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THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC,

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF  
PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS  
AND OFFICIAL ANNOUNCEMENTS.

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. FEXFORD

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Montreal:

DAWSON BROTHERS, Publishers.

1888.

# MCGILL NORMAL SCHOOL

32 BELMONT STREET, MONTREAL.

**T**HIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1888. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1888 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

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OF THE  
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THE TEACHER'S DUTY.\*

By A. W. KNEELAND, M.A.

Man is a composite being, not a machine which, furnished with the requisite conditions of connection and power, will make a certain number of revolutions per minute or hour, but a being with a will, with desires, with hereditary likes and dislikes, with passions, with inherent powers second only to the Divine. He is not a block of marble or wood, on which the sculptor or engraver may exercise his skill or ingenuity, and produce a perfect creature of its kind, at his will, but a being capable of rising up to meet the infinite mind or of falling lower than the brute creation. I have said that man is a composite being, not all body that may be beautified by outward decoration; not all mind, to be rendered capable of grasping the problems of mathematics or science; not all soul, to reach after and know the Divine,—but a being wondrously composed of body, mind and soul; so intimately joined and dependent upon one another that the one cannot suffer without the other, and the one cannot very materially profit without the other. There was a time, in the early ages of the world, when to have a robust body, with iron muscles and great powers of endurance, was the highest glory of manhood, and all the ener-

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\* An address delivered before the Local Teachers' Association of Montreal, on the evening of October 2nd, 1888.

gies of man were bent to devise means of increasing these. Then, the arena, the battle-field, the circus and the forest were the testing places of mankind.

In later times men have seen that the body is but the casket enclosing mind, and, ignoring the former and its claims, they have cultivated the latter until they have weighed the stars and numbered them, harnessed the lightnings, whipped the winds into submission to their will, made the waters their servants; in fact, have done almost everything but create the original atoms of matter; and what has been the result? The body has suffered, diseases have multiplied, weakness and premature decay the rule not the exception, life shortened, and possibly the condition of mankind rendered worse than before.

Again, men have said that the soul is all of man worth caring for, and, neglecting both mind and body, their souls have dwindled with both until man has hardly a semblance to what he was made to be, and what his united powers of mind, body and soul enable him to become.

In order that the soul might be untrammelled in its flights, men have shut themselves away from the world in monastery or other hiding-place, and, forgetful of that for which they were created, have spent their whole lives in meditation and prayer; have denied themselves almost every blessing, and certainly have denied to the world the blessing which their piety and devotion might have carried with them.

They have forgotten the fact that the same Being who breathed into the created form that divine something which men call soul, looked upon the form of clay which He had made and pronounced it good.

The times of men's ignorance are excusable, but when light is everywhere in the civilized world, and knowledge may be had for the asking, these mistakes, born of ignorance, ought not to be repeated.

I may be allowed here to quote the words of the inspired apostle to the Gentiles:—"I beseech you, therefore, brethren, by the mercies of God, that ye present your bodies, a living sacrifice, holy, acceptable unto God, which is your reasonable service."

Now, if these words of the apostle are reasonable, it is not rea-

sonable that the body should be neglected altogether for even that more precious part called the soul.

In these days, the problems of life have become better understood; the connection between the component parts of man realized, and, with this better knowledge of self, comes the conviction that in order to have a symmetrical human being, fit to meet the exigencies of life, to carry its burdens, and to make the world better instead of worse, every part of man must share in some polishing, strengthening and upbuilding process.

What the engraver is to the wood or copper, the sculptor to the marble, the artist to the canvas, the machinist to the steel and iron, the state and the community have made the teacher to the child, and through the child, to the man and nation, only in a higher degree; for the one but toys with inanimate matter, the other holds the living, acting body, the restless mind, and the immortal soul, in a large degree, in his hands.

From five to fifteen years of the most impressionable period of life are committed largely to us teachers, and what we make of these beings whose destiny is so much in our keeping, is to be the future citizen, and his course of action is to determine the condition of society in the community. I think I have already said sufficient to show that the community expects, and rightly expects, a great deal from those whom it has placed as guides to the early days of its youth, besides the hearing of a stated number of recitations or the conveyance of a limited amount of information concerning books and things in general.

The teacher who looks beyond the mere salary, or the approbation of his superiors to the possibilities of life hidden in the child before him, and to the consequences of his daily association with his classes, who sees in the restless, troublesome boy or girl, the future benefactor of his race, the philosopher, the scientist, the theologian, who realizes that his labour and influence are about the only means of elevating the condition in life of a vast number of these embryo men and women, is the teacher who can look back over his life when night comes on, and feel that he has not only left the world wiser, but has left it better, stronger, nobler.

Let the teacher feel that he is in sympathy with the race, that he has the co-operation and moral support of the community; let

him feel that he is doing all that can be done for the welfare of those committed to his care, to render them law-abiding citizens, good husbands, wives, brothers, sisters, and patriots; then he will find his labour sweet, and burdens, so intolerable to many, will become lighter and lighter, until they vanish away in the haven of eternal rest.

This leads me, now, to specify some of the demands made upon us, to show how far they are just, and how nearly the teachers of to-day are meeting them. Without fear of provoking opposition, I think I may say that the first demand made upon us in these days, is that every child committed to our care should receive at our hands sufficient instruction to enable him to discover for himself the solution of the ordinary problems of life, and that the key to their solution is a practical knowledge of the three R.'s, with their necessary attendants. It may be well to pause here to ask ourselves the question: Do the courses of study of the present day, with all the superfluity of subjects, permit us rightly to meet this demand? I think I may say they do not; but that so much of the teacher's time is taken for other work, less important in the eyes of the community, and certainly less necessary in the great battle of life, that we turn out of our schools young men who are indifferent penmen, superficial readers, and ignorant of the great principles of computation, although able to add, subtract, multiply and divide cleverly when so directed. I claim that the public has a right to demand that the children of the community shall receive at the hands of their teachers, first of all, that which will best fit them for gaining an honest and decent livelihood, and that the superficial features of education, if I may so term them, be left to those who are willing and anxious to pay for them.

As this brings up the whole question of school curricula, which I have no desire to discuss, I pass on to notice the next demand which is being loudly heard on every side, and that is, that whereas the vast majority of the human family obtain their daily bread by the use of their limbs and the forces of the body, the cultivation of these should not be neglected during the whole period of childhood and youth.

I think I have already shown, in my preliminary remarks, that this demand is a righteous one; but in case any are not convinced already, the sight of the wrecks of humanity,—near-

sighted, blind, round-shouldered, hollow-chested, pale-faced, diseased and misshapen,—which may be seen almost all over the civilized world; the victims of long-study hours, cramped positions, ill-ventilation, the strife of competition for place and prizes, and the non-use of the muscles of the body;—a sight of these, I say, will convince the most sceptical that there is some righteousness in the demand for manual training and the development of the forces of the body, as well as those of the mind. It is hardly necessary to say that we are doing nothing, or comparatively nothing, in the direction last indicated, and it seems to me that the subject of bodily training might well engage the attention of this association and teachers the world over.

Our city school-yards are so small, that any vigorous exercise is taken with danger to all small children, and, perhaps, to older ones as well; and as for any training of hand or eye, our drawing-classes afford the only means, and there are found those who would even banish these from our course.

“*Mens sana in corpore sano*” might well be one of the mottoes which adorn our school-rooms.

There is again another demand made by the community upon teachers, and that is, that the moral part of the child be trained. If our education does not make better brothers, sisters, fathers, mothers, citizens, it fails in one of its most important features.

It is of vast importance that there be the sound mind in a sound body; but if the child has not learned to bridle his tongue, govern his appetites, curb his passions, restrain his desires, he becomes, I had almost said, the greater curse to society by the increased facilities which his knowledge affords him for gratifying his weaknesses. Body dies and decays among the clods of the valley, but the moral part of man lives forever, for weal or woe. Shall those who influence so many years of life be indifferent to the claims of the higher, nobler part of that divinely created being called man? Society does not demand that the *isms* or *ologies* of church or sect be taught, but that the grand principles of truthfulness, honour, honesty and manliness be inculcated, both by precept and example. The times demand that teachers of youth, above all others, should stand on no uncertain platform; that they be above reproach, publicly and privately. What may be comparatively harmless in another is positively sinful in the



teacher. He cannot afford to take too liberal ground on the temperance question, or on the question of amusements. If he has doubts concerning the great questions of religion and morality, he should keep them to himself, and not sneer at what some consider high and holy. His private views may not unfit him for his position, but when he makes them public, public opinion demands his immediate removal from so responsible a position.

Let me urge upon my fellow-teachers the necessity of frequently gauging the moral tone of the school or class, and if it is not rising and becoming more noble, seek out the cause in self or surroundings, set to work those influences which will elevate it, and destroy these evil and debasing influences which may be discovered before irreparable damage has been done.

Again, the public is demanding, in tones becoming more loud and clear, that teachers pay some attention to the civilities of life.

To those coming from Great Britain and the European continent, the manners of the youth of Canada and the United States are simply unbearable. We sometimes speak of the boorishness of country children, but the rudeness, the insolence, the utter ignorance of the common rules of politeness of many of our city children are more than sufficient to outweigh the ill-manners of those not so favourably situated.

I know that the mixed population of our colonies, composed as it is of people from the four quarters of the globe, with a too great proportion of the ignorant and vicious, is not the most favourable in the world for the cultivation of the finenesses of life. But the greater the field, the greater the opportunity; the more obvious the evil, the greater the demand for its removal.

How may the evil be removed? The manners of the child at school are generally but the reflection of the home life, and, sad to say, the conduct of the child at home is often but the outcome of his school life.

Those parents who have a regard to the conduct of their children in this respect, have a right to demand, and do demand, that what is good in the home training, shall not be vitiated by the school training; and the community at large has a right to demand that the children of those parents who cannot, or will not, correct the rude habits of their offspring, shall be brought,

in the school-room, under more refining influences than the home affords.

We can, in the school, insist invariably on polite conduct toward ourselves, upon polite treatment of one another. We can, by constant supervision, restrain the rude tendencies of youth, and by our presence among the children at their play, bring about the use of gentler words and more civil action.

We can, by our unvarying courtesy toward the children, set them such an example of politeness as they may safely follow.

Teachers have no right to be rude to children, to call names, to make mean insinuations, to hold up to contempt the frailties of any unfortunate child, and the public have a right to demand the immediate removal of one who, forgetful of his high calling, conducts himself in such a manner as to debase the morals or manners of any child committed to his care. If there is any one argument stronger than another in favour of sending children to private schools rather than public, it is that more attention is given to the training of the child in what may be called the civilities of life.

Let a man be ever so highly educated; let him understand all the mysteries of science; if he be uncivil in his treatment of his fellow-creatures, he is, to a certain extent, a nuisance in society. He should den himself up, so that his sharp claws may not scarify the souls of his fellows.

The public does not demand angelic conduct from teachers, but that they be right-minded, of grand and noble character, unselfish, dignified, polite in word and action to both parents and children, and outwardly, at any rate, such examples of morality and manners that every child may safely use them as models in both.

God not only created the worlds and those beings that inhabit them, but he adorned them with countless beautifying features, showing, at any rate, that strength and wisdom were not all that is desirable in the eyes of the Divine Creator. He, moreover, endowed man with a love for the refined and beautiful in his creatures; therefore, we who make society what it is, to a very great extent, should copy the Divine plan, and while we strive to make mind strong and active, and body healthful and vigorous, we should not forget those polishing, refining processes which do so much to render life joyful and beautiful.

Let me say, in conclusion, that it is my firm belief that if there is any one being on earth who deserves the rest of the redeemed more than another, it is the God-fearing, conscientious, faithful teacher, who, amid the countless discouragements of life, has maintained an even walk and conversation, who has, as the poet expresses it, "lured to brighter worlds and led the way," who has rightly realized the vast possibilities and responsibilities of his position, and has not been found wanting, who has read aright the signs of the times, and grasped the needs of this restless, struggling world of humanity.

"He that goeth forth and weepeth, bearing precious seed, shall doubtless come again with rejoicing, bringing his sheaves with him."

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### Editorial Notes and Comments.

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The EDUCATIONAL RECORD, as our modern philosophers are accustomed to say of things at their turning point, has lately passed through the ordeal that maketh for fame; and everybody seems pleased that sufficient interest has at last been excited in its welfare, to provoke discussion. "You are a poor affair, anyhow," said one wrangler to another once in the heat of their disputings. "I know I am, but that is not the reason why you declare me to be such; for if it suited your purpose, you would be just as likely to declare me a first-rate fellow." Perhaps it is on some such grounds the RECORD ought to take Inspector MacGregor's encomiums, now that he has broken through the silence of his latent endeavours to build up the reputation of the teachers' organ; and yet he none the less deserves credit for having discovered that the arrangement of the RECORD, in its published form, is what he considers to be the proper arrangement of a good educational journal. We thank Mr. MacGregor very much for his conclusion, if he really meant what he said. We thank him, at least, very much for the discussion he was the means of provoking in the interests of the RECORD. Indeed, but for one instance of infidelity to good taste hardly unexpected, there would have been reason for congratulation on the part of everybody,

in view of the good-natured criticism which has realized for our journal its acceptance as the organ of the teachers of the province of Quebec. Such a position, of course, it can only hold through the courtesy of those in authority, who, as we all know, have established it as a medium through which they communicate to the public their proceedings and official announcements. Yet as long as our differences of opinion, as expressed in the RECORD, do not transgress the conditions of loyalty to the cause of education, and of respectful fellowship one with another, the Protestant Committee are not likely to interfere with any discussion that may arise in our pages. Indeed one of our contemporaries, in reviewing one of our numbers, has defined the position of the RECORD so well, that we may repeat what it says here, and thus save us from writing of ourselves at any length, which, as Lord Bacon says, is not always a convenient thing : "We have received the October number of the *Educational Record*, a magazine which is always welcome, not only from its special scope, but because of the varied nature of its contents, which render it of interest to the general reader. During the past two years, its appearance and arrangement have been very much improved, and a number of articles of general popular interest have appeared. Such a magazine must be a great help to the teachers throughout the country, and if they would respond more freely to the editor's invitation and contribute more by letters and communicated articles it would be of greater use still. The magazine is in reality the representative of the teachers. Its semi-official character, as the vehicle of publication of the proceedings of the Protestant Board of the Council of Education, does not hinder its being open for the discussion of educational matters in the freest manner. There is a special department for correspondence of that character. Among the leading articles of the past two years, we observe many selected from the papers read at the educational conventions which form a leading feature in our system, and thus much matter of special value is disseminated throughout the teaching world and preserved for future reference. As journalists, we read always with interest, the departments on general literature and current events. In the first we are glad to observe that the editor recognizes that there is a literature of Canada and knows what it is. He knows the names

of our writers and what they have done. His advice that the study of Canadian history should be supplemented and enlivened by the perusal of the works of Canadian writers of historical fiction: is good. Kirby's *Golden Dog*, Lesperance's *Bastannais*, Adams' *Algonquin Maiden*, and others of the same class, which is much larger than the general public supposes, ought to be as familiar to our young people as the historical novels of other lands. The literary editor is himself contributing a connected series of papers on the history of education in this province, which will be of great permanent value. He has gone over the work of the Recollets and the Jesuit, and in his last paper treats of these efforts under the English period, by which the foundations, sixty years ago, of our present system were laid down—small beginnings, with few results apparent at the time, but which are now of immense importance. One after another all the literary magazines published in this province in the English language have disappeared. For this reason we attach importance to the literary element in this magazine, and we are glad that the editor has, from time to time, words of encouragement for our writers. He is himself a writer who has contributed to our historical literature by his books as well as by his articles, and he shows throughout the volumes of this magazine a perfect familiarity with all that has been done in Canada in the way of literature—a familiarity which is not very common."

—The echoes from the convention are still in the air, while the Executive Council is busied with the powers intrusted to its keeping for another year. These powers are properly defined in the resolutions which were discussed and passed at the Waterloo meeting, and in the new constitution which has been agreed upon. It is proposed that the Association be incorporated, and a committee has been appointed to apply for the necessary legislation. The decision to make Montreal the permanent place of meeting of the Association has met with little opposition from the teachers in the outlying districts, and may be looked upon as a movement in the right direction. There is no place in the province so easy of access to the majority of the teachers as is Montreal, and it will be, under the new arrangement, possible to hold the annual convention on the Friday and Saturday

of the week in October, in which it is proposed to call the Association together, thus avoiding the breaking up of the schools for the greater part of a whole week, at a time of the year when they are just being re-organized. The only thing that was required to settle this matter was the assurance that the annual call upon the hospitality of the people of Montreal would be responded to, and few will be inclined to doubt that such will be the case. The permanency of the Association as an institution of the country may now be said to be fully secured, and we have no doubt that everything will be done by its members to advance its usefulness in a direction which will gratify everyone interested in our educational welfare. The attention which was given at the Waterloo meeting to professional work indicates how far the usefulness of the society may be extended in this direction by the efforts of the members themselves. Notwithstanding the solicitude of some very wise people who are ever anxious to take teachers under their protection and save them from the pedagogic that passes overhead, we claim that the theory of teaching, even in its more abstract phases, should come up oftener for discussion at our annual conventions, accompanied, as such discussions may profitably be, by practical illustrations. This was done at the last convention by Messrs. Curtis and Gregor, in a way to please everybody, and we have no doubt their success will encourage others to imitate them at future conventions. Messrs. Thomson and Smith, and Mrs. Sunister did their share of this kind of work also, in their elucidation of the principles of Drawing and Music.

— The report of the Superintendent of Public Instruction for the past year is replete with interesting information, and gives evidence in its pages of the advancement which is being made in every section of the province in the matter of education. The Hon. Mr. Ouimet is to be congratulated on the changes which he has been the means of introducing in our system. The difficulties he has had to encounter are not only the difficulties which beset the paths of other superintendents of education in Canada, but in many cases arise from the peculiar character of the system which he is called upon to administer. Aply assisted, as he is, by his two under-secretarys, Messrs. DeCazes and Rexford, he is again in a position to show an excellent exhibit of

what has been done to improve the schools of our province. In his general summary, at the beginning of his report, there is shown, in a carefully compiled table, the number of municipalities, school-houses, organized schools, teachers, and pupils. Of the whole number of schools, 5234, there are 4156 accredited as being Roman Catholic and 1078 as Protestant, of the total number of teachers, there are said to be 6815 Roman Catholic and 1416 Protestant, making in all 8231, and of the grand total of pupils, 258,607, there are 219,403 set down as Roman Catholic and 37,484 as Protestant. These statistics are taken from the reports of the various secretary-treasurers, from the annual reports of the superior schools, and from the inspector's tables of statistics. As the Superintendent says :—

“The half yearly reports of the secretary-treasurers, as they are at present, enable me to check the accounts kept by these officials, and to satisfy myself that the amounts received from rate-payers and those accruing from the Government subsidy are used exclusively for the support of the schools under the control of commissioners and trustees. The annual reports of the institutions of superior education are drawn up in altogether a new form. The blanks made out for each class, according to the course of study established by the Roman Catholic and Protestant Committees of the Council of Public Instruction, enable me to judge whether the institutions to which they are sent fulfil all the conditions required for the different grades to which they belong. The statistics supplied by the school inspectors are more general ; they comprise all our school system. The tables which contain them are made out in three divisions, viz : schools under control of commissioners or trustees ; independent schools receiving grants, and independent schools not receiving grants. These different classes are subdivided into elementary schools, model schools, academies and high schools, and classical colleges, and each one of these subdivisions shows the number of pupils which it contains and the course of study which is there pursued, the number of scholars, the average attendance, and also the number of teachers and professors, and the average of their salaries.”

Mr. Ouimet gives a history of the course of study and the manner in which it has been developed from the necessities of the Roman Catholic schools. In this, sketch notes are made of the criticisms of those to whom the course of study was submitted, and the final conclusions show how indispensable it is to have a course of study as a guide for all the schools. It is hardly necessary to say that such a course of study has been agreed to, and has been working satisfactorily in the Roman Catholic

schools, as a preliminary experiment to its final adoption and enforcement in June next. In referring to the low salaries paid to elementary teachers, the superintendent places before the legislature evidence called from the Inspectors' reports showing how the scarcity of teachers, arising from the small remuneration given by the commissioners, interferes with the carrying out of suggestions which otherwise would tend to the improvement of our schools. He further refers to the necessity for changes in the manner of conducting the examinations for teachers, and finally speaks of the changes that have taken place in the *personnel* of his staff. Of the appendices to the report we cannot but write in the highest terms. In these can readily be seen the amount of work which passes through the department in a year. The various Inspectors' reports, the reports from the Normal and Polytechnic Schools, and the synopsis of the proceedings of the Roman Catholic and Protestant Committees add to the value of the volume, as a work of reference.

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### Current Events.

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The McGill University has in attendance this year 564 students, 29 in law, 194 in medicine, and 283 in arts. In attendance at the Normal School there are 93 students. At its last meeting the corporation discussed the amendments to the Bar Act that was unsuccessful last year, and decided to make a further effort in Quebec, before appealing to the authorities at Ottawa. Mr. Peter Redpath has presented nearly a hundred new and valuable books to the library. The question of raising the standard of the matriculation examination was ventilated, and a report was likewise made as to the progress of negotiations with reference to the assimilating of the matriculation examinations in Quebec and Ontario.

—A report was read from the faculty of law referring to its new class rooms in the Fraser Institute, and to the improved arrangements made for the lectures in the present session. On the adjournment of the meeting the members of the corporation passed through the chemical laboratory and visited the new and



commodious rooms provided for the faculty of applied science in the east wing, including three class rooms and a large and admirably fitted up drawing room, with light from above.

—The *Use of the Globe* as a practical study is likely soon to be introduced into the schools of Canada. Mr. Turnbull of Toronto has constructed an Astronomical Globe for school purposes, which will, no doubt, have this effect, and those of our teachers interested in the matter, should communicate with Messrs. Williamson & Co., Stationers, Toronto, for the manual which accompanies the new and improved globe. As an invention of one whose home is in Canada, it has come in for a large share of commendation, and its introduction into the schools of Ontario is an event worth noting.

—The following have been pointed out as some of the difficulties which an undergraduate has to encounter in McGill University, before going up for his degree: The undergraduates looking to the B.A. degree as the final reward of their four years' labors, have nine examinations to pass, viz., the entrance and two in each successive year. At these barriers many candidates fail, especially in the first two years, until the weaker have been removed by a gradual process of selection. At the entrance examinations in September, nearly one-third of the candidates fail to pass; the average failures yearly, taking the last six years as a basis of calculation, having been 28.6 per cent. Of those who, then or subsequently, pass, about one-fourth fail at the end of the first year; the average of failures being  $23\frac{1}{2}$  per cent. The ranks of the successful candidates are again thinned at the end of the second year, the Intermediate examinations, the average failures being 13.7 per cent. Hence, in spite of the opportunities to recover standing offered by supplemental examinations, the reduction of numbers is so great, other causes, of course, operating also, that barely one-half of those who present themselves as candidates at the start, reach the degree, the average over six years having been 51 per cent.

—We trust Mr. Thomson's address on Drawing, given at the late convention, will have the effect of enlisting the enthusiasm of our teachers in connection with this subject, Mr. Smith's address on the Tonic Sol-fa system of teaching singing will appear in our next issue. In Toronto, and in Montreal, much

attention has been given to the subject, and it would be well to see it introduced into all our schools. These subjects, drawing and singing, are looked upon by most teachers as the lighter branches of instruction; nor are they so important as some others, yet we know of no subjects which will tend more to make the school a pleasant place for children than these two, as may be readily tested by any of our teachers examining the work done in Montreal.

— Probably few persons who are familiar with our spacious and well-found Board schools (says the *Daily News*) have any notion of the condition of some of the Irish school buildings. Mr. Newell, head Inspector of schools in the West of Ireland, declares that in every district there still exist hovels of the most miserable character, wherein children are huddled together all day in semi-darkness, on a damp clay floor, in a fetid atmosphere, and where many earnest teachers have worn out their lives at an early age. Now that the State grants for building are being so largely used, it is impossible not to join with Mr. Newell in the hope that these discreditable school-houses will soon vanish. It appears that their long impunity has not arisen from their being overlooked. On the contrary, Mr. Newell tells us that he has spared no pains to get them swept away, and that the district Inspectors have made also strenuous efforts in the same direction. The school-buildings in our province have nothing in common with those which are spoken of in the above paragraph. Yet we are not going to stop at the improvement which has been made within the past ten years, and it must be a source of gratification to all our teachers of the superior schools, to know that the Protestant Committee are anxious to assist them, by the granting of bonuses, in the improvement of the interior and exterior surroundings of the school buildings.

— The following list, obtained from the latest calendar, shows the number of women students at the end of last session in the Arts faculties of the universities named:—

University college, Toronto.....	27
Victoria college, Cobourg.....	16
Queen's college, Kingston.....	15
Dalhousie college, Halifax.....	34
McGill college, Montreal.....	109

A comparison of the total number of Arts' students in McGill college at decennial intervals previously may be interesting:—

In April, 1859, the total was .....	60
In January, 1869, the total was.....	78
In January, 1879, the total was....	149
In 1888-89, (up to November 1).....	300

In the Donalda department for women, the number at present of matriculated students is 49, viz., 33 undergraduate and 16 partials. The number of "occasional" students in the same department is 49, giving the total of 98.

— Is it, or is it not, desirable (asks the *St. James' Gazette*) to encourage school-boys to read the newspapers? If we were founding an educational Utopia, this, we fully allow, might be a moot point; but in practical politics the question does not arise. The modern school-boy will have his paper; and all that the master can do is directly to determine what kind of paper he shall read, and indirectly to influence his taste and judgment in the selection of the articles that he reads. The influence must, however, be exerted indirectly. The days of Mangnall's Questions are over, and no educator, except, perhaps, Miss Sewell, wishes to restore that ancient solitary reign, when arts and fragments of general information were doled out like presents from a Christmas tree. And it must be exerted with discretion. A science master in whom the missionary spirit was strong be-thought him of supplying "Pop" with a weekly copy of *Nature*. The journal was tossed aside or torn up, but still he persevered. One day as he entered the club room he espied the latest copy nailed up over the mantelpiece, with the superscription "*Naturam expellas furca, tamen usque recurret.*" After that he gave it up. But there are numberless ways in which a master may inspire an interest in the science, the literature, the politics of the day. One public schoolmaster of our acquaintance used each week to require of his form (a lower fourth) an explanation of the cartoon in *Punch*. Another, the master of a modern side, laid a wager that at least five boys in his sixth would be able to give a correct list of the English Prime Ministers, the American Presidents, and the forms of French Government for the last fifty years, and he won it. There had, in this case, been no cramming; but, being himself a brilliant modern historian, he had inspired the same interest in his best pupils.

— The Executive Council of the Provincial Association of Teachers of the Province of Quebec, have been taking action in some matters which were brought up for discussion at the late convention. A deputation has waited upon the Premier in regard to further representation on the Council of Public Instruction, the *personnel* of the Central Board of Examiners and the distribution of moneys in connection with superior education.

— On Tuesday afternoon, November 13th, the second regular meeting of the Local Association of Teachers, Montreal, was held in the Normal School Hall. Mr. Kneeland presided. Rev. E. M. Taylor opened the meeting with prayer. The adoption of the minutes was followed by the election of Miss Chandler as member on Mr. Humphrey's motion, seconded by Prof. Parmelee. The *resumé* of educational events was given by Prof. Parmelee, who drew attention in it to the provision at present made by several colleges for distinct religious instruction, and further to the recommendations made by the commission appointed in England to report on the state of education in that country. The President tendered the thanks of the meeting to Prof. Parmelee, after which Mr. Patterson opened the debate on "That Home-Work, as customarily assigned, is objectionable." He was followed by the Rev. E. M. Taylor on the negative side. The subject was further treated by Miss Swallow and Mr. Curtis on the affirmative side, and Mr. Jackson and Mr. Humphrey on the negative side. The debate being closed by the leaders, the vote was put to the meeting by the President, which resulted in a majority of three for the negative side.

— The following are the more important resolutions passed at the late Convention of Teachers at Waterloo, which we issue for the sake of reference by our readers. Those omitted refer to the retiring officers, to the citizens of Waterloo, their hospitality and entertainment, and to the railroad and steamboat companies.

Moved by A. W. Kneeland, M.A., seconded by Principal Gilman:—Whereas, the Constitution and By-Laws of the Association of Protestant Teachers of the Province of Quebec have been revised and amended with a special view to incorporation, and, whereas, the Constitution so amended has been adopted in Convention:

*Resolved:* By the said Association in Convention assembled, that the Executive Committee of the Association be authorized

to take steps at once to have the said Association of Protestant Teachers incorporated by Act of Parliament.

Moved by Mr. R. J. Hewton, seconded by Mr. A. L. Gilman; Whereas, certain Examination Papers for the Association of Arts have been objected to:

*Resolved*: That this matter be referred to Dr. Harper and Mr. Rexford, that they may bring it before the Board of University Examiners.

The following resolution was also presented by Dr. Kelly, seconded by Mr. A. W. Arthy:

*Resolved*: That the subject of the representation of the Provincial Association of Protestant Teachers on the Protestant Committee of the Council of Public Instruction be referred for consideration to a committee consisting of the President, Mr. Kneeland, the mover and the seconder of the resolution with power to add to their number, with instructions to take any action that may be desirable as early as convenient.

— The Matthew Arnold Memorial Fund has now nearly reached the sum of £5,000. This amount will suffice, after providing the memorial in Abbey, to secure Mrs. Arnold a modest competence; but it will hardly leave much balance for the proposed Matthew Arnold Scholarship or Lectureship at Oxford. For the minimum amount required for this latter purpose there is a precedent in the existing "Arnold Historical Essay Fund." In 1850 the University accepted a sum of £1,800 raised by subscription in order to found an annual prize in memory of Dr. Arnold. A similar prize, in connection with literature, would very happily associate the memories of father and son.

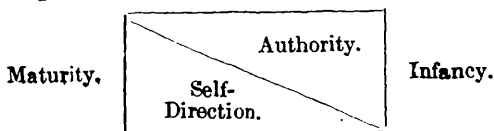
— During the past year, the number of pupils enrolled in the books of the public schools of the United States was 11,805,670, being an increase over the whole country of 2.66 per cent. over the previous year. The proportion of enrolments to the number of children was greatest in the North Central States, Ohio, Indiana, Illinois, Michigan, etc., where it was 121 for every 100 children between 6 and 14 years of age. It was lowest in the Southern States, where the number ranged from 89 to 79 enrolments in every 100 children between the above-mentioned ages. The total attendance, as apart from the enrolment, was 7,571,416 on the average, or an increase of 2.89 per cent. The greatest increase in the average attendance took place in the South. In six

of the States—New Hampshire, Vermont, Rhode Island, Connecticut, New York, and South Carolina—the attendance has decreased, while that at private schools has increased, showing that the later are gaining on public schools in these States. The figures also show a greater regularity in point of attendance than formerly. The average of attendance during the year was 64.13; in other words, 64 pupils in every 100 attended every day, on an average, during the school year; or, regarded in another way, every pupil on the rolls attended on an average 64 out of every 100 days his school was open. It is curious that laws rendering attendance compulsory do not affect the average attendance to any appreciable extent; for it is higher in the South Central States, where there are no compulsory laws, than in the North Central, where these laws exist. “The tendency suggested by the figures is unmistakable. They show conclusively the steady growth of a sentiment in favour of popular education, a growth not confined to any one part of the country, but extending throughout its length and breadth. This remark will seem to possess greater force when it is considered that there has been an increase in the proportion of children enrolled as pupils, as well as an increase in the proportion of the number enrolled who attended regularly.”

— The inventor of Volapuk is dead. Whether the late Father Schleyer, parish priest of Constance (says the *Globe*), is destined to live in history as the restorer of the simple linguistic arrangements universally prevalent previous to the foundation of the Tower of Babel, remains to be proved. His glory will be decidedly posthumous, if he is ever glorified at all; for there do not seem to be many signs of the general adoption of Volapuk, as yet.

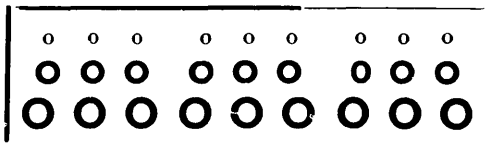
### Practical Hints and Examination Papers.

Prof. Paine gives this neat graphical illustration of a governing principle in school management:—



The transition is gradual. The best order is found in the primary and in the high school. The children of the former do right because the teacher expects and requires it; the young people of the high school keep good order because it is right to do so. The unfortunate chaotic age is found about midway between the two. This principle applies with equal force to mental training. That teacher who does not from the very beginning aim toward giving his pupil the power of self-direction is failing in his highest function.

—In a board two feet long and a foot wide put three rows of nine holes each as in the accompanying cut:—



The holes in the top should be big enough to take a wooden toothpick; the next big enough to take ten toothpicks; the next big enough to take ten of the bunches of ten. This provides for building up to thousands. The numbers from one to nine are to be taught as sight groups by means of the holes and the toothpicks. These groups are formed by the addition of one to each preceding group, the method by which the mind is forced to learn the contents of the groups. Let the child (1) observe attentively the group; (2) hold the group in his hand and match it, which involves discrimination; (3) hunt for numbers, that is, pick the number from among others, which involves discrimination and memory; (4) reproduce from memory, adding the conception of a generalized idea."— *Ind. School Journal*.

—Franklin, I think, said that "a man who is good for making excuses, is good for nothing else." I have often thought of this as I have visited the schools of persons given to this failing. It is sometimes quite amusing to hear such a teacher keep up a sort of running apology for the various pupils. A class is called to read: The teacher remarks, "This class have just commenced reading in this book." Stephen finishes the first paragraph, and the teacher adds, "Stephen has not attended school very regular lately." William reads the second. "This boy," says the teacher, "was very backward when I came here—he has but just joined this class." Charles executes the third. "That boy has an impediment in his speech." Reuben follows. "It is almost impossible to make a good reader of Reuben; he never seems to pay the least attention. I have bestowed unwearied pains upon him." Mary takes her turn. "This girl has lost her book, and her father refuses to buy her another." Mary here blushes to the eyes—for though she could bear his reproof she still has some sense of family pride; she bursts into tears while Martha reads the next paragraph. "I have tried all along," says the teacher, "to

make this girl raise her voice, but still she will almost stifle her words." Martha looks dejected, and the next in order makes an attempt. Now, the teacher in all this has no malicious design to wound the feelings of every child in the class—and yet he as effectually accomplishes that result as if he had premeditated it. Every scholar is interested to read as well as possible in the presence of strangers; every one makes the effort to do so; yet every one is practically pronounced to have failed. The visitors pity the poor pupils for the pain they are made thus needlessly to suffer, and they pity also the weakness of the poor teacher, whose love of approbation has so blinded his own perception that he is regardless of the feelings of others, and thinks of nothing but his own.

—The following hints on "School Visitors," taken from *The School Journal*, may be of use to young teachers:—

1. Receive a visitor politely, and offer him a seat.
2. Make no explanation concerning your work, but go right on just as you would do if no one except your scholars were present.
3. Give your visitor a book, and be certain that he is in such a place that he can see what is going on and hear what is said.
4. Unless on special occasion do not call upon him to make a speech.
5. If you have occasion to introduce him to the school, be certain to have your pupils rise for a minute. This is showing but ordinary respect.
6. If anything is said commendatory or instructive, thank him in the name of the school. It is a poor service, indeed, that does not deserve a simple "Thank You."
7. Don't be fussy, or anxious, or impatient for commendation. Don't ask him how he liked this or that, or fish for a compliment. If you really want to know anything, and have confidence in your visitor's ability, ask him after school is through. Listen patiently and attentively, but do not controvert or oppose. You can do your own thinking and acting. Arguing will do no good.
8. Secure the presence of visitors as often as possible, and let your pupils be accustomed to talk with them on all proper occasions.
9. If a visitor is so impolite as to interrupt a class, and seems disposed to get up a discussion or controversy, stop, wait patiently until he is through, answer politely, but go on yourself. Keep the class in your own hands. If you are driving, hold the reins. Never let a class get beyond your own control. You are teacher, and no examining board, county or city superintendent, or president, no one, not even the President of the United States, has any more right to interrupt you than you to interfere or meddle with them.

—The following is an example of a paper set in Mental Arithmetic which may be of service to our teachers. The answers alone are to be noted down by the pupils:—

1. Add 17, 8, 9, 6, 7, 9, 11, 13. 22.



2. A and B do some work in 6 days. A does  $\frac{1}{3}$  as much as B. In what time will each do the work?
3. A does some work in 2 days which B does in 4. In what time will they do the work together?
4. What time is it when the time past noon is  $\frac{1}{2}$  of the time to mid-night?
5. At \$3 per ream, what are  $2\frac{1}{2}$  quires of paper worth?
6. At \$10 per ton, what is the cost of 3 cwt. of coal?
7. What is  $\frac{3}{4}$  per cent. of \$800?
8. If 10 yards of cloth cost \$70, at what must I sell it per yard to gain 20 per cent?
9. \$600 is 400 per cent. of what number?
10. What per cent. of 2,500 is  $12\frac{1}{2}$ ?
11. San Francisco is  $120^{\circ} 32'$  west longitude, and Sacramento is  $120^{\circ} 31'$  west. What is the difference in time between them?
11. What is the difference in longitude between two places when the difference in time is 3 hours?
13. A man buys an article for \$1 and sells it for \$100 what per cent. does he gain?

—The manufacturers of the famous “13, 14, 15” combination have brought out another, somewhat in the same line, which is called the Blizzard Puzzle. Here it is:—

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42
43	44	45	46	47	48	49

The object of the puzzle is to so re-arrange these numbers that each column shall add up to 175, horizontally, vertically and diagonally. This makes sixteen different ways in which this total of 175 must be reached before the problem can be considered as solved. Will any of our young friends try their hand at solving it?

—Rev. A. E. Winship, editor and proprietor of the *New England Journal of Education*, delivered an address before the October meeting of the Chicago Institute of Education, subject, "Genius and Circumstances." When he first left school and became a teacher, he achieved considerable local fame in teachers' institutes for the skill with which he could represent mountains on the blackboard. It was all done by a certain wriggle of the chalk, and became the orthodox and invariable way of making mountains. After a time he visited the old school where he had learned the trick. He found new ideas in the ascendant and that his famous way of making mountains was no longer the way. To make mountains *right* now required an entirely different wriggle of chalk and turn of the wrist. His chagrin was intense to find that after all the fame he had acquired he could not make mountains at all. But he soon acquired the new wrinkle and went over his old beat teaching his old disciples the "new and better way." However, after a while the old fashion came into vogue again and nothing was "right" but the original wriggle. He submitted this much of personal experience to illustrate how fickle school-room fashions are, and to impress the truth that method is by no means the only or the first essential in efficient teaching. Reputation either of schools or teachers cannot be built up on methods merely. In the last two years he had visited 2,000 schools and he found as a rule everywhere results attributed to "methods" which an impartial judge would say were due to the enthusiasm and power of the teacher, instead of to any method.

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### Books Received and Reviewed.

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The Interstate Publishing Company, 30 Franklin Street, Boston, continue to send us their monthlies and we advise our teachers to send for copies of these exceedingly interesting periodicals. The principals of our Superior Schools ought to arrange to have the *Grammar School*, a monthly magazine of instructive reading for young people, upon their table. *Literature*, the illustrated weekly magazine, issued by John Alden & Co., has an excellent article on George Macdonald, in its last issue. The *Montreal Medical Journal*, edited by Drs. Ross, Roddick and Stewart, throws credit upon all connected with its issue. The *Teacher's Institute* is the best teacher's journal we have seen, and we have entered into negotiations with the publishers to arrange for a club rate with the *RECORD*, in order that our subscribers may have the advantage of reading such a journal regularly, at the lowest rate possible.

BOTANY FOR ACADEMIES AND COLLEGES, by Annie Chambers-Ketchum, A.M., member of the New York Academy of Science, and published by J. B. Lippincott Company, Philadelphia. This is a successful attempt to

compile a book on Botany on the inductive method. Beginning with what the author calls the alphabet of organic life, the cryptogamia, the simplest plant forms are taken up first, and from this as a starting point, the student is expected to proceed to the examination of the structure of the plant in the phanerogamia. With such a text-book in hand the pupil must do practical work. As the author says, the use of the microscope cannot be too strongly urged. Without it, no part of the plant can be successfully studied. We have no hesitation in recommending this book as one of the best of its kind. The illustrations are numerous and add materially to the value of the volume.

**HOW TO TEACH MANNERS** in the school-room, by Mrs. Julia M. Dewey of Vermont, and published by Messrs. E. L. Kellogg & Co., New York and Chicago. This volume is No. 7 of the Reading Circle Library Series, and fully sustains the character of its forerunners. The aim of the little book is to furnish material for lessons in manners, suitable to be taught in the schools, to furnish illustrative lessons showing the main lines of thought to be pursued, and to impress both teachers and pupils with a need of the knowledge of good manners. We welcome such a book as this as a new thing, and trust our teachers will find it of material service to them in dealing with juvenile ill-breeding.

**INTRODUCTORY LESSONS IN ENGLISH GRAMMAR**, by William H. Maxwell, M.A., Ph. D. Superintendent of Public Instruction, Brooklyn, and published by A. S. Barnes & Co., New York and Chicago. The author of this new departure in the study of English, maintains that the chief purpose of studying grammar is not to teach children to speak and write the English language with propriety, but to teach them how to comprehend thought when expressed in language. As we shall refer to the author's preface on another occasion, as it is full of suggestions to the thoughtful teacher, we will more fully say here, that Dr. Maxwell's book will create a stir among teachers, as it forms, as it were, a connecting link between the old grammar teaching and the new, and will thus lead to many a discussion between the votaries of the old system and the more modern.

**THE HAND-BOOK OF CANADIAN DATES**, by F. A. McCord, Assistant Law Clerk of the House of Commons, and published by Dawson Bros., Montreal. As the publishers declare in their advertisement, this book is one of the most thoroughly useful books which has ever been produced in Canada. To none will it be of more use than to our teachers, and to their attention we specially recommend the neat little volume. But the book will also be of great service to the historian and to the political writer, inasmuch as no date has escaped the attention of the pains-taking compiler; and as the arrangement is everything that could be desired in a book of reference, we predict a large sale of this useful work.

**A FIRST GREEK GRAMMAR**, by Dr. Rutherford, Head Master of Westminster, and **EASY EXERCISES IN GREEK ACCIDENCE**, by H. Underhill, M.A., of St. Paul's Preparatory School, both of them published by Messrs. MacMillan & Co. of London. These two books may well go together, and we would recommend the teachers of the many private schools throughout the country to examine them carefully before beginning a new class in Greek. They contain all the information in Bryce and Smyth, while the former excels both of them in the arrangement.

## Correspondence.

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QUEBEC, P. Q.

*Editor EDUCATIONAL RECORD.*

DEAR SIR:—The following items relating to matters in connection with the Sutton High School, I have thought might be of sufficient importance to report for publication in the RECORD:—

Sometime about February last, when the school was under the management of my very able and worthy predecessor Mr. Rivard, a society was formed called the "Sutton Debating Society," having for its object the mutual improvement of the mental and oratorical talents of the youth of the village and surrounding locality.

Permission having been obtained from the Commissioners to use the class-room of the Academy for a place of meeting, a constitution and set of by-laws were adopted, and officers chosen, of which Mr. Rivard was appointed first president. Meetings were held on every Friday evening, from February till May, when an adjournment was made until the 28th of September, when the first meeting of the season took place, on which occasion the writer was appointed second President of the Society.

Before closing last spring, the Rev. Mr. Cattanaeh gave an address before the Society, strongly advocating the necessity of having a library in connection with the Academy, and as a result, a sum of money has been raised, by voluntary contributions, concerts, etc., sufficient to procure the entire set of the Encyclopedia Britannica, save the last two volumes, and we have now funds enough on hand to pay for them, as soon as they are published. It is our object to continue the work of raising still more money in order to procure standard dictionaries and other works of reference, which will form a library, such as but few of our country schools possess. We intend giving another concert in about two weeks of which you may hear more anon.

The people of Sutton are to be commended for the zeal they have manifested of late in reference to School matters.

They have erected a large and commodious school-house capable of accommodating about 200 children, at a cost of nearly \$4,000, including a spacious yard and play-ground; and occupying one of the best locations in the village. With a few additional improvements, the "Sutton Academy" will be in a position to offer educational advantages surpassed but by few similar institutions in the province. The location is one of the finest in the Eastern Townships,—the scenery of the surrounding mountains would delight the eye of an artist and not fail to attract the notice of even the most unobservant beholder.

Being but a resident of the place since the first of September last, it would be unwise in me to be too sanguine as to the future of the High School here; but from all I can gather, I am of opinion that there is a bright future before the institution.

Should you deem these notes worthy of a place in your Journal, I may forward more of a like nature, during the course of the winter.

Yours most respectfully,

D. M. GILMOUR,  
Prin.

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### Official Department.

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DEPARTMENT OF PUBLIC INSTRUCTION,  
Quebec, 28th November, 1888.

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

Present, The Rev. John Cook, D.D.; Sir William Dawson, C.M.G., LL.D.; The Ven. Archdeacon Lindsay, M.A.; George L. Masten, Esq.; The Rev. W. I. Shaw, LL.D.; Dr. Cameron, M.P.P.; A. W. Kneeland, Esq., M.A.; E. J. Hemming, Esq., D.C.L.; The Very Rev. Dean Norman, D.D.; The Rev. George Weir, LL.D.

In the absence of the Chairman and the acting Chairman, the Rev. Dr. Cook was asked to take the chair, but Dr. Cook declined, and Sir William Dawson was called to the chair.

The secretary then submitted an Order in Council of the 23rd November, inst., appointing Dr. A. Cameron, M.P.P., member of the Council of Public Instruction to fill the place that Protestants are entitled to by the erection of the diocese of Nicolet, according to 39 Vic., Chap. 15, Sec. 13, Rev. William I. Shaw, LL.D., Wesleyan Theological College, Montreal, to replace Rev. Dr. Mathews, who has resigned, and A. W. Kneeland, Head Master, Panet street school, Montreal, to replace Hon. James Ferrier, deceased, and the new members were introduced to the Committee by the Chairman.

Minutes of the previous meeting were then read and confirmed.

The secretary then submitted the following items of correspondence for the consideration of the Committee:—

1. From John Robertson, Montreal, and Thomas Townsend, Bristol, applying for diplomas under Regulations of the Protestant Committee, and presenting certificates.

The Committee agreed to submit these applications to a sub-

committee, consisting of the Very Rev. Dean Norman and Mr. Masten, and report to next meeting.

2. From Dr. Lachapelle, Chairman of the Provincial Board of Health, concerning the teaching of Hygiene in schools.

The Committee agreed to refer this communication to the Committee on text-books, to report to next meeting.

3. From the Honorable the Premier of the Province, concerning the application from the Protestant Board of School Commissioners of Montreal, for changes in the school-law.

The letter of the Honorable the Premier of the Province, of date 27th November, 1888, addressed to the Rev. Mr. Rexford, Joint Secretary of the Council of Public Instruction, having reference to a Bill proposed to be introduced at the next session of the Legislature, to secure a more just distribution of taxes in connection with Joint Stock Companies, and whereby he is requested to draw the attention of the Protestant Committee to the same, having been submitted to this Committee, it was resolved, on motion of the Rev. Dr. Cook, seconded by the Very Rev. Dean Norman, that the Rev. Mr. Rexford be instructed to reply to the said letter of the 27th November, 1888, to the following effect:—

First,—“That this Board has always been of opinion that the School Tax levied on Protestants holding Stock in Banks, and other Joint Stock Corporations, should be applied exclusively to Protestant education, and to this, as no more than just and right, and what is allowed to Roman Catholic stockholders in Ontario, they do still decidedly adhere (one member dissenting).

Second,—That as to the motion of His Eminence Cardinal Taschereau, brought forward in the Council of Public Instruction, which is referred to as having been passed unanimously, that the Honorable the Premier be informed that there appears to be some misapprehension with respect thereto. The Protestant members of the Council who were present on that occasion, and who are now present, namely, Sir William Dawson, Venerable Archdeacon Lindsay, and Mr. Masten (with whom the English secretary agrees) do not admit that such motion was ever formally put and adopted, but, that such motion was read, though not passed, and that it was submitted at a different part of the proceedings of the Council from what appears in the minutes, viz.: not on the first day of meeting but on the second day, and then as an amendment to certain resolutions proposed by the Protestant members, and subsequently withdrawn by them.”

The Secretary then read a report from Board of Examiners for Inspectors.

The report was received and on motion of Dr. Cameron, seconded by Dr. Weir, it was

*Resolved*,—"That inasmuch as none of the Candidates for the office of School Inspector appears to have fulfilled the requirements for that office the matter be referred to a sub-committee of the Board, composed of Very Rev. Dean Norman, Rev. Dr. Weir, and Mr. Masten, in accordance with 40 Vic., Chap. 22, Sec. 42, with instructions to report at next meeting."

The Committee agreed to amend Regulation 4 of the Protestant Committee, by inserting the following words after Board of Examiners in the third line: "or before a sub-committee of the Protestant Committee appointed for the purpose."

A communication was read from the Hon. Provincial Secretary concerning the Protestant Central Board of Examiners, and after the explanations given before the Committee by the Provincial Secretary, it was resolved, on motion of Dr. Hemming, seconded by Rev. Dr. Shaw.

"That the explanation given by the Hon. the Provincial Secretary before this Committee, with respect to the change in the composition of the Central Board of Examiners, be accepted by the Committee, and that the list as revised by the Government be recommended, that is to say: The Very Rev. Dean Norman, D.C.L., LL.D., the Rev. George Cornish, LL.D., F. W. Kelley, Esq., Ph. D., T. Ainslie Young, Esq., M.A., Madam Cornu, and that the Rev. Elson I. Rexford, B.A., be appointed secretary of the Board."

The secretary submitted the following financial statement of the Protestant Committee, which was received, examined and found correct:—

FINANCIAL STATEMENT OF PROTESTANT COMMITTEE.

I. SUPERIOR EDUCATION FUND.

1888.

*Receipts.*

Sept. 21. Balance on hand ..... \$ 1969 00

*Expenditure.*

Oct. 8. Transferred to Sup. Education..... 1969 00

Nov. 28. Balance on hand ..... 0000 00

## II. CONTINGENT FUND.

*Receipts.*

Sept. 21. Balance on hand.....\$ 1868 93

*Expenditure.*

Oct. 8. Inspector's salary to 30th Sept.....\$125 00

Inspector's travelling expenses..... 300 00

Oct. 8. Secretary's salary to 30th Sept..... 50 00

————— \$ 475 00

Nov. 28. Balance on hand..... \$1393 93

Nov. 28. Total Bank balance..... \$1393 93

Audited and found correct, 28th Nov. 1888.

(Signed), E. J. HEMMING.

Sir William Dawson, on behalf of the sub-committee on professions and professional examinations, reported progress, and the sub-committee was continued with power to add to its number.

The Very Rev. the Dean reported on behalf of the sub-committee on Returns of Colleges and Normal School, that as the returns are not yet complete, the sub-committee reported progress and asked leave to sit again. The sub-committee was continued, and the name of the Bishop of Quebec was substituted for that of Dr. Mathews, resigned.

Sir William Dawson presented the following report of the sub-committee on assimilating the examinations of Superior Schools of Ontario and Quebec, which was received and adopted:—

“The sub-committee on assimilation of matriculation examinations with those of Ontario beg to report that it held a meeting on Wednesday the 24th October, at which the Rev. Mr. Rexford was present, as well as the members of the Committee. After consideration of the correspondence on the subject, and the regulations in Ontario and Quebec, it was resolved to suggest to the Minister of Public Instruction in Ontario that the object might be secured by recognizing the classical books prescribed for Academies in Quebec, and which are also in use in Ontario as fixed subjects, until changed by mutual consent, and leaving it to the Universities to arrange, as far as possible, for changes simultaneously in the two Provinces, in regard to such books as may be required for more advanced examinations for exhibitions, &c.

This proposal was communicated to the Hon. the Minister of Public Instruction of Ontario and a favorable reply has been received, so that it is hoped this matter may be regarded as settled. In case, however, of any change in our programme, it will be well, in the interests of our Colleges and Academies, to give early notice to the educational authorities in Ontario.”

(Signed) J. WM. DAWSON,  
Chairman sub-com.

Nov. 27, 1888.



A letter was received from Mr. R. J. Hewton, of St. John's, asking that the vacancy in the associate members of the Protestant Committee be filled by a teacher from the country districts.

The Committee agreed to postpone the question of filling the vacancy until next meeting, and to instruct the secretary to prepare a list of present members of Committee, giving the residence and denomination of each member.

In reference to the proposal to annex a certain portion of Montreal to Ste. Cunegonde, submitted to the Committee, the Committee resolved, on the motion of Rev. Dr. Shaw:—

“That the Very Rev. Dean Norman, with the assistance of the secretary, be requested to draw up a memorial to be presented to the Lieutenant-Governor-in-Council in support of the action taken by the Protestant Board of School Commissioners for Montreal in opposition to the said proposed change.”

A memorial was submitted from the School Commissioners of the Municipality of Outremont, concerning an alleged failure of the dissentients to carry out the school law. The memorial and documents relating thereto were referred to Dr. Hemming to examine and report at next meeting.

In reference to the resignation of the Rev. George D. Mathews, D. D., it was resolved, on motion of the Very Rev. Dean Norman, seconded by Dr. Hemming:—

“That on this, the first meeting of this Committee since the departure from Canada of the Rev. Dr. Mathews, this Board desires to place on record their high appreciation of his faithful services in connection with Protestant education, and his energetic and genial co-operation with his fellow-members in all matters that came legitimately within their jurisdiction. The Committee sincerely regret the departure of Dr. Mathews from this city, and from themselves, and tender to him and his family their cordial good wishes for their health and happiness, and that a copy of this resolution be transmitted to Dr. Mathews.”

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

(Signed) J. WM. DAWSON,  
Acting Chairman.

ELSON I. REXFORD,  
Secretary.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by an Order in Council of the 16th August, (1888) to appoint two school commissioners for the municipality of Ste. Anne de la Pérade, (village) county Champlain, one for the municipality of Petite Riviere St. Francois Xavier county Charlevoix, one for the municipality of Riviere Ouelle, county Kamouraska, and one for the municipality of Ste. Elizabeth de Franktown, county Pontiac; also to appoint W. W. Prouty a school trustee for the municipality of Roxton Falls, county Shefford, to replace W. J. Packard, deceased. O. G. 1597.

28th August. To detach the municipality of the Village of Knowlton, county Brome, from the school municipality of the township of Brome, and to erect it into a separate municipality for school purposes under the same name, with the same limits as are assigned to it in the proclamation for municipal purposes under date 6th July, 1888.

To erect a distinct school municipality under the name of St. Charles Borromée, county Chicoutimi. O. G. 1672.

To appoint two school commissioners for the municipality of Bagotville, township, county Chicoutimi, two for the municipality of Standon, county Dorchester, two for the municipality of Baie des Anglais, county Saguenay, two for the municipality of Mille Vaches, county Saguenay, one for the municipality of Ile aux Coudres, county Charlevoix, and one for the municipality of Ile Bizard, county Jacques Cartier, also a school trustee for the municipality of Wentworth, county Argenteuil, and one for the municipality of the township of Dunham, county Missisquoi. O. G. 1681.

3rd September. To annex certain lots to the municipality of the "Paroisse de Laprairie," county Laprairie.

To appoint five school commissioners for the new municipality of la Cote Saint Jean, county Jacques Cartier, two for the municipality of Arthabaskaville, county Arthabaska, two for the municipality of St. Leon de Standon, county Dorchester, two for the municipality of la Pointe aux Esquimaux, county Saguenay, three for the municipality of Paspébiac, county Bonaventure, one school commissioner for the municipality of Nelson, county Megantic, and one for the municipality of Cox county Bonaventure. O. G. 1722.

11th September. To appoint five school commissioners for the municipality of Bourget, county Chicoutimi, two for the municipality of Stoneham, county Quebec, two for the municipality of Sault au Cochon, county Saguenay, and five for the new municipality of St. Charles Borromée, county Chicoutimi.

To appoint Messrs. Louis Pridham, Daniel Reeves, John Wade and John Wilson, school commissioners for the village of Grenville, county Argenteuil, the three first named, for another term of office, their term being expired, and the fourth in place of John Kearny.

2nd October. To appoint Messrs. Wm. Watchorn and Wm. Curren, school commissioners for the municipality of Wentworth, county Argenteuil, also Messrs. G. W. Vancor, Samuel A. Courtney, Albert E. Mills, Joseph A. Duchesneau and Paul Gingras, school commissioners for the municipality of Knowlton, county Brome.

To appoint three school commissioners for the municipality of St. Bernardin, county Portneuf, two for the municipality of St. Francois, county Montmorency, and one school commissioner for the municipality of "Les Crans," county Montmorency.

To detach from the school municipality of the township of Dunham, county Missisquoi, the village of Sweetsburg, with the limits assigned to it by the proclamation of the 21st December, 1874, moreover the following lots designated on the cadastre as Nos. 76, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 119, 120, 279, 281, 282, 283, 284, 285, 286, 290 and 292, and erect in distinct school municipality the said village of Sweetsburg, also the said lots of the cadastre above designated under the name of Sweetsburg. O. G. 1864.

To appoint two school commissioners for the municipality of St. Laurent de Métaédiac, county Bonaventure.

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