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THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC,

PUBLISHED BI-MONTHLY, UNDER THE AUTHORITY OF THE PROTESTANT COMMITTEE OF  
THE COUNCIL OF PUBLIC INSTRUCTION, AND CONTAINING THE OFFICIAL  
ANNOUNCEMENTS OF THE COMMITTEE.

EDITED BY R. W. BOODLE.

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THE  
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No. 6.

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THE LACHUTE CONVENTION.

The twentieth Annual Convention of the Provincial Association of Protestant Teachers was held at Lachute on October 25th, 26th, and 27th. The President for the year was Dr. Christie, and the Convention will long be remembered for the large representation present of the profession in different districts. The meetings were held in the Victoria Hall, and the evening sessions were largely attended by the hospitable people of Lachute and the surrounding country. The enthusiasm which the Convention created among people of all classes is a sufficient justification for the Association's holding its meeting in what would at first appear to be a rather remote district.

FIRST SESSION.

Proceedings began on Thursday morning directly after the arrival of the Montreal train. The President having occupied the chair, the Rev. Secretary E. I. Rexford opened the meeting with prayer, after which a few preliminary remarks were made by Dr. Christie, Mr. Rexford, and Dr. Robins.

MISS PEEBLES, of Montreal, then proceeded to give *A Model Lesson in Arithmetic*, introducing her subject by a few remarks explanatory of her method. A teacher should begin with clear definitions of the terms used. By way of exemplification Miss Peebles worked a reduction sum in long measure upon the black-board. The lesson was followed by a few remarks by Dr. Robins. Dr. McGregor then took his place at the board and amused his audience with a specimen of an elementary lesson. Let the

teacher interest his pupils in the historical associations connected with names. He then showed how one process was the inversion of another. He defined the decimal fraction as one "whose denominator is some power of ten." Mr. Rowell, of the Ann Street School, suggested practical methods of teaching by real weights, real wooden inches, &c. Mr. Curtis, of St. John's, thought that an improved method of teaching would remove the necessity of cramming, to which people very naturally object. Mr. Howard, of Berthier, next showed how he kept the attention of his class in arithmetic.

The Chairman having declared the discussion closed, *The Classical Question in the Province of Québec*, was introduced in a paper by Mr. R. W. BOODLE. As this paper will be printed in full in our pages it will be unnecessary to give a sketch here of its contents. The reader was followed by Mr. Arthy, who moved an adjournment.

#### SECOND SESSION.

The chair was occupied by Dr. Robins, in the necessary absence of Dr. Christie. Proceedings opened with the proposal of certain names as Honorary Members, which was carried unanimously.

In the absence of the appointed reader, the discussion upon *The Teaching of Arithmetic* was resumed by Mr. Kneeland, of Montreal, who called attention to the teaching of fractions, some points in regard to which he explained with great clearness. The Chairman spoke upon the use of formulæ and the unitary method, asking some one to throw light upon the subject. Mr. Chambers, of Montreal, in response to the call, gave a blackboard lesson upon the use of the unitary method. Principal Robins himself succeeded to the post, illustrating his manner of teaching compound proportion with marvellous clearness, and and presenting the unitary method in a somewhat different fashion from his predecessor.

MISS HENDERSON, of Montreal, was then called upon to give her admirable lesson on *The Teaching of Spelling*. First written and then oral spelling were taken up, the reader approving of spelling matches, and illustrating various difficulties of spelling upon the blackboard. Pupils should be encouraged to do exercises in the composition of words and also to use the dictionary. Dr. Kelley, the Secretary, then opened the discussion upon

spelling, advocating the banishment of all spelling books, especially the Canadian Spelling Book. He insisted upon the principle of giving out no words without their being previously understood by the pupils. In relation to this point he suggested that they should be taught to spell out of their reading books, and strongly advocated written exercises, the pupils exchanging exercises for correction. Inspector Hubbard spoke from his experience of Gage's Speller in support of Dr. Kelley's remarks. Mr. Rexford opposed any attempt to teach oral spelling until the stage of written spelling had been passed through. He also spoke strongly in favor of Gage's Speller.

The subject of *Reading* was then introduced by PROFESSOR ANDREW, of Montreal. He first drew attention to distinctness of articulation as the prime necessity, illustrating his work by two pupils he had brought with him from Montreal, viz., Master Stewart and Miss Nichols, who coming to the platform proceeded to read at sight passages selected by the chairman. Their reading was well appreciated by the audience, and, upon Professor Andrew's being asked for some hints upon teaching articulation, he advocated the phonic method. He also pointed out the difference between French and English speaking as that between chattering and barking. Miss Mathieson, of Bristol, then opened what proved to be one of the most instructive discussions of the Convention by asking Professor Andrew for a specimen of good reading—a call which found some response. Before reading, the Professor called special attention to the observance of grammatical groups. Miss McGarry, of Montreal, a well-known pupil of Professor Andrew, then spoke in support of his method, advocating pupils making the words their own as if they were speaking, and not reading. Mr. Rowell, of Montreal, asked for further hints. He advocated reading in sufficient quantity rather than spending too much time merely upon the quality of the work. Articulation he believed to be a very small point indeed. Mr. Rexford agreed with Mr. Rowell in regard to articulation. The object of learning to read is to be able to understand a writer, not necessarily to be able to read aloud. Thus, after reading, books should be closed and pupils questioned on the meaning of the passage. He believed the subject of reading needed more attention than any other in the elementary schools. Mr. Parsons, of Montreal, did not think the majority could ever become elocu-

tionists, but distinct articulation was within the reach of all. Inspector Hubbard wanted to see reading taught so that the whole class might benefit besides the individual reader. The attention of the rest must be secured.

The discussion upon Mr. Boodle's paper on *The Classical Question* was then opened by MR. ARTHY, who felt surprised at its general tone. He took exception to the isolating theory which seemed to underlie the paper. The educational ladder should lead from the gutter to the university. The work should be throughout one of co-operation, and he was pleased to find that this was kept in view in the new scheme for the studies of Academies and Model Schools laid before the meeting. He then entered upon a discussion as to educational values, advocating the blending together of disciplinary with information subjects. Some words as to his personal experience followed, and Mr. Arthy gave as the result of his own teaching that Latin, even as an elementary study, is not uninteresting. He advocated Latin and Greek as essential to all liberal culture, but they should not be forced upon all scholars indiscriminately.

At this juncture it was proposed that the subject of *The Curriculum of Model Schools and Academies* should be remitted to a Committee of all teachers in such institutions, and the classical question discussed when the Committee had given in their report. This was carried and Mr. Holiday, of Lachute, was nominated as the Convener of the Committee.

*The Question of the Pension Act* was next brought up by DR. KELLEY's calling attention to the fact that only the Montreal teachers were paying regular stoppages. He also announced the possibility that a stoppage of at least twelve per cent. would be necessary in order to carry out its provisions. By request Mr. Rexford then spoke a few words. Messrs. McLaughlin and Hubbard, inspectors, informed the audience that in their districts, at least, the stoppages had been paid by the municipality. Dr. Robins's objection to re-opening the question, as informal, closed the discussion, and the Convention adjourned.

#### THIRD SESSION.

The evening's proceedings were opened by *The Presidential Address*, in which DR. CHRISTIE, after congratulating Lachute upon the successful gathering, remarked upon the progress in the cause

of education to which it gave testimony. He was struck dumb by the changes of fifty years, and considered the teaching profession as, along with the railways, the main cause of the change. Still there was room for improvement. Body, soul, and spirit had to be educated, and physical and religious education must take their place side by side with intellectual training. After a few words upon religious education, the Fear of the Lord being considered under its two-fold aspect as the Beginning of Wisdom and the Fountain of Life, Dr. Christie passed to the sanitary condition of schools. The laws of health ought to be taught, so that the average duration of life might be doubled. After supporting this theory by statistics, the speaker passed to the Temperance question, condemning in unmeasured terms the use of intoxicating liquors and tobacco. The early death of so large a proportion of city population was due to the violation of the laws of health, but we should look forward to the days when "an infant should die an hundred years old." It was recommended that the Board of Education should prepare elementary works upon Hygiene, Physiology, and Temperance, and have the subjects taught in the schools. For the teaching of these subjects other less important branches such as Mythology and Ancient History should give way in this practical age.

The Convention next had the pleasure of listening attentively to a French speech from the HON. SUPERINTENDENT OUMET, prefaced by a few words in English. He began by congratulating Lachute upon its growth, and the enthusiasm it showed in the cause of education, in regard to which both races were at one. The educator was like the gardener, though he had to work upon a different soil, and, as with the latter, his good work was never lost. The Superintendent congratulated the teachers upon their work in the past, and, alluding to the Pension Act, did not think it probable that there would be any augmentation of the stoppages, though the Government might find it necessary to draw upon the Common-School Education Fund.

PRINCIPAL ROBINS spoke next, and opened his eloquent and spirit-stirring address by casting a glance over the past with its mingled sorrows and joys. But what concerned Protestants now was their future, not their past. They had to face facts, to recollect that they were a minority, who were losing the power they once had; a separate, an increasing minority. But, though a minority, the



Protestants were an important section of the Province, and intended to remain so. Whatever came of the Anglo-Saxon race in Quebec, it must always be recollected in history. But to be the important element it had been in the past, it must increase in weight, as it was decreasing in numbers. And this weight could only come by means of Education. We must build upon the Common School, upon the Convention meetings, upon the Normal School. Dr. Robins here reverted to his recent appointment, which he had only accepted at serious personal sacrifices. His purpose was to work for the welfare of the Province, and he would not work unsupported, but the support upon which he most relied was that of the Protestant minority. In regard to the Normal School he wished it to be understood that its purpose was as a training school for teachers. The Normal School has been different, but had passed through its novitiate. If elementary work had to be taught, it must be taught merely in order to enable teachers to teach better. Thus the Normal School will give an impetus to elementary schools, as the admission of their scholars will be a source of pride to them, and as by degrees the teachers in these schools are all drawn from the Normal School. The Normal School should be a radiating centre of light in the Province of Quebec and an example to the continent.

The more serious work of the evening session was varied and enlivened by musical and other performances by Misses Ansell, Barron, Christie, Dudderidge and Evans, and by Messrs. Dudderidge, Francis and Stewart.

#### FOURTH SESSION.

The work of the fourth session opened with letters of excuse for inability to attend the meeting communicated by the Secretary, from Dr. Hemming, of Drummondville, Principal Loble, of Lennoxville, Mr. Superintendent Rand, of New Brunswick, and the Hon. W. W. Lynch. Mr. Lynch regretted that ill-health prevented his attendance at Lachute. He regarded the Convention as a sort of congress, and adverted to the vital importance of the subjects discussed to the present and future well-being of the Province. He assured the members of the Association of his continued interest in their work, and regretted that in his official position he had not been able to give effect to many of their wise suggestions. After alluding to the satisfaction he felt in having been instru-

mental in placing Messrs. Rexford and Robins in their respective posts, he insisted upon the necessity of giving due prominence in the discussions of Convention to questions concerned with elementary education,—in his opinion the all-absorbing question. Higher institutions of learning were in a position to take care of themselves. But elementary education was everybody's business, and so was neglected. Mr. Lynch concluded with wishing the present meeting every success.

The Secretary next read to the Convention a letter from Messrs. Patterson and Morton upon Dr. Richardson's Temperance Lesson Book a copy of which had been presented\* to all the Protestant teachers of the Province by these gentlemen:

"The undersigned would most respectfully draw your attention to Dr. B. W. Richardson's 'Temperance Lesson Book', which is being placed in the hands of every Protestant teacher of this Province for use in the preparation of lessons on temperance. It is a work that is highly recommended as a standard authority, and one well calculated to instruct the young in the true nature of alcohol, and its effects on the human system. Knowing the importance of early training, and realizing the immense influence which teachers exercise in forming the characters of the children under their care, may we be permitted to express the hope that the lessons in the book now placed in their hands will be of assistance to them in their talks upon temperance, presented in the Authorized Course of Study for Elementary Schools, so that their pupils may be thoroughly and scientifically informed of the great evils arising from the use of intoxicating drinks. We feel that no other apology is required for approaching the Association on this subject than the fact that thousands of the best and brightest of our young men are every year being ruined and in life blasted by strong drink, and are persuaded that this is largely owing to ignorance of the nature and effects of alcoholic drinks. "To be forewarned is to be forearmed," and may we not reasonably expect that if the young of this generation are well instructed on this question—and have they not a moral right to this instruction—the terrible evils of intemperance will be very much reduced, and the cause of Religion and Education, and the happiness and prosperity of the people very much increased. We fully believe that the teachers of this Province will gladly do their share in bringing about this desirable result.

(Signed) WM. J. PATTERSON.  
HENRY MORTON."

Mr. Secretary Rexford here added a few words, after which the subject was referred to the Committee on Resolutions. The following names were then carried as members forming the Committee: Convener, Mr. Howard, of Berthier; Messrs. J. McIntosh, of Granby, Parsons, of Montreal, Misses Mathieson, of Bristol,

\* We have learned that these books have been distributed by post and through the Secretary-Treasurers of the schools.

Wilson, of Sherbrooke, and McDonald, of Quebec, the Secretary of Convention and the Editor of the EDUCATIONAL RECORD.

DR. KELLEY then brought up the question of *The New Regulations respecting Academy Diplomas*. They were equivalent to a *coup d'état*. At one moment an attempt was made to wipe out the Normal School, at least to deprive it of all influence. Not only so but the action was one touching vested interests. The speaker considered it not only unjust, but illegal. All that these Resolutions require hereafter is a certain amount of intelligent knowledge, not necessarily associated with any knowledge of, or experience in, the practice of teaching. Dr. Kelley asked that men placed at the head of Academies should be teachers as well as scholars. But not only teachers generally, but lady teachers specially, were wronged by these Regulations. Women are thus placed at a disadvantage in comparison with men. Yet women are now doing most of the hard educational work of the Province. By the Regulations, few or no women can hereafter be employed in Academies of the first or second grades. Another grievance was the cool way in which previous Academy Diplomas were wiped out, no warning being given. Dr. Kelley was here led to speak strongly in favor of increasing the grant to the Academies if their work was going to be increased. He drew special attention to the small sums appropriated to these and the Model Schools from the Superior Education Fund, as compared with the money lavished upon McGill, Morrin and Lennoxville.

At this point it was moved by Mr. Arthy, and seconded by Mr. Rexford, "that the two questions involved in the new Regulations relative to Academy Diplomas be kept apart, and considered separately by this Convention: 1. Is it desirable that there be more than one grade of Academy Diplomas? 2. Is the present classification a good one?" This motion having been assented to, a discussion began, in which Messrs. McLaughlin and Arthy took part, the latter advocating two kinds of teaching Diplomas, one by the Normal school, the other by the Universities. Inspector Hubbard took up the word, being followed by Mr. Rexford, who gave a few words of explanation. The object of the Protestant Committee was to raise the standard of Diplomas; they had no intention of making these Regulations retrospective. It is unfair to take exception to University men being placed above mere Normal School graduates: their education is superior. Moreover,

University graduates were intended to pass a real teaching examination. The injustice to the ladies in the Regulations Mr. Rexford believed to be wholly unintentional, and would be changed. Dr. Matthews hereupon stated very definitely that the scope of the Regulations was entirely future, he did not think there was any injustice to old teachers or that any was intended. With regard to the lady teachers if there was any injustice it lay at the doors of McGill University. It should open its degrees to men and women alike. Mr. Boodle here pointed out that there was no intention on the part of the authorities of McGill University to admit women to its degrees, so that the injustice was sure to be permanent. A point having been raised by Mr. Curtis, to which Dr. Matthews replied, Dr. Robins criticised the Regulations severely, pointing out a number of errors, and refusing to accept Dr. Matthews' excuses as sufficient in view of their wording. The whole question was referred to the Committee on Resolutions.

MR. CURTIS, of St. Johns, next introduced the discussion upon *The Course of Study for Protestant Superior Schools*, reading a series of amendments agreed upon by the Committee of Academies and Model Schools. A discussion followed in which Mr. Rowell, of Montreal, the Rev. Inspector Alnatt, the Rev. E. I. Rexford, Dr. Kelley, Mr. McIntosh, of Granby, and Dr. Howe, of Montreal, took a share. The whole matter was referred to the Committee on Resolutions.

#### FIFTH SESSION.

The President having taken the chair, INSPECTOR HUBBARD brought up the question of *Teachers' Institutes*. Several meetings had been held last year, but to carry these out efficiently the presence of the Normal School teachers was needed. He would therefore suggest that its term be shortened from ten to nine months, the remaining month of June being spent in assisting the inspectors in the work of the meetings. This would bring the town and country into further contact, and enable those who could not afford a Normal School education an opportunity of benefiting by its influence. These remarks were supported by Inspector McLaughlin, and upon a general call for Dr. Robins, that gentleman said that if by shortening the session the school could do more good, he was prepared to make a personal representation to

the McGill board of Governors, so as to carry their wishes into effect. Inspector Hubbard then proposed that the Convention should approve of the shortening of the course of the Normal School in order to enable the teachers in the school to be brought into nearer contact with the province. This was seconded by Inspector McGregor, and carried.

Mr. Secretary Rexford was called upon to read MISS MATHIESON'S paper upon "*Some of the Requirements of our Rural Schools.*" This practical paper began by contrasting the state of rural and city schools. City schools have made progress, but little is observable in rural schools. Their school houses are poor and dilapidated. Their salaries are miserably low and paid irregularly; they have sometimes to be collected or taken out in kind. We must follow the example set by Ontario and employ only trained teachers. If these two points were attended to, there would be a possibility of further reform, for example, of introducing variety into the work of young pupils. Various means of doing this were suggested. The work of older pupils was then discussed, practical agriculture being suggested as a natural course of study.

After the Secretary had given out several announcements, and commented on the liberality of the commissioners of the district of Hull in paying the expenses of teachers visiting the Convention; MR. DONALD was called to read his suggestive paper on the subject of *Botany for Elementary Schools, and a Method for teaching it.* The reader called attention to the necessity of teaching scholars to acquire information and to observe for themselves. The chief faculties required for this are observation and discrimination, and these are best cultivated by the study of natural objects. Of the different branches of this study, botany is the best for general purposes. As a book on the subject the reader recommended the well-known work on "*The Growth of Plants,*" by Dr. Gray, of Harvard. The reader then gave details in full of the work of teaching and the mode to be employed.

MISS BOTHWELL, of Durham, then proceeded to give an excellent *Object Lesson on a Plant*, first reading an introductory paper on the advantages of object lessons. The first part of the lesson is occupied by the teacher with instruction, the latter by the scholars in reproducing what they have learned. The reader wished that a microscope were more common in country schools.

As elements of a lesson, the parts, uses of parts, general purpose of the plant, differences between it and other plants and natural objects were pointed out.

MISS J. LUTTRELL, of Montreal, was next called upon to read her entertaining essay on *Elementary Composition*. The elements of reasoning were first pointed out, and divided into thought and language, both of which require careful and systematic training, but no subject requires more of this than elementary composition. The reader then proceeded in an extremely humorous and clever passage to describe an old-fashioned composition lesson. This was followed by several interesting and suggestive hints on the practical teaching of composition.

*A Lesson upon English Grammar* was then given by Miss ROBINS, of the Stanstead Wesleyan Ladies' College. The reader gave some very useful hints upon the classification of the parts of speech, and criticised Morrison's definition of *noun*, preferring Mason's. Miss Robins gave some exhibitions of her method upon the black-board.

PRINCIPAL MACCABE, of the Ottawa Normal School, was then called upon for his address upon *English Grammar Teaching*, and complimented the Convention upon the papers that he had just listened to. He called attention to Horne Tooke's *bon mot*, that grammar is one the first things learned and the last understood. He pointed out that we were suffering from a plethora of grammars, a poke of analysis as part of English Grammar, and gave it as his opinion that the proper mode of studying grammar was to apply it merely to correct sentences. The pupil should learn no rules. The speaker then reverted to composition, giving as a result of the new method in its infancy:—"A boy is an animal, he is made of bones, and is used to carry wood." The first requisite for teaching grammar and composition is to be natural. He himself divided oral grammar and analysis into four stages, teaching them side by side. These stages in grammar were Classification, Sub-classification, Inflexions, and Relations: Corresponding to these were the stages of analysis, *i.e.*, Subject and Predicate, Enlargement and Extension, the Different Kinds of Enlargement and Extension, and Compound and Complex Sentences. In every lesson a teacher should have a definite object, for example, in "teaching the noun," a teacher should aim at showing that, of all the words in the English language, some are

names. All knowledge, if possible, should be conveyed by diagrams or by practical methods. Principal MacCabe then gave an exemplification of his manner of teaching classification. He advocated always teaching up to a technical term and never missing the definition as it gathered to a focus what had been said. He then illustrated his process by means of adjectives, verbs, &c. It is impossible in a sketch like the present to give any idea of the cleverness or amusing nature of the address, to which the Convention listened attentively for nearly an hour, being constantly amused, constantly instructed.

A vote of thanks to Principal MacCabe, moved by Mr. Arthy, seconded by Mr. Secretary Rexford, and carried unanimously, drew forth a few more words from the Principal.

Dr. Mathews' *Proposal of Payment by Results* next came up for discussion, being introduced by Dr. MATHEWS personally. He explained that there was no intention of pressing teachers hard. The scheme was merely a reduction to rule of the system upon which the subvention from the Superior Education Fund is already assigned. Dr. Mathews was followed by Inspector Hubbard who gave a few words explanatory of the distribution of the grant. At this point, Mr. Rexford came forward with a suggestion that the present system of distribution should be continued, while the results, as calculated upon Dr. Mathews' system, should be communicated to the next Convention. Dr. Mathews here rose in self-defence, saying that he had no idea of pushing his scheme into immediate fact. It was merely put forward as a tentative idea. The whole discussion suggested to Dr. Kelley that there was much need to have *some Representation of Elementary Education upon the Protestant Committee of the Council of Public Instruction*. Mr. McIntosh, of Granby, here rose to speak upon the question of the time of inspection and upon the general subject. Mr. Elliott, of Montreal, criticised several points in the distribution of the money of the Superior Education Fund, speaking from his experience in the Ottawa district. His remarks were corroborated by Mr. Howard, of Berthier, and he thought that Dr. Mathews' scheme would remedy many of our present evils. Mr. Rexford maintained his objection to the inspection in the month of May. He was followed by Inspector Hubbard and Dr. Kelley. The subject was referred to the Committee on Resolutions. Before adjourning the trus-

tees of the city of Hull were specially thanked by the Convention for their public-spirited course.

#### SIXTH SESSION.

After some preliminary business the Secretary read a communication from Dr. R. W. HENEKER, expressing his regret at being unable to be present personally. The Protestant Committee at Quebec did not limit its work to Superior Education. Dr. Heneker then proceeded to give the Convention the benefit of his opinion upon the Classical Question.

"I should very much have liked to hear the discussion on the Classics, for I confess to a strong feeling on the subject. No man can value more than I do the study of modern languages, particularly our own language and French, but I have a strong opinion that Superior Education must embrace both Latin and Greek. If Greek be abolished from our Universities it will be, I think, a lamentable falling off in many respects. The scientific terminology of all modern languages is mostly Greek, and it is almost impossible to read with intelligence any modern work in any modern language—English, French, or German—without some knowledge of Greek. To this must be added the valuable training which the study of Greek affords, and which remains for years after the knowledge of the language itself has perhaps passed from the mind. Mr. Adams in his recent pamphlet calls it a 'fetich' to study the Classics; but it is a question whether he could have written such good English had he not been classically trained. We ought never to forget that Greek is the language of the New Testament, and the study of Greek was revived at the time of the Reformation; and he who values religious truth will not undervalue the power of testing opinions by a reference to the language in which that truth is conveyed. If Greek be studied in our Universities it must be commenced in our High Schools, and therefore every teacher whose duty it is to prepare students for matriculation must perforce have a knowledge of what he is required to teach. It does not follow that every child must of necessity learn Greek or even Latin. The largest part of our children must be classed as scholars under the Elementary standard. Another class desires higher training, but such only as is required for what is called 'the practical work of life,' and Classics for these are not necessary. The third class must be prepared for the Universities, and for the professions including the Ministry. Some indeed will be found to study the science of language for its own sake. Surely it is our duty to provide the means of education for this third class as well as for the other two. If we take the last-named of this third class, I would ask,—Is not the study of Language at least of equal importance with the study of Geology and other like Sciences? The study of Man's speech should have a paramount interest for man. By it we have learned more of peoples, Ancient and Medieval, than from monuments in stone or bronze, and the study of history is found to be greatly affected by considering the growth of language among different nations. New wants need new words. I think it is Archbishop Trench who has pointed out the marvellous change in language arising out of Christianity.

"Pardon me for this long dissertation. I have been drawn into it by my interest in the subject, for I fear the effect of the popular cry of 'throwing Classics to the dogs' in this so-called practical age. And yet



I would not for one moment undervalue the study of Modern languages, —particularly French—in our schools, and, of course, our own language and literature. I am myself, unfortunately, a very poor classic. I lament it every day, and at the same time I at one time had a very good knowledge of French, German, and Italian, being able to read, write, and speak them with ease. I speak therefore with some knowledge of this subject when I say that for mental training I value Classics more than all, and it is mental training which makes the man, and not the facility of speech in any language or any number of languages. From all these considerations you will see that I hold strongly to the opinion that our highest class of Academy teachers must have a knowledge of the Classics.

“In conclusion I would venture to offer the suggestion that a Standing Committee of the Convention be appointed to watch the course of events as regards education, and with whom the Protestant Committee could from time to time consult as to the practical bearing of legislation.”

The letter concluded with good wishes for the success of the present meeting.

MR HOWARD, of Berthier, convener of the Committee on Resolutions, then presented a *Series of Resolutions*, which, with some trifling amendments, were agreed to. The Resolutions as amended were as follows:—

I. *Resolved*, That this Convention, on behalf of the Protestant Teachers of the Province of Quebec, tenders their most hearty thanks to the gentlemen, Messrs. W. J. Patterson and Henry Morton, who have so kindly presented copies of Dr. Richardson's Text Book of Temperance.

II. *Resolved*, That the course of study, as prepared by the committee, consisting of the Rev. Mr. Rexford, Dr. Harper and Dr. Weir, be concurred in with the following amendments:—

1. That supplementary selections be added to the course of Reading, commencing from the second grade of the Model School.

2. That in English, Longfellow's "Evangeline" be substituted for "The Deserted Village" in the third grade of Model schools and the first grade of Academies, and that in Brooke's primer of English Literature selections only, to be hereafter determined, be required of pupils in the third grade of the Academy;

3. That in History, second grade of Academies, the leading events of the history of Greece and Rome be substituted for "Rome to the close of the Punic wars," and that "Canada from the Conquest," be transferred to the third grade, as a substitute for Greece to Alexander.

4. That the study of French commence in the first grade of Model schools, and that to the second grade there be added adjectives, the present, imperfect and future tenses of regular verbs of the first conjugation, and that writing from dictation be included in the work of the second grade of the Model Schools, and be continued through all subsequent grades.

5. That in Latin and Greek the particular books of the assigned authors be specified, and that it is desirable that the matriculation examinations in these subjects remain unaltered from year to year and be identical in the different universities of the province.

6. That the course, so amended, be temporarily adopted to give teachers time to test the points of excellence, and that at the next Convention the scheme be finally submitted for discussion before becoming part of the system of our schools.

III. *Resolved*, That this Convention, having heard with great satisfaction the explanation of the Rev. Dr. Matthews respecting the intentions of the Protestant Committee of the Council of Public Instruction, in relation to

the recent regulations of that body in the grades of Academy Diplomas, and fully confiding in the desire of that body to consider and meet the needs of teachers as far as possible, desires to represent to it the following points:—

1. That the proposed classification does not formally embrace the teachers not being graduates who already hold Academy Diplomas granted by Boards of Examiners, and by the Superintendent of Education on the recommendation of the several Normal schools.

2. That from the wording of the last paragraph of the regulations the schools taught by all such teachers are excluded from participating in the Academy grant.

3. That such action being retroactive and affecting matters not clearly within the province of the Protestant Committee of the Council of Public Instruction is not only unjust but of doubtful legality.

4. That the injustice of such a retroactive enactment is increased by the fact, that no provision is made whereby teachers who have served faithfully and successfully for many years can still have the benefits of the first or second subvention of the Superior Education Fund, according to the results of their work, even when such results show that they are qualified to prepare their pupils for the matriculation examinations of the universities, etc.

5. That female aspirants to the grade of the second-class Academy Diplomas have to pass an examination much more severe than that exacted from the male aspirants to the same grade.

6. That although this inequality is not due directly to the action of the Protestant Committee of the Council of Public Instruction, it owes all its oppressiveness to the action of this Committee in adopting and giving legal value to examinations which it cannot control, and this Convention therefore resolves respectfully to ask the Protestant Committee to reconsider its late regulations in this behalf, and so to revise and amend them as to obviate the inequalities and injustices, of which complaint is by these resolutions made, and for this purpose directs its Secretary to transmit a copy of this resolution to the Secretary of the Protestant Committee of the Council of Public Instruction, to be laid at its next meeting before that body.

IV. *Resolved*, that this Association of Teachers desires to call the attention of the Protestant Committee of the Council of Public Instruction to the following resolution passed at the previous Conventions held at Sherbrooke and St. Johns:—

*Whereas*, in the rural districts, numbers of the best pupils are at this season called from the school-room to engage in other work;

*Resolved*,—That this Association respectfully recommends that the official inspection of the Model schools and Academies be made not later than in the month of March.

And this Association also respectfully suggests that the examination in schools should be confined to regular school-hours, and that due attention be paid to proper sanitary conditions.

PRINCIPAL MACCABE, of Ottawa, then addressed the Convention. After some complimentary remarks, the speaker considered the question that faced every teacher when he took a new pupil, namely, "What shall I do for him?" First then, the teacher has to give him his outfit for the work of life. Secondly, he must teach what he has to teach so as to train the pupil's mind. There is no finality in education, and the true test of an educa-

tion is the development of the pupil after he leaves school. All a teacher has to do is to impart to his pupils a desire for knowledge. The teacher has minds to deal with, and he must understand fully what the mind is. The mind develops slowly, and a teacher makes a mistake if he appeals to mental powers not yet fully awakened. No opportunity should be omitted of awakening in young pupils the observing powers, by means of drawing, object lessons, and music. If this part is well done, the hardest part of the work is accomplished. It is from this point of view that it is necessary to be careful about the use of text-books, which cramp the powers of observation while appealing to the memory.

The next address came from the REV. E. I. REXFORD, Protestant Secretary of Education. He could not help remembering that he spoke to the teachers in a new relation since he last addressed them. He came before them to say what he had found to be the state of things at Quebec. He had found that the Department was willing to carry out all reasonable suggestions that the Convention might desire. The Secretary then spoke of his journeys in different parts of the Province, and was pleased to find how willingly local managers and commissioners fell in with his suggestions and those of the circular that had been issued. Thus "boarding round," is nearly a dead letter in this Province—and this has been one year's work! A course of study for elementary schools has also been prepared. Mr. Rexford then called the attention of the Association to the pressing educational needs of Quebec. In all country districts the real rule is "As is the teacher so is the school." Some prominent obstacles have been removed from the way of real teachers; but the *first* great need now is professionally trained teachers. Yet many of the townships will not or cannot pay for them. But if such teachers cannot be obtained, the next best thing to be done is to utilize as far as possible the teachers as they exist. The *second* need is a central examining board, the common argument against which is the expense. This Mr. Rexford showed, by reference to what was done in Nova Scotia, to be really no objection. Legislation, however, would be needed and this had its difficulties, as all laws passed for Protestants affect Catholics. But this difficulty, he hoped, might be got over. A *third* great professional need was that all teachers, who are unable to attend the

Normal School, should be compelled to attend classes at twelve Academies scattered over the surface of the Province, the means for the payment of which should come from the money that goes to universities. A *fourth* great professional need was that teachers' institutes should be held throughout the country periodically. He agreed with the suggestions thrown out by Inspector Hubbard; they were a great agency of progress in education. The *fifth* educational need was regular and systematic preparation for the lessons of the day by all teachers. Such preparation is necessary if the lesson is to be fresh and interesting, or if the teacher is to advance in her profession. Not only so, but all teachers should read systematically. Mr. Rexford then recommended two books, viz., "Parker's Talks on Teaching" and a "Primer of Politeness," as specimens of books which should be in the hands and heads of all teachers. Mr. Rexford then spoke a few words about the EDUCATIONAL RECORD, which he wished to be monthly, and suggested means of making it so. The *last* great educational need was an interested public such as the teachers had found at Lachute. If this feeling was more diffused through the Province, there would soon be an educational revolution. To create this interest, teachers should hold public examinations and get up entertainments. The clergy should take a more active lead in educational matters, and should use the pulpit even as a means of urging on education. Protestant clergy should here take a lesson from their Catholic brothers. To realize these aims, two things were necessary, viz., co-operation and talk. Let children and teachers and people talk, and so create public opinion.

After this very practical address, DR. KELLEY spoke to the citizens of Lachute, thanking them for their hospitality, and the wonderful efforts that they had put forth to entertain a number that had never been contemplated as likely to assemble.

The evening session closed with hearty cheers for the people of Lachute. The proceedings had been pleasantly varied by music and readings by Misses Barron, Christie, and Peebles, Messrs. Barron, Dudderidge, and Hammond.

#### SEVENTH SESSION.

After some preliminaries, the time and place of the next meeting came up for discussion. In this work Mr. Rexford, Inspectors

McGregor, McLaughlin and Hubbard, Mr. Pearson, of Montreal, Mr. Curtis, of St. Johns, the Secretary, Mr. McIntosh, of Granby, Mr. Kneeland, of Montreal, Mrs. Holden, of Dunham, Mr. Arthy, of Montreal, Mr. Howard, of Berthier, and Mr. Elliott, of Montreal, took part. The place of meeting was settled as Cowansville, in preference to Montreal or Huntingdon, and the month as October rather than July.

The Treasurer, MR. HUMPHREY, then presented his *Financial Report*, which was as follows:—

RECEIPTS.	EXPENDITURE.
July 1st, 1882—	Secretary's Account.....\$16·63
To Balance on hand .....\$1·02	Balance of Acct. to <i>Gazette</i> ...21·00
Annual dues, (at Sher-	“ “ <i>Witness</i> ..47·05
brooke).....67·50	Printing, (Wilson)..... 3·50
“ Grant from Superintendent 30·00	Balance on hand.....10·34
<u>\$98·52</u>	<u>\$98·52</u>

Audited and found correct, Lachute, Oct. 27th, 1883.

E. W. ARTHY, }  
W. BARRON, } *Auditors.*

The last work of the Convention was the election of officers for the following year, which resulted as follows:—

*President*—Hon. W. W. Lynch.

*Vice-Presidents*—Dr. Robins, Montreal; Dr. Harper, Quebec, and Inspector McLaughlin, Sweetsburg.

*Secretary*—Dr. F. W. Kelley (re-elected).

*Treasurer*—Mr. Humphrey (re-elected).

*Committee*—Principal Masten, Coaticooke; Mrs. Holden, Dunham; Mr. Howard, Berthier; Mr. Young, Three Rivers; Mr. Curtis, St. Johns; Mr. Gilman, Cowansville; Mr. Holiday, Lachute; Mr. Walton, Waterloo; Dr. McGregor, Messrs. Arthy, Parsons and Pearson, Montreal; Miss Wilson, Sherbrooke; Misses Hill and Peebles, Montreal.

On motion of Mr. DIXON, seconded by Mr. YOUNG, it was decided that the Executive Committee should act in the capacity suggested by Dr. Heneker to confer with the Protestant Committee of the Council of Public Instruction from time to time.

During the election of the Committee the thanks of the Convention were tendered to the local Committees, to officers of Convention, to the railway companies for reduction of fares, to the people of Lachute and especially the ladies who had helped

to entertain the meeting, to the Montreal newspapers, and to Dr. Christie for the able way in which he had discharged his arduous duties.

We have only to add that no pains were spared by the public-spirited people of Lachute to make the meeting of the teachers a success and their recollections of the Ottawa valley pleasant, and that the late meeting will be long remembered as, in every way, one of the most important and pleasantest in the history of the Association.

We append a List of the Members of the Provincial Association of Protestant Teachers registered at Lachute. It need not be said that this list does not include all that attended the Convention.

Hon. G. Ouimet, *Superintendent of Education.*  
 Rev. E. I. Rexford, *Protestant Secretary of Education.*  
 Dr. T. Christie, M.P.P., *President.*  
 Ald. J. C. Wilson, *Vice-President.*  
 Principal S. P. Robins, LL.D., *Vice-President.*  
 Mr. F. W. Kelley, Ph. D., *Secretary.*  
 Mr. C. A. Humphrey, *Treasurer.*  
 Prof. J. McGregor, LL.D., *McGill Normal School.*  
 Mr. R. W. Boodie, *Editor EDUCATIONAL RECORD.*  
 Inspector Hubbard, Sherbrooke.  
 " Magrath, Aylmer.  
 " McGregor, Huntingdon.  
 " McLaughlin, Sweetsburg.

Mr. E. W. Arthy,.....	Montreal.	Miss Knowlton.....	Montreal.
" E. T. Chambers .....	"	" L. Lambe.....	"
" W. Dixon .....	"	" M. Lambe.....	"
" R. J. Elliott.....	"	" L. Lawless.....	"
" J. Ferguson.....	"	" S. Lawless.....	"
" H. A. Howe, LL.D....	"	" J. McNab.....	"
" A. W. Kneeland.....	"	" Peebles.....	"
" J. Mc Kercher.....	"	" J. R. Robins.....	"
" Mills .....	"	" Rodger.....	"
" S. H. Parsons.....	"	" M. D. Ryan.....	"
" Pearson.....	"	" Sloane.....	"
" S. P. Rowell.....	"	" A. Swift.....	"
" J. Stephen.....	"	" E. Tickle.....	"
" J. W. Tucker.....	"	" Warcup.....	"
Mrs. J. McGregor.....	"	" Watson.....	"
" Leishman.....	"	Mrs. E. Blanchard.....	Shawville
Miss Barr.....	"	" A. J. Elliott.....	"
" M. J. Clarke.....	"	" J. R. Horner.....	"
" L. Clarke.....	"	Miss E. Horner.....	"
" Cowan .....	"	" Parker.....	"
" L. H. Derrick .....	"	Mr. H. H. Curtis.....	St. Johns.
" E. Fraser.....	"	Miss Caulfield.....	"
" Harper.....	"	" C. Nicols.....	"
" Henderson.....	"	" C. Tyler.....	"
" Hill.....	"	" Bothwell.....	Sherbrooke.
" Kearnie.....	"	" Palmer.....	"

Miss Wilson .....	Sherbrooke.	Mrs. Holden.....	Dunham.
" McDonald.....	Quebec.	Mr. T. Haney.....	Lachute.
" Racy.....	"	" G. H. Howard.....	Berthier.
" J. Wilkins.....	"	" A. McArthur....	Clarenceville.
Mr. J. McIntosh.....	Granby.	" J. A. Young....	Three Rivers.
Miss M. A. McLean.....	"	Miss Brown.....	West Farnham.
Mrs. Breck ..	Bedford.	" Clark.....	Carillon.
" Roy.....	"	" Hamilton.....	Sutton.
Miss McDougall.....	Orms town.	" C. McLaughlin.....	Thurso.
" Nolan.....	"	" Mathieson.....	Bristol.
" M. Garland. ....	Mansonville.	" L. B. Robins.....	Stanstead.
" P. Gilman.....	"	" M. Taylor.....	Knowlton.
Rev. Prof. Roux.....	Grand Ligne.		

## HONORARY MEMBERS

Rev. Mr. Mackie.....	Lachute.	Mr. Barron.....	Lachute.
" " Forlong.....	"	" Jackson.....	"
" " Evans.....	"	" Walker.....	"
" " Knowles.....	"	" Meikle.....	"
" " Curtis.....	"	" McKinnie ..	"
		" Robinson.....	"

## BOOKS FOR TEACHERS.

BY ELSON I. REXFORD.

It is the universal testimony of our best teachers that to be a successful teacher even in Elementary Schools it is necessary to be a faithful student. A teacher cannot take a class to advantage without previous preparation. To make this preparation satisfactory a teacher must consult the views and methods of those who have been eminently successful in the kind of work in which she is engaged. A few books on the teacher's work are therefore necessary, if the teacher is to discharge her duty faithfully to the pupil under her care. I need not say that a dictionary of some kind is absolutely necessary in a school-room. One of the larger dictionaries, if possible; but if one of these cannot be had, then one of the smaller dictionaries, such as Chambers' Etymological Dictionary or Dr. Ogilvie's Smaller English Dictionary, will answer the purpose very well.\* Each teacher should also have some good work on the art of teaching.

\*[The best purely Etymological Dictionary of the English Language is a new one by Professor Skeat, of Cambridge. His large edition is an expensive work, but a special American edition, published by Macmillan, of reduced size, though photo-lithographed from the large edition, can be obtained of Dawson Brothers for \$3.50. Harper, of New York, has also published a capital abbreviated edition of Skeat, price \$1.75. Ogilvie, however, contains many words not to be found in Skeat.—EDITOR.]

Morrison's "School Management" is good, and Emberson's "Art of Teaching," a new edition of which has just been published, contains many valuable suggestions as it has been prepared for the schools of this Province. Hughes' "Mistakes in Teaching" is also very good. There are four other books on teachers' work which have come under my notice during the past few months to which I desire to direct the special attention of the teachers of this Province. They contain in small and comparatively cheap volumes the best thoughts and suggestions of the leading Educationists of to-day. I have no hesitation in saying that if these four books are carefully studied and used by the teachers of our Elementary Schools the value of their work to the pupils under their charge will be increased fifty per cent.

"Talks on Teaching," by Francis W. Parker (Price \$1.00) contains more valuable suggestions and information on Elementary Instruction than any work that I have seen. I know of no better way for a teacher to invest a dollar than by purchasing "Talks on Teaching."

"Methods of Teaching Geography," by Lucretia Crocker (price 30c.) is another excellent little work, containing courses of study in Geography in the form of Notes on Lessons, which are well arranged and very suggestive.

The subject of English has received a great deal of attention during the past few years, and many have urged the importance of drilling the youngest classes in the use of their own language. Many efforts have been made to provide lessons in English for Elementary Schools. Mr. Orville T. Bright, Principal of Douglas School, Chicago, has provided the best course which I have seen, in his "Graded Instruction in English for the use of Teachers" (price 70c.) This book of 80 pages contains work for an eight years' course, the work of each year being divided up into fourteen or fifteen stages. It is simple, practical, and suggestive, and gives just what our Elementary Teachers require. I give the closing paragraph of the work which refers to ungraded schools, and shows that the author is in sympathy with our circumstances:—"This work is confidently recommended to the teachers of these (ungraded) schools because the author has taught them, 'boarded around,' and superintended them, and believes nothing would awaken greater interest or be more profitable than well-prescribed lessons in the English language."



In connection with this subject of English, I desire to direct the attention of teachers to "Elementary Lessons in English," recently issued by Messrs. Gage & Co., and Edited by Principal MacCabe, of the Ottawa Normal School. It has many of the excellencies of Mr. Bright's work and provides more elaborate exercises.

The fourth book to which I have referred has a peculiar name. It is called "Primer of Politeness," by Alex. M. Gow (price 80c.) It is a teachers' handbook for training the moral nature of the pupils. By combining a series of questions and answers with interesting stories illustrating moral actions, the Author has succeeded in producing a series of most useful and interesting lessons for children upon the rather difficult subject of morals. Among the subjects treated are—Politeness, Conscience, Society, Honor to parents, to teachers, to the aged; Politeness to superiors, to equals, to inferiors; Bad Language, Personal Habits, Habits of Mind (under which are lessons headed, First Pure, Peaceable, Gentle, Easy to be entreated, Merciful, Hypocrisy), Habits of Labor, Habits of Business, and Covetousness. The work closes with a series of lessons on the Practical Application of the Principles of Politeness at home, at the table, on the street, at church, at play, and at school, the whole forming the most complete and useful manual of Simple Lessons on Morals that has come under my notice. "Knowledge is Power," but whether for good or for evil depends in a great measure upon the success with which the teacher moulds the moral nature of the child to whom she gives the Knowledge, and for this purpose the "Primer of Politeness" will prove an invaluable help. These books may be had from Messrs. Drysdale & Co., Montreal, or any leading bookseller.

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*Education in Prussia.*—The Prussian Ministry of Education has issued new regulations with regard to subjects that should, and that should not, be taught in public schools. In lessening the limits of natural science, the Minister observes that an acquaintance with the hypotheses of Darwin and others is not required, and that such subjects should be entirely excluded from the regular course of instruction in natural science.—*The Academy.*

STATEMENT OF REVENUE AND EXPENDITURE OF THE PROTESTANT BOARD OF SCHOOL COMMISSIONERS, MONTREAL, FROM 1st JULY, 1882, TO 30th JUNE, 1883.

REVENUE.			EXPENDITURE.
To balance in hand as per last year's statement	\$68,419 58		\$82,794 29
City School Tax for 1882.....	8,613 79		451 76
Less amount advanced as per preceding statement			\$63,248 05
City School Tax, on account for 1883.....			534 89
Government Grant, Common School Fund.....			310 99
Government Grant, Superior Education Fund.....	1,185 00		125 40
Ordinary Fees, High School of Montreal.....	6,836 50		11 60
Ordinary Fees, High School for Girls.....	5,896 26		
Ordinary Fees, Preparatory High School.....	4,005 25		982 28
			18,000 00
			6,848 48
			2,092 82
<i>Common School Fees.</i>			900 00
Point St. Charles School.....	1,146 25		381 45
Mill Street School.....	218 00		12,361 54
Royal Arthur School.....	1,932 50		4,249 12
San Street School.....	1,687 50		
Senor School.....	1,708 00		
Ontario Street School.....	1,416 50		
British and Canadian School.....	1,475 25		
Sherbrooke Street School.....	2,374 50		
Dorchester Street School.....	666 50		
Panet Street School.....	1,164 50		3,449 67
Pension Fund, amount deducted from salaries... Victoria Rifles for rent of rooms in old High School, 4 months.....	12,817 50		2,000 00
Sale of Old High School Property, received on account.....	1,047 94		1,200 00
Murray Legacy, accrued interest.....	80 00		249 67
	10,000 00		6,000 00
	19 48		488 48
	<u>\$119,456 80</u>		<u>\$119,456 80</u>

Audited and found correct,

MACINTOSH & HYDE, Accountants.

## ABSTRACT SHOWING COST OF MAINTENANCE OF SCHOOLS FOR 1882-83.

	Salaries.	Stationery.	Charges.	Fuel.	Repairs.	Gas, Water, Assessments.	TOTAL.
High School of Montreal .....	\$ 9,589 56	\$174 85	\$106 60	\$344 84	\$103 39	\$947 26	\$11,265 50
Girls' High School .....	6,070 66	96 87	106 35	344 85	51 80	947 26	7,617 79
Preparatory .....	3,213 69	74 98	17 40	117 47	32 90	193 60	3,649 53
Point St. Charles School .....	3,072 91	23 47	45 71	430 84	17 98	214 05	3,801 96
Mill Street School .....	519 00	9 41	25	39 64	3 80	3 80	576 85
Royal Arthur School .....	4,711 02	60 65	76 51	498 13	40 79	347 19	5,734 59
Ann Street School .....	4,890 92	53 45	67 84	721 00	197 35	243 12	6,173 68
Senior School .....	3,131 23	44 91	13 30	156 37	20 30	184 18	3,560 95
British and Canadian School .....	4,451 92	44 48	47 45	333 46	42 65	163 62	5,083 58
Sherbrooke Street School .....	5,117 97	103 78	79 78	506 35	24 03	237 72	6,288 73
Dorchester Street School .....	1,980 77	12 70	17 28	145 70	39 38	76 45	2,272 88
Ontario Street School .....	1,141 41	17 60	22 78	137 46	12 29	108 80	1,440 84
Panet Street School .....	3,272 70	61 50	42 04	570 92	117 47	249 25	4,313 88
Model School, Stanley Street .....	360 00	.....	.....	.....	.....	.....	360 00
German and Polish Jews .....	400 00	.....	.....	.....	.....	.....	400 00
Spanish and Portuguese Jews .....	250 03	.....	.....	.....	.....	.....	250 03
	\$52,172 35	\$778 95	\$643 38	\$4,357 03	\$926 28	\$3,916 30	\$62,794 29

HENRY EVANS, Accountant.

MONTREAL, Sept. 10th, 1883.

To the Chairman and Members of the Protestant Board of School Commissioners:

GENTLEMEN,—Having completed the Audit of the Books of your Board for the year ending 30th June, 1883, we have now to report:—

1st. Vouchers have been produced verifying the disbursements as per Cash Book.

2nd. Receipts of Cash have been proved by the City Treasurer's statement of School Taxes, the Secretary-Supintendent's certificate of School Fees, and the Bank Book.

3rd. The additions of the Cash Book, Journal and Ledger have been checked and found correct, and the journalizing of the Cash and posting of same into Ledger have been verified.

The Statement of Revenue and Expenditure herewith is a correct abstract of receipts and disbursements for the year. The enclosed Balance Sheet shows the position of affairs of your Board on 30th June, 1883, as per your Books.

We are yours obediently,

MACINTOSH & HYDE, Accountants.

STATISTICS OF ATTENDANCE IN THE HIGH, SENIOR, COMMON AND SUBSIDIZED SCHOOLS  
Under control of the Protestant Board of School Commissioners of Montreal for the year ending June 30th, 1883.

NAME OF SCHOOL.	Number of school days.	Average enrollment.	Total days of attendance.	Per cent. of daily attendance.	No. of times late.
High School of Montreal (including Preparatory).....	194	317.2	57,402	89.3	4.6
High School for Girls.....	194	157.7	29,040	94.9	2.5
Senior School.....	193	87.7	15,769	93.3	1.1
Common Schools.....	193.5	2877.	499,924	89.8	2.7
St. George's School.....	193	106.3	17,907.5	84.9	8.8
Total 1882-83.....		3548.9	620,062.5		
Total 1881-82.....		3676.9	633,341		

The last column shows the number of times each pupil has been late during the year on the average.

STATEMENT OF NUMBER OF TEACHERS AND PUPILS IN ATTENDANCE AND COST OF EACH PUPIL IN EACH SCHOOL.

NAME OF SCHOOL.	Average N. of Teachers.	Average No. of Pupils.	Total Cost of Maintenance.	Fees.	Net Cost.	Net Cost per Pupil. 1882-83.	Net Cost per Pupil. 1881-82.
High School for Boys.....	{ 25 }	317.2	\$14,816 63	\$12,028 76	\$2,889 27	\$ 9 11	\$17 54
Girls High School.....		157.7	7,617 79	5,896 26	1,721 53	10 92	14 75
Senior School.....	4	87.7	3,560 95	1,768 00	1,794 95	20 47	17 33
Point St. Charles School.....	8	302.6	3,804 96	1,146 25	2,658 71	8 79	12 86
Mill Street School.....	2	58.9	576 85	218 00	358 85	6 09	4 26
Royal Arthur School.....	11.8	493.3	5,734 69	1,932 50	3,802 00	7 71	6 89
Ann Street School.....	11.1	426.4	6,173 68	1,637 50	4,516 18	10 59	11 67
British and Canadian School.....	11.2	392.1	5,043 88	1,475 25	3,608 83	9 20	9 72
Ontario Street School.....	5	140.34	1,416 50	416 50	1,023 84	8 32	8 63
Shurbrooke Street School.....	12.9	578.1	6,288 73	2,374 50	3,914 23	6 77	8 92
Dorchester Street School.....	181.8	181.8	2,272 88	1,066 50	1,606 38	8 84	10 46
Parrot Street School.....	8.2	320.8	4,313 68	1,164 50	3,149 38	9 82	11 97
Total for Common Schools including Senior.....	77.2	2964.7	39,250 44	12,817 50	26,432 94	9 06	10 30
• Subsidized Schools.....	3	109	360 00	.....	360 00	3 30	4 66
• Total for all Schools.....	105.2	3548.6	62,114 26	30,740 52	31,403 74	9 23	10 76
Total for all Schools 1881-82.....	108.7	3685	66,057 85	26,425 91	39,631 94	10 76	.....

• This does not include the Hebrew Schools.

## A TRUE ORDER OF STUDIES IN PRIMARY INSTRUCTION, AND THE PROPER TIME FOR EACH.

By MRS. JOHN H. BAIRD, *Burlington, Vermont.**(Continued from p. 258.)*

## MISCELLANEOUS LESSONS.

Under the title given above we include lessons on pictures, the human body, animals, plants, objects, form, color, weight, place, drawing, etc. It can readily be seen that such a course of lessons if given in a thorough and systematic manner, will interest and amuse the children, will cultivate originality of thought and expression, will be a help toward moral culture and refinement, and can not fail to furnish a vast amount of general and useful information. In them there is ample room for variety, but there should be system in the variety, while at the same time these lessons should be made a help to all other lessons. Miscellaneous lessons should be so planned that each lesson should have a definite beginning and a definite ending. The work of one year should be based directly on the work of the preceding year. Too often these lessons are given in a careless way, going over much in general and nothing in particular; and, as a result, no practical benefit is derived from them. On the other hand, *ruts* must be avoided. It is by no means necessary that a class should learn exactly the same matter that was given to the corresponding class the previous year. Whole sets of lessons may be changed, and good results obtained; but when a teacher comes before a class to give any lesson, she should be well prepared on that lesson in regard to both matter and method. This work, of course, requires some time out of school, but the results which are obtained are a sufficient recompense. Such apparatus as is needed for this work is usually furnished generously. It is a teacher's duty, and should be her pleasure, to use it to the best possible advantage.

During the first year of school the subjects under consideration in these lessons should be changed every fortnight, in the second and third years they should be changed at the beginning of each month; the fourth year the subject of geography should take the place of these lessons.

While it is well to change the subjects in these lessons once in

two weeks during the first year, and once each month during the second and third years, it is not expected that all subjects will be considered before the first is reviewed. From three to five only should be taken up before the first is continued. These should be carried on until the interest begins to wane, when they should be changed for others, which in their turn are changed for others still, until we again return to the first one; this should then be rapidly reviewed and carried on from the point where the work was discontinued.

At the beginning of school-work the main object should be to get children to observe things closely and to talk; later in the course, memory, imagination, reason, and the moral nature should be duly exercised. As these different subjects are mainly independent of each other, no particular rule for their order need be given.

Picture-lessons are a good beginning, as a child can be readily interested in a pretty picture. The pictures which are selected should contain people or animals, or both,—something which the child sees frequently, as scenes from farm-life, children at play, etc. In any picture-lesson the children should be led to select and name the different objects; the teacher should bring out by question as many of different ideas that the picture is intended to convey, as are within the immediate perception of the children. Clear and complete answers should be insisted upon from the outset; as, in a lesson on "A Cat and Kittens," if a teacher should ask, "What are these kittens doing?" the answer should be, "These kittens are playing," not simply the answer, "Playing." It is only by the most persistent effort that children can be made to use correct language and to *talk well*. Ordinarily we consider that a child reads anything well when he reads it as well as he could talk it; but if he does not talk well, he surely can not be expected to read well. Hence the importance of this matter of correct language in every lesson.

The limit of time for any lesson during the first year should be from ten to fifteen minutes. In the second and third years the time may be gradually lengthened, but half an hour is the longest time that should ever be given to any lesson in a primary school.

After the first two weeks in school, or even sooner, a portion of the lesson should be written on the board for the children to copy as a reproduction lesson. Later, this reproduction should

be done from memory, and a teacher's test of the thoroughness of any lesson is the manner in which it is reproduced.

*Human Body.*—After conversation-lessons on pictures have been given for two weeks, lessons on the human body may be given. This subject will furnish the children with sufficient knowledge of their own organization as may make it a standard of comparison with that of other animals; it will teach them several new terms and the correct application of those terms, and may serve as a beginning in the study of physiology. The direct object of these lessons is to lead children to a consideration of their own organs, and to teach the proper name and use of each.

In the first lesson different parts of the body should be touched and named, and simple but complete expressions used, as, "I am touching my head;" "This is my right hand," etc. The second lesson should be more definite, and should include names of the four principal parts of the body,—head, trunk, upper limbs, and lower limbs. In the third lesson the use and number of the limbs should be considered; next the joints,—their use, position, number etc. Following these the parts of the limbs may be taken, teaching the proper application of the terms: arm, forearm, thigh, leg, calf, shin. Separate lessons should be given on the hand and foot, naming the parts of each, stating different uses, etc., followed by particular lessons on the different parts of the head and face.

Afterward, in reviewing the work, and when several lessons on animals have been given, it is well to give a series of lessons on comparison of the different organs of the human body with the corresponding organs of other animals. And many profitable moral lessons may be given incidentally in this way.

The work here indicated may be accomplished the first year, but it will be more beneficial if it is carried into the second year, especially the work in comparison, for the ability to reason increases with age. Under this same subject some of the bones of the body and their use should be taught.

*Animals.*—Lessons on animals naturally follow lessons on the human body. In these lessons the moral and mental natures are exercised and cultivated.

When a child sees any object, and has formed his idea of the object as a whole, the next natural subject is the parts of the object. During the first year the faculty of perception is exercised in regard to the external *parts* of animals, the names of the

parts are taught, and also the numbers, position, and use of the parts, and the use of the animal to man. Feelings of kindness and sympathy toward the brute creation should be developed. Native animals only should be considered this year. During the second year conception also is appealed to, as well as perception. The description of the parts and habits of different animals, both foreign and domestic, should furnish matter for these lessons. In the third year this work is more extended still. The different parts and habits of the animals are considered; reason is exercised in regard to the adaptation of the parts to characteristic habits and in comparing and classifying animals. In this way, to a certain extent, the children are building their science of natural history.

It is well to devote the time which in the second year is given to animal lessons to the study of mammals, and in the third year to consider and classify the different orders of birds. The lessons may be varied by introducing a new form of the work. One lesson may be given on "The Coverings of Animals;" another, on the "Sounds Made by Animals," etc. In these lessons a portion of the matter should always be written on the board.

The first year the children should copy this work as a reproduction of the lesson and as a cultivation of written language. After the first year all new words that are placed on the board should be spelled by the class, and the reproduction should be done from memory. Sometimes, as a review of former lessons, each child in the class may be given a different animal to write about. This reproduction-work should always be carefully examined by the teacher, and commended whenever the work will admit of it. In these lessons particular attention should be given to both spoken and written language and to moral instruction.

(To be continued.)

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*Lord Salisbury on Latin Verse.*—Verse-writing at school is again the object of attack, and that from a very exalted quarter. In giving away the prizes at King's College, London, Lord Salisbury congratulated that institution on having a prize for Latin prose, but none for Latin verse. "I never look back," he continued, "without a feeling of some bitterness to the many hours during which I was compelled to produce the most execrable Latin verse in the world. I believe that if a commission of distinguished men were appointed to discover what is the most perfectly useless accomplishment to which the human mind can be turned, a large number would agree that versification in the dead languages was that accomplishment."—*Pall Mall Budget.*



## EDUCATIONAL TOPICS.

## THE CONVENTION.

The late Convention at Lachute was memorable in many respects; for the full attendance of country teachers and the large share they took in the work, for the full representation of the Inspectorate, for the variety of the subjects, as well as for the practical nature of the general addresses. We missed Principal Dawson's admirable summary, but Mr. Rexford's comprehensive review, so practical in its nature and full of suggestions for the future, was a capital substitute. As on previous occasions there was no representation of the teaching bodies of our universities. It would be useless to complain of what seems to be not only the usual but the deliberate course of these institutions. But we may remark that they manage things differently in Ontario and the United States, one or more representatives from the universities always taking a prominent share of work in Educational Conventions.

Though the papers and addresses were unusually good, those by Principals MacCabe and Robins, by Mr. Rexford and Miss Luttrell, being especially excellent, the debates were hardly up to their usual standard. Indeed, the only debate that was specially interesting was a discussion which threw a clear light upon the differences of theory that exist as to the main object to be kept in view in the Reading lesson. The debate on the Pension Act was snuffed out, that upon Arithmetic was desultory if instructive. The lines for the discussion of the Regulations in regard to Academy Diplomas were clearly laid down, but not adhered to. The paper on the Classical Question brought out an admirable, though evasive, reply from a different point of view, but the utilitarian objections to the study were not met. The Representation of Elementary Education upon the Protestant Committee of the Council of Public Instruction, one of the most important subjects on the programme of the meeting, never came up for discussion at all. Where the Convention appeared at its best was in the papers read upon Elementary Subjects, and in the practical Resolutions, the need for which was clearly shown by the debates.

We have said that the subjects under discussion at Lachute covered a good deal of ground; but we noticed one omission, which was barely supplied by the President's address and by some

remarks that fell from Principal MacCabe in his second speech (on Friday evening). Besides being a trainer of the intellect, the schoolmaster is a moral teacher. To the school necessarily falls the task of instructing its pupils in conduct and manners, of seconding the instructions, nay, sometimes of supplying the omissions, of clergymen and parents. And this duty, in one form or another, should be brought home to our teachers at each annual gathering.

In conclusion we would call attention to three suggestions thrown out by various speakers in the course of the debates. And first as to Teachers' Institutes. These, we know, have already been initiated by the vigorous administration of Mr. Rexford, but it was suggested to further utilize the Normal School, by bringing its teachers and students into direct contact with country teachers at these gatherings. Whether the Normal School course will bear curtailing by one month in order to carry out the suggestions of Convention, its governors will decide; but it is a matter of congratulation to find this school, so long the mark of criticism, at length taking its place as the recognized leader of educational improvement in the province.

Another point to which we would call attention came prominently forward in the debate on the New Regulations respecting Academy Diplomas. That injustice is done to women by these regulations was apparent; the excuse urged was that it was unintentional, the injustice, if any, being transferred by Dr. Matthews from the framers of the Resolutions to the authorities of our universities, who make no provision for admitting women ungrudgingly to the same educational privileges as men. The stand taken by our educationists will, we hope, be an additional argument in the hands of those who are for recognizing women's rights to university degrees.

Lastly, not only Dr. Kelley, but Mr. Rexford, spoke strongly of the necessity of the state's giving more pecuniary assistance to elementary and intermediate education. "Our higher institutions of learning," said the Hon. W. W. Lynch, in his letter to Convention, "generally speaking, are in a position to be able to take care of themselves. They have, at all events, connected with them bodies of people, who take a keen interest in education and do all in their power to advance the interests of those institutions; but unfortunately, as regards elementary instruction, the mass of the people have to do with it, and here,

as elsewhere in the affairs of life, what is every one's business is no one's." The truth of these remarks, though not written with reference to the point before us will be felt by everybody. There is, unfortunately, too strong a tendency to sacrifice elementary for higher education. Scholars in country schools must be taught the Classics, though they may not be able to speak or write grammatically in French and English. These ought ye to have done, and not to leave the other undone! Similarly, while our country schools are starved, a fact brought prominently before the Convention by Miss Mathieson's plaintive address, our universities, not content with the bequests of founders and benefactors, carry off the lion's share of the state grants. We submit that a fine university is only a source of credit when it is the natural outgrowth of a well-educated people. Protestants in Quebec may be proud of McGill College; but they might be prouder still, if every Protestant village in Pontiac and Gaspé had an elementary school in good working order.

#### SEMI-ANNUAL REPORTS: A WORD TO OUR SCHOOL SECRETARIES.

During the month of January the Semi-Annual reports of the School Corporations for the last six months of 1883, should be forwarded to the Department of Public Instruction by the Secretaries-Treasurers of the School Municipalities. In making out these reports the following points should be attended to:—

*First.* The Report should be sent to the Department during the month of January.

*Second.* The number of pupils and the names of teachers of all the schools under the control of the School Commissioners, (Model Schools and Academies, as well as Elementary Schools) should be carefully entered in these semi-annual reports. This is very important in Municipalities where there are dissentient schools because the grant is divided between the Commissioners and Trustees in proportion to the number of children attending their respective schools.

*Third.* The signatures of teachers should be given for the amount of salary which has been paid them during the six months. Complaints have been made, that in certain cases the Secretary-Treasurer has insisted upon the teachers signing for amounts which they had not received, urging that this was necessary in order to get the Government Grant. *No teacher*

should sign her name opposite an amount what she has not received. If she does she assists in obtaining money 'under false pretences.

*Fourth.* The number of children in the municipality, the number of months the school has been in session during the six months, the Diplomas of the teacher, the text books in use should be carefully entered.

Much of the above information can be put in order by the teachers if they are provided with good school journals. A very excellent School Register has recently been prepared by Messrs. Bradford Bros., Gazette Office, Sherbrooke, which for neatness of arrangement and for price is well adapted for the district schools. The authorized Course of Study is printed on the inside of the cover, places are provided for summary of Attendance, Statistics, List of text-books, Teacher's Time-table, and for the Inspectors, Visitors' and Commissioners' remarks. These School Registers will be supplied by Messrs Bradford Bros. at two dollars per dozen.

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### LOCAL ITEMS.

*The Teachers' Association of Montreal.*—A special meeting of the above Association was held in the hall of the McGill Normal School, on Friday, Nov. 30th. After some preliminary business, the President's Address was delivered by Dr. Robins, in which he answered the question, "Why should we maintain a vigorous Teachers' Association?" Its uses were pointed out as a means of co-operation, of mutual help and comfort. A paper was also read by Mr. E. W. Arthy, on "Drawing and its uses." Patchwork in the hands of Miss Peebles, and vocal and instrumental music by Misses Clarke, Gross, and Scott gave variety to the evening's work. The Secretary of the Association this year is Miss S. Hurst, of the Dorchester Street School.

*Protestant School Commissioners of Montreal.*—The monthly meeting above Board, which adjourned on the 11th October for want of a quorum, was held on Tuesday afternoon, the 16th. On the representation of the Hon. Treasurer it was decided to pay the schools in future on the third and fourth days of the month. The monthly statement of accounts audited by the Secretary, and reports of attendance in the schools were submitted, and a number of accounts were ordered for payment. The chairman was appointed a committee to make arrangements for opening, for the benefit of teachers, a singing class on the Tonic Sol-fa system under the direction of Mr. Mills. In view of returns

showing that more than three-quarters of the parents of the pupils in the Girls' High School favor a short noon intermission, it was decided that no change could be made in the hours of attendance in that school. The chairman was requested to arrange for the closing of the whole or part of the schools under control of the Board during the approaching Convention of teachers at Lachute. Miss M. Scott and Miss Cowan, trial teachers, were placed on the regular staff. Several applications for admission to schools were submitted from Roman Catholics.

The regular monthly meeting for November was held on Thursday 8th. The chairman reported that as nearly 50 teachers had signified a desire to attend the proposed Tonic Sol-fa class, he had arranged with Mr. Mills for a course of lessons. The honorary treasurer reported that he had insured on advantageous terms the new Preparatory and Senior School building. Mr. Stephens and Ald. Holland were appointed a committee with power to provide suitable heating apparatus for the same. A new plan of the Logan's Farm property (part of which will soon be offered for sale), containing 115 desirable lots was submitted, approved and ordered for cadastration. The John Forthingham bequest to the British and Canadian School lately handed over by Mr. Wm. Lunn to the Board, and now invested in Merchants Bank stock, was put in charge of the honorary treasurer, who was empowered to draw the dividends for the Board. Miss Ray's resignation was accepted, and Miss Bothwell's engagement cancelled at her own request. Miss Osgood and Miss Coe were appointed on trial to fill the vacancies thus caused. Reports of attendance from all schools under control of the Board showed for the month of October a total enrolment of 3,985 pupils, being an increase of 238 over the number in attendance for the same month last year. It being represented to the Board that a large number of Jewish children were in attendance at the Ann Street school, where no instruction in Hebrew was provided, the Board decided that it was not desirable to disturb existing arrangements, but that all who desired such instruction might enter the British and Canadian School. Several applications for employment were submitted and filed.

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### BOOK NOTICES.

In the *Chemical News* for October 12th, under the Book Notices, we find the following in reference to a text-book on Chemistry. "In our Laboratories in this country we have several excellent treatises on Elementary Practical Chemistry written by teachers who were amply qualified to undertake the task; still in spite of the almost universal use of these few typical books, whether it arises from the defects in these text-books, or the presumptuousness of junior demonstrators, each year sees its ever-increasing quota of new manuals professing to teach the principles of

Chemistry, but which, in the vast majority of cases, show them, upon the briefest examination to have been compiled with apparently total ignorance of what an elementary student really does require." We would not apply the whole of the above statement unreservedly to Mr. Houston's *Elements of Chemistry*,\* for the book will pass muster very fairly among the host of works of the kind, being well printed, neatly bound, copiously illustrated, and tolerably free from serious errors; yet we fail to see that the author's method of presenting the facts of Chemistry is so far superior to that adopted in previous works that it was necessary in order to place it before the public to add another to the long list of works on Elementary Chemistry. The first thing that attracts our attention is the arrangement of the parts of the book. If the student is to study chemistry in the order there laid down he is expected to understand the theory of combinations, the theory of substitution, atomicity, and quantivalence, and in fact somewhat of the whole theory of Chemistry before he has even entered upon the study of the elements with which this theory has to do. We have always been of opinion that the theory of Chemistry could be properly studied only in connection with the descriptive and experimental part of the science and we cannot imagine even the author of the work in question trying to make his pupils understand the quantivalence of the elements unless they have beforehand learned something of these elements and their compounds. We have not had time to go thoroughly through the book, yet we have noticed a number of inaccuracies and misstatements. As an indication of the reaction that takes place when chlorate of potash is heated, we find the following equation:  $\text{KClO}_3 = \text{KCl} + \text{O}_3$ , whereas the theory of atoms and molecules requires the following:  $2 \text{KClO}_3 = 2 \text{KCl} + 3 \text{O}_2$ . In one or two cases the illustrations are misleading, for instance in the diagram showing how apparatus is arranged for the production of water by the burning of hydrogen, the water is figured as falling in a copious stream from the condensing jar, whilst in reality water is produced very slowly by this method. There is also a lack of clearness in parts of the work. At page 130 we read "An impure Calcium Phosphate (*Sombrerite*) forms the source of most of the phosphorus of commerce," while the very next line runs thus—"Phosphorus is prepared commercially from bones." Again, on pages 158 and 159 we notice a paragraph headed Preparation of *Carbonic Dioxide*, and then follows "*Carbonic Acid* is most conveniently prepared, &c." Why should the author drop the term *Carbonic Dioxide* and speak of *Carbonic Acid*, which is not by any means the same thing, although popularly so regarded? A text-book should not yield to popular errors. In his preface the Author tells us his object is to present the latest developments of Chemical Science, yet when we turn to the section devoted to Sodium Carbonate we see no mention made of the Ammonia process for obtaining this substance which is now superseding that of Leblanc. Again, on page 286 we are told that "steel is now produced almost entirely by the Bessemer process." Surely our Author has forgotten that there is such a process as the Siemens-Martin extensively employed. Notwithstanding these and other points of weakness the book could be profitably used in Schools and Academies by an efficient teacher, were Part I omitted until the first section of Part II had been carefully studied. Appended to each chapter is a summary and a list of questions, by means of which the student can test his own knowledge of the subject, so that the book is well adapted for those who may require to study Chemistry without the aid of a teacher.

\* The Elements of Chemistry, for the use of Academies, High Schools, and Colleges. By E. J. Houston, A.M., Author of Houston's Physical Geography. Philadelphia: Eldredge & Bro. Price \$1.50. To Teachers, for Examination, \$1.00.

Professor Knapp's new volume entitled *Modern French Readings\** will, we imagine, find a ready sale. It is a book of a kind that is much needed. Among the numerous reading books used in schools and colleges we know none that gives exactly what we have here, viz., an introduction to Modern French, to the style in which most books are written at the present day—a very different dialect from that in use before the Revolutionary period. The volume opens with an extract from Berquin, the selections being arranged so as to introduce the student by degrees to the more difficult style of Victor Hugo's dramatic poetry. The volume having this definite object, "the selections have been made with reference to style and vocabulary, rather than to the history of the literature, so as to enable the reader to acquire experience in the popular, social, everyday terms and idioms that characterize the writings of the French to-day." Thus we have selections from Daudot, Dumas, Gautier, Guizot, and the Countess de Ségur. A possible objection to the volume that the selections are too long, and that the chance of introducing greater variety is thus precluded, will not weigh with those who remember the class for whom Professor Knapp intended his book, viz., advanced students to whom nothing is more irritating than the mere "Delectus," which is satisfactory enough for beginners. Indeed we should have been only too glad to have had, in addition to the text of "Ruy Blas," the masterly preface, so interesting to the student of dramatic literature, in which Hugo introduces us to his play. Anyone who looks into the notes that accompany the selections will gladly recognise the literary character of the work, and cannot fail of receiving instruction. There is a note on page 452 which will supply him with a different derivation for the word "Hidalgo" from that adopted by Skeat. We can most heartily recommend Professor Knapp's book for use in universities and in the higher classes of schools.

Mr. David Morris's *Class-Book History of England*† has attained a sale of 27,000 copies, and is a somewhat better work than most school-books upon the History of England. In get-up it reminds one strongly of Collier's book, with its lists of leading dates and leading authors, with its social chapter and genealogical tables. It has the advantage, however, in its maps and its illustrations, which are sometimes very good. But the first should have been colored and the map of France in the fourteenth and fifteenth centuries is utterly misleading, as it includes more territory within France than she had under the first empire. With regard to the narrative, one feels doubtful when one reads in the preface that the author "is particularly indebted to the writings of Freeman, Dean Hook, Hume, Froude, and Macaulay"—a jumble of names far from assuring—nor are our doubts relieved by the account of "Britannia" given in the introduction, "a word said to be derived from the name of the chief, Brutus, who first settled there." The book, however, is somewhat better than its promise, and has the merit of being readable, generally fair, and well adapted for school purposes, as the different reigns are clearly divided into subjects. Even here, however, it is by no means perfect. Hough's College should be spelt "Magdalen" not "Magdalene" (p. 34), and the account of the surrender of Charles I by the Scots is grossly unfair (p. 302). The Impeachment previous to the attempted Arrest of the Five Members should not have been omitted (p. 294), and

\* *Modern French Readings*, edited by William J. Knapp, Street Professor of Modern Languages in Yale College. Ginn and Heath, Boston. Mailing Price, \$1.65.

† *A Class-Book History of England*, illustrated with numerous wood-cuts and historical maps. By the Rev. David Morris, B. A., London. Longmans, Green & Co., London; Dawson Brothers, Montreal.

"the best and most recent historical works" (*vide* Preface) should have led our author to notice that Edward III's war with France was really a defensive measure caused by his possessions there. These, however, are small points. With Mr. Morris's lists of leading authors we have graver fault to find. If these were unimportant, they should have been omitted; if good for anything, they should have been better done, and not mainly compiled from Collier. As a name in literature Anselm is much more important than Lanfranc (p. 74); we are glad to find Hooker's name (p. 265), but why was Lyly's omitted? We should be glad to hear the titles of Milton's "numerous masques" (p. 402), and were sorely puzzled at finding Allan Ramsay described as "a native of Lancashire" (p. 435) till we turned to Collier's account and found him to be "a native of Lanarkshire." Addison should have been put among Prose Writers and not Poets; and when such names as Kirke White and Mrs. Hemans are mentioned, Keats should not have been omitted. The Preface bears date 1871, but the book itself requires careful revision to bring it up to the date on the title page, 1883.

Shakespeare's students owe such a debt of gratitude to Mr. Hudson for his delightful æsthetic essays upon Shakespeare's Plays that they are ready, not only to pass over his decision that Hamlet was mad, but to forget his shortcomings as a verbal critic. In reviewing his Edition of *Shakespeare's Merchant of Venice*\* for schools and classes, it is impossible to do so. His notes are too brief and not always correct. Thus, as an explanation of *blood* in "the brain may devise laws for the blood; but a hot temper leaps o'er a cold decree," we get no hint of the old medical theory of the four temperaments, so constantly appearing in Shakespeare, but the following unsatisfactory note, "*Blood* here means the same as *temper* a little after; and both are put for *passion* or *impulse* generally." Again, *fancy* in "Tell me where is Fancy bred," is the occasion of a mysterious note explaining it as "that illusive power or action of the mind which has misled the other suitors," where a reference to "Paradise Lost," iv., 801, or to "The Lay of the Last Minstrel," v., 13, or to Ben Jonson's lines in "Every Man in his Humour,"

"Though *Fancy* stev  
My *Love* is deep"

would have cleared up the whole mystery of the difference between Love and Fancy in this passage. "The beauteous scarf veiling an Indian beauty" is a well-known *crux*, but it is hardly fair to print "veiling an Indian feature" without a hint that the words are not Shakespeare's as they stand. The book is besides curiously and economically printed, entire scenes being left out, so that, though all naughty words are expunged, it is by no means a fair specimen of its publishers' usual work. The *disjecta membra poetæ* are prefaced by the corresponding Tale from Lamb's "Tales" and a Life of a Poet by Mr. Hudson himself, in which an optimistic view is taken of Shakespeare's marital relations.

We are glad to welcome the last instalment of Professor Greenough's Edition of *Virgil*.† We devoted so much space to the first volume in a previous number (Vol. III. p. 40), that a detailed examination of the present instalment will be unnecessary. It will be sufficient to say that what faults we have found are more often faults of omission than com-

\* Shakespeare's Merchant of Venice, with Introduction, and Notes Explanatory and Critical. For use in Schools and Classes. By the Rev. Henry N. Hudson, LL.D. Ginn and Heath, Boston. Mailing Price, 25 cents.

† The Greater Poems of Virgil. Vol. II. containing the last six books of the *Æneid*, and the Georgics. Edited by J. B. Greenough. Ginn and Heath, Boston. Mailing Price \$1.25.



mission. Thus Bréal's explanation might have been given of the omen at *Æn.* VII. 112, &c.; parallels should have been quoted or referred to for *arduus* (VII. 624): and attention should have been called in a note to the peculiarity of mood in *stat* (VIII. 192), and of number in *Vos, O Calliope* (IX. 525). On the other hand the interpretation adopted of *dant animos plagæ* (VII. 383) seems to us inadmissible, as it spoils the force of the simile. But, as in the former volume, the work is, on the whole, thorough, if not ambitious, and we think that Professor Greenough's edition of Virgil may be recommended as a useful working edition for schools. Students at universities will naturally prefer Conington or Kennedy. The volume we need not add is admirably printed and bound.

The first number of *Shakespeariana*\* lies before us, and is in every way deserving of the patronage of students of the great English poet. The growing importance of the study, not only as a branch of scholarship but as a means of education, is by this time universally recognized, and the want of an organ specially devoted to the subject has long been felt. *Shakespeariana* is the only effort of the kind in the English language, and we hope it will meet with the support it deserves. Besides articles of some length we have departments devoted to Notes and Queries, to Shakespearian Societies and to Reviews of the latest works. The number is well printed and contains, among other valuable matter, a scholarly note by Mr. Crosby upon "an Arme-gaunte Steede" in "Antony and Cleopatra." If we might suggest a means of enhancing its value to students of Shakespeare, we would recommend the addition of a department in which the results of current Shakespearian criticism should be gathered up from month to month.

We have received *Vennor's Almanac* for 1884, now in its eighth year, and we feel sure that those who get a copy, even if they are occasionally disappointed next year by the discrepancy between prognostications and reality, will excuse any shortcomings in consideration of the valuable and curious information of all sorts contained in the last fifty pages. The Almanac sells for 20 cents, and has blank pages for memoranda opposite the calendars of the month. It dates from the *Gazette* Printing Co., Montreal.

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*Female Education in France*—A number of superior schools have just been opened in France for the education of young women; and a writer in the *Débats*, while hoping good results from the new establishments, fears they may turn out forward girls of the English and American type; girls who look you in the face and say what they mean, instead of being silent and timid, after the manner of the ingenuous maidens brought up at convents. The writer argues seriously that women who are as well educated as their husbands will be apt to give themselves airs; and he concludes with this terrible suggestion and threat:—"Let us," he says, "refuse our preference, our sympathy, even our attention to those who have only developed their intellect at the expense of their heart. This will be the surest means of curing them of the fault, if it should be produced."—*The Schoolmaster*.

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\* *Shakespeariana*, a Monthly Magazine. Price \$1 50 per annum. Leonard Scott Publishing Co., New York.

## DEPARTMENT OF PUBLIC INSTRUCTION.

## LIST OF DIPLOMAS.

LIST OF CANDIDATES WHO OBTAINED DIPLOMAS AT THE NOVEMBER EXAMINATIONS  
UNDER THE REGULATIONS OF THE PROTESTANT COMMITTEE  
OF THE COUNCIL OF PUBLIC INSTRUCTION.

NAME.	RELIGION.	GRADE OF DIPLOMA.	CLASS OF DIPLOMA.	FOR WHAT LANGUAGE.
QUEBEC.				
Beattie, Emma H. ....	Protestant	Elementary.	First. ....	English.
Messenger, Wm. John .....	"	"	"	"
Parker, John .....	"	Model .....	"	English & French.
Thompson, Jane E. ....	"	Elementary.	"	English.
PONTIAC.				
MacFarlane, Agnes R. ....	Protestant	Elementary.	First. ....	English.
SHERBROOKE.				
LeBaron, Sarah C. ....	Protestant	Elementary.	First. ....	English.
Lindsay, Estelle. ....	"	"	Second ..	"
Lawrence, Jennie E. ....	"	"	First. ....	"
Odell, Walter .....	"	"	"	"
Pennayer, Jessie M. ....	"	"	Second ..	"
Percival, Cora L. ....	"	"	First. ....	"
Wadleigh, Annie A. ....	"	Model .....	"	"
Wyman, Mary. ....	"	Elementary.	Second ..	"
STANSTAD.				
Johnston, Mary. ....	Protestant.	Elementary.	Second ...	English.
Humphrey, Cora. ....	"	"	First. ....	"
Clark, Anna E. ....	"	"	Second ...	"
Buzzell, Carrie .....	"	"	"	"
Glidden, Jennie E. ....	"	"	"	"
Fadden, Lizzie. ....	"	"	"	"
Davis, Nina J. ....	"	"	"	"
Bryan, Amy J. ....	"	"	"	"
Cameo, Homer J. ....	"	"	"	"
Imell, N. J. ....	"	"	"	"

QUEBEC, 15th November, 1883.

*Notice to Commissioners and Trustees of Schools under the Supervision of the Protestant Inspectors.*

GENTLEMEN,—I have the honor to direct your special attention to Section IV of my Circular to Commissioners and Trustees of Schools under the Supervision of the Protestant Inspectors, of the third of April last, which has been adopted by a large number of municipalities since the Circular was issued, and to inform you that, on and after the first of January next, you will be required to engage your teachers by written contract, as prescribed by law, and by the year, that is for the number of months during which your schools are to be in operation during the year. This order is given, first, because it is in accordance with the school law and the general practice of the Province; second, because the Protestant Committee of the

Council of Public Instruction has strongly recommended it, and third, because the interests of Elementary Education demand it. You are hereby notified that the payment of your grant will, in future, depend upon your carrying out the instructions contained in the first four sections of any Circular of the third of April last, to which you are referred for guidance and information.

I have the honor to be, Gentlemen, Your obedient Servant,  
GÉDÉON OUMET,  
*Superintendent.*

QUEBEC, 28th November, 1883.

*Circular to Commissioners and Trustees of Schools under Supervision of the Protestant Inspectors, issued with the approval of Hon. the Superintendent.*

GENTLEMEN,—I have the honor to call your attention to the EDUCATIONAL RECORD, which is issued under the Supervision of the Protestant Committee of the Council of Public Instruction, in the interests of Protestant Education in this Province. The RECORD is now issued every two months, and is distributed free to every Protestant school in the Province.

It contains, in addition to original and selected articles upon teachers' work, all official information concerning the proceedings of the Protestant Committee and the work of the Department of Public Instruction. Rules, Regulations and Circulars issued from the Department are given in full. The formation of new Municipalities, changes in old ones, appointments of Commissioners and Trustees are given as in the *Official Gazette*. Explanations of difficult points of School Law are given in a more detailed form than can possibly be done by correspondence. (In this connection, let me draw your attention to an article on "Dissentients" in the last number of the RECORD.)

As there are no English copies of the School Law in print at present, these explanations will prove very useful. The EDUCATIONAL RECORD is therefore necessary for the efficient conduct of the School affairs of a municipality and should be preserved for reference among the documents of every School board having Protestant schools under its control.

The Protestant Committee desires to send a copy to every School board. To do this, two hundred and fifty additional copies will be required. This cannot be done with the present grant to the RECORD. If, however, each School board will subscribe one dollar for a copy of the RECORD, it will enable us to send a copy to the Secretary-Treasurer of each board, and to issue the RECORD to your teachers every month, instead of once in two months as at present.

Several School boards who have felt that the RECORD is indispensable for their work have already sent in the subscriptions for the coming year. I hope therefore that, in order to obtain complete official information upon Educational matters in a convenient form for reference and filing, and in each of your schools a monthly magazine, containing valuable information upon the practical work of the school room, you will subscribe for one copy of the EDUCATIONAL RECORD.

Your subscription should be forwarded to my address immediately in order that arrangements may be made for the issue of a January number.

I have the honor to be, Gentlemen, Your obedient Servant,  
ELSON I. REXFORD,  
*Sec., Dep. Pub. Instruction.*

## OFFICIAL ANNOUNCEMENTS.

From *Quebec Official Gazette*.

His Honor the Lieutenant-Governor has been pleased by an order in council, dated 10th September, instant, (1883), to annex lots Nos. 23, 24 and 25 of the 5th range, 23 and 24 of the 6th range, 22 and 23 of the 7th range of the township of Granby, to the parish of St. Paul d'Abbotsford, for school purposes, the said lots forming part of the said parish of St. Paul d'Abbotsford, in the county of Rouville.

His Honor the Lieutenant-Governor has been pleased by an order in council, dated 17th September, instant, (1883), to appoint Mr. Magloire Louis Desjardins, a school commissioner for the parish of Sainte Thérèse de Blainville, in the county of Terrebonne.

His Honor the Lieutenant-Governor has been pleased by order in council, dated 2nd October, instant, (1883), to make the following appointments to boards of Catholic Examiners, to wit:—

Bedford Board.—The Rev. Arthur St. Louis, priest, instead of the Rev. Alphonse Phaneuf, deceased.

Bonaventure-Board.—Henry Clapperton, Esq., instead of Pierre Chauveau, Esq., absent.

Chicoutimi Board.—François Xavier Gosselin, Esq., advocate, instead of François O'Brien, Esq., absent.

Rimouski Board.—Léonidas Dionne, Esq., advocate, instead of Achille Fournier, Esq., deceased.

Sherebrooke Protestant Board.—The Rev. Buxton B. Smith and the Rev. John C. Cattanach, M.A., instead of the Rev. Isaac Brock, absent, and of H. B. Browne, Esq., who has resigned.

Also appointment of School Commissioners:—

County of Gaspé, Cap au Renard.—Messrs. Jean Hénly, Nazaire Leclerc, Cléophas Vallée, Marcel Leclerc and Jean Bte. Morin.

Compton, N. D. des Bois de Chesham.—Mr. Joseph Vadnais, instead of Mr. Camille Perrier, absent.

Deux Montagnes, Saint-Joseph du Lac.—Messrs. Jean Marie Daragon, dit Lafrance and Joseph Lauzon, son of Pierre instead of Messrs. J. M. Daragon and Moïse Trottier, whose term of office has expired.

Lotbinière, Saint Flavien.—Mr. Benjamin Desroches, instead of B. Demers.

Montcalm, Saint Ligouri.—Mr. Simon Richard, instead of Mr. Guillaume Houle.

Saint Hyacinthe, Saint Barnabé.—Messrs. Magloire Rocque and Ludger Phaneuf, instead of Messrs. Rodier and Guillaume Adam.

Drummond, Wickham West.—Messrs. James McGinley, and Jean Cormier, instead of the Rev. Arthur Paquin and Patrick Timmons.

Kamouraska, Saint Alexandre.—Mr. Damase Souci, instead of himself.

Dorchester, Saint Isidore.—Messrs. Dominique Parent and Pierre Boutin, instead of Messrs. Laurent, Bernier and Alexis Gagné, Hochelaga, N. D. de Grâce west.—Messrs. Henri Gervais Décarie, instead of themselves, no election having taken place in July last.

Chicoutimi Normandin.—Messrs. Léger Charbonneau, Narcisse Picard, Gustave Laliberté, Octave Boutin and Honoré Hébert.

Bonaventure, Paspébiac.—Messrs. André Castellan and William Corbet, instead of Messrs. Placide Aspirot, junior, and of Louis Huard, son of Gilbert, whose term of office has expired.

Portneuf, Cap Santé.—Mr. Felix Doré, instead of Mr. Pierre Morissette.

Richelieu, Saint Pierre de Sorel.—Messrs. Michel Chalifoux, junior, and Pierre Gadbois, son of Théophile, instead of themselves, no election having taken place in July last.

City of Montreal, (Catholic).—E. Debartzch Monk, Esq., advocate, instead of E. Cornwallis Monk, Esq., deceased.

Also as School Trustees:—

Bonaventure, Cox.—Mr. John Joseph, instead of Ange Joseph.

Iberville, Sainte Brigitte.—James Reid Esq., instead of himself, no election having taken place in July last.

Gaspé, Saint Pierre de Malbaie.—Mr. James Girard, instead of Mr. Pierre Hamon.

His Honor the Lieutenant-Governor has been pleased by order in council, dated 2nd October, instant, (1883)—

1. To erect into a distinct municipality, under the name of "Cap au Renard," in the county of Gaspé, all the territory to the east of the riverlet "Valée" as far as the line of demarcation of the municipality of "Sainte Anne des Monts," to the west, forming a depth of nine miles, formerly of the school municipality of "Rivière à la Martre."

2. To erect the townships of "Ditchfield and Spalding," in the county of Beauce, into a school municipality, under the name of "Sainte Agnès de Ditchfield."

3. To erect the township of "Normandin," in the county of Chicoutimi, into a distinct, school municipality, under the name of "Normandin."

His Honor the Lieutenant-Governor has been pleased by an order in council, dated the 9th October, instant, (1883), to appoint Messrs. Carbonneau, François Doré, Kémi Cormier, Jean Chiasson and the Rev. Alphonse Benoit Côté, priest, officiating missionary, school commissioners for the new municipality of "Notre Dame de Nataskouan," in the county of Saguenay.

His Honor the Lieutenant-Governor has been pleased by order in council, dated 9th October, instant, (1883), to erect into a school municipality under the name of "Notre Dame de Nataskouan," all the territory known under the name of Petit Nataskouan, (west and east), and the "Poste," being an extent of about three leagues of the shore in the county of Saguenay.

His Honor the Lieutenant-Governor has been pleased by order in council dated 15th October, instant, (1883), to make the following appointments as School Commissioners, to wit:—

County of Arthabaska, Chester Nord.—Messrs. Onésime Boislard and Joseph Côté.

County of Gaspé, Douglstown.—The Rev. Duncan Gillis and Mr. Xavier Kennedy, instead of Messrs. Thomas Morris and James Rooney.

Also as School Trustees:—

County of Hochelaga, Côte Saint Louis.—Mr. W. S. Humphries, instead of Mr. John Moore.

His Honor the Lieutenant-Governor has been pleased by an order in council dated 15th October, instant, (1883), to erect the township of Howard, in the county of Argenteuil, into a school municipality, under the name of "Saint Adolphe de Howard."

His Honor the Lieutenant-Governor has been pleased by order in council dated 15th October, instant, (1883), to appoint Messrs. Hubert Paquette, Félix Lajeunesse, Isidore Massé, Jean Bte. Prévost and Nérée Desaulniers, school commissioners for the new municipality of "Saint Adolphe de Howard," in the county of Argenteuil.

His Honor the Lieutenant-Governor has been pleased by order in council dated 22nd October, instant, (1883), to erect the new mission of "Saint Nérée, in the county of Bellechasse, into a school municipality under the name of "Saint Nérée," with the limits assigned to it in a decree of the Archbishop of Quebec, of the 8th September last.

His Honor the Lieutenant-Governor has been pleased by order in council dated 22nd October, instant, (1883), to appoint Messrs. David Royer, Pierre Couture, Jean Godbout, Jean Bte. Godbout and Abraham Godbout, school commissioners for the new school municipality of Saint Nérée, in the county of Bellechasse.

His Honor the Lieutenant-Governor has been pleased by order in council dated 22nd October, instant, (1883), to appoint Mr. Eusèbe Hallée, school commissioner, for the school municipality of Saint Donat, county of Rimouski, instead of the Rev. Antoine Leblanc, who has left the municipality.

His Honor the Lieutenant-Governor has been pleased by an order in council, dated 31st October last, (1883), to appoint Messrs. François Gagnon *dit* L'enfant and Moïse Bellemare, school commissioners for the school municipality of "Saint Justin," in the County of Maskinongé.

His Honor the Lieutenant-Governor has been pleased by an order in council dated this 13th November, instant, (1883), to appoint Mr. Irwin Cassidy, school trustee of the dissenting minority of the school municipality of "Pointe aux Trembles, in the County of Hochelaga.

His Honor the Lieutenant-Governor has been pleased by an order in Council, dated the 13th November, instant, (1883), to detach from the municipality of "Saint Albert," in the county of Arthabaska, lots 1, 2, 3, 4 and 5, of the eighth range of Warwick, lots 2, 3, 4 and 5 of the ninth range of Warwick, and lots 6, 7, 8, 9, 10, 11 and 12 of, of the tenth range of Warwick, and to annex them to the municipality of "Bulstrode," in the same county, for school purposes.

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## CORRESPONDENCE.

### GOVERNMENT SCHOLARSHIPS IN THE HIGH SCHOOL OF MONTREAL.

*To the Editor of the EDUCATIONAL RECORD.*

SIR,—In your last issue containing the minutes of Proceedings of the Council of Public Instruction (26th September, 1883), I notice that the following resolution on motion of Dr. Matthews, seconded by the Lord Bishop of Montreal, was unanimously carried: "That, whereas the object sought for by the Government of this Province in the free scholarships in the High Schools of Quebec and Montreal would, in the judgment of the Protestant Committee of the Council of Public Instruction, be more surely gained than it is at present, if a number of these scholarships were placed at its disposal, to be awarded as prizes to such studious and meritorious boys in any of the schools of the Protestant Commissioners of these cities as may desire a higher education ;

"That, whereas these High Schools would, if this action were taken, become important factors in the Superior Educational System of the Province, since by placing within the reach of the children of the humbler among us educational advantages at present open only to the wealthier, it would link the rich and poor together, and this at no additional cost to the Government ;

"Therefore this committee respectfully asks the Government to place a number of these scholarships at its disposal for the purpose now stated."

The purpose which this resolution, has in view, is in the abstract both praiseworthy and desirable, and the request emanating as it does, from the highest Educational body of the Province should be treated with due respect. I would venture, however, to call attention to an important error which, in my opinion underlies the above resolution, and in this connection most respectfully to offer two remarks bearing on the case, which, I think, should receive proper consideration from the Protestant Committee before including in its resolution the High School of Montreal.

1. I am inclined to think that the principle on which the scholarships were originally founded, and which the Government in its presentation of them has kept in view, is eleemosynary rather than competitive, *i. e.* they were intended to be awarded not as intellectual prizes, linking together Primary and Secondary Education, but as a means of offering the highest

educational advantages to the sons of clergymen and others, whose incomes are not commensurate with their social position. Of late years, I know that this principle has been acted upon, as, by tacit consent of the Government, nomination to these scholarships has been made almost invariably on the recommendation of the School Commissioners themselves.

2. The request of the Protestant Committee, if granted by the Government, would clash with a more comprehensive scheme instituted by the Protestant Board of School Commissioners of this city, whereby all such studious and meritorious boys in the city schools, as satisfy the Board as to their qualifications, are promoted on free Commissioners' scholarships not only to the High School but to the University as well. As there are now more than thirty scholars, boys and girls, receiving in the High School free education in this way, ample provision seems to have been made in this city to preserve that social and educational equality that should always exist in a free community, and to afford to those energetic characters, which with or without culture always make themselves felt, full opportunity of receiving such an education, as will render the power they must inevitably wield beneficent to society at large.

E. W. ARTHY,  
Sec., Protestant Board of School Commissioners.

#### A CORRECTION.

SIR,—In the minutes of the last meeting of the Protestant Committee of the Council of Public Instruction as printed in the October RECORD there is an omission which I desire to correct. On page 271, there are certain "Regulations" with which my name is connected. As laid before the Committee, my suggestion is that a sum of \$10 should be given to Academies for each pupil in whatever grade, the average of whose marks at the Inspector's examinations amounted to 30; that a sum of \$15 be given for each pupil, whose average amounted to 45; and that a sum of \$20 be given for each pupil, whose marks might average 60. The "Regulations" are correctly entered in Dr. Weir's minutes, but in transcribing for the RECORD, the copyist has got things somewhat mixed.

Quebec, 31st Oct., 1883.

G. D. MATHEWS.

#### THE FUTURE OF THE RECORD.

SIR,—I desire to enlist your sympathy in an effort that is being made to provide for a monthly issue of the EDUCATIONAL RECORD. As the present Grant of five hundred dollars is insufficient to provide a monthly issue for the teachers of the province, the RECORD has been issued every two months during the present year. This arrangement has proved very unsatisfactory—in the first place, because important matters are delayed five or six weeks before appearing in the RECORD; secondly, because those receiving the RECORD lose interest in it during the long interval between the issues; and thirdly, because the difficulties of distributing the magazine are increased by this arrangement. An appeal is therefore made to the school boards and to the teachers holding the more important positions in the educational work of the Province to subscribe one dollar for a copy of the RECORD, which will be sent to their address. These subscriptions, together with the present Grant, will make it possible to issue the RECORD monthly and to introduce other improvements. I trust that, in the interests of the educational work of the Province, you will support this effort to increase the usefulness of the RECORD. Your subscription, which will be acknowledged in the pages of the RECORD, should be forwarded to my address as soon as possible, in order that preparations may be made for a January number.

Quebec, Nov. 28th, 1883.

ELSON I. REXFORD.