is a fallacy somewhere; and yet, even when the above reformer comes to declare that the readiest means of mastering our own tongue is to study it along with another—an ancient one we conjecture—it is difficult for us to detect where the fallacy is. In our perplexity we have only the laws of nature to turn to, and were it not for our intuitive hesitancy in pointing out the waywardness of nature, we might possibly have discovered ere this that even the good may run to seed and become worse than useless. Orthodoxy, however, makes cowards of the best of us. Few care to find a flaw in nature; and hence, perhaps, it is that so many reasons are being formulated for the defects in our social system and the educational effects it has been the means of inaugurating. What is the purpose of education? How do we know that a person is educated? These are the two queries which will enable us to reach a sound verdict in this matter. If the purpose of education is to produce effects in a boy or girl which cannot be seen, then who can say that any system of training is defective? If, however, the purpose of a school education is to put its stamp upon our boys and girls who pass from our schools—an impression that can be seen at once, then there can be little or no difficulty in estimating what our schools are doing for the rising generation. Are our schools doing this? Is it easy to distinguish between a boy who has gone regularly to school and a boy who has not gone, or gone only irregularly to school? That our school education is not doing what it might do is another question altogether, and should be discussed by itself. Every good, or the doing of good, is a means to an end, and yet

should the end be merely itself it seldom if ever comes to be recognized as a real or active good. To do good for the sake of doing good is the highest of all benevolence, and yet how slow society has been to recognize it as such. And this in our opinion is why the school has failed to command the credit that is due to it. It is not understood. The critics who say all manner of evil against it are not careful enough to have their terms of comparison of the same denomination. "I don't like him" is too often the only argument the *vulgus* can allege against a man, but that is no argument that the *vulgus* is right and the man wrong; and "I don't like it" is as often the only argument which the hundreds of educational reformers sprouting up everywhere at the present time can allege against this school system or that, although the statement is as little akin with the true spirit of reform as is the statement of the educational reformer who maintains that we are masquerading in the habiliments of the ancient world, and recommends the study of Latin and Greek as a means of reaching a thorough knowledge of English.

—In reply to the statement of another of our educational reformers that fifty years of popular education have had little or no perceptible regenerating influence upon the people, it has been stated that no one has ever claimed that an educated man is necessarily a moral man, that those who have gone through the public schools are thereby insured against the penitentiary. All that has been claimed is that the training which they there get in discipline of the will and in intellectual aptitude will make them less liable to commit crime. To this another of our contemporaries adds that we can very well remember when it was fondly hoped by many that one generation of universal public school education would reduce the criminal population to a comparatively small minimum. That was too sanguine an anticipation. But the practical question—and it is one of tremendous importance—is, are the public schools doing all that they are capable of doing, or that may fairly be expected of them, in the way of training and developing the moral nature of the average pupil? How many minutes of the day, or hours of the week, are given to the effective training of this part of the nature, by leading the pupil to distinguish between right and wrong, to reflect on the nature and consequences of the moral quality in actions—in a word, to seeking by the judicious use of means to develop that moral thoughtfulness which Arnold of Rugby deemed so essential a part of education? Ought not this to be the very first instead of being the last and least consider-

ation in the schools? We know the standard objection and admit its force, but at the same time are firmly convinced that a most salutary course of moral training is quite possible without trenching upon the domains of either dogmatic theology or sectarian creed.

—What a principle is involved in the following which if once recognized by our teachers would remove to a large extent the reproach against our schools that they do not educate? The purpose of the school is to lead children to think. A properly formed sentence is a thought; we think in sentences: we think as we express ourselves and no farther. If a person says, "I know but cannot state it," you are sure he does not know—unless he is confused, embarrassed, etc. A dog can do little thinking because he has little language; if he could learn to speak he could become, as far as we know, as good a thinker as a man; the difference lies in the language. When will we act upon this, and let others know that we are training children to think by showing them how far they can speak and write in good English?

—The decision that Roman Catholics may send their children to any public school and no fault be found with them by priest or pastor is surely the best of good tidings to the Province of Quebec. The decision of Ablegate Satolli declares that all children of the Roman Catholic faith may attend the public schools and their action not be called in question. This is just; the right of a child to obtain an education is one that must not be abridged; it is almost a natural right. Is it out of place to recommend this decision to those who think that the bifurcation of our system of public instruction is a social necessity?

—Too many parents take less interest in the comfortable condition of the country schoolhouse than they do in the horse stable, or wood shed. If it receives a thorough cleaning at the commencement of the term it is because the teacher has some respect for cleanliness and her own personal comfort and health. School rooms almost invariably have a musty, disagreeable odor that only a free use of water and soap can dispel and plenty of pure air retain. Before the beginning of each term the trustees should employ some reliable person to spend a day in thoroughly scrubbing out the room, and the district should pay for the work. If water is convenient the bill should not exceed three dollars for a country schoolhouse. The seats and desks should be put in good condition and the windows and doors shut closely. The stove should be in order, and plenty of fuel at

hand. Unless the blackboard is an extra good one, it should be repainted every five years, at least. Repair the outhouses and keep them clean. Clear the yards. Make a covered place for the ashes. Set some good hitching posts. Set out trees. Keep the buildings painted, and do not be obliged to say you live near the old wood colored schoolhouse.

Current Events.

—Chancellor Heneker, of Bishop's College, Lennoxville, in conveying the congratulations of that institution at the opening ceremonies of the new building of McGill College, assured the faculties that nothing could well cause such interest in the university world as the foundation of these buildings. They deserved not only the congratulations of the universities, but of every school in the Dominion for these noble gifts which placed at the door of every citizen in Canada unexcelled opportunities of study. He complimented the University on the choice of its professors, and pointed out that science knew no country. As an old architect himself, he could also congratulate Mr. Taylor on his work. He pointed out the great advantages of higher education, and in his capacity as chairman of the Protestant Committee of the Council of Public Instruction he recognized the necessity of forming technical schools, where the Canadian workman could thoroughly prepare himself for his competition with the best in the world. Speaking to the young men he pointed out that the destinies of the country were in their hands, and spoke highly of the beneficial effects of amateur sports.

—Previous to the declaration that the new building was opened, Prof. Cox explained the purpose for which it was intended. It served a three-fold purpose, (1) it supplied to the University, and especially to the Faculty of Arts, the means of teaching physics properly, which was one of the most important branches of modern education, and which no curriculum calling itself liberal could afford to ignore; (2) it provided that training in the principles of science which were necessary as a preliminary to the proper use of the facilities for the study of applied science no less than for the students of medicine in the beginning of their course, as well as for those who took up practical chemistry as a study; (3) it offered facilities for research. He spoke in eulogistic terms of the architect, Mr. A. Taylor, who had brought to bear upon his work a mind free from prejudice and full of keen interest in the difficulties to be

solved, and he had conquered them. He then described the different departments in the building and spoke of the apparatus as the best that could be procured, Mr. McDonald insisting that this should be done. He concluded: "The building is well worthy of the site it occupies beneath the shade of our royal mountain, and overlooking our royal river, worthy of this noble seat of learning already ancient as the years of man count, but barely yet entering upon the flush of youth, worthy of this vast Dominion, to every part o" which, to every province of which it may be destined to render signal and lasting service."

—The *Canadian* complains that primary instruction is very defective in this province, and calls the attention of the government to the subject. It holds that the government does not contribute sufficiently for the development of primary schools, and declares that the English-speaking portion of the community is ahead of the French-Canadian as regards the training possessed by the children when they leave school.

—The McGill authorities are again finding that the legislators of the land are not in touch with their methods of testing the qualifications of the students who leave that institution. This time the College of Physicians and Surgeons propose to take the matter of the final test of young doctors out of their hands. The proposed legislation is designed to increase the powers of the College of Physicians and Surgeons, making it the final examining board in the province and invalidating all diplomas not sanctioned by that institution. This, the petitioners contend, practically destroys the value of a McGill degree in medicine, so far as this province is concerned. But the greatest grievance of which the McGill professors and governors have to complain is the change in the course of study. The proposal placed before the Council provides for a course of 220 lectures, but makes no provision for hospital attendance and work in the dissecting room.

—Dr. Craik, the Dean of the Faculty of Medicine, in referring to the proposed legislation has said that the promoters of the new plan of final examination claim that this is an improvement, because in England and in McGill the course of lectures is only 70 instead of 220. But it must be remembered that the policy of our schools has been to insist more and more on practical and less on theoretical instruction. We cannot and will not dispense with or diminish the dissecting room and hospital work. Our reputation throughout the continent of America and the world is due largely to our advantages for practical work. All this would be lost if the course of study

were changed as this bill proposes. Our degrees would be worthless until our graduates passed an examination before this College of Physicians and Surgeons. The result would be that we could no longer attract students from Ontario and the West, from the United States and the West Indies, as we have been doing in the past. We have now a very large number of students from outside this province. The passage of this bill would compel us to break faith with them. It is retroactive. It would unquestionably occasion loss, direct loss of time and money to all our three-years' men. But even though this evil feature of the Bill were removed, we could not willingly accept it. For it is reactionary as well as retroactive and on principle we must oppose it. If it becomes law, of course we must obey, but we will continue to agitate for its repeal.

—In this connection the idea of having a change in our educational system has been revived, the *Star* maintaining that the feeling among McGill medical men, both graduates and undergraduates, is rather intense. More than one doctor predicted trouble in the distance. The bill, if carried, will lead, it is said, to a demand for separation on the part of the English Medical Schools and the increase of the powers of the Protestant Committee of the Council of Public Instruction or the establishment of a new Protestant Council.

—Mr. John Kelley, a former pupil of the Art Schools of this province, has been achieving success outside the province. He left Montreal twelve years ago and went to England, where he studied modelling at South Kensington. He worked on many of the public buildings in London and also in New York and Boston. The four reliefs on the Savings Bank Department of the Bank of Montreal were executed by him. He has lately done work in Toronto on the Parliament Buildings, the principal sculptures being a frieze 68 feet long, the representative figures of which are 12 feet high. He also modelled and carved eight heads of the Governors of Ontario on the same building.

—The Board for the preliminary examinations of the Pharmaceutical Association of the Province of Quebec held their quarterly meeting in the Montreal College of Pharmacy, 595 LaGauchetiere street, in January, when thirty-six candidates presented themselves for examination. Of this number seven were examined on one subject, in which they had failed at the previous meeting, and of these, six obtained the required number of marks to entitle them to their certificates.

—In connection with the above examination the Board of Examiners discovered that during its progress one of the appli-

cants had personated one of the previous unsuccessful candidates, by writing a paper on the subject this defeated candidate was supposed to be examined in, and signing the name of the said unsuccessful candidate, thus committing two offences, namely, personation and forgery. This matter is now under the consideration of the Council of the Association, and it is probable that criminal proceedings will be instituted against one or both of the parties concerned, as the Council are determined to punish any person whom the examiners may detect committing these offences. It is also the intention of the Council in future to insist upon the rule being enforced, which requires applications for examination to be filed ten days prior to the date fixed for any of the examinations, and that all candidates for the preliminary examination will be required to make, before a Justice of the Peace, an affirmation, prior to entering the examination hall, that he is the person who has filed the application.

—The nonchalance with which they discuss on the other side of the line the decapitation of such an efficient officer as Dr. Harris, the Commissioner of Education, is something which we of Canada can only approximately understand. There are organizations in our midst who are said to have longings for the whole earth, and caucus movements that, like Juggernaut's, brook no oppositions to their self-aggrandizement progress; yet the cold-bloodedness of the following paragraph could hardly be matched in Canadian current newspaper literature. "Who will be the next Commissioner of Education?" says the *School Journal*. "It is probable that the change in the administration of our national affairs may involve the retirement of Dr. Harris, who has held the office for the past four years. There are several candidates in the field. The Southern teachers are making an organized effort to secure the appointment of Supt. Warren Easton, of New Orleans, whose portrait and biography appeared in *The Journal* of January 7. If there is to be a change, Supt. Easton will undoubtedly prove a strong candidate. He is recognized as an educational leader of the highest type and is in every respect qualified for the position."

—Many will hear with deep regret of the death of Thomas A. Gibson, M.A., who was for many years classical teacher in the Montreal High School. He died yesterday, having attained the age of 89 years. Mr. Gibson was born in Forfar, Scotland, on July 5, 1804. In May, 1822, he was appointed master of Nigg Parish school. In the session of 1824-5 he attended the Humanity (Latin) and Greek classes under Professors Pillans and Dunbar respectively. Mr. Gibson held the Parish school

of Nigg, Ross-shire, from May, 1822, till September: he attended Edinburgh university during session 1824-5: acted as tutor to the family of Captain Spalding, governor of Fort Augustus, Inverness-shire, 1826: attended Edinburgh university during session 1826-7. He held the Grammar school of Wick, county town of Caithness, from October, 1827, to October, 1833: held the mastership of Cauvin's Duddingston, Edinburgh, from November, 1833, till September, 1843, when he left for Montreal to be first assistant master in the High school; was one of the masters of that institution from December, 1843, till July, 1868, a period of twenty-five years. He retired in 1868, after accepting a yearly pension from McGill University for his long and faithful services. Deceased was for many years superintendent of St. Paul's Sunday-school. For twenty-five years he was secretary of the Protestant Board of Examiners. He was for a time editor of the organ of the Presbyterians and published several educational works. The deceased leaves two daughters and one son.

—One by one the old landmarks are removed and soon there will be nothing left of old Montreal. The march of commerce, the ruthless hand of time and ever and anon the all devouring element do their work. This week fire has wrecked the last remnants of the old Montreal College, or *Le Petit Séminaire*, as it was wont to be called among the French. The building dates back to 1814 when the Seminary's premises on Notre Dame street became too small for the higher educational requirements of the city. The Sulpicians set aside a large field outside the city limits. (They were seigneurs of the whole island). This field was surrounded by a stone wall within which the college was erected. A new street was opened up along the north side of this wall. And as the college fronted on it it was called College street, but only a year ago this historical name too has been removed and St. Paul made to do duty for St. Paul and College streets. The structure was erected, like most buildings of that time, of unhewn stone at a cost of over \$40,000. It consisted of a main building with two wings, similar to the Montreal General Hospital. The main building was 210 feet long by 45 deep and each of the wings 45 by 185 feet. Inside the walls the ground was laid out with beautiful gardens and walks, where the students could pursue their studies in retirement. In olden times the blue sashed boys of this college were met everywhere in the streets, and travellers spoke of them as adding variety to the peculiar costumes of the city. It had accommodation for about 150

resident pupils and about the same number of day pupils, or 300 in all, and it was nearly always filled. As it was for many years the only French institution for higher education in the district, nearly every prominent French-Canadian of olden time passed through its halls. Pupils reared in this institution have made their mark, especially in theology, all over the continent. Towards the close of 1861, as the building on the priests' farm neared completion, the excitement arising out of the Trent Affair began to boil over, and the troops which had been hurried out from England had to be accommodated. The college was hastily moved to the new building and this hall of learning became the dwelling place of armed men. As the veterans who had landed at Halifax and made a long winter's march overland arrived they were thus comfortably housed. The Rifle Brigade, a company of the military train and of the Royal Engineers spent four or five years here during the continuance of the great American rebellion. It was about 1868 or 1869 that the Imperial Government relinquished the control of the old college. The Seminary having no further use for it put it in the market and the old buildings became the property of Mr. J. E. Mullin. He altered them to make them suitable for commercial purposes, but their old, quaint beauty was gone. Yet there were points attractive to lovers of the antique, that still remained unhidden by the examples of modern architecture erected over and around them.

—The ceremonies connected with the opening of the Macdonald Technical School in connection with McGill University marks a new era in the progress of that institution. The buildings for such a school were erected to supply a want long severely felt by the Faculty of Applied Science. Professor Bovey, whose zeal for the prosperity of the Faculty has been a potent factor in its gratifying development, said: "The student will find at home an institution which, in each and all the departments of civil engineering and practical chemistry, will rank, in point of size and development, with the foremost of the kind in Europe and Asia."

—The workshops erected on the Thomas Workman endowment is a three-story building. It covers an area of 9,000 sq. ft., and has a floor area of more than 25,000 sq. ft. The ground floor contains the machine shop filled with lathes, drills, planer, and milling machinery, a special room being set apart for emery grinding. On this floor are also the foundry, forge, metal working shop, boiler house, and engine room. The first and second floors are devoted to woodworking, turning and pattern-

making. The practical instruction in the workshops is designed solely to give the student a knowledge of the nature of the materials of construction, to familiarize him with the more important hand and machine tools, and to give him some manual skill in the use of same. The students for this purpose work in the shops under the direct superintendence of the professor of mechanical engineering, aided by skilled mechanics. The course commences with graded exercises, leading up to the making of joint, frames, etc., tools, parts of machines, and if possible the building of complete machines.

—The McDonald Physics Building is a handsome stone building. It contains five stories each of 8,000 square feet area. Besides a lecture theatre and its numerous apparatus rooms, the building contains an elementary laboratory nearly sixty feet square for preliminary work by the students, large special laboratories arranged for higher work by advanced students in heat and electricity; a range of rooms for optical work and photography; separate rooms for private work by students; and two large laboratories arranged for research, provided with solid piers, and the usual standard instruments in addition to the lecture theatre, there is also lecture room, with apparatus room attached, for mathematical physics, a special physical library, and convenient workshops. The equipment is most complete and comprises apparatus of innumerable kinds, such as that for illustrating lectures, simple forms of the principal instruments for use by the students in practice work; also the most recent types of all the important instruments for exact measurement, by first class makers, for use in the laboratories for special work and research.

—It is more than fifty years ago that America began the experiment of specially instructing and specially fitting persons to do the work of teaching. So rapidly has the country expanded, however, that the normal schools furnish not over two per cent. of those engaged in teaching. If other agencies had not been employed to diffuse a knowledge of just methods in the school-room our educational system would be in a deplorable state; teachers' institutes, associations, and normal classes have aided to extend the influence of the normal school.

—Jealousy has it outery, but in the case of Colonel Parker, the distinguished educationist of the West, it has ended in smoke. That gentleman has been re-elected to the principalship of the Cook County normal school at an advanced salary (\$5,000) per annum, almost without opposition. Some of his

teachers, too, have had their salary increased. This, taken in connection with the recent generous appropriations for the school (a \$20,000 gymnasium has been thus provided for), does not make it appear that the recent attack on the school had an unhappy effect. Sometimes the most vicious attack but brings out the merits of a system and gains it fresh appreciation.

—Supt. Draper, of Cleveland, has established a new policy in the matter of public school examinations, and hereafter promotions in the first instance will be left to the recommendation of teachers, who will be required to make a monthly report of the proficiency of the pupils in the regular work of the schools,—certifying at the close of the year, who, in their judgment, is entitled to promotion. Where pupils and parents appeal from this decision as unjust in any individual cases, pupils may try an examination prepared by the superintendent, being entitled to promotion if they pass the same.

—The people of Quebec have a suggestion to make to our millionaires. McGill University has been the recipient of late years of several princely gifts from the citizens of Montreal. The latest of these is an Engineering and Physics Building, and students of applied science will now have as good facilities in Montreal as at any university on the continent. We would like to see some of our rich citizens do something substantial for the cause of education in this city. It is badly wanted. Laval University and Morrin College are both in financial straits, and a few donations of say \$10,000 each could be applied to very great advantage.

—The stupendous nature of the philanthropic work carried on at Dr. Barnardo's homes for boys and girls may be seen from the fact that last year no fewer than 8,947 separate applications were made for admission, all of which were carefully sifted, with the result that 2,071 children were permanently and 659 temporarily admitted, the total of 2,730 being more than 1,000 in advance of 1891.

—J. H. Haslam, special agent of the C. P. R. at Moncton, offers prizes aggregating \$150 to be competed for by the students in the public schools of New Brunswick, Nova Scotia and P.E. Island, \$50 for each Province, for the best written papers on the Canadian Northwest, its resources, history, geography, etc. The prizes will be only open to students under 15 years of age, and the papers must be in by the 10th of June, 1893, and are not to contain more than 2,500 words.

—Dr. Allan's plan is perhaps to be preferred to that of the teacher who proposes to drown all the parents and start the

education of the human race on new lines. Being Dean of the School of Pedagogy in the University of New York, he is giving an interesting series of lectures to mothers. Two classes, representing some of the most thoughtful women of the city, have formed to hear these lectures. The classes go on from year to year. The last lecture listened to was on "The Education of the Sentiments." There are other mothers to be reached with pedagogic truth—mothers who need assistance in their thinking much more than these women do. There is a great field for missionary work to be done by teachers, among mothers who have not got to the point these women have reached of organizing classes and engaging a lecturer.

Literature, Historical Notes, etc.

—Some time ago we were shown in Montreal a copy of Burns's "Cottar's Saturday Night," in what was said to be the poet's own handwriting. The following we take from a Scottish paper. The heading of the paragraph is "The Burns MSS. Forgeries."—"Mr. Andrew Tod, Edinburgh, had from his relative, Mr. Kennedy, New York, authority to purchase a number of what appeared to be very interesting Burns MSS. from Mr. Stillie, George street, provided they were genuine. Mr. Stillie handed the documents to Mr. Tod, who, through Mr. Hew Morrison, of the Edinburgh Public Library, sent them for an opinion to the British Museum authorities, and the following reply was received on Thursday morning:—

'British Museum,

'London, December 7th, 1892.

'Dear Sir,—I have been too busy with official work for the last few days to examine your MSS. I have now done so, and return them by this post. They are palpable forgeries. I fancy that some of the documents presented by your friend to New York are also forgeries. Believe me, yours very truly,

'E. MAUNDE THOMPSON.

'Andrew Tod, Esq.'

"The bundle of MSS. in question was a very remarkable one. Each document in it purported to have been sent by Burns to Henry Mackenzie, author of 'The Man of Feeling.' They were:—(1) A copy of the 'Cottar's Saturday Night,' omitting the first verse which is in the usual editions, and purporting, as has been said, to have been sent by Burns to Henry Mackenzie. It was initialled on the back by Mackenzie, and it had a laboured docket, also by Burns himself. (2) A MS. of 'The

Twa Brigs of Ayr,' on the thin blue paper so frequently referred to, and initialled as above. This one is spoken of as an undoubted and palpable forgery. (3) A MS. of 'Auld Lang Syne' and 'My Bonnie Mary' on small thin quarto paper. (4) Also a well-executed MS. of 'Tam O'Shanter' (also from Burns to Mackenzie.) The MSS. of 'The Cottar's Saturday Night' and the 'Brigs of Ayr.' are neatly folded in the style usual in lawyers' offices, and bound with a green ribbon, which has in a wonderful way preserved its freshness, supposing it to be old."

A LEARNED WAITER.—At a dinner party given at George Crum's road house at Saratoga Lake recently, a party of gentlemen, prominent in the political and commercial world, were discussing their visit to the Pompeiiian reproduction on South Broadway, known as the "House of Pansa."

"What curious names are attached to the different rooms," observed one of the party. "Why there's the 'vestiarium' and the 'tablinum' and I don't know what—too much for me!"

Some of those around the table endeavored, in a learned manner, to assist his memory, but they made an amusing failure, and all laughed heartily. One of the waiters, a young colored man from Georgia, was an attentive listener, and the merry twinkle in his eye indicated that he was amused. One of the gentlemen, who was acquainted with the waiter, said:

"Charlie, just enlighten these gentlemen."

All eyes were turned upon Charlie, who, somewhat diffident at first, finally said:

"Gentlemen, if it is your pleasure, I'll do the best I can. The vestiarium is simply the cloak room, and you pass through this before entering the atrium. The bed rooms are known as cubicula. There are also the tablinum, the alae, the sanctum, the fauces, the peristylum, the viridarium, the cubiculum, the bibliotheca, the trinelinium, the oecus, the balaenum, the culina, the larium, the hortus and other portions. Shall I explain each?"

The amazed banqueters looked at each other for a moment, when one observed:

"Um! Um! No, I thank you; life is too short!"

When Charley Reynolds stepped out of the room inquiry was made about the young man. The gentleman acquainted with him said:

"He is one of the brightest young men in my district, is a college graduate, and can handle Latin and Greek the same as English; but, like all book-worms, he is such a diffident mortal that I wonder he didn't refuse to give those jaw-breaking names.

He is simply here for the season earning a few dollars to enable him to further pursue his studies next fall."

As the party rose from their two-hour-fifteen-cover-wine-course dinner, a gentleman took occasion to remark:

"If there is any subject you gentlemen are not clear upon, just call in one of the waiters."

—The best teachers are born and not made by any educational system. One of the faults with the present educational methods is that, in perfecting an excellent system this system has been unduly magnified at the expense of individual enthusiasm and magnetism. This is one reason why sometimes an old-fashioned school, presided over by a teacher with the real pedagogical tact and knack, though laboring under a very poor "system," produces superior results to schools of to-day. The ideal teacher makes the whole school room routine an inspiring, zealous study of the English language, whether it is a recitation in arithmetic, a translation from some foreign language, or ordinary conversation. If every answer, every exercise, and every remark is required to be made in terse, precise, accurate English, the result will be more beneficial than text book "language lessons," juiceless parsing or technical rhetoric, all of which are well enough in a way.—*Springfield Republican*.

Practical Hints and Examination Papers.

The following is the plan of a lesson prepared by a student teacher attending a Normal School. It is on the Orinoco Basin.

Motive—To have the children form a clear concept of the Orinoco basin, to help complete the picture of the general whole of South America.

Material—Map on board, sand and relief map.

Method—Point out on relief map the Orinoco basin. On what slope is it? What part of the slope? (Northern.) Trace its boundaries. In respect to position on the continent, to what basin in North America can you compare it? Over what mountains does its water-partings pass? Bound left slope? What forms its upper part? Its lower part? Bound the right slope. What differences and resemblances between the right and left slope? Show the children that the ocean once flowed in here forming an inland sea. Question as to how it became filled up, the kind of soil, nature of surface, vegetation, animal life which would result.

The small elements scattered over the Llanos were the islands in the sea.

Would here describe the rainy and dry seasons, their effect on the vegetable and animal life, healthfulness, etc. Give an idea of the

extent of the plains—they cover an area five times as great as the state of Illinois.

Tell the children of the Cassiquiare river. Have them tell what they infer about the source slope. Have the class read descriptions of Llanos and the river from Scribner's Geographical Reader.

Compare more fully the Orinoco basin with the Mackenzie, as to resemblances and differences. Have children mold the basin; draw it from the map on board, and write a description.

MODEL SCHOOL DIPLOMA.

ALGEBRA.—1½ hours.

1. If the sum of the squares of a , b and c , be decreased by the sum of the products of a and b ; b and c ; and c and a ; and this result be multiplied by the sum of a , b and c ; the final result will equal the sum of the cubes of a , b and c , decreased by twice their product. Express this algebraically.

2. Resolve into elementary factors:—

$$(i) \quad (a+b)^2 - (c-d)^2$$

$$(ii) \quad x^2 + 18x + 72$$

$$(iii) \quad 2x^2 + 11x + 12$$

$$(iv) \quad a^2 - a - c^2 + c$$

$$(v) \quad x^4 - 7x^2y^2 + y^4$$

3. Find the H. C. F. of

$$2x^4 + 9x^3 + 14x + 3 \text{ and } 2 + 9x + 14x^3 + 3x^4$$

4. Simplify:—

$$(i) \quad \frac{x+ay}{x-ay} - \frac{x-ay}{x+ay} + \frac{x^2+a^2y^2}{x^2-a^2y^2}$$

$$(ii) \quad \frac{x^3-a^3}{x^2-4a^2} \times \frac{x+2a}{x-a} \times \frac{a^3-x^3}{a^3-x^3} \div \frac{(a-x)^2}{a^2-x^2}$$

5. Solve:—

$$(i) \quad \frac{5x-1}{2x+3} = \frac{5x-3}{2x-3}$$

$$(ii) \quad 5x+7y-2z=13$$

$$8x+3y+z=17$$

$$x-4y+10z=23$$

6. A and B can do a piece of work in 4 hours; A and C in 3½ hours; B and C in 5½ hours. In what time can A do it alone?

7. When the arable land of a farm was let at \$6, and the pasture at \$8 an acre, the total rent of the farm was \$2,200. When the rent of the pasture was reduced by \$1 an acre, and the arable land by \$2 an acre, the whole rent was \$1,550. What was the total acreage of the farm?

LATIN.—Two hours.

Cæsar Bell. Gal. Bk. 1.

1. Translate "Cæsar hac oratione Lisci Dumnorigem, Divitiaci fratrem, designari sentiebat: sed, quod pluribus præsentibus eas res jactari nolebat, celeriter concilium dimittit, Liscum retinet; quærit ex

solo ea, quæ in conventu dixerat. Dicit liberius atque audacius. Eadem secreto ab aliis quærit; reperit esse vera. "Ipsum esse Dumnorigem, summa audacia, magna apud plebem propter liberalitatem gratia, cupidum rerum novarum; complures annos portoria, reliquaque omnia Æduorum vectigalia parvo pretio redempta habere, propterea quod illo licente contra liceri audent nemo. His rebus et suam rem familiarem auxisse et facultates ad largiendum magnas comparasse."

2. Translate into Latin (1) When they were informed of Cæsar's arrival they sent ambassadors to ask for help. (2) He pitched his camp ten miles distant from the river Rhone. (3) Orgetorix married the daughter of the general. (4) At dawn of day he drew up his troops in battle array.

3. Give the declension, gender, and genitive singular and plural (where it exists) of dies, spes, manus, tempus, iter and mons. (2) Parse orientem, paterentur, posse, conantur didicisse lacessere. (3) Write the principal parts, 1st person sing. only of cognosco, peto, audeo, intelligo, tollo, and cogo.

4. Translate, "Ubi jam se ad eam rem paratos esse arbitrati sunt, oppida sua omnia numero ad duodeciem, vicosa qua ir ingentos, reliqua privata ædificia accendunt, frumentum omne præter quam quod secum portaturi erant conburunt, ut domum reditionis spe sublata paratiores ad omnia pericula subeunda essent; trium mensium molita cibaria sibi quemque domo efferre jubent."

5. What is the Latin for sunset and sunrise, forces, a space of two years, to suffer punishment, to ask for peace, to march as quickly as possible, to forget an injury, to receive hostages? What cases follow absum, caveo, præsum, reminiscor, proficio, studeo, persuadeo, eripio?

6. Mention the cardinal numbers which are declinable in Latin—distinguish between sex, sextus, and seni; quis and qui; is, iste and ille; quisque and quisquis—Compare facilis, benevolus, extra, infra, magnopere. Explain the formula "Is dies erat a. d. v. kal. Apr. L. Pisone et Gabinio coss."

Correspondence, etc.

SCHOOL TAXES.

Editor EDUCATIONAL RECORD:

SIR,—I have been thinking deeply about a suggestion made by a friend of mine, *re* the school taxes of this province. I desire to submit the idea to the numerous readers of the RECORD, and learn what they think of it.

First, we are not yet in a satisfactory position *re* school taxes, teachers salaries, and various other items. Granting this statement, we next ask, What can be done to secure improvement? This question brings me to

Second. Can there not be something done by equalizing of school taxation; each man pay the same percentage toward the support of

the schools, and then have these funds distributed equally among the schools of the province. If not distributed equally, distributed in such a way that teachers will be able to do, at least a little better than they do now in some districts.

We have a poor municipalities fund ; could it not be amalgamated with this change in the taxes. Does the suggestion seem reasonable to you ? At present date, some municipalities are much more heavily taxed than others, and in some municipalities the teachers' salaries are very low. Would not this scheme of equal taxation help about uniformity of length of school year ? Would it not also be of service in assisting in encouraging professional spirit among teachers ? I am only "dreaming" of it yet, but as the idea was suggested to me by one of our best business men, I am sure there must be something in it, and I hope some clear masculine intellect will study the question in all its bearings and give us the result of such study in the RECORD.

Another idea in connection with this suggestion is : Would not this system make it much easier for small districts to maintain a school, with an efficient well-qualified teacher. We must not estimate the value, the importance, of a school by the number of pupils. In our small school there may be a boy or girl possessing the germs of a world-wide influence, and it is our duty to assist as far as possible in the development of such powers. After a young man or woman has had to spend a large amount of energy on securing educational advantages, when they ought to have been ready to do good work for their country, is it any wonder that the energy flags ? By all means we ought to give our rural population, our small, scattered school districts ; the best chance possible. It will be from them that our best men and women will come and we should make as smooth ways for them as we can. Life will be hard enough at best.

Ste. Thérèse, P.Q.

SARA F. SIMPSON.

DEAR MR. EDITOR,—I was quite interested in a letter published in the January RECORD, of a young lady's experience as a teacher, out on a prairie in Kansas ; but I think the people whom she had been visiting were not very considerate, or they would not have let her venture out in such a storm on foot. I am sure, in this province, there would have been some way provided for her to have reached her school without walking, but I forbear, and will relate my experience last summer in a rain storm. I was teaching a mile from a small village, the nearest dwelling-house being more than half a mile from the school. One afternoon in June a storm came on very suddenly, about three o'clock. I first noticed the clouds looked very dark and heavy, and when the thunder began to roar, I thought it best to dismiss the school, as I saw it was going to be something more than a common shower. I told the scholars to hasten as I thought we could all get to Mr. Brown's, the nearest house, before the rain came. The children took my advice, but I remained behind

to lock the school-house, etc., which delayed me a few minutes. I started alone. The children, running as fast as they could, were quite a distance in front of me; I had not gone far when the rain began to come down, and the wind commenced blowing a perfect gale. I had an umbrella, but the wind turned it wrong side out when I tried to use it. I went on as fast as I could till I came to an old house that was unoccupied; when I reached there the storm was something fearful, wood, sticks and dirt being hurled in the air. I was all but blind from the dust being blown in my eyes, but I managed to reach the door, which I found to my great disappointment locked, some boys having put a stick over the door-latch on the inside, after crawling through the window. But with a good deal of pushing I got the door open, thankful to be under shelter once more. I stayed there more than an hour in wet clothes, and at times I thought the old house would go over, but it stood the test. Many buildings about were unroofed and trees uprooted. After the storm ceased a team was sent for me from my boarding-place, they thinking I had remained at the school-house which, perhaps, would have been all the better for me. It was certainly the worst rainstorm I ever experienced.

Yours truly,

February, 1893.

ANON.

To the Editor of the EDUCATIONAL RECORD:

SIR,—In explanation of the manner I make my forecast of the weather, which may be of some interest to the teachers who read your periodical, I transcribe the following letter which I sent some time ago to the *American Meteorological Journal*:—

“I have made an approximate calculation that the speed of the Arctic Current, which is the reflux of the Gulf Stream, from the Arctic Ocean to its contact with the Gulf Stream off the coast of Newfoundland, averages about ten miles in a day of twenty-four hours. Consequently field ice, which begins to form far within the Arctic Circle by the 20th of September, can and does arrive at the Gulf Stream, in the pathway of ships, in a period of 150 days, or about the 20th of January. My observation of the facts for a period of fifteen years goes to prove that there is a considerable variation in the time of arrival. Very early, say about the 20th January, average time the 15th of February, and very late, about the 20th of March, a variation of two calendar months. Now, as the speed of the Arctic current is ever the same, it is evident that these variations in the time of the arrival of the ice field must be due to the atmosphere or, in a word, to winds varying from light to medium and very strong. Now, as the winds from Labrador and the more northern parts of this continent are from the west and north-west in the months of December and January, and consequently blow across the Arctic current, and as the ice, according to my calculations, is making its progress over the exposed ocean between Greenland and New-

foundland at that time, I find, by careful observation, that if, say seven weeks, beginning with December and extending into January, be very mild weather, these winds are very light, the ice arrives on the bosom of the Gulf Stream about the 20th of January. Again, if the weather for this observation time be medium in point of general temperature, the winds from the continent will be stronger and so retard the progress of the ice that it will not reach its destination before the middle of February. And again, if the temperature be very severe during this observation time, powerful and continuous winds will drift the ice far eastward, across and beyond the Arctic current, so that it cannot reach its destination until the easterly winds of March and earlier drift it down upon our shores late in March, about the 20th. My theory, then briefly put, is this: 1. Arctic ice arriving early, it will melt out early under the influence of the warm waters of the Gulf Stream and a more southern latitude, the balance of the winter will be well sustained, the spring will open out warm and early, and the summer generally will be warm and dry. 2. Ice arriving in the middle of February, the winter, the spring and the summer will be average. 3. Ice arriving late, December and January will necessarily be severe weather, February, or mid-winter, will be of easy temperature, then a sort of second winter, with a late spring and a generally cloudy summer.

Such is my theory, which I have used in practice for a period of fifteen years with success, never making a forecast really wide of the mark except for the present year which has so far been an abnormal one. The whole is respectfully submitted for criticism."

Marbleton, Que.

T. SHAW CHAPMAN.

The following is Mr. Chapman's weather forecast for the present year:—

"In accordance with the above weather canons, my forecast for 1893 is as follows: That, notwithstanding the first three weeks of my observation time were very mild, yet this time has been neutralized by the almost unparalleled severity of the weather upon this continent from December 20 up to date. I conclude, therefore, that the consequent powerful west and north-west winds have driven the ice so far seaward that it is now in latitude 52° north and in longitude 42° west, or some 500 miles or more north-east of St. John's, Newfoundland, and it will not be driven upon our shores, and in the path of ships, before the middle or 20th of March. In the meantime, while these 25,000 square miles of the Arctic product are so far out at sea, Newfoundland and the eastern part of this continent will enjoy a comparatively mild February, with a moderate amount of precipitation, and as March comes in and the ice nears our coast we shall have plenty of snow with rain at points further south and west and snow and rain in April, and a generally late spring and a cloudy and cool summer."

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 3rd March, 1893.

On which date the 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.; George L. Masten, Esq.; The Reverend W. I. Shaw, LL.D.; Professor A. W. Kneeland, M.A.; The Reverend A. T. Love, B.A.; The Right Reverend A. H. Dunn, D.D.; Samuel Finley, Esq.; The Very Rev. Dean Norman, D.D.; E. J. Hemming, Esq., D.C.L.; The Reverend Elson I. Rexford, B.A.; S. P. Robins, Esq., LL.D.

Sir J. Wm. Dawson wrote to convey his regret that distance and infirm health prevented his attendance, but he expressed the hope, under God's blessing, to be present at the May meeting.

The Reverend Dr. Cornish sent his regrets that he was unable to be present.

Moved by Reverend Dr. Shaw, seconded by the Very Reverend Dean Norman, and resolved: "That in view of the circumstances under which the present meeting is convened at this date rather than at the time appointed at the last meeting of this Committee, we hereby approve of the action of the Chairman in calling the meeting at this date."

The minutes of last meeting were then read and confirmed.

The Secretary then read communications from the following persons submitting extra-provincial certificates and asking for diplomas under regulation 37: John A. Sangster, James Walker, Miss Hattie Thistlethwaite, Miss Lizzie Campbell.

Moved by the Dean of Quebec, seconded by the Reverend A. T. Love: "That, in view of the circumstances mentioned by Mr. John A. Sangster, viz., that the subject of Latin was omitted from his Ontario certificate, as one of the subjects in which he successfully passed, and that this omission has since been rectified, that Mr. Sangster be granted exemption from the subject of Latin, in addition to the other subjects for which exemption was accorded him at the last meeting of the Committee." Carried.

Moved by Dr. Hemming, seconded by Archdeacon Lindsay: "That inasmuch as it appears by the documents submitted by Mr. James Walker that he has covered the work of the academy course, with the exception of Greek and School Law, be it resolved that an academy diploma be granted to him on his passing an examination in Greek and School Law, or a model school diploma on his passing in School Law only."

In view of the certificates and documents submitted by Miss Thistlethwaite certifying that she has passed a satisfactory examination in the subjects covering a model school diploma, with the exception of Latin, French and School Law and Regulations, it was moved by G. L. Masten, Esq., seconded by Dr. Kneeland, and

resolved: "That a second-class model school diploma be granted Miss Thistlethwaite when she passes her examination in these subjects."

The certificate presented by Miss Campbell was not accepted.

An application was received from E. L. Curry, B.A., for a first-class diploma under Regulation 56.

Moved by the Dean of Quebec, seconded by Dr. Robins: "That the application of Mr. E. L. Curry, B.A., (first classical master of the High School of Montreal), for a first-class academy diploma, be granted." Carried.

4. From the Rev. James Sutherland concerning his account of ten dollars for services as deputy-examiner for the superior school of Inverness.

Moved by Dr. Hemming, seconded by Dr. Shaw, and resolved: "That, whereas, the Reverend James Sutherland has complained that the School Commissioners of Inverness refuse to pay him for his services as deputy-examiner, the Secretary be instructed to notify such Commissioners of the regulation passed at our last session in connection with the subject, with the intimation that the same will be enforced at the time of the next examination unless a satisfactory settlement is made with Mr. Sutherland."

5. From Mr. Romeo Stephens concerning Protestant school-tax in Roman Catholic municipalities.

Moved by Dr. Robins, seconded by Professor Kneeland: "That the Secretary be instructed to reply to Mr. Romeo Stephens that the School Law, in their opinion, obliges him to pay school taxes in the case mentioned. Further, that the Committee consider the present time inopportune for seeking any change in the School Law in the direction mentioned."

6. From Miss L. Van Vliet asking for inspection and examination of Grenville model school.

The Secretary was instructed to inform Miss Van Vliet that on receipt of assurance from the Secretary-Treasurer that the school is organized in two departments, as required by regulation, inspection will be granted.

7. Communications from Reverend W. H. Naylor, Dr. Bourinot and others asking increase of Inspector Magrath's salary.

Moved by the Reverend Dr. Shaw, seconded by Archdeacon Lindsay, and resolved: "That the application of Inspector Magrath for increase of salary be referred to the Sub-Committee on Increase of Inspectors' Salaries, which Sub-Committee is empowered to take such action as may be deemed best in the premises."

8. The following financial report was submitted and accepted:

Financial statement, March 3rd, 1893.

SUPERIOR EDUCATION FUND.

Receipts.

Nov. 24, '92. Bank balance.....	\$ 3,891 18
Mar. 3, '93. Balance due from contingencies	1,040 66
	<hr/>
	\$ 4,931 84

	<i>Expenditure—Nil.</i>	
Mar. 3.	Balance	\$4,931 84
	CONTINGENT FUND.	
	<i>Receipts—Nil.</i>	
	Overdrawn to balance	1,040 66
	<i>Expenditure.</i>	
Nov. 25.	Overdrawn to date	\$ 673 26
“ 26.	Inspector's Salary	125 00
	Secretary's “	62 50
	John Dougall & Son, printing examination papers, etc.	107 50
Dec. 19.	Office Furnishings for Inspector of Superior Schools	53 40
Feb. 20.	T. J. Moore & Co. stationery for Superior Schools	19 00
		—————
	Bank Balance, Nov. 20	3,891 18
	Less amount drawn since Nov. 24	367 40
		—————
		\$1,040 66

Bank Balance, March 3rd, 1893.. \$3,523 78

Examined and found correct (Signed) R. W. HENEKER.

On hand. Value of furniture in office of Inspector of Superior Schools.

9. Communication from the Clerk of Statistics, Department of Public Instruction, respecting the statistics for Protestant Superior Schools.

Moved by Reverend Dr. Shaw, seconded by Mr. G. L. Masten, and resolved: “That the Inspector of Superior Schools be requested to furnish all statistics, required by the Department of Public Instruction, from the schools under his inspection, and that the statistics for all the schools of the City of Montreal and Quebec be obtained through the local inspector of the districts in which these cities are situated.”

10. The Secretary of the Central Board of Examiners submitted his report, which was accepted.

The Secretary was instructed to apply to the Government for the appointment of the following persons to the Central Board of Examiners:—Reverend Dr. Shaw, Mr. H. H. Curtis, Mr. H. Hubbard, M.A., Reverend E. I. Rexford, B.A., and Inspector McOuat, B.A.

The following persons were then appointed Deputy-Examiners for the next Central Board Examinations:—Reverend A. Magee, Inspector Taylor, Reverend J. P. Richmond, Inspector McGregor, Inspector Parker, Inspector McOuat, Dr. Kelley, Mr. W. M. Sheppard, Mr. T. A. Young, Reverend John McLeod, Reverend W. H. Naylor, Inspector H. Hubbard, Inspector Thompson, and Reverend J. Garland.

The examination was fixed for Tuesday, June 27th, and four following days, to be held at the usual local centres.

11. McGill Normal School statement.

Summary of semi-annual Financial Statement of the McGill Normal School and Model Schools, from June 30th to December 31st, 1892.

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

1892.		<i>Dr.</i>	
June 30.	To balance general bank account..	\$	948 31
"	Balance in savings bank.		175 60
"	Amount of cheques N. S. grant..		7,515 66
"	Model School fees received		1,423 50
"	Bank interest.....		13 40
"	Returned by W. T. Brown & Co.		1 60
			\$10,078 07

1892.		<i>Cr.</i>	
June 30.	By Normal School salaries.....	\$	3,599 99
"	Assistant Masters' salaries.....		1,886 40
"	Contingencies, etc.....		3,323 20
"	Bursaries.....		210 00
"	Balance general bank account..		476 65
"	Balance in savings bank.....		581 83
			\$10,078 07

12. Grants to St. Francis College and Stanstead Wesleyan College.

The Secretary stated that after verification of the number of undergraduates in St. Francis College it was found that there were nine instead of fifteen. In consequence the grant actually paid was \$860 instead of \$950 as in the September minutes.

The amount for Stanstead remains unchanged after verification.

Moved by Professor Kneeland, seconded by Dr. Robins, that a sub-committee consisting of Reverend Mr. Rexford, Mr. Masten, the Secretary also giving his assistance, together with the mover and seconder, be appointed to consider the subject of institutes and professional training in general, and to report at the next meeting. Carried.

Moved by the Lord Bishop of Quebec, seconded by S. Finley, Esq., and resolved that a sub-committee be appointed to bring up a prepared scheme of Bible teaching for the schools under the management of this Committee. Carried.

The sub-committee consists of the Lord Bishop of Quebec, the Reverend E. I. Rexford, the Reverend Dr. Shaw, the Reverend A. T. Love, the Reverend Dr. Cornish and Samuel Finley, Esq.

The sub-committee appointed to consider the recommendations contained in the last report of the Inspector of superior schools submitted its report, whereupon it was moved by the Reverend Dr. Shaw, seconded by the Venerable Archdeacon Lindsay, and resolved :

"That the report of the Sub-Committee on the improvement of our superior schools and on permanency of engagement of efficient teachers, and kindred subjects, be printed, and that copies be distributed to the members of this Committee with a view to action being taken on the report at our next meeting." The Inspector of Superior Schools read his Interim Report, which was received. It was then moved by the Reverend Elson I. Rexford, seconded by Dr. Robins, and resolved: "That the special report of the Inspector of Superior Schools be referred to a Sub-Committee composed of the Quebec members, with His Lordship the Bishop of Quebec as convener, with the assistance of the Secretary and the Inspector, to take such action as may be deemed expedient."

The Text-Book Committee reported that three books had been submitted, but authorization was not recommended in any case.

The report was received and adopted.

The Sub-Committee on inspection of superior schools submitted a report, which was received and laid on the table.

The Sub-Committee on salaries of inspectors, course of study and salary of English assistant in the Department of Public Instruction reported progress and asked leave to sit again; consequently they were continued.

It was agreed to refer to the A. A. examiners Mr. Masten's motion that the regulations be changed requiring candidates for the A. A. certificate, who have passed their preliminary examination, to take the preliminary again if more than a year intervenes between the examinations of the preliminary and A. A. subjects.

The Chairman brought forward the question of technical education, and after emphasizing the necessity for the establishment of technical schools, either by themselves, or in connection with our educational system. The whole matter was referred to a Sub-Committee, consisting of Dr. Heneker, S. Finley, Esq., Dr. Shaw, Dr. Robins and Sir William Dawson.

Moved by Professor Kneeland, seconded by the Reverend A. T. Love: "That the attention of the university examiners be called to the fact that there are two authorized French grammars for superior schools and that the request be made by this Committee that the examination papers be so prepared as to be fair to those using either authorized text-book." Carried.

Moved by Professor Kneeland, seconded by Mr. Masten, and resolved: "That the Secretary be requested to furnish to each member of this Committee before the next meeting a copy of the memorandum prepared by the former Secretary on the marriage license fund and on grants."

There being no further business, the meeting adjourned to meet on Friday, the 26th day of May, next, or earlier, on the call of the Chairman.

GEO. W. PARMELEE,
Secretary.

THE DEPARTMENT OF PUBLIC INSTRUCTION,
 QUEBEC, 10th March, 1893.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

The next examination of candidates for teachers' diplomas will open Tuesday, 27th June next, at 9 a.m.

The local centres, deputy examiners and places of meeting are as follows:

Local Centres.	Deputy Examiners.	Place of Meeting.
1. Aylmer	Rev. A. Magee	Model School.
2. Cowansville	Inspector Taylor	Academy.
3. Gaspé Village	Rev. J. P. Richmond	Schoolroom.
4. Huntingdon	Inspector McGregor	Academy.
5. Inverness	Inspector Parker	Academy.
6. Lachute	" McQuat	Academy.
7. Montreal	Dr. Kelley	High School.
8. New Carlisle	W. M. Sheppard	Court House.
9. Quebec	T. A. Young	High School.
10. Richmond	Rev. John McLeod	St. Francis College.
11. Shawville	Rev. W. H. Naylor	Academy.
12. Sherbrooke	Inspector Hubbard	Ladies' Academy,
13. Stanstead	Inspector Thompson	Wesleyan College.
14. Waterloo	Rev. J. Garland	Academy.

Candidates for elementary and model school diplomas may present themselves at any of these centres, but candidates for academy diplomas are required to present themselves at Montreal, Quebec, or Sherbrooke. They are required to make application for admission to examination to the Secretary of the Board (Geo. W. Parmelee, Quebec) *on or before the first of June next*. The regulation requires only *fifteen days' notice*, and candidates giving such notice will, of course, be admitted. But as it is almost impossible to make all the preparations necessary on fifteen days' notice, candidates are earnestly requested to file their applications *before the first of June*.

Candidates will please note *that no applications will be received after the time prescribed by law, namely, the 12th of June*.

The applications of the candidates should be in the following form :

I (a) residing at (b) county of (c)
 professing the (d) Faith, have the honor to inform you that
 I intend to present myself at (e) for the examination for
 (f) diploma the first week in July next. I enclose herewith
 (1) A certificate that I was born at county of the
 day of 18 (2) A certificate of moral character according to
 the authorized form. (3) The sum of dollars for examination
 fees. (Signature)

It is absolutely necessary that candidates follow closely this form of application. The special attention of candidates is therefore called to the following points in reference to the form: In the space marked (a) the candidate's name should be written in full—and legibly; much trouble and confusion is caused by neglect of this simple point—some

candidates give their initials—some give a shortened form of their real names—some give one name in the application and a different name in the certificate of baptism. *Insert in the space marked (a) the true name in full, just as it appears in the certificate of baptism or of birth, and in any subsequent correspondence or documents connected with educational matters in the Province give the same name in full as your signature.*

In the spaces marked (b) (c) give the post office address to which you wish your correspondence, card of admission, diploma, etc., mailed.

In the space marked (d) insert "Protestant" or "Roman Catholic;" at (e) insert the local centre; at (f) the grade of diploma.

Three things are to be enclosed with the application:—

(1) A certificate of baptism or birth, giving the place and the exact date of birth. Note that the mere statement in the application is not sufficient. An extract from the register of baptism, or, when this cannot be obtained, a certificate signed by some responsible person, must be submitted with the application. Candidates who are eighteen years old before or during the year 1893 are eligible for examination in July next. *Candidates under age are not admitted to examination.*

(2) A certificate of moral character, according to the following form, must accompany the application: "This is to certify that I, the undersigned, have personally known and had opportunity of observing (Give name of candidate in full) for the last past; that during all such time his life and conduct have been without reproach; and I affirm that I believe him to be an upright, conscientious and strictly sober man.

(Signatures) (Signature)
 of the congregation.
 at to which the
 candidate belongs.

This certificate must be signed by the minister of the congregation to which the candidate belongs, and by two school commissioners, school trustees or school visitors.

As unexpected difficulties and delays arise in the preparation of these certificates of age and moral character, intending candidates will do well to get these certificates at once, in order that they may be in a position to make application at the appointed time.

(3) A fee of two dollars for elementary and model school diplomas, and three dollars for academy diplomas, is to be enclosed with the form of application. Those who failed last year to receive any diploma are exempt from fees this year. Those who received a 3rd class elementary diploma are not exempt.

Upon receipt of the application with certificates and fees, a card of admission to the examination will be mailed to each candidate. This card must be presented to the deputy examiner on the day of examination. Each card is numbered, and at the examination candidates

will put their numbers on their papers, instead of their names. Great care should be taken to write the numbers legibly and in a prominent position at the top of each sheet of paper used.

In the examination for elementary diplomas, algebra, geometry and French are not compulsory; but, in order to be eligible for a first-class diploma, candidates must pass in these subjects.

Those candidates who received third-class diplomas last year with the right to receive second-class diploma: after re-examination in one or two subjects, will require to give notice in the usual way if they intend to present themselves for re-examination. Such candidates are requested to notice that their re-examination must be taken on the day and hour fixed for their subjects in the general scheme of the examination.

Candidates claiming exemptions on the ground of their standing in the A. A. examinations should state this in their application, and they will receive a certified list of the subjects in which they are entitled to exemptions.

The following are the subjects and the order of the examination for the three grades of diplomas:—

	Elementary.	Model.	Academy.
Tuesday, 9-12,	{ Reading, Writing, Dictation; Arithmetic.	Reading, Writing, Dictation; Arithmetic.	Reading Writing, Dictation; Arithmetic.
Tuesday, 2-5.	{ Grammar and Composition; Literature.	Grammar and Composition; Literature.	Grammar and Composition; Literature.
Wednesday, 9-12.	{ History, Scripture and Canadian; Geography.	History, Scripture and English; Geography.	History, Scripture and English; Geography.
Wednesday, 2-5.	{ Drawing; Art of teaching.	Drawing; Art of teaching.	Drawing; Art of teaching.
Thursday, 9-12.	{ Book-keeping; Physiology and Hygiene; School Law.	Book-keeping; Physiology and Hygiene; School Law.	Book-keeping. Physiology and Hygiene; School Law.
Thursday, 2-5.	{ Algebra; Geometry.	Algebra; Geometry.	Algebra; Geometry.
Friday, 9-12.	{ French.	French.	French.
Friday, 2-5.	{	Botany.	Botany.
Friday, 2-5.	{	Latin.	Latin;
Saturday, 9-12.	{ .....	.....	Roman History; Grecian History.
Saturday, 9-12.	{ .....	.....	Greek;
Saturday, 2-3½.	{ .....	.....	Trigonometry.

Candidates should examine carefully the syllabus of examination, copies of which may be obtained from the Secretary.