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VOL. XV.

Articles : Original and Selected.

THE PRESIDENT'S ADDRESS.*

By R. J. HEWTON, M.A., INSPECTOR OF SCHOOLS.

The premier of a government is regarded as the representative or embodiment of its general policy ; it seems fitting, also, that the President of this Association—though he can make no claim to speak *ex cathedra*, to express anything but his own individual opinion—should speak of general matters rather than of any particular phase of educational work.

I lay it down as a first principle, that not the least important part of our work as a Teachers' Association is the cultivation of a sound, vigorous and healthy public opinion on matters educational. We should aim at fostering an ideal that shall grow and spread till it makes itself felt in the parliamentary halls of the country. We are too apt, when we have the opportunity of addressing a meeting such as this, to ask people to do things which are impossible, or, equally effective as a deterrent, which they believe to be impossible ; but it is not impossible for us, individually and collectively, to do something to elevate the tone of public opinion on school matters. Our standards must be high, but they must be wise, prudent, practical. Once the mind of our people is ingrained with the idea that educa-

* Delivered before the Convention of the Association of Protestant Teachers, held on October 10th, 1895, in the City of Sherbrooke.

tion is the birthright of every citizen, that national life depends on it, we will progress by leaps and bounds.

Governments are no better and no worse than the people they represent; education is no better than those who administer it.

It has seemed good to me, therefore, to speak of what I shall, for lack of a more descriptive title, call Public Education. I do not expect to tell you anything new; I do not expect to say anything old in a new way; yet no more important truth will ever ring in your ears than that which I intend to repeat, and again to repeat, that the education of their children is the primary duty of every people.

We are all believers in the concrete method of teaching: bear with me if, for a while, I adopt that plan to-night.

A glance backward through the mists of two or three centuries would show a wondrous change in the country extending along those beauteous rivers, whose pean of joy and praise we hear even now as I address you. O'er hill and dale; by moor, fen and river brink; by cataract, brook and mountain; by spreading lake and lonely tarn—far as eye can reach or thought extend—stretch the illimitable forests. On every side tall birch and beech, maple, ash, and elm, mingle with pine, spruce, hemlock and fragrant balsam, and raise their proud heads heavenward. The same rivers sing their endless songs, as they swirl and rush, with varied note, past the same rocks as to-day. Wealth in untold millions lies rotting in the deep green shade, unconscious of their song. Beneath the soil uncounted treasures await the hoe, the spade, the plough of the husbandman, or the miner's persistent drill, as the proud monarchs of the deep green wood await the axe and saw of the lumberman and settler. Truly a wonderful land—a land of luxuriant and extravagant beauty! From the pebbles that gleam with ever-changing tints along St. Francis' hasty tide to the highest point on Orford's rugged crest, no spot is found that does not teem with vegetation. The soft green of Spring, the deeper hue of August, the crimson and gold of October, are there; there, too, are the unbridled passions of uneducated Nature. Wolves howl in heart-stilling unison on November nights; the fox slinks by with cringing step, or with dismal scream disturbs the dreariness of the darkness; the stealthy panther, hunger-driven, crouches to destroy; and the no less stealthy human panther steals, blood-thirsty, on unconscious prey.

Though the forests teem with countless treasures, no good has sprung therefrom; no one, on winter night in treeless land,

blesses Canadian woodland. Though stately rivers, as to-day, flow seaward, they bear with them on their broad bosoms no laden barges, no stately ships, no smart traders, or compact fishermen.

Countless millions are there, but no people are richer, more comfortable, or happier because of them.

That is a picture of an uneducated land, a land left to the undirected efforts of Nature—a land strong, sturdy, luxuriantly beautiful but exceedingly unprofitable.

Again: the lopped limbs of mighty giants strew the ground in wild disarray; of growing tree no part is left that can be transfused to gold: on plain and bold hillside, all have yielded to the indiscriminate axe—every head is laid low with reckless extravagance. Anon the roar of the fire-king is heard, and, far and near, Nature's grandest efforts in the vegetable world are converted to dust and ashes.

A rut-worn, grass-grown road, without a purpose in life, winds, it knows not how, it knows not where, through brush and brake; the remnants of a weary fence, despondent, hide themselves amid dwarf birch or cherry; unpainted houses and weather-beaten barns, doorless, stand cheerless and desolate by the roadside; here and there a poverty-stricken cow, with blinded face and chin tied to foot, gleams a scant living from the disheartened soil. No tree, save a dead relic of past grandeur, marks the horizon; the wind moans as it passes, and hurries on, shuddering, to seek a more congenial playground. Weeds and brush obtain where noble trees once stood or golden grain smiled as Autumn approached.

These are examples of wrong education; and I leave you to deduce the conclusion that wrong education will, in the end, give more unsatisfactory results than no education: witness the columns of newspapers.

Let us look once again on our first panorama. What a change is here! The branching monarch of the forest no longer usurps the whole land, while in sufficient variety,—

“The courtly elm and sturdy beech
Cast grateful shade o'er sandy reach;
The stately hemlock's russet pride
Gives bolder lines to worn hill side,
As, tossing high fantastic arm,
He wooes the wind with fragrant charm,
Like love-lorn maid, with fickle swain,
Set captive in a rainbow chain.
The lordly pine, aspiring high
To cast a shadow on the sky,
With many a stately forest tree
Unites —————”

As of old,

“The earth-star decks the trembling bog,
 The trillium nods on prostrate log ;
 The dog-tooth sheds a golden hue
 O'er varied beds of deepest blue ;
 The dew-drop bright, like angels' tears,
 On moss and fern and leaf appears.”

Soft green covers the land on every side ; the orchards perfume the ambient air, and pour their milk-white blossoms in glorious profusion. The low of kine, the bleat of lambs, and the satisfied grunt of more prosaic quadrupeds, are heard instead of the cry of the wolf and wild-cat. Again the fields assume a deeper tinge, and the click and burr of the mowing machine and the cheery shout of the hay-maker awaken the drowsy echoes, or the ripening grain transfuses the land to gold. Homes—sweetest and holiest word in existence, making possible those others, happiness, mother, heaven—homes dot the plains and nestle in cosy valleys. Our noble rivers bear on their broad bosoms stately craft, carrying off our surplus wealth to increase the comfort and happiness of other lands. The hum of industry is heard, and the happiness of work is evident. The land has been educated ; Nature, ever anxious to be up and doing, has been assisted and directed.

The contrast between non-education, wrong education, and correct education, will be equally marked and of similar nature, in what we especially understand when we speak of education.

To develop a sound and vigorous public opinion on any question, we must ourselves have a clear idea of what it is, what are its basic principles, and by what marks or signs it may be recognized. Understanding these, we may strive for the desideratum of good public schools ; public and good in the true sense. The public school is built on the same foundation as citizenship, or rather citizenhood : the union of all the individuals of a country for the general good. Each individual is free, except so far as the equal freedom of his neighbours imposes restrictions on his actions. These restrictions crystallize into laws more and more just as the individuals nearer and nearer approximate the perfect man.

Man is not simply a physical being, a highly-developed animal ; he is not merely an intellectual machine in a physical framework, as I am sorry to say many of our teachers seem to think ; he is not just a physical means of developing spiritual, moral or religious ideas, as many thoughtlessly seem to teach. He is a combination, a union ; nay, more, a blending of all these ; and any system of education which can truly be called such must take cognizance of that blending.

And here I wish to protest with all my strength against that narrow, soul-killing utilitarian idea of education which I have heard people give expression to even in this enlightened and progressive City of Sherbrooke, and which is too prevalent throughout the land, that education is a mere preparation for work, that for the people it should be narrowed and contracted to the "practical subjects which will enable a boy to make a living." Among all the errors to which the untrained mind of man is prone, there is no more pernicious misconception than this, since it casts aside, with scarce a contemptuous thought, the grandest, the noblest, the best elements of human nature; it degrades man to the level of a machine, and lessens his chances of happiness. In endeavouring then to create and promote a sound, healthful and vigorous public opinion on matters scholastic, we must remember that the scope of education includes the whole nature of man.

To such an education the following tests may be applied with perfect confidence :

It will form a perfect foundation for just, constitutional government.

It will increase the true intelligence of all who come under its benign sway, thus enabling them better to perform the duties of private life, better to exercise the rights and privileges and to conform to the obligations of citizenship, better to fill such places of trust and honour as their circumstances require; it will give to each individual greater wealth-earning power, thus conferring untold blessings on the country in particular and on mankind in general, and, greatest and best of all, it will enable them to become happier by opening to their view new vistas in the realms of thought, leading to grander conceptions of the wondrous truths of Nature and the beneficence of the Creator.

Education, in short, is the acquisition of power, the development of true character, rather than the accumulation of knowledge; *i.e.*, it is the application of knowledge, not the knowledge itself, which is potent for good as for ill.

How should it be obtainable ?

Public education, when we secure a perfect system, will be *entirely free, with all which that includes.* It shall be supported entirely by public taxation; for it benefits the whole community much more than the individual. This is evident, since education, as I understand it, will reduce crime and its cost, will lessen disease, will make life and property safer, will lay deeper and surer the foundations of justly constituted authority, and

will increase the wealth and happiness of nations; consequently, every individual is bound to bear his due proportion of its cost, that the welfare of the many be not sacrificed to the supposed interests of the few.

Having thus established what shall be regarded as the general principles which shall underlie a system of public instruction, let us see what will be its physical features that we may judge how far we fall short of perfection in these boasted Eastern Townships, and even in our great cities; thus we will be in a position to invoke the remedy point by point as we deem them to rank in importance.

1. It shall be *equally* available for every child, whether he live in city, town, village, or remote country district.

2. It shall, as already stated, be free, and consequently compulsory; for since the state educates for the general good, individuals shall not be allowed to destroy its work by opposition to its just plans. A fixed minimum of attainment shall be established, to which every sane healthy child shall arrive before leaving school.

3. Professionally trained teachers, of broad culture and pure refinement, shall have charge of every class in every school; for it is no less an evil to place untrained or vulgar teachers in charge of the plastic nature of our little ones than it would be to place untrained physicians in charge of their physical welfare.

4. It shall provide, wherever necessary, neat and appropriate school buildings, properly heated, seated, lighted, equipped and ventilated, with sufficient play grounds, and means for bringing the children there.

5. Lastly, in addition, the broadest and highest culture in the land shall be free to all who wish to take advantage of it.

All this, of course, considerably curtails the right of each individual to do as he pleases, but you will remember that that right only extends so far as it does not conflict with the equal rights of all the other individuals who compose the State; *e.g.*:—

No parent has a right to deform the body of his child; equally, he has no right to deform his mental or moral nature: it consequently follows that no government based on a true system of public education will allow any school—public, religious, or private—to give a child an inferior or faulty education. It becomes its duty to make a poor school an impossibility, and so to guard the unwitting parent from inflicting an injury on those he loves, and, through them, on the State of which he is a part.

There is a phase of public education which is agitating men's minds to-day, and which I approach with considerable diffidence, for it seems to have the effect of inflaming the minds of those who discuss it in private or in public; yet since education must consider the whole nature of the pupil, it is necessary to notice it, and that somewhat carefully. I mean, of course, religious training.

What is religious teaching, and how can it be given in a mixed community like ours?

Is religious teaching the memorizing certain facts or formularies, or is it the ingraming of these in the fibre of child nature by the daily life? Is it true, or is it not, that we must teach religion or morality as we teach arithmetic or reading, or any other subject, by having the child practise it? We teach him to read by having him read; must we not likewise teach him to be moral, to be religious, by having him perform unselfish, noble acts. I have heard some one say, somewhere, that religion is not a sentiment, an emotion, or a dogma, but *a service*. Do we believe this? If so, we have gone a long way towards settling the question of religious training.

With those who urge the importance of moral and religious training, I am fully in accord; but it must be broad, catholic in spirit, not narrow sectarianism under the cloak of religion; and, like patriotism, it should begin at the mother's knee.

I have no intention of taking up the question of separate schools; time does not allow. I do wish, however, to give expression to certain principles which I believe underlie the whole question, and which must guide the people of Canada if they are to solve this question satisfactorily.

Public opinion on this question may be roughly divided into two heads:—

1. Those who are simply utilitarian, and believe that religion has no place in the public schools of a Christian land;
2. Those who believe that each Church or Society should conduct schools at more or less cost to the State.

To the first class we say, It is a fundamental principle of education that *all the faculties* must be trained.

To the second class we say: Since a State is composed of individuals possessed of equal inherent rights, if one Church or Society has a right to special schools supported by public moneys, others have an identical right; what belongs to one belongs equally to all. If we follow this system to its logical conclusion, in a mixed community like our own it will result in a multiplicity of poor schools, in a waste of money, in the

loss of educational unity, in a weakening of the national idea that makes national life possible, and in the intensification of bigoted sectarianism. Yet, in a State based on a sound system of public instruction, insisting on all schools, private or denominational, giving an established minimum education equal and similar to that of the public schools, there seems no reason why Churches should not establish schools, and in them give an additional training to those who wish to take advantage of it.

Are you, fathers and mothers whom I address to-night, sufficiently impressed with the value of a true education to think a little seriously of how we may remedy the faults which we know exist in our public schools? If so, then I shall not speak in vain.

Are you, young men and maidens, willing to think a little on this subject? Then I shall not speak in vain.

To the young men I say, there is fame, there is honour, there is glory to him who shall in this Province make education a living, throbbing question, and lead it onward and upward to higher things.

Are you, teachers, as you return to your various spheres of usefulness, taking with you any inspiration that will help you on your way, that will enable you, through unselfish acts and by judicious division of labour and responsibility, to lead your pupils to be manly and unselfish on play-ground and in school room, that will inspire them with reverence for justly-constituted authority, that will give them a horror of the untruthful, the unkind, the unclean, that will develop all their faculties, that will fit them for the duties of citizenship in a State founded on true principles, that will make them more and more approximate the ideal we dream of when we speak of the Fatherhood of God and the brotherhood of man? Then I shall not speak in vain.

Editorial Notes and Comments.

The minutes of the late Convention not having reached us, we have thought it best in fulfilment of our promise last month, merely to note the more important of the discussions that were heard in the Art Hall of Sherbrooke during Convention week. In this month's issue appear two of the papers read, which, no doubt, our readers will be pleased to have in full in printed form. Mr Lawrence, who wrote the address of welcome, is a prominent lawyer in Sherbrooke, who has taken a warm interest in the public schools of that city, having been for a long

period the Chairman of the Protestant Board of School Commissioners. His interest in the general educational affairs of the Eastern Townships is also beginning to be well-known, and from his early experience as a member of the staff of the Bureau of Education in Washington, he can always bring to bear on any educational point a maturity of opinion which has to be respected. His address of welcome has a true note about it which every teacher should practise until he finds it the true tune of his professional being.

—The discussion on "Agriculture in Schools" was inaugurated by a moderately toned paper on that subject, written by Mr. C. C. Kendrick, who is well known in the Eastern Townships as a practical agriculturist. All that Mr Kendrick asked could easily be granted, if the way were judiciously prepared for the introduction of agriculture as an incidental school study. Nor were Mr. Fisher's demands in this connection out of the way. Mr Fisher, so well known in political circles all over the Dominion, is well known also in the district of Brome and the province at large for the interest he has taken in the opening up of a better way of living for the farmer. In his address before the Convention, as he followed up the contentions of Mr. Kendrick, he took care to point out the hindrances in the way of introducing agriculture as a school study to be taught on a scientific basis. The schools were not attended by pupils who could understand scientific principles. The teachers were altogether incapable of teaching agriculture, and the introduction of a scientific text-book would make the study a burden on the schools all but insufferable. Mr. Fisher, however, contended that the necessity for doing something was pressing upon us. He was of opinion that some form of a primer should be prepared—something very elementary in its character, until such time as the trained teacher coming from the Normal School could take up the subject of agriculture much in the same way as hygiene has come to be taught in all schools. The discussion was brought to a close by the Inspector of Superior Schools who endeavoured to define and elucidate the true function of the school, pressing upon Mr. Fisher and others the fact that because an educated boy desired to leave the farm and the workshop, the education he received was not to be condemned on that account. The best common school education a boy can receive will never induce him to turn from hard labor to an easier time of it, if the hard labor pays better than the easier time. When farming pays better than clerking, there will be no dearth of farmers, and educated farmers too. The common

school has no share in the enticement of our young men from the farm and the workshop, and the sooner our publicists run away from this notion the nearer they will get to the true cause of this tendency. Young men want to be put on the way of being merchants because there is a prospect of a big fortune at the end of that way. The keener the intellect the more eager the desire in one to better himself; but the question of what will pay best in the long run is never eliminated from the prospect. Do the educated farmers of Great Britain run away from the farm? Do the educated diamond-miners of South Africa shun hard work? Are the educated of our North-West ashamed of themselves or their calling on account of the hard life they have to live? There seems to be a tendency in these times of laying the blame which attaches to everything at the door of the common school. A pseudo-socialism, with blatancy in much of its cry, finds an increase of crime among educated persons, simply because there are more educated persons now than ever before, and blame the common school for it. The clergy have been laboring for centuries to reform society, and yet one or two of them at times are ready enough to lay the blame that there are too many black sheep abroad on the already disheartened and overburdened school-marm, instead of going over from the parsonage to the school-house to help her with her work. The common school has its true function, and whenever an educational reform is urged or blame to be attached, that function should always be kept in the reformer's mind's eye.

—We regret very much that a *verbatim* report was not taken of the address delivered by Dr. Heneker, Chairman of the Protestant Committee of the Council of Public Instruction. Referring to the interest he had always taken in the educational reforms and enterprises of the province, he made a strong plea for the national spirit that should be fostered in our schools. In touching terms he referred to the changes that had been lately inaugurated under his chairmanship in favour of religious instruction, referring at the same time to his address before the Synod, when he surprised some of the members of that body by announcing to them what had actually been done in our schools in this connection. As a summing up he urged the teachers to be guided by the course of study which recommended not only the learning of the Old and New Testament histories, but also the Apostles' Creed, the Lord's Prayer, the Ten Commandments and some special verses relating to the beatitudes and other verses which may be easily learned by a child and always remembered.

—A very interesting ceremony of the evening session of the first day of the Convention was the presentation of addresses to the retiring Superintendent of Public Instruction, one by Dr. Heneker, representing the Protestant Committee, and the other by the President in behalf of the Protestant Teachers of the province. The event was more than either address. The best of such addresses are formal in their tone, but the circumstances attending Mr. Ouimet's withdrawal after a long period of service moved the audience to speak of his farewell words as an event to be remembered all their lives.

—The Rev. Principal Adams, of Lennoxville delivered an address at the end of the evening session, in which he said: "It was often the case that a speaker finds some of his pet theories and, as he thought, his sole discoveries, red by some one as if they were his own and sometimes treated even better than their supposed owner might have treated them. Mr. Hewton found time to take in some of the beauties of nature as he went on his trips of inspection through the townships, and that is what the teacher wants his pupils to do, not pay attention solely to his work but take a reasonable amount of outside recreation and thus be neither a sluggard nor kill himself with work but attain the happy medium between the two." Among many of the good things which Dr. Adams said, he urged upon all, the elementary teacher, the model school teacher, the academy teacher, the college professor, and the university authorities to co-operate in the educational reforms of the province—to feel as if they were all one body working towards one end in view. In his whole address, Principal Adams showed that he is endowed with the broad principle thus enunciated by Dr. Stanley Hall when he says to all teachers: "The value of your teaching is not the information you have put into the mind, but the interest you have awakened. If the heart is trained, the rest grows out of it. Interest the heart, the feelings, the emotions, for they are fundamental facts. The mind is evolved out of heartiness. People do not have mind worth thinking of unless they have capacity for sensitiveness. The characters of great men prove this. Whether in picture or in prose, we are always coming up against the fact that it is enthusiasm that governs the world. We have not realized the educational possibility of it. Of all things in the world love is the most educable, the most plastic; it can entwine itself about the lowest and most indecent things in the world and spend its energies there, or climb the heavenly ladder, as Plato said, and identify itself with all that is most worthy, most precious and most lovely."

Current Events.

—The fullest of sympathy has been expressed towards Rev. Dr. Shaw and Mr. Masten, members of the Council of Public Instruction, in their late heavy bereavements, by those of our teachers whom the writer has lately met. We join with all in extending towards both of these gentlemen—our co-labourers in all progressive school work—that sincere sympathy which makes for us one true Christian brotherhood labouring for the alienation of sorrow rather than the augmenting of it.

—The statistics in connection with the Montreal Protestant Schools, since their opening this year, is interesting reading. The attendance in the various schools controlled or subsidized by the Board for the month of September was as follows:—Aberdeen, 679; Ann street, 406; Berthelet street, 541; Britannia, 109; Dufferin, 571; Girls' High, 428; High School, 578; Hochelaga, 92; Lansdowne, 704; Lorne, 647; Mount Royal, 625; Riverside, 616; Royal Arthur, 430; Senior, 197; Victoria, 612; Baron de Hirsch, 216; McGill Model, 337. This gives a total enrolment of 7,235 in schools directly under the Board's control, and shows an increase of 245 as compared with the corresponding record of last year. Of the total number in attendance 1,475 are being educated free, either on plea of indigence or under the special provisions of the Board; three pay part fee only, twenty-nine are Government scholars, and ninety-eight are Commissioners' scholars. There are 483 Jews (apart from the Baron de Hirsch school), and 146 Roman Catholics in attendance.

—Our academies are beginning to issue very neat calendars every year. Among those we have received are the calendars of Lachute Academy, Compton Ladies' College, Berthier Grammar School, Dunham Ladies' College, St. Johns High School, and Stanstead College. The calendar of Lachute Academy is a very neat issue—a great improvement on its predecessors. We have also received the prospectus of the Montreal High School, from which the principals of our country academies may possibly cull a few hints when they come to prepare their next year's issue. The Stanstead prospectus is also a very neat specimen of what a school calendar should be.

—Principal Grant visited the Kingston Central School lately to enquire into the system of religious instruction now being carried out. This is only the beginning of his visits, as he intends calling at all the public schools and getting a clear knowledge of the work being accomplished, as he intends using

the information for a magazine article. The system adopted involves a new departure in religious instruction. In September, a circular-letter was delivered to the principal of each school, containing full instructions, including the Apostles' Creed, the commandments, beatitudes, and the international lessons and golden texts for the four months ending December 31, 1895. A month after the new departure had been tried, Mr. W. G. Kidd, the inspector, was asked for a report upon the manner in which the Board's regulation had been carried out, and he replied as follows:—"The regulations relating to religious instruction, recently issued by the Board, are being carefully observed in every class in the public schools. In many of the senior classes the pupils have Bibles, and read the lessons with the teacher. In the primary classes the scripture lessons are read by the teachers, and the commandments, the creed, or the beatitudes are repeated by the pupils. All appear to be delighted with the exercises. The teachers are pleased because the work is now definitely prescribed. Already very fair progress has been made in memorizing the golden texts, the commandments, and the beatitudes. The parents of the pupils appear to be well satisfied. Many of them have spoken in approval, but I have not yet heard any murmurings or disapproval."

—The public opening of the Gault Institute is likely to take place during the month of December. We have received a photograph of the new school for Valleyfield, erected through the liberality of A. S. Gault, Esq., of Montreal, and at the same time thoroughly equipped by him also. The grounds are being laid off in the most improved style. Altogether, the gift is one which will no doubt be imitated by many others of our wealthy men in other parts of the Province, so that Mr. Gault's gift, while benefiting Valleyfield, will become a sort of object lesson in the eyes of all our communities. The principal of the school is Mr. D. M. Gilmour, a painstaking and industrious teacher. He is being assisted, we have been told, by a competent experienced staff.

—The remarkable invention called the telautograph, which transmits automatically by telegraph a drawing or a piece of writing, was shown in Paris the other day to the International Society of Electrical Engineers. It has hitherto been seen only in America, where Mr. Gray, the inventor, resides. Much interest attached therefore to this exhibition, and there was some disappointment when it appeared that the instrument was not to be shown at work. Mr. John Aylmer, the telegraph

agent of the British Government in Paris, was, however, one of the demonstrators, and he stated that during the past week it had been submitted to the French Government, and experimented with very exhaustively between London and Paris. Numerous examples of its work were shown, and the principle on which it is designed was explained. The writing transmitted by the Anglo-French cable is said to have been perfectly distinct and apparently precise.

—Mrs. Elizabeth Cady Stanton advocates military discipline in boys' schools as a preventive of ungainliness. She says:—“When we contrast the difference in the step and bearing of men trained at West Point and the ordinary shuffling gait of most of our fathers, husbands, and sons, I think any woman who feels the least pride in the appearance of her kinsmen would say, by all means let us train this generation how to stand, to walk, to rise up and sit down with military grace and precision. As to cultivating the war spirit, that is a weak argument. It is cultivating the spirit of self-discipline, self respect, dignity and grace. It does not make so much matter for women, as they hide all their deformities under their skirts. It would be a good idea to have all crooked-legged men who turn their toes in also encased in skirts.”—If Mrs. Stanton had been in the Province of Quebec lately, she would have discovered that her suggestion had come late in the season. Poor Province of Quebec! We may inaugurate, we may invent, but the credit never seems to come heaping upon us.

—The unveiling of the monument to the heroes of Crysler's Farm was lately performed by the Hon. John Haggart, after delivering an address devoted mainly to an historical sketch of Canadian battles. It is a handsome obelisk of Stanstead granite, rough finish, thirty-eight feet high, with the figures “1813” in bronze at the base; also a wreath of maple leaves encircling two cross swords, with the inscription, “In honour of the brave men who fought and fell at victory of Crysler's Farm on the 11th of November, 1813. This memorial is erected by the Canadian Parliament, 1895.”

—“Pro Bono Publico” has funny notions sometimes. Here she comes—it's a woman this time—with a letter closing with these words: “It was supposed by some of us that if the school board of this town was composed one-half of females that a great reformation in school system and methods would be at once accomplished, but it may be all the male members will have to be dropped from the board and also our state board of education made up of women before everything is ‘just lovely.’” It's

too bad the Creator did not adopt the plan suggested here and banish the obstructive male element to innocuous desuetude. Wouldn't it be a lovely world! But there are some who suspect that the inauguration of reforms is not a matter of sex; at least history has made them believe that whenever there was a great educational reform it was started and managed by a man. —*Exchange.*

—Norwich has a new manual training school in operation, in connection with the Free Academy. The building cost \$10,000, and includes a machine shop, forge shop, printing office, wood-working shop, and rooms for instruction in mechanical drawing and drafting. The privileges of the manual departments are open to the boys of the senior and first middle classes, who omit one-third of the academy class work, and with this year the boys of the second middle class who wish to elect the course. The latter, however, will be compelled to take it as an extra, without dropping any part of their class work. This year, also, there will be a girls' wood-carving class, which will occupy during certain morning hours the wood-working shop in the training building.

—Over 500 graduates of the Brooklyn grammar schools were turned away from the girls' high school for want of room. The growth of the high school system in Brooklyn has been marvelous. It is not more than seven or eight years ago since all the pupils of this grade, boys and girls, were crowded into a single building on Court street. Then came the erection of the girls' high school as a distinct institution, and subsequently that for the boys. The number of primary schools was increased with a rush, but not too quickly to keep pace with the demands upon them. These institutions have been steadily feeding the intermediate and grammar schools, which in turn have fed the high schools.

—Justice Pinard, lately, rendered judgment for the plaintiff in the suit of Mrs. F. S. Angus against the trustees of the Morgan Hill school district. Mrs. Angus had been employed as a school teacher. She claimed she had been employed for the session, but the trustees discharged her in the middle of the term. She claimed \$300 was due her as salary for the balance of the term and brought suit for \$290.50, the limit of the justice court. She was given judgment for the full amount and costs. The case has excited considerable interest among teachers.

—The kindergarten system in Montreal, which was introduced in September, 1892, has rapidly grown in popularity, and there are now kindergarten departments in the High, Victoria,

Lorne, Riverside, Mount Royal, Lansdowne, Dufferin and Aberdeen schools.

—The Los Angeles *Herald* says there is widespread dissatisfaction among parents, as well as teachers, over the innovation introduced into the public schools by Superintendent Search. The innovation is known as the "individual method of teaching." At the meeting of the board an investigation was ordered, when Superintendent Search will be given an opportunity to defend his system. The teachers will be examined, and interested citizens will also probably be given an opportunity to express their views. It is contended that, if the teachers had but ten or twelve pupils to attend to, it might work, or the number might possibly be increased to twenty in the case of exceptionally good teachers, but that above that limit it is practically worthless. Or, to put the case in another light, if the city were able to employ a tutor or governess for every five or six pupils, good results might be obtained; but as the school board is cramped for funds, besides which the school accommodations are wholly inadequate even under the present regime, this is out of the question.

—The Presbyterian College, Montreal, was formally opened for the session of 1895-6 by an introductory lecture in the David Morice Hall, by the Rev. Professor Scrimger. Principal MacVicar, in welcoming the students back to the college and to the work of the session, said he was pleased to note the continued prosperity of the college, no less than twenty-two students entering for the first time this year. This would make a total of 103 students in attendance upon lectures during the term, the largest number the college has ever known.

—The City of Halifax, N.S., has a compulsory school law. Seventy-nine summonses were handed in at the police court in one day recently for parents of children who have not been attending school. There are two cases of offences under the school law, where children are truants and where parents have neglected to send them. There are said to be nearly one thousand reports in all.

—The students of the faculty of law received the other day what was to them an unexpected announcement by the Dean, Dr. Trenholme, that he had resigned his office, and would at an early date retire from the work with which his name has been so long connected. To say that the news is unwelcome is to say little. There is not a student among us who does not feel that he will suffer a personal loss. Dr. Trenholme has been a friend as well as an instructor to the students; all have valued the

fund of legal learning and experience that has been at their service so long. It would be difficult to find a professor who takes such a keen interest in the welfare of his students as Dean Trenholme. His love for the profession is an inspiration, and his confidence in the future of the Dominion and the Empire to which it belongs is such as to awaken responsive sentiments in all coming into contact with him, especially in the capacity of students. It is perhaps hoping against hope, but we cannot refrain from expressing the earnest wish that some way will be discovered that will permit the Dean's retaining his connection with the faculty and with the university of which it forms a part.—*The McGill Fortnightly*.

—The first exclusive Swedish colony in the United States is to be started about sixty-two miles west of Kimberly, Minn., on the Northern Pacific Railroad. Colonel Rosin, a leader of the local Swedes, is the organizer, and has secured an option on a large tract of land for \$2 an acre. Only one-fifth of this sum is to be paid down. About sixty families have so far expressed their intention of joining the colony, and the leaders have gone to start work on the buildings. Swedes from all parts of the United States as well as from Sweden will join the colony.

—The *Omaha Bee* has been discussing the social position of teachers:—"If we look into the matter a little closely, we may succeed in discovering one or two substantial factors that weigh against the poor teacher. The teachers constitute a class with a very shifting composition. The average career is not much over three years' duration. Girls go into teaching merely to bridge over the period from their own exit from the schools till their entrance into the management of a household. The tutor and the governess were originally part of the family retinue. They were, and are, where they still survive, regarded as part of the household, with more responsibility and more exacting duties than the other servants, to be sure, but yet differing from them chiefly in the matter of degree. The position of teacher in public schools has not been entirely differentiated from that of tutor and governess. Although really a distinct occupation, it has not been dissociated from the household atmosphere which originally enveloped it. To raise the teacher up to the social plane occupied by the preacher, the lawyer, the doctor, there will have to be changes at the foundation." We gather that the schoolmaster is not held in high esteem in Omaha. Elucidation of the fact comes from another source. The people of the town, we learn, are being roused to consider the number

of children who do not go to school. The census gives 12,800 as of school age, whereas only 7,000 are registered as attending school; a large part of the petty thieving in the past few years has been done by boys between the ages of twelve and twenty. This is a chance illustration of the general principle that the teacher is ever least honoured by the untaught, including the criminal classes generally. As to the *Bee's* chief argument, we are not quite clear. Was not the parson once often "a part of the family retinue?"

—By the will of Miss Elizabeth Ewing, of Philadelphia, Miss Julia Harris, for many years a public school teacher in the city of Harrisburg, Pa., is made the sole heir to an estate valued at over \$50,000. Miss Ewing was a cousin. The property consists of two residences in Philadelphia and \$8,000 in Pennsylvania Railroad stock.—Such a gift would be welcome to many (how many?) of our teachers.

Literature, Historical Notes, etc.

ADDRESS OF WELCOME.

The writer of a recent Editorial in the *Outlook* says that the tragedy of to-day is not the tragedy of the criminal but of the incompetent; and not of the absolutely but of the relatively incompetent. It is the tragedy of the man who has the best intentions and the best character, and a fair equipment for his work, but who has not a thorough equipment. Society is crowded with half-equipped workers, with men and women who are honest and earnest, but who are not up to the level of their best work. It is amazing, in view of the immense number seeking positions, how few there are competent to fill any particular position. In spite of the terrible need of work, and in spite of the superior processes of education which are offered to the fortunate few, it remains that society is filled with incapable, or only partially trained people. The great lesson to be read to boys and girls of to-day is the need of some kind of absolute competency, some kind of ultimate superiority.

And again, a leading newspaper in a late issue says: Everywhere it is the same. The professional or business man, as well as the employee, to succeed in modern commercial strife, must have all the resources which knowledge and training can give him.

The deduction to be drawn from these ideas is obvious. The times demand, not merely excellence, but absolute superiority, as a condition precedent to success; and as the range of human

knowledge and achievement is ever widening, it becomes as the decades pass more and more apparent that all trades and professions tend to sub-division into specialties, and it therefore becomes the more necessary that workers should be trained for the special work they have in view.

But the idea of sub-division implies the pre-existing entity. The specialist must have a broad foundation of liberal education upon which to rear his special structure, in order that he may have all the use of his mental faculties, and be able intelligently to utilize the opportunities at his command. This may not be absolutely necessary for the occasional geniuses who flash the wonders of their achievements upon the world, but it undoubtedly is so for the majority of mankind.

Fortunate indeed are those to whom has come the opportunity of acquiring the liberal training afforded by a university course as the basis of the special preparation for the work of their lives, but this is beyond the reach of many, and it becomes therefore a matter of paramount importance that elementary education, including that furnished by what are commonly called preparatory schools—the education afforded by the public schools of the country—should be, in all respects, the best, the most thorough, the most comprehensive, that intelligent effort and wise expenditure can make it. In a majority of cases it affords the only equipment attainable for the battle of life, and even though followed by special training it is equally important, as without its development on special lines is unbalanced development and to a great extent fruitless effort.

Absolute competency, ultimate superiority cannot be attained by special training, unless there exists that broad foundation of true education which draws out and develops the mental faculties and enables the man to apply his strength intelligently and effectively.

Elementary training again depends largely and principally upon the thoroughness of the *initial steps*, and the recognition of this fact is an encouraging feature of the educational problem at the present. The time has happily passed when it was thought that any teacher was good enough for little children, and the truth is now universally recognised that the best and most thoroughly trained teachers and the wisest heads should be chosen for that work.

A chain is not stronger than its weakest link. The increasing demand for the highest results in the shortest time, forced upon us by the accelerated pace of modern life, makes it necessary that equal attention and care should be expended at every step

in the process of education, and now it is becoming more and more widely admitted that there is a step still further back in the development of the intellect which is of the greatest importance, one which I believe will yet be regarded as the corner stone of all systems of education. The Kindergarten system, utilizing and directing the spontaneous activity of childhood, guides and leads the development of the faculties, teaches the child to see, to reproduce and invent, and brings him to the threshold of his actual studies with intellect quickened and strengthened, and prepared to receive and assimilate mental food with great ease and more lasting effect.

To prepare a system of education capable of meeting all the demands of our time, and free from all reasonable grounds of criticism is indeed, a great, and perhaps an impossible task, but it is truly an encouraging feature that the need is realized and that the efforts of some of our best men are being constantly devoted to the end in view, and it is not to be doubted that the standard of excellence is advancing and the measure of success augmenting. He who will be wise enough to devise and fortunate enough to inaugurate a system of public instruction which will bring within the reach of every child of the state a thorough and efficient course of instruction from the Kindergarten to the highest preparatory grade, will be richly entitled to say of his work, *Exegi monumentum aere perennius*. The ideal has not been reached in any country. Our own system of public instruction for many reasons is not equal to it. Nevertheless our system is an excellent one and is being constantly improved, while the character and standing of our teaching force is steadily advancing. I believe that never have the teachers of this province been so keenly alive to the demands of the time, and so anxious and painstaking in striving to meet those demands, as at present. They are fully aware of the necessity of adopting and using the best and most modern methods, and they labor with no thought of their own time and strength to put those methods into successful operation. They recognize the fact that the best system is powerless without a body of trained teachers to put it into practice. Normal training is being more widely considered of vital importance, and the time will no doubt soon come when no teacher can expect without it to obtain a position. Even now a movement is contemplated which will make it possible to extend more widely the benefit of such training, and much good may be expected from its inauguration. Certain it is that any movement which tends to the attainment of greater efficiency in the conduct of schools will always receive the

hearty support of all who have an interest in the welfare of the country.

That Teachers' Conventions are an important and powerful aid in the advancement of the interests of education is admitted. An authority upon this subject, speaking of their relation to the public school, has well said that they are useful in solidifying and concentrating public sentiment in favour of public schools, are of vast benefit in disseminating knowledge about the nurture, instruction and culture of youth throughout the whole community, are of the greatest benefit for the instruction of teachers in the most useful and practical method of conducting and teaching their schools, and at the same time serve most effectually to imbue the teachers themselves with unity of purpose and common sympathy of thought.

We regret that so many years have elapsed since the last Teachers' Convention was held here.

We feel honored by the selection of our city by the Provincial Teachers' Association as the place of meeting this year, and grateful for the opportunity afforded of becoming better acquainted with so many members of this most honorable profession.

We most heartily extend greeting and welcome, and hope that in future, Conventions will be held here at regular intervals.

We trust and believe that not only will the results of these meetings be beneficial to the teachers themselves, but that they will awaken among us a greater interest in educational matters, and stimulate in us a greater and more sympathetic interest in the work of the teaching staff. In the rush of life we are too apt to forget and too slow to manifest and express the obligations we are under to those to whom the education, and to a great extent the destinies, of our children are entrusted. What can be of more vital interest to fathers and mothers than the education of their children? What should appeal more strongly to their support, assistance and sympathy than the efforts of teachers to render that education more effective and valuable? We prize this opportunity of meeting and, in an imperfect way, entertaining the members of this Convention, and trust that this will not be our last opportunity of assuring them that they will always find in Sherbrooke a hearty welcome and a vital and abiding interest in their work.

H. D. LAWRENCE.

TEACHERS' CONVENTION,
Sherbrooke, October 14th, 1895.

Practical Hints and Examination Papers.

—CORRECTION OF SCHOOL STUDIES.—When the mechanical studies are made incidental to thought, the drudgery of the school work is reduced to a minimum, and the school is changed from a sombre institution into a house of life and sunshine. The work being much enriched, the child leads a life abounding in ideas and ideals, and the spiritual atmosphere of the class room is markedly improved. That this is not merely a theory may become clear, in my opinion, to any one who will visit schools where the principle of unification in instruction is observed. In regard to results, my personal observations have proved to me that the poorest reading and writing—I refer to written language in its broadest sense—are found in the schools where the instruction in language is made purely formal, by a rigid isolation of the elements; while the best results in reading and writing are obtained in the schools where the fundamental plan lies in giving the child ideas, and teaching language, to a considerable extent, incidentally, as a mode of expression and subordinate to ideas.—DR. RICE, in *Forum*.

—On a very bright day last June, when the windows of the school-room were open, a large and handsome butterfly sailed in. It was immediately discovered, and study was involuntarily suspended. The teacher was at first annoyed, but she was a thoughtful person, and recognized her opportunity. She too gazed on the aerial visitor with admiration, and the pupils all loved her better because she did so. It began to lower its flight and come almost within reach of a hand that was raised to seize it.

“Shall we kill it?” she asked. “How it loves to use its wings. It is our visitor. What does it think of our school-room? What does it think we are doing? Who can make a butterfly? It is more wonderful than a kite or a boat, or a watch, or a locomotive. None of those can be happy, but the butterfly enjoys the sun and the flowers.”

Then she told them of the curious changes in the life of the animal; how it had just emerged from a case which it constructed for itself and in which the wonderful transformation had taken place. She told them there was but one being that could make butterflies, that He had seen that butterfly that morning, and had admired it far more than anyone else in the world, that He watched it as it flew back and forth.

“We are apt to forget that He sees us, too, as we assemble here, and that he takes a great interest in schools. Every bright and beautiful thing in the world, every kind and lovely act he takes pleasure in.

“Farewell, bright being,” said the teacher, leaving her hand, as the butterfly sailed gracefully out of the window, “we thank you for your visit; you have taught us a beautiful lesson.”

—USES OF OBJECT LESSONS.—The first and most important is to teach the children to observe, compare and contrast; the second is to

impart information ; and the third is to re-enforce the other two by making the results of them the basis for instruction in language, drawing, number, modeling, and other handiwork. There are, however, other important uses of good object teaching. It makes the lives of children more happy and interesting by opening an easily accessible and attractive field for the exercise of the brain, hand and eye ; it gives the children an opportunity of learning the simplest natural facts ; and directs their attention to external objects, making them less bookish. It further develops a love of nature and an interest in living things, and corrects the tendency which exists in many children to destructiveness and thoughtless unkindness to animals, and shows the ignorance and cruelty of such conduct. The value of the services which many animals render to man should be dwelt upon, and the importance of kindly treating them should be pointed out. By these means, and in other ways, good object-teaching may lay the foundation for the right direction of the activity and intelligence of the children throughout the whole school.

—The routine teacher becomes eventually a teacher of routine rather than of Latin.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 27th, 1895.

On which day the regular 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 ; Sir William Dawson, C.M.G., LL.D. ; George L. Masten, Esq. ; the Reverend W. I. Shaw, LL.D. ; A. Cameron Esq., M.D. ; Professor A. W. Kneeland, M.A. ; the Reverend A. T. Love, B.A. ; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec ; Samuel Finley, Esq. ; E. J. Hemming, Esq., D.C.L., Q.C. ; the Very Reverend Dean Norman, D.D., D.C.L. ; Peter McArthur, Esq. ; the Reverend E. I. Rexford, B.A. ; and N. T. Truell, Esq.

The minutes of the last meeting were read and confirmed.

The Very Reverend Dean Norman moved the following resolution, which was seconded by Sir William Dawson :

“The Protestant Committee of the Council of Public Instruction take this, the earliest opportunity, of expressing as a body, their great and real sorrow at the decease of one of the ablest of their members, the Reverend Dr. Cornish, late Professor of Classics at the University of McGill College, Montreal.

“His devoted and conscientious labors, pursued during the greater part of his active life, not seldom when hampered by delicate health,

can never be forgotten in that great seat of learning, and in connection with the important chair which he filled with much distinction for himself and profit to those under his instruction.

"He retired from active service a few months back, but did not long survive the fruits of rest worthily earned by protracted toil in the noble field of higher education.

"His long experience, his great sagacity in dealing with difficult educational questions, naturally brought about, as a result, that when present his counsel was esteemed of much value by this Committee, while his high character as a Christian gentleman, and his unspotted reputation, together with his comprehensive view of the problems of life, and his cultivated intellect, enhanced the pleasure of his companionship.

"The members of this Committee deplore the loss which to them his departure involves, and desire to convey to his son and family their very sincere sympathy." Carried.

Moved by the Reverend Principal Shaw, seconded by the Lord Bishop of Quebec, "Whereas, by an order in council dated 8th of November, 1890, certain portions of the school municipalities of Montreal (Protestant), Coteau St Louis, Cote Visitation, St. Jean Baptiste and Hochelaga were detached and made to form part of the school municipality of St. Gregoire le Thaumaturge :

"And whereas, the effect of the said order in council has been to deprive the Protestant residents of the districts so detached of the school privileges previously enjoyed by them and to withdraw from the several dissentient boards of school trustees, and from the Protestant Board of School Commissioners of Montreal the school taxes levied upon the property owned by Protestant ratepayers within the said districts, and to divert such taxes to the support of Roman Catholic education :

"Therefore, this Committee, having taken communication of the facts of the case, respectfully requests the Honorable Superintendent of Public Instruction to advise His Honor the Lieutenant Governor in Council to make such remedial provision for the relief of the several Protestant minorities concerned as is authorized by the statute 53 Victoria, chapter 28, section 1, and to make such remedial provision retroactive."

REPORT OF SUB-COMMITTEE ON THE DISTRIBUTION OF GRANTS.

QUEBEC, 27th September, 1895.

Your Sub-Committee beg to report that they spent the whole day yesterday in examining the tabulated results of the Examinations, prepared by the Inspector of Superior Schools, and in determining the amount of grants to recommend for the several schools. All members of the Sub-Committee were present with the exception of

Dr. Shaw, who was detained in Montreal by an important engagement.

In proceeding with their work, your Sub-Committee have followed as closely as practicable the resolutions adopted from time to time concerning the distribution of grants; but your Sub-Committee desire to direct attention to the following points which came up for special consideration :—

First—The new scheme for determining grants to affiliated colleges has been applied to Morrin College for the first time this year, and has resulted in a considerable diminution of the grant. It is expected, however, that the college will be able to make a better showing next year.

Second—In dealing with the case of academies employing head teachers without diplomas, the Sub-Committee felt that the Provincial Regulations concerning teachers' diplomas are so liberal that this irregularity should result in a marked diminution of the grant.

Third—That in considering the case of special schools of academy grade, a definite sum should be granted to them, provided that they are properly organized and are doing academy work. It does not seem desirable that these special schools should come into competition with the regular schools for bonuses and equipment grants, as recommended last year.

Fourth—That with the limited means at the disposal of the Committee, it is not desirable that grants should be made by this Committee to the superior schools of Quebec and Montreal and of the wealthy suburbs connected therewith, but it is suggested that a Sub-Committee be appointed to recommend a scheme by which the Committee may be kept in touch with these schools.

The Secretary of the department reported that after making the deductions provided for by law and by regulation of the Committee, the amount at the disposal of the Committee for distribution is \$19,270, or about \$300 less than last year.

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

Signed on behalf of the Sub-Committee,

ELSON I. REXFORD.

Moved by Sir William Lawson, seconded by the Lord Bishop of Quebec, That in view of the explanations given by the Sub-Committee on the distribution of grants as to their action in reference to the resolution of the Committee of March 8th, 1895, that the report be received and proceeded with in detail.

Moved by Mr. N. T. Truell, seconded by the Rev. Elson I. Rexford, That the recommendation made by the Sub-Committee on grants for the year 1894, and adopted by the Protestant Committee

at the September meeting, 1894, concerning the removal of the limitation of grants to special schools, be reconsidered and that the resolution of the Protestant Committee of date November 20th, 1891, bearing on this point be restored as a resolution of this Committee.—
Carried.

After the list recommended had been considered and amended, on the motion of the Rev. E. I. Rexford, seconded by Prof. Kneeland, the Report was adopted with the list in the following form :—

UNIVERSITIES AND COLLEGES.

1. From Marriage License Fees.

McGill University	\$2,500	
University of Bishop's College	1,250	
Morrin College.....	1,075	
		\$4,825

2. From Superior Education Fund.

McGill University.....	\$1,650	
University of Bishop's College	1,000	
St. Francis College	635	
Stanstead Wesleyan College	575	
		\$3,860

ACADEMIES.

	1894.	Grant.	Bonus.	Equip.	1895.
Huntingdon	\$600	\$200	\$300	\$40	\$540
Lachute.....	365	200	200	40	440
Cote St. Antoine.	375	200	190	40	430
Sherbrooke.....	375	200	175	40	415
Waterloo	365	200	150	40	390
Sutton	275	200	100	40	340
Danville	275	200	100	40	340
Aylmer.....	275	200	90	25	315
Cookshire	275	100	..	..	100
Granby	315	200	75	40	315
Berthier.....	125	200	50	..	250
Bedford	275	200	50	25	275
Cowansville.....	200	200	50	25	275
Coaticook	325	200	50	40	290
Inverness	275	200	50	25	275
St. Johns	225	100	..	..	100
Knowlton	250	200	..	25	225
Three Rivers....	..	200	..	..	200
Shawville	225	200	..	..	200
	\$5,395	\$3,600	\$1,630	\$485	\$5,715

MODEL SCHOOLS.

	1894.	Grant.	Bonus.	Equip.	1895.
Ormstown	\$190	\$50	\$100	\$25	\$175
St. Lambert	140	50	50	40	140
Lennoxville	100	50	50	25	125
Stanbridge	90	50	35	25	110
Hatley	75	50	35	25	110
Waterville	115	50	25	40	115
Leeds	75	50	25	25	100
Hemmingford	75	50	25	25	100
Rawdon	75	50	25	..	75
Bury	100	50	25	25	100
St. Andrews	125	50	25	..	75
Freighsburg	115	50	25	25	100
Scotstown	50	50	25	..	75
Ulverton	75	50	25	25	100
Mansonville	100	50	..	25	75
Sawyerville	75	50	..	25	75
Gould	50	50	..	25	75
Richmond	75	50	..	25	75
Clarenceville	50	50	..	25	75
Kinnear's Mills	50	50	..	..	50
Mystic	75	50	..	25	75
South Durham	75	50	..	25	75
Portage du Fort	50	50	..	25	75
Magog	75	50	..	25	75
Windsor Mills	75	50	..	25	75
Buckingham	50	50	..	25	75
Clarendon	50	50	..	..	50
Dunham	90	50	..	25	75
Marbleton	50	50	..	25	75
Lacolle	100	50	..	25	75
Farnham	75	50	..	..	50
Bolton	50	50	..	..	50
Lachine	75	50	..	..	50
Hull	75	50	..	25	75
St. Hyacinthe . . . . .	..	50	..	25	75
Bryson	50	50	50
Montreal Junction	50	50
Valleyfield	50	50	25	25	100
Levis	90	50	..	25	75
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	\$2,955	\$1,950	\$520	\$755	\$3,225

SPECIAL ACADEMIES.

Quebec Girls' High School	\$200
Stanstead	200
St. Francis	200
Compton Ladies' College	200
Dunham Ladies' College	200
	\$1,000

SPECIAL MODEL SCHOOLS.

Chicoutimi	\$100
Paspébiac	100
Haldimand	100
St. Sylvestre	75
Como	50
Coulonge	50
Sorel	50
	\$ 525

TOTALS.

Universities and Colleges	\$8,685
Academies	5,715
Special Academies	1,000
Model Schools	3,225
Special Model Schools	525
	\$19,150

The Sub-Committee on Grants, as presently constituted, was asked to prepare some definite scheme for the carrying out of the suggestions contained in its report, especially of those touching the relation of the city schools to the Protestant Committee.

At the request of the Sub-Committee on Grants, it was agreed that the attention of Compton Ladies' College be drawn to the fact that in order to maintain its position on the list of superior schools it will be necessary for it to conform to the regulations of the Committee concerning the qualification of the staff of teachers.

After the examination of the applications and of the documents showing the standing of the following persons in virtue of diplomas taken outside this Province, it was agreed to grant Thomas H. Wrigley, of Montreal, a second-class model school diploma on his passing an examination, before the Central Board, in Latin, French, and School Law and Regulations; to grant Mrs. C. M. West, of Montreal, a

second-class model school diploma on her passing in French and Latin, or a second-class elementary on her passing in School Law and Regulations; to grant Mrs. A. M. Brouse, of Compton, a second-class academy diploma on her passing in Euclid, Trigonometry, Latin, French, Greek, and School Law; to grant Thomas Townsend, of Wilmur, Ontario, a first-class academy diploma upon his submitting inspectors' certificates covering the ten years of service; to grant H. A. Connelly, of Cataraqui, Ontario, a second-class academy diploma on his passing in School Law and Regulations, and in Greek and Latin if not taken in his degree examination.

The Secretary was instructed to inform Mr. Ernest Smith that, in consequence of his physician's certificate showing his inability to present himself for an academy diploma examination in June last, the Committee will not object to his taking an academy diploma next June, which the Committee will thereafter recognize in the same way as though it had been this year.

An application from Ernest Smith for examination in order to qualify for a school inspectorship was submitted. The Secretary was instructed to arrange a date for the examination of the applicant and of others who may apply in the usual manner.

The Lord Bishop of Quebec reported that he had not called together the Sub-Committee to examine certain papers written in June, 1894, since the papers had been destroyed in preparation for the examination of 1895. He recommended that it be a rule in future to preserve examination papers for at least twenty-five months.

Upon the motion of Dean Norman, seconded by Dr. Hemming, the recommendation was adopted.

The Sub-Committee on Text-Books submitted the following Report:—

The Committee beg leave to report :

(1) That a conference was held with Mr. W. J. Gage in June last re the changes that are considered necessary in the Canadian Readers, and that Mr. Gage, on behalf of the Educational Book Company, confirmed the promise made to the Protestant Committee in writing some time since.

(2) That the Sub-Committee have formulated their suggestions, and sent them to the Educational Book Company with a request that an answer, including prices of the revised books, be forwarded to the Protestant Committee before the September meeting.

(3) That a number of Readers have been informally placed in the hands of the Committee for recommendation, but that the Committee desire to make no further recommendations regarding Readers until the changes now in progress in connection with the Canadian Readers are completed.

(4) That the Quebec edition of Calkin's Introductory Geography has been received, but that it is not altogether satisfactory, as some

of the specifications have not been regarded by the publishers, and the price is not that agreed upon.

(5) That the Committee have carefully examined Gage's "Practical System of Vertical Writing," but cannot recommend its authorization, because, in their opinion, it is decidedly inferior in essential points, as a series of copy books, to the upright series already authorized.

(Signed), A. W. KNEELAND, *Chairman*.
ELSON I. REXFORD.
G. L. MASTEN.

Moved by Prof. Kneeland, seconded by the Rev. Elson I. Rexford, That the Report be adopted.

Moved in amendment by the Rev. Dr. Shaw, seconded by the Rev. Mr. Love, That the Report be adopted except the paragraph relating to Gage's "Practical System of Vertical Writing," and that this system be hereby authorized under existing regulations.—Carried.

During the discussion of the previous motion and amendment, Mr. W. Drysdale was allowed to appear before the Committee to urge the adoption of the Gage system of vertical writing, and letters were read from Messrs. Grafton & Sons and from the Robert Miller Company on the subject.

Applications were received from Compton Village School No. 1 and from Berthier Model School, the first asking to be ranked as a model school and the second as an academy.

The Secretary was instructed to direct the Inspector of Superior Schools to visit the school in Compton and to report thereon. The request of the Berthier school was granted.

The Secretary read a letter from the Hon. the Provincial Secretary stating that the Government could not at present consider the recommended increase in the salaries of certain Normal School professors.

An application from Miss Stobo, of Coaticook, for permission to place her school under inspection, and to receive the examination papers that are prepared for superior schools, was submitted. The Secretary was instructed to ask for further information as to the character of the school.

It was moved by Mr. N. T. Truell, and seconded by the Rev. A. T. Love, That in future two separate examination papers be prepared for Grade Two Model School: the first paper to be on the work hitherto prescribed, and the second paper on the first fifty-five pages of the "Beginner's Latin Book."—Carried.

Dr. Heneker reported progress for the Sub-Committee on revision of the School Law. The Sub-Committee was directed to continue its labours.

The Chairman reported also that he had held a conference with the Secretary to prepare a programme of work for a special meeting of the Committee to consider the needs of Elementary Schools. For

several reasons, which he gave, he felt obliged to postpone the special meeting till November. The postponement was approved by the Committee.

FINANCIAL STATEMENT PROTESTANT COMMITTEE.

1895.		RECEIPTS.	
May 10.—	Balance on hand	.....	\$2,824 76
June 28.—	Marriage License Fund Interest	.....	1,400 00
	Jesuits' Estate Interest	.....	2,518 44
	Transferred from Superior Education Fund to pay Assistant Examiners.	.....	200 00
July 20.—	Unexpended balances	.....	1,930 17
Aug. 20.—	City Treasurer of Montreal, 55-56 Vic. c. 61, s. 2	.....	1,000 00
			<hr/>
			\$9,873 37
1895.		EXPENDITURE.	
May 11.—	Salary of Inspector of Superior Schools	.....	\$ 125 00
	Travelling Expenses Inspector Superior Schools year 1894-95	.....	300 00
	On Salary of Secretary	.....	62 50
June 18.—	To pay Assistant Examiners	.....	240 00
28.—	Transferred to Superintendent	.....	2,518 44
	Transferred to Superintendent	.....	1,400 00
Sept. 5.—	A. D. Nicholls, to assist in paying A. A. Examiners	.....	62 50
	J. W. Brackenridge, to assist in paying A. A. Examiners.	.....	137 50
	S. P. Robins, Principal McGill Normal School	.....	1,000 00
	Central Board of Examiners	.....	260 00
	T. J. Moore & Co., Supplies for Inspector of Superior Schools	.....	33 00
	To correct error in bringing forward cash balance in last statement	.....	187 50
	Balance on hand, as per Bank Book.	.....	3,546 93
			<hr/>
			\$9,873 37
	Contingent Debit Balance.	.....	<hr/><hr/>\$818 71

After the reading of the rough minutes, the meeting adjourned to meet on Thursday, November 28th, for a two days' session ; or earlier on the call of the Chairman.

GEO. H. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 26th of September last (1895), to appoint Mr. Frank J. Hart, of Montreal, a Roman Catholic school commissioner for the city of Montreal, in the place of Dr. Thomas Brennan, who has resigned.

October 5th.—To appoint a school commissioner for the municipality of Ste. Philomène de Fortierville, county of Lotbinière; and one for the municipality of St. Alphonse de Thetford, county of Megantic.

October 7th.—To erect a new school municipality under the name of "La Pointe aux Anglais," county of Saguenay.

October 29th.—To appoint two school commissioners for the municipality of the town of Beauharnois, county Beauharnois; and two for the municipality of Bouchette, county Ottawa.

November 3rd.—To detach from the school municipality of Saint-Adolphe de Howard, county of Argenteuil, the ranges X and XI, of the township of Howard, and the lots from one to twelve inclusively, of the ranges I, II and III, of the same township.

—Moreover, to annex to the above territory, the ranges VII, VIII, IX, X and XI, of the township of Wentworth, same county, and erect the whole into a school municipality (for Roman Catholics only), under the name of "Notre Dame de Montfort."

This erection to take effect on the 1st of July next (1896.)

November 5th.—To appoint a school commissioner for the municipality of Ste. Sophie, county Terrebonne.

November 11th.—To re-appoint Mr. Abraham Watchorn school commissioner for the township of Morin, county Argenteuil; also Mr. T. Lemoine school trustee for the municipality of St. Théodore, county Bagot.

—To appoint Mr. Arthur Buchanan school trustee for the municipality of St. Jean Chrysostome, county Chateauguay; and Mr. Edgar C. Willard school trustee for Ste. Cecile de Milton, county Shefford.

—To appoint two school commissioners for the municipality of St. Canut No. 2, county Two Mountains.