THE

# EDUCATIONAL RECORD

OF THE

# PROVINCE OF QUEBEC.

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

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No. 1. JANUARY, 1899. Vol. XIX.



**Articles: Original and Selected.**

## ADDRESS BEFORE THE TEACHERS' ASSOCIATION IN CONNECTION WITH THE McGILL NORMAL SCHOOL

By MISS ROBINS, B.A., President.

In travelling from Edinburgh to Carlisle by lightning express, sixty miles an hour, the towns along the route flashing by with indescribable speed, all that I could do was to hold on to the seats with both hands. Have you not felt a similar sensation in your work, the pressure of each day's task being so great that all that was possible was to hold on, no time to examine whither you were going? You had just to trust to the system under which you were working to bring you safely through. Let us make our association meetings little stopping places along the teachers' roads, where we may review our position and form plans and examine ideals for the rest of the journey. To-night let us look for a while at the most important feature in the schoolroom. More worthy of regard than the chalk on the blackboard, or even the books and the teacher, is the child. Let us examine him from one point of view only—the side of *character*. Dr. Arnold said of mere cleverness, "It is more revolting to me than helpless imbecility seeming to be almost like the spirit of Mephistopheles." To increase mental strength and dwarf moral power is educational madness.

I saw children punished for faults that their ancestors ought to have been punished for and praised for qnalities

for which their ancestors should have received credit, the obstinate child suffering from the consequences of inherited obstinacy, the happy dispositioned child basking in the sunshine of inherited good humour, and I asked myself, "What is the right attitude of parents and teachers towards the failings of children?" Titcomb answers this question admirably in his letters to the Joneses when he asks Deacon Jones, "Do you know what a child is? Did you ever think whence it came and whither it is going. Did it ever occur to you that any one of your children is a good deal more God's child than it is yours? Did you ever happen to think that it came from heaven and that it is more your brother than your child? Never, I venture to say. You never dream that your children are your younger brothers and sisters, intrusted to you by your common Father, for the purposes of protection and education; and you certainly never treat them as if they were. You have not a child in the world whose pardon you should not ask for the impudent and unbrotherly assumptions which you have practised upon him. Ah! if you could have looked upon your sons as your younger brothers and your daughters as your younger sisters, and have patiently borne with them and instructed them in the use of life and liberty, and built them up into a self-regulated manhood and womanhood, you would not now be alone and comfortless." Titcomb has here struck ths right key-note.

Rousseau, in his master-piece "Emile," by which, with three other works, he started a moral and civic revolution in two nations, expresses a similar thought in the noblest words of his great work. "O men, be humane; it is your foremost duty. Be humane to all classes and to all ages, to every thing not foreign to mankind. What wisdom is there for you outside of humanity? Love childhood; encourage its sports, its pleasures, its amiable instincts. Who of you has not sometimes looked back with regret on that age when a smile was ever on the lips, when the soul was ever at peace? Why would you take from those little innocents the enjoyment of a time so short which is slipping from them, and of a good so precious that they cannot abuse? Why should you fill with bitterness and sorrow those early years so rapidly passing, which will no more return to them than to you? Fathers, do you know the moment when death awaits your children? Do not pre-

pare for yourselves regrets by taking from them the few moments which nature has given them. As soon as they can feel the pleasures of existence, allow them to enjoy it and at whatever hour God may summon them, see to it that they do not die before they have tasted life." Make childhood a happy time is the burden of each. Yes a happy useful character building time. Not as Rousseau would have it, a return to nature, but by rational training along the lines where we have advanced from and gone beyond nature, let us develop the child's moral character. We could not return to nature if we would because by heredity we are born in advance of nature. How wittily Voltaire criticized Rousseau's appeal to nature, when he wrote to him, "I have received your new book against the human race, and I thank you for it. Never has anyone employed as much genius to make us beasts. When one reads your book he is seized with a desire to go down on all fours."

We must help the children to form a good moral character. The three great factors that enter into the question of character building are heredity, environment and education. We see the struggle of these in the child emigration problem, a question which is becoming more perplexing every day. We are coming to see that environment and education are not strong enough to overcome heredity in respect to many forms of vice. There is no shadow of a doubt that, as some one has said, a child's moral education should be begun a hundred years before it was born. We might go even further back than that. What are we the better by being born Canadians, an offshot of the great English race? What does Emerson mean by his English traits? What are we to understand by national traits of character? We mean those peculiarities of character that have been passed in from father to son, from generation to generation, accentuated in the first instance by environment and education and receiving additional force from the same causes as time passed on, until these characteristics of the individual become the traits of the nation. Offshoots from the English race as Americans and Canadians have acquired new traits or modifications of old traits—for better or for worse. Let us cherish the English traits that have made England such a nation as she is. We are Canadians and have a magnificent environment. Let us advance along the lines that have made our parent country great and crush out the faults that

have been and still are a drag upon the old land. Let us as Canadians seek the ability and solidity of the English character, be truthful in living as in speaking, scorn the false in dress and appointments, aim at truth in public as in private life, cultivate the qualities that give the Englishman his frank and manly bearing. Let us not, following the example of many another race, be swamped by one phase of our environment.

What a child's moral character will be is as surely determined before its birth as what the shape of its head and color of its eye will be. By education we modify the former, but the latter very little, in this country at least. Just as we do not expect a kinky woolley negro child as the offspring of white parents, so we do not expect to see a noble high-spirited child the offspring of a craven coward. We do not know the governing laws, but we do know that the moral nature with which the child starts in life is the sum of all the moral forces that have preceded it in its own natural line. Through addition and subtraction this summation is obtained. The problem is too complex for solution, because many of the data are unknown to *us*. But we see the results of the working together of the various moral forces. What is "a chip off the old block" but a child bearing a remarkable resemblance in character to his father? How often we hear "how like his grandfather." Take these two expressions out of the language and you make null and void one-quarter of the novels in existence.

The little blue-eyed, sweet-faced cooing baby has wrapped up within a hereditary moral outfit. We cannot call it the *child's* character, as character is formed by the successive acts of the child itself, and the new-born child has as yet made no mark of any kind. How varied is the inheritance of children even in the same household! They are born cowardly or brave, generous or selfish, truthful or untruthful, sunny or gloomy dispositioned. We cannot choose our antecedents! The child is seriously hampered or materially helped in the race of life at the very start. He has not only, by successive moral selections, to build up a character for himself, but he has constantly to fight against inherited evil propensities. It may be that his fighting of evil toughens the moral fibre. Indeed, I am inclined to think that the boy of dullest moral perceptions and greatest tendency to evil turns out best in the long run, if he really

enters the race for good; for his parents, teachers, brothers, sisters, relatives of all degrees keep up a perpetual nagging at him, until he is compelled out of sheer self-defence to become better or worse. In dealing with children we must take these facts into account.

Environment is the second important factor, but time forbids our considering this question. Fouillée has an interesting article along this line in a recent number of the "Revue des Deux Mondes."

With regard to *education*, the question that the parent and teacher have to face is, "How may the child's character be developed so that the good qualities may be made strong and the evil qualities starved to death." The parent and teacher, having advanced along the moral path ahead of the child, should lead him on, not drag or push him. How is this leading done first by the parent, in the second place by the teacher?

This is not a paper on Moral Philosophy. While rival schools are trying to settle the question of "The Freedom of the Will," "The Education of the Conscience" and "The Basis of Moral Distinctions, whether Intuitional or Developed," the parent and teacher must act and on the assumption that the will of the child is free, that his conscience or something just as valuable can be educated and that he may be very much assisted in making moral distinctions. If philosophers would only adopt a common nomenclature, we poor would be philosophers, would have a better opportunity of getting beyond the rudiments. Nevertheless, we must go back to the beginnings of things in the child's life. The new-born child is a bundle of sensations. These increase in intensity and extension as the child grows. Froebel very rightly draws attention to the fact that good sensations should be brought to bear upon the child from the very beginning, whether the lower or higher forms of sensation. Pictures should be good, sounds should be harmonious and odors should be pleasant. When a child defines a sensation in time and space, he has his first perception. When he can trace the couse of his perception, an idea has dawned upon him. Ideas are the material of thought. How important, therefore, are sensations! The first successful imitative movement is the sign that will, the most important of all factors in character development, has passed the germinal stage. Dr. Murray, at the late Teachers' Convention, ably

discussed for us the part that the will plays in the child problem. The will of the child should be neither broken nor bent, but helped to grow up strong, straight and beautiful. Without will, we should not be moral beings. God gave the child the desire to express itself through its own activity. Harm is often done to a child even before it is a year old by the parent meddling too much and later on the child suffers for this. The next important step in the moral life of the child is when he exercises the first act of self-control,—when he puts the break on desire and will. At about three years of age, the child comes to a knowledge of himself. This is a critical period in the child's life, and one who did not understand children might be very much mistaken in his estimate of the child, when judging from this narrow point of view. This period is characterized in many children by great restlessness, peevishness and impatience of control. It is heralded by the child beginning to use the various pronouns rightly. I said to a little girl of three, one day, "Now, I am sure you want to be a nice, good little girl while mamma is sick." To which she replied, "No, I'm not going to be a good girl, I'm going to be a very bad girl," skipping and dancing along in great glee. This same little girl was very fond of flowers. We picked some, had a talk about the beautiful coloring and regular shape, etc., without a word more about her conduct. She went home in a happy contented, obedient frame of mind. This little girl is now in many respects a model child. Her seemingly rebellious spirit was only her effort to give expression to her newly-found self. A thousand difficulties in government may be overcome by distracting the attention of the child from the subject about which you *seem* to differ. When the child's knowledge of self is so developed that he knows what he himself does, we can make him responsible for his acts, and gradually train him to conformity with the moral law. Conscience, or whatever name you please to give it, is the child's knowledge with respect to his actions. The other day a lady said to a four-year-old kindergartner, "Do you go to the kindergarten?" "No," she said with a mischievous smile on her face. She had been asked that question before and knew the train of questions following in its wake. "Why!" her mother said, "you do go to the kindergarten. Why do you say that?" "Oh!" I was just making *petend*," she said. Her conscience wanted educating. She wanted

help in making moral distinctions. The most sacred thing on earth is the child's tender conscience. The Bible says, "Who so shall offend one of these little ones, who believe in me, it were better for him that a mill-stone were hanged about his neck, and that he were drowned in the depth of the sea." Has it any reference to those who deceive children and call them liars before they are able to distinguish truth and falsehood.

The method applied to the development of the moral character should be the inductive method. Rules of conduct should be framed from the facts observed by the child, the rule broadening as the number of facts observed increases. All moral instructions should be graded as to difficulties—that is progressive and continuous; and the instruction at any stage, generally speaking, will depend upon the child's relation to life. Truth, for example, should be taught at all periods, but very differently at different periods. The child must early learn that it cannot dream itself into a character, but must "hammer and forge itself one," as Fronde puts it. With Ruskin, we believe that "the home of the child should be the place of peace, the shelter from all harm, terror, doubt and division." A father and mother have been chosen of God as the best instruments for the upbringing of children, and when children are orphaned, in respect to either, there is a serious loss in moral discipline—the one represents love and mercy, the other law and justice, while the teacher stands for both. The teacher must try to keep track of these little waifs and strays. We must not put too great a strain upon the moral courage of children. We are sometimes stupid to a degree in insisting upon answers to our questions. Read what Wardsworth says about that: Many children are brought up so harshly and unreasonably that they have formed the habit of lying before they have learned the value of truth. "Overwhelming fear creates liars and hypocrites, lack of proper control induces waywardness and self-confidence." We have no right to place upon children moral responsibility too great to be borne at their stage of advancement. Thus liars and thieves are made. Never ask a child to report on its own conduct, when punishment is to follow. Put yourself in the place of the child. Moral strength is acquired by moral practice. If we do put too great a strain upon a child we must be very careful to point out to him why he has failed, the evil that has ensued and other ills

that might have followed. Only while the instincts and perceptions of the child are developing and while the will and intelligence are weak should the will and intelligence of the parent be substituted for those of the child. As he grows stronger under the wise, kindly guidance of parent and teacher in the home, the kindergarten and the school, assistance from these should be gradually withdrawn until, when he graduates from school, he is capable of governing himself. How unwise of parents and teachers to begrudge children any exercise of their own will !

Habits are not moral acts though they are valuable aids to the formation of character. A child may be taught to take its sleep at the same hour each day and to perform many other acts quite automatically. But a moral act is an act done in conformity with the moral law and requires the active exercise of all the child's powers. For the carrying out of any moral act there must be an alternative course of action, the will to perform the acts and knowledge of the moral law. Therefore we see the necessity of gradually opening up opportunities to the child and giving him beforehand knowledge enough to act rightly. When the child has not been trained to think and act for himself, where the will and the intellect of the parent have decided all moral questions, the sudden withdrawal of the parent has been disastrous. The child is like a rudderless vessel tossed hither and thither on the sea of life. A child in play is left pretty much to himself in making moral distinctions. This is his free spontaneous practice ground of the moral virtues. Froebel very wisely would use play as an educative factor in the child's life, but take away from the child the power of expressing himself and so-called play becomes work.

"Childhood is the slumber of reason," says Rousseau. His poor Emile's reason certainly had a long sleep. Childhood is the wake time of the imagination ; and it is through the imagination that the child's most important lessons in character forming are to come. If you want a child to be unselfish let him practise little acts of kindness, to be gentle acts of gentleness, to be a hero little acts of heroism from examples to be found in the stories, fables and parables read or told to him from the children's classics. Tell the child an abundance of good stories illustrative of humility, self confidence, bravery, cowardice, truthfulness, lying, honesty

dishonesty. You may trust children to apply the moral whether expressed or implied.

The dawn of reason, the questioning age of the child, may be made very useful in character forming.

Into the kindergarten some fine morning comes a little being throbbing with life, full of hereditary impulses bad and good, teeming with habits acquired in the home from judicious or injudicious parents, full of hopes and fears and little aims for itself. What is the kindergarten going to do to help this child to build up a noble character? Froebel answers, "I would educate human beings, who with their feet stand rooted in God's earth, in nature, whose heads reach even unto heaven and there behold *truth*, in whose hearts are united both earth and heaven, the varied life of earth and nature and the glory and peace of heaven—God's earth and God's heaven." And so through the whole school life of the child. But this end is obtained by different methods at different periods of life. The big boy takes no interest in the fairy tale or fable of the child but revels in tales of adventures by land and by sea. As the child grows his duties increase in number, for his field of operation widens; but he is making for the goal of manhood, the time, when he too, a citizen of this fair country, shall take its interests to be his interests, shall sink his own petty schemes and live for the common good.

Lastly, let us for a few moments consider what the school proper is doing toward the upbuilding of character. The simultaneous exercises of the school-room are useful. The very simple act of marching has a decided mental and moral effect. The quick alert soft rhythmical tread of the young soldier inspires order in mind and morals. Some boys in walking lurch forward their shoulders dragging the rest of their anatomy after them as a dead weight. Teachers must sound a note of warning with respect to the way boys ride their wheels or we shall have the *descent of man* proved much more easily and conclusively than his "ascent" has been.

We are using neither the penitentiary form of government nor leaving the child entirely without control; but are striking a happy means.

We are teaching the child to compare his work with his own earlier work rather than with that of another at the same period.

We are not making *fear* but *right* the most potent factor in government.

The attention of the child is drawn to nature and its order especially to the fact that as the breaking of a natural law is followed by punishment of the offender, so the breaking of the moral law injures the one who breaks it.

The teacher never speaks of the Bible—our ideal moral guide—except in the most thoughtful and reverential way, never paraphrasing or simplifying it in a silly manner. The strong Scotch character is largely due to the Scotch getting Bible teaching without adulteration.

When studying the Bible historically the teacher impresses the child with the thought that he accepts the teachings of the Bible as his rule of life. Each day's work is begun with reading a portion of scripture and with prayer, all conducted in the most reverential manner possible.

History and other subjects are used as a means of moral instruction. Great wars, especially long continued struggles, have been the birth throes of great moral ideas. Narrow views of citizenship are avoided by studying the history, national contests and many heroes of many nations.

We are teaching the children not to despise manual labour—the workshop for all boys, cooking and sewing for the girls.

We are teaching the right use of books. We decorate the walls of our school-rooms with imperishable thought in noble language. "Punctuality begets confidence." "Trifles make perfection, but perfection is no trifle." "There is not a moment without some duty," and so on and so on.

But above all and beyond all we are assuming a high moral standard from the whole school, pupils and teachers alike, without regard to doctrine or creed. The principals of our schools and the teachers are men and women of sound moral character. A teacher has no right to hold a lower ideal of morality than the highest which the national life affords. We are raising the educational ideal notch by notch. Some one, very frequently a teacher, with a new moral idea or an old moral idea reclothed, arises. Men of average ability seize upon the idea, enter it upon their own moral tablets and raise the moral standard of the race by passing it on by heredity to the next generation. Thus a nation is uplifted. Names crowd upon us as we think of this. We must not be content with not letting the school-

child of to-day go back morally, but we must strive to place him a notch higher than we found him, so that this generation may be a step in advance of the one that preceded it. I am proud of the noble army of teachers of this city and of this Province. Let me close with the words of Titcomb, "Dr. Arnold was a great school-master, simply because he was a great man. His fitness for hearing recitations was the smallest part of his fitness for teaching. Indeed, it was nothing but what he shared in common with the most indifferent of his assistants at Rugby. His fitness for teaching consisted in his knowledge of human nature and the world, his pure and lofty aims, his self-denying devotion to the work which employed his time and powers, his lofty example, his strong, generous, magnetic manhood. That which fitted him peculiarly for teaching would have fitted him peculiarly for other high offices in the service of men. He was a rare historian with a minute knowledge and a philosophical appreciation of modern times, and that mastery of antiquity, which enabled him to write a history of Rome, characterized by competent critics as the best history in the language. His excellence as a teacher did not reside in his eminence as a scholar and a man of science, but in that power to lead and inspire—to reinforce and fructify—the young minds that were placed in his care. He filled those minds with noble thoughts. He trained them to labour with right motives, for grand ends. He baptized them with his own sweet and strong spirit. He glorified the dull routine of toil by keeping before the toilers the end of their toil—a grand character—that power of manhood of which so noble an example was found in himself."

## Editorial Notes and Comments.

Readers of the Educational Record will doubtless read with a good deal of interest what one of the educational papers of England has to say of things educational in Canada. In a recent number of the *Educational Journal* appeared this paragraph :—

Canada from East to West was greatly roused, educationally, a year ago by the visit of the British Association for the Advancement of Science, which held its sessions in Toronto. It was another bond between the mother country and our colony, and was auspicious in every respect. After this great educational revival it was but natural that the

summer which has just closed might seem dull. However, as an offset to this indication of quietness, the Dominion Educational Association held a rousing meeting in Halifax, Nova Scotia, and thus gave the extreme East the benefit of the inspiration which the West had received during the visit of the noted scientists. The Eastern portion of Canada, like the corresponding portion of the United States, is much more conservative, less ready to adopt new ideas and enter on new lines of action than the West, but, when once these things have been determined upon, they are carried through with an accuracy and a thoroughness which are enviable. Their universities are small and have but few professors ; yet they are the recruiting ground for many of the higher institutions abroad, especially Edinburgh and Harvard, where the solidity, determination, and conscientiousness of the Eastern Canadian students are recognized by the bestowal of honours in the graduate departments This opens up a subject which is creating a great deal of interest in university circles in Canada, viz., the large number of university graduates who are seeking graduate instruction in the universities of the United States, and who, finding remunerative positions in that country, forswear their allegiance and help to build up a better citizenship across the border. While the United States gains most desirable citizens, Canada loses the fresh young vigorous blood that she so much needs to develop her great resources. There is a steady flow towards the South, and there are but few universities of any note in the United States on the faculties of which there are not Canadians. We feel that it is about time that the old universities of Great Britain made better arrangements for graduate work, for there are many men in the colonies who would prefer to study at Oxford and Cambridge if the facilities were anything like adequate in their needs. It seems that here is a chance for the universities to help in the great Imperial movement which has taken such strong hold since the Jubilee. There is a distinct demand, and we await the kind of supply that will be proffered. The University of Toronto prefers to keep its position in the front rank of universities doing undergraduate work to jeopardizing its status by embarking upon graduate work This is a most sensible course, for, while it is thoroughly equipped for the needs of the twelve hundred Arts students, the endow-

ment and teaching resources are not sufficient to enable it to compete successfully with universities of similar rank, such as Harvard, Columbia, and Yale. Consequently, the ambitious graduate seeks a university in some other country which will afford him an opportunity of pursuing his favourite studies and attaining a certain degree of eminence in literary and scientific research. He naturally thinks first of England, which to him is the mother country in every respect ; but, on finding that nothing is really offered in graduate work, he turns to the United States, where, as I have said, he finds a ready and hearty welcome. Now, will not the universities of our mother country rouse themselves a little in regard to this important educational matter ?

—At a recent meeting of the Protestant Board of School Commissioners of Montreal it was agreed that the board should co-operate with a sub-committee of the Protestant Committee of Public Instruction to arrange for an address and presentation to Dr. Robins, principal of the Normal School, in connection with the celebration of his jubilee. The chairman, the Ven. Archdeacon Evans and Dr. Shaw were appointed a committee with power to co-operate with the other sub-committee to make the demonstration in Dr. Robins's honor—which will take place on February 24, in the High School—a success, both from a social and material point of view. The chairman referred in flattering terms to the long connection of Dr. Robins with the work of Protestant education in the city, he having been superintendent of the Preparatory High School, and among the first to formulate the course of instruction in the schools, which was, at the time referred to, in a chaotic state, while Archdeacon Evans said that if he had devoted himself to any other sphere of activity he might, to-day, be a wealthy man. The thought was expressed that probably the public would like to show their appreciation of the work of Dr. Robins by contributing to the success of the occasion.

The Educational Record joins with Dr. Robins' many friends in congratulating him upon his "jubilee" as a teacher, and in expressing the wish that he may long be spared to a life of usefulness in the educational world.

"It has," says *Education*, "been well called a *pathetic* plea which goes up to the United States government from the white people of the Indian Territory asking that provision be made for the education of their 30,000 children,

who are in dense ignorance and growing up without educational advantages. This state of things is a disgrace to our country." The pathos seems to be intensified when the present movement in the United States in favour of "expansion" and "imperialism" is taken into consideration.

—HAVE you an "educational creed"? If not, listen to what the *School Journal* has to say to you. "There is something radically and fatally wrong with a teacher who has no educational creed. Education is a responsible and complicated work, which must be carefully planned from beginning to end. There must be a definite aim and a clear understanding of the ways and means of reaching it. In other words, the educator must have in his mind some fixed principles of action. Without them he is like the captain of a ship without a compass. Every fad that stirs up a breeze may turn him from his course. If he is a routinist, his pupils will be deprived of many opportunities for educational development. In short, only a teacher who has clear and rational educational convictions can be safely entrusted with the training of children."

## Current Events.

AS an evidence of the fact that the older universities on the other side of the Atlantic are prepared to meet the requirements of modern progress, it is said that the University of Cambridge has decided to appoint a professor of agriculture at a salary of four thousand dollars a year.

—AN exchange gives this list of the largest universities of the world, arranged according to the number of attending students:—Paris, 11,090; Berlin, 9,629; Vienna, 7,026; Madrid, 6,143; Naples, 5,103; Moscow, 4,461; Harvard, 3,674; Oxford, 3,365; Cambridge, 2,929; Edinburgh, 2,850.

—WHILE McGill University is not being forgotten by her benefactors, the wealthy friends of universities of the United States continue to bestow large gifts upon the favoured ones. Among these is the University of Chicago, which is to receive two million dollars more from its founder, John D. Rockfeller. This gift is conditional upon an equal amount being raised by January, 1900. Of this sum more than a million and a half dollars has already been subscribed. The total amount will be expended on estab-

lishing and developing the professional school of the university. By the will of the late Henry C. Warren, of Cambridge, Harvard University will receive property valued at a million dollars. It includes all Mr. Warren's real estate in Cambridge, which is near Harvard College, and which will probably be used for college purposes. Mrs. Phoebe Hearst is to give to the University of California new buildings costing 25 millions, and has offered $25,000 in premiums for the best plans. Miss Cora Jane Flood has also given 3 millions to the university, consisting of her mansion and grounds at Menlo Park and four-fifths of the capital stock of Bear Creek Water Company.

—NINE years ago there were in the city of New York, as then constituted, 129 school buildings, in which 3,473 teachers and principals were employed. The interests of these schools were administered by twenty-four separate local boards of trustees and a board of education consisting of twenty-one commissioners. There was a superintendent and seven assistant superintendents. Now, these boards of trustees have been dispensed with and there is a single board of education. In the boroughs of Manhattan and Bronx there are 175 school-houses, in which 5,396 teachers and principals are employed.—*Education.*

—IT is interesting to note what *Primary Education* has to say regarding the experiment of admitting college graduates to the public schools for professional training, which is being made at Brookline under Superintendent Dutton. This class is open only to college graduates or those who have received the equivalent of a college training. The students are admitted to the class-rooms for observation, and after a period take charge at times of the class under the class teacher and the director of the training class. So successful has been this experiment in professional training that it is now put on a firmer foundation, and is more directly recognized as a part of the city's educational work. The superintendent says that a college graduate can acquire mastery of a subject much more quickly that can an untrained observer. The effect on the children has been good. It has accustomed them to recite to and before strangers, until an outsider's presence in the room passes almost unnoticed.

—IN the State of Maine a league has been formed which has for its object :—(1.) To improve school grounds and

buildings. (2.) To furnish suitable reading matter for pupils and people. (3.) To provide works of art for school rooms. The membership is to be composed of teachers, pupils, school officials and other officials. It is proposed to institute a system of exchange whereby all works of art purchased shall be exhibited in all the schools of the State.

—"SCHOOL DENTISTRY" is one of the newest educational terms, it seems. A School Dentists' Society has been inaugurated in England. The first president, in his presidential address, said the special object of the society was by means of mutual assistance to promote school dentistry. As an outcome of the general advance made in recent years in the practice of dentistry they must have been prepared to find increased attention being paid to the value of systematic care of children's teeth. Very many of the troubles which they were called upon to deal with in the adult would never occur if proper dental supervision and treatment were provided for the young. He was able to assure the authorities having charge of children that figures showed that less than 15 per cent. of boys and girls, of an average age of twelve years, did not require some treatment for decayed teeth.

—AN English educational journal draws attention to the fact that in the Section of Education in the Paris Exhibition of 1900 it is proposed to hold an International Congress of Higher (University) Education. Among the subjects set down in the provisional programme for discussion is "University Extension; the means already employed, or to be employed, by the universities to cause scientific methods, scientific ideas, and the scientific spirit to penetrate, as far as that is possible and desirable, to every class in the nation." Still more satisfactory, as a sign of the times, is the following: "The formation by the universities of primary, secondary, and university teachers." The proposal for the Congress is due to private initiative, but, if the scheme is efficiently carried out, it may mark an epoch in the training of teachers.

## Correspondence, etc.

SIR,—I desire to call the attention of Secretaries of Local Associations of Protestant Teachers, which have a *bona fide* existence, to the fact that Presidents of such Associations

are *ex-officio* Vice-Presidents of the Provincial Association, provided, of course, that they are members of the latter body.

Will Secretaries of Local Associations, therefore, send me official notice of the formation of such bodies, together with the names and addresses of Presidents thereof ?

A. W. KNEELAND,
Corresponding Secretary,
P. A. of Prot. Teachers.

32 Belmont street,
Montreal.

OUR FLAG.—We are asked by an esteemed correspondent to give the meaning of the emblems or designs upon our Union Jack and to give the origin of the three crosses.

Until the year 1606 the red cross of St. George, the patron saint of England, was England's flag. In consequence of the union of 1603, King James the first ordered that a new ensign be used which should blend the red St. George on a white ground with St. Andrew's white diagonal cross on a blue ground.

This flag is known as the first Union Jack, it being said that its name was derived from King James, or Jacques.

In 1801 our present Union Jack was designed by blending the red, diagonal, cross of St. Patrick, on a white ground, with the previous crosses.

It would be a good idea to have the pupils draw the Union Jack, indicating the colors, or displaying them with colored crayons.

## Practical Hints and Examination Papers.

The talent of success is nothing more than doing what you can do, without a thought of fame.

LONGFELLOW.

"We are so busy *earning a living* that we have no time to *live*," says some thoughtful student of life.

We live in deeds, not years; in thoughts, not breaths;
In feelings, not in figures on a dial.
We should count time by heart throbs.
He most lives
Who thinks most, feels the noblest, acts the best.

BAILEY.

Oh! banish the tears of children! continual rains upon the blossoms are hurtful.

RICHTER.

There is a tendency for men and women shut out from contact with greater men and women to exclaim, "no doubt, but we are the people, and wisdom will die with us."

On the other hand, in the little school-houses dotting our fair land, there are teachers, who are doing good and honest work, underestimating the value of their efforts and so living continuously in an atmosphere of depression.

The remedy for both evils is coming into contact with the great minds of all time through books and through the life of the shop, the work bench, the street, the home and the church. There is no one so humble in life that we cannot learn from him Travel is of inestimable value for broadening the mind.

Present subjects to children from many points of view.

When a class as a whole fails to grasp a lesson the fault lies with the teacher. The lesson has been either too difficult, or not presented to the children in a manner suited to their advancement. Do not as a general rule follow the book method in teaching. The mists that have hung over a lesson are largely cleared away by placing the child in another position with regard to the lesson. Use synonyms of the words in the text-book not the phraseology of the book.

## REMINDERS.

The air of the school-room should be pure and not too dry.

No child should sit in a draught.

Bright willing children should not be urged on; nor should slow or lazy children be left in their own speed.

The light should come upon the child from the side.

There is as much danger from too little light as from too much light in a school-room.

Short-sighted children should be given seats in front.

Children with dull hearing should be placed where they can hear without straining the ear.

In school hours a teacher should deal with each child as though it were her own.

"The Murder of the Modern Innocents" is the title of an

article in the "Ladies' Home Journal." from the pen of Mrs. Lew Wallace. The abuses in the life of the child and the teacher, as set forth by Mrs. Wallace, are :—

Overburdening the child with work under the guise of mental discipline.

Picking to pieces, in season and out of season, every object in nature, even to dead cats.

Making study hours too long.

Giving children the classics that were written for mature minds instead of the classics of childhood.

Forcing all children along the same lines of study, whether they have or have not aptitude for the work.

Injuring through heredity the rising generation by excessive brain pressure.

Overworking the teacher by exercise correcting, monthly and weekly reports, meetings' institutes, etc , until she has no judgment left.

The evils of *over education*—overtaxing of the memory with facts, and useless searching of books for answers to miscellaneous questions—are largely due to want of proper contact between the various educational governing bodies, the parents and the teachers. Where these are all working together harmoniously the evils are much diminished.

There is a suggestion in one of the educational papers that children might take as part of their home work a question each evening for discussion at the tea table. Some subjects are suggested as :—

Why does cream rise on milk ?

Ought the bottom of a tea-kettle to be polished ?

Another paper asks teachers to take up a discussion of domestic poisons as matches, putty, vinegar in tin vessels, etc.

Let the brain of the child rest at meal times. Relegate the poison and similar questions to the mothers and the press. Our children are already sufficiently full of fears. With older pupils, when hygiene is part of the school course, and more directly important subjects have been discussed, it might be well to speak of these.

THE

# EDUCATIONAL RECORD

OF THE

# PROVINCE OF QUEBEC.

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## Articles: Original and Selected.

### CANADA.

The February meeting of the Teachers' Association in connection with McGill Normal School was signalized by an eloquent and impressive lecture on Canada by the Very Reverend Dean Carmichael.

Within our limits it is impossible to give even an adequate resumé of the lecture. A few paragraphs, illustrative of salient points, are all that can be given. These might profitably be read and considered, map in hand, by the pupils of all our schools.

In his introductory remarks the lecturer said that he was influenced in choosing his subject by two considerations:—First, we much need to evoke a national spirit as Canadians. This would not be a spirit of disloyalty to Britain, which had given unbounded liberty of self-government to this Dominion; but would result in blending the finer characteristics of English, Scotch, Irish, French and German into a new and admirable national type. Secondly, he wished to appeal on this behalf to teachers, who, because they had to mould the plastic minds of youth, were more influential than politicians and the press. These were necessarily partisans, and viewed all questions through rosy or blue-tinted spectacles; but the teacher, whose glasses should be of clear and flawless crystal, ought to awaken the minds of children to consider the past heroic history, and the coming marvellous development of their beloved land. The pupils of our schools should not

be taught boastfulness, but they should learn that they are "citizens of no mean city," and should resolve with love, loyalty and determination to keep their great country a distinct force among the nations of the earth.

### The Greatness of Canada.

Canada is a great country; not a few acres of snow as the French King described it when signing it away to Britain, but containing 3,470,000 square miles—a domain thirteen times as large as the German Empire, three times as large as British India, larger than the United States, including Alaska. What, though it be said that a few hundreds of thousands of miles of this vast territory are useless for purposes of agriculture? Ffty years ago a property valued only for its firewood, was sold for a song; now it yields from beneath its limestone upwards of 400,000 barrels of salt annually. Twenty-five years ago the inestimable wealth of the Klondike was unsuspected. Beneath the soil of Canada lies inexhaustible wealth of gold, silver, copper, lead, iron, mica, phosphates and coal.

### The Coal of Canada.

If at her present rate of expenditure of 114,000,000 tons of coal annually there be danger of collapse of England's coal supply, while she possesses Canada, she need not suffer from cold. In the coal beds of Nova Scotia and New Brunswick, of Manitoba and the Peace River country, and of Vancouver, there are areas of coal exceeding by nearly 9,000 square miles the whole surface of the Island of Great Britain. The late Spanish-American war has shown that without coal supplies, readily available, the most magnificent fleets of battle ships are powerless. Hence the feverish haste with which the great nations of Europe are seizing on all available coaling stations. To other nations belongs the past; to us the future, because of our unlimited supplies of coal.

### Canada, Britain's Highway to the Orient.

Canada is the connecting link between the East and the West. What the awakening of the Orient means to the future development of the world we do not know. What may come from the breaking up of China, from the up-

rising of Japan, from the portentous increase of Russian power in north-eastern Asia, it is impossible to predict. But whatever the gravity of the issue, whatever the danger or whatever the opportunity, it is a matter of vital importance to Great Britain that she has a highway from the Atlantic to the Pacific through a land that proudly bears aloft her flag. When with a few other spectators, said the Dean, I saw the first through train to Vancouver leave the station at Montreal, I strongly realized that Canada had become an important factor in the trade and the politics of the world.

## Canada as a Wheat-growing Country.

Said Dean Carmichael, before I recently travelled through the country west of Lake Superior I loved Canada; now I glory in it, in its power, resources and promise. We know the value of the great wood-land country; but it is impossible to overestimate the riches of the vast prairie land—through which for days we travel by steam—fertile, well-watered, inexhaustible. Near Brandon I drove through a one thousand acre field of wheat, where it was just possible to see the horses' heads and backs above the luxuriant grain. Yet Manitoba is but a small Province. Five hundred thousand square miles of fertile territory, drained by the Saskatchewan and the Peace River into Lakes Winnipeg and Athabasca, would support 30,000,000 of inhabitants. We only need population to become the greatest wheat-growing country of the world.

## Immigration.

The great need of our immense North-West is population. To an onlooker it appears as though we had done nothing to encourage immigration. The number of immigrants entering the United States by the port of New York alone exceeds by many times all who enter Canada. There every effort is made to attract desirable additions to the population. Here our immigration officers are dingy and ill-appointed. And yet money invested in encouraging immigration is most profitably invested. In ten years the Canadian Government expended $3,000,000 on immigration; during the same time immigrants brought into the Dominion wealth estimated to amount to $22,000,000.

We have expended $187,000,000 in railways; let us expend something to make our railway systems profitable,

### Patriotism in Schools.

I could wish, said Dean Carmichael, that in every school-house of the land there were a portrait of the Queen, and that the British flag floated at every school-house door. In moving a vote of thanks to the Dean for his most instructive and most interesting lecture, one of his audience referred with approval to the recent action of the Protestant Committee of the Council of Public Instruction, in ordaining that a part of the equipment grant given to Model Schools and Academies should be expended in the purchase of a flag for each school. Attention might have been directed to a proposal made by the Hon. George W. Ross, Minister of Education for the Province of Ontario, to set apart a day for patriotic exercises in schools, endorsed by the Protestant Committee, which appointed the 23rd of May, the day before the Queen's Birthday, for the purpose, suggesting at the same time that when our aged and venerated Queen shall have ceased to occupy the throne, the celebration may be transferred to the 24th of May with the intention of keeping alive in the memory of future generations of Canadian school children, the blessings that have come to us through the long and happy reign of our beloved Sovereign.

We hope in the next number of the Record to publish some valuable suggestions toward the proper celebration of Empire Day.

## Practical Hints and Examination Papers.

The *Century Magazine* for February has an interesting article on Dickens as an advocate for reform in child treatment. This is by Mr. James L. Hughes, Inspector of Public Schools, Toronto. The subject is, "What Charles Dickens did for Childhood."

The article is most interesting and inspires one to study again under this new light flashed upon them, the characters of Wackford Squeers and Nicholas in Nicholas Nickleby, of Dr. Blimber and little Paul in Dombey and Son, of Mr. Creakle, Dr. Strong and David in David Copperfield, of Mr. M'Choakumchild, Mr. Gradgrind, Lisey Jupe and the Gradgrind Children in Hard Times.

Mr. Hughes opens with these words :

"Froebel and Dickens are the best interpreters of Christ's ideals of childhood."

In closing he asks :

Did Dickens deliberately aim to improve educational systems and reveal the principles of educational philosophy ? The answer is easily found.

He was the first great English student of Froebel. He deals with nineteen different schools in his books. He gives more attention to the training of childhood than any other novelist, or any other educator except Froebel. He was one of the first Englishmen to demand national control of education, even in private schools, and the thorough training of all teachers. He exposed fourteen types of coercion, and did more than anyone else to lead Christian men and women to treat children humanely. Every book he wrote, except two, is rich in educational thought. He took the most advanced position on every phase of modern educational thought, except manual training. When he is thoroughly understood he will be recognized as the "Froebel of England."

There are three things that bring the teacher no return. These are scolding, grumbling and worrying.

There are three things also that bring the teacher a constant revenue. These are commending, patience and a cheerful face.

Do you have difficulty in teaching your pupils to express themselves correctly, neatly and pointedly ? There is no royal road to this end. The first essential is that the teacher speak correctly himself. In the next place the pupil must have constant opportunity of expressing himself under the watchful eye of the teacher, so that he may be corrected. This opportunity is given him in the reading, arithmetic and geography lessons, and in fact in all the school exercises.

Pupils should be taught a profound admiration for our wonderful English tongue. Let us cherish, as one of our best inheritances from the past, this glorious language of ours. Translations may be made of incalculable value in securing polished English. They are of very little moment so far as learning the *foreign* language is concerned. They only prevent the pupil thinking in the language he wants to learn. But if the pupil is constantly urged to render

into choice English without deviating a hair's breadth from the original, the effect upon the English spoken and written will soon be apparent.

How many sentences does each one of your pupils say in your presence a day?

Could it be possible that even one child goes through a whole day's exercises without once uttering a single sentence? Do you allow your pupils to finish their own sentences, or, do you, in fear of wasting time, complete them?

The culture of our Canadian people is stored up in the language they use. Teachers, the future of Canadian culture rests with you.

We may say that we will not be judged by any such narrow test. We cannot help ourselves. A lady complained to the principal of a certain school that her child's pronounciation of English was being utterly ruined. "Why, the child is actually saying Raleigh (al like al in the French word mal)!

How much genius has gone to waste because the authors of it had not the language wherewith to give it expression!

The complaint is frequently made that the reading books become stale and uninteresting to the pupils.

Familiarity breeds contempt.

When a boy, "turning to mirth all things on earth as only childhood can," has ornamented all the chief characters in the pictures, elongated the noses of the men and placed hats of wondrous device upon the women and children, he feels that his duty is done so far as a study of the reading lesson is concerned.

If you have never done so, try this plan. Keep charge of the reading books, distributing them just before the lesson begins. Tell each child to read silently the first sentence. Then allow the pupils to tell you the words that are unfamiliar to them. Write these on the black-board, while some of the children, if possible—you yourself, if not—tell the use of the words. Then have the books closed, the children keeping the place in the book with the finger. Allow some child to tell briefly and pointedly what he has read. Sometimes omit the recital of what has been read, as the reading aloud some connected narrative is in itself an excellent exercise in English.

All sorts of supplemental readers can be procured, from the more or less expensive geographical and historical readers to the cheap, but good, penny and five cent classics. These are suitable for all ages of pupils, as they range from Milton's sublime themes to Grimm's "Fairy Tales."

A teacher was giving a lesson on one of the great railways. This was what the eaves-dropper said he heard:

Teacher—What is the next large place on this line?

Pupil—L.

Teacher—What is the next large place on this line?

Pupil—G.

Thus it went on until the close of the lesson, there being some twenty large places on the part of the line under discussion.

It is very suggestive of the story told by the king's story teller, when he was ordered to produce a tale without an end. "There was a barn full of corn. First one sparrow came and carried off a grain of corn. Then another sparrow came and carried off another grain of corn." And so *ad infinitum.*

Thus was disposed of one of our magnificent railway lines, the resorts of struggling, throbbing human life, next to the navigable waters, the most important routes through the country.

The next number of the RECORD will contain suggestions for making such a lesson pleasant and profitable.

Here are a few reasons why students should be separated and examinations carefully supervised:—

To avoid the self-reproach that a student would naturally feel who accidentally overlooked the work of another student.

Too great a moral strain should not be placed upon children.

Students have been known to copy. The honest student ought not to be disadvantaged thereby; nor should the onus of reporting a case of copying be placed upon children.

The highest moral tone prevails where examinations are most strictly supervised. This is one way in which children are taught to respect the rights of others.

It is night.

All over the land little white-robed figures are kneeling around the little white cots.

But Paul aged six is in bed.

Nothing of him is seen above the white counterpane but a tuft of reddish hair, a broad-freckled forehead and a little freckled nose.

"Why, Paul!" a voice says, "you have not said your prayer." "Yes, I have. I said it in bed," a sleepy voice rep ies.

"Oh ! but you ought to kneel beside the bed to say it. Come, get up like a good boy."

A grunt from Paul followed by a faint suspicion of a snore, while the little nose and his forehead disappear from view. As only a novice tries to reason with a sleepy child, the room is presently in darkness.

It is morning.

The children and all living things are waking to life and activity again.

Paul wants a story.

"What would you like Paul," asked his aunt.

"Oh; something about bears or lions."

"Very well, I will tell you about Daniel in the lion's den."

Rapidly and vividly is sketched this story of stories, the teller closing with the question, "Do you think Daniel crawled into bed to say his prayers." "Oh ! no, three times a day he knelt at the open window, where anyone might see him," says the narrator.

"Another please," Paul says with a face as stolid and unreadable as the sphinx.

Again it is night. And the little prayers forming one grand chorus are ascending from thousands of childish lips What a blessed fact !

Paul too is going to bed.

Suddenly there is a flop on the floor and Paul is kneeling down to say his prayer.

"Better is he that ruleth his spirit than he that taketh a city," even if he be but a little child.

## STORIES FOR REPRODUCTION.

One of our exchanges gives the following tales, all of them suitable for use in connection with the English class. The value of making pupils reproduce in correct language, what is read to them, is well known, though it is sometimes difficult to obtain just the kind of stories or sketches

that are suited for this purpose. For this reason, these stories are given here :

### A Visit to Grandma.

Grandma Scott lived in the country and sent for little Katie and Emma to come and stay a week with her. They had always lived in the city, and everything they saw was new to them. They spent much of their time in the barn, where they jumped on the hay, and played in the empty waggons. One day Katie saw a waggon, with a horse before it, ready to start for the store. Now grandma had told the girls never to get into a waggon, when a horse was harnessed to it, but Katie thought she knew more than grandma did. She got into the waggon and made Emma get in too. The horse ran away, and both little girls were hurt. When they were well, grandma sent them home, and I do not think she will ever want them to visit her again.

### Dora's Pets.

Dora lives in the country, and instead of having costly toys with which to amuse herself, as many children have, she spends her time with her living playthings. Of course she has a dog and a kitten ; but one of her oddest pets is a little owl. It sits and stares at her with its large eyes, in a very wise manner. Then she has a squirrel, two rabbits, and a robin with a broken wing. These all live in the barn together very happily, and here Dora spends a part of each day. Outside, in a tree, is a dovecote, in which are two doves, gently cooing to each other, and in the yard are a number of downy chickens running around. Don't you think the little girls in the city would like such playthings?

### Will's Goats.

Will's father gave him two goats, and Will trained them, so that they would draw him in his little waggon. He named them Bill and Joe, and has a pretty harness for them, with little silver bells around the collars. The waggon is painted yellow, and, when Will drives off in it, the goats trotting and the bells jingling, it is a very pretty sight. Once in a while the goats get angry, and prance around and butt at each other, and Will is obliged to use his whip on them. This soon stops their quarrelling, and

they go along again in good style. When not harnessed. they play around the yard, and have great fun together, Will's father has promised him a little barn for his goats and Will feels as if he owned a team of real horses.

To these may be added these others, selected from other sources :

### A Noble Revenge.

A farmer's horse, happening to stray into the road, an ill-natured neighbor, instead of returning the animal to its master, put it into the pound. This is an enclosed place, built especially for stray animals, and a fine has to be paid by their owner before they are liberated. Meeting the farmer soon after, he told him what he had done, and added, "If I ever catch your horse in the road again, I will do just the same." "Neighbor," replied the farmer, "not long ago, I looked out of my window in the evening and saw your cows in my field of young clover. I drove them out and carefully shut them up in your yard. If I ever catch them again, I will do just the same." Struck with this noble reply, the neighbor went to the pound, liberated the horse, and paid the fine himself.

### A Brave Boy.

The bravest boys are not always those who are ready to fight. Here is the story of one who showed the right spirit when provoked by his comrades. A poor boy was attending school one day with a large patch on his trousers. One of the schoolmates made fun of him for this, and called him "Old Patch." "Why don't you fight him ?" cried one of the boys. "I'd give it to him if he called me so." "Oh !" said the boy, "you don't suppose I'm ashamed of my patch, do you ? For my part, I'm thankful for a good mother to keep me out of rags I am proud of my patch for her sake."

### The Arab and the Caliph.

An Arab traveling in the desert met with a spring of sparkling water. Used only to brackish wells, such water appeared worthy of a monarch, and, filling his leather bottle from the spring, he determined to go and present it to the caliph himself. The man traveled long before he reached his sovereign, and laid his humble offering at his feet. The caliph ordered some of the water to be poured into the cup

drank it, and, thanking the Arab, ordered him to be presented with a reward. The courtiers around pressed forward, eager to taste of the wonderful water ; but the caliph forbade them to touch a single drop. After the poor Arab had quitted the royal presence, the caliph turned and explained his conduct: "It was an offering of love, and as such I received with pleasure; had I suffered another to partake of it he would not have concealed his disgust: therefore, I forbade you touch the draught, lest the heart of the man should have been wounded."

—How to Secure Attention.—The following practical hints, by Edward Brooks, appeared in a recent number of *The Intelligence* :—

1. Show an interest in the subject you teach.
2. Be clear in thought and ready in expression.
3. Speak in your natural tone, with variety and flexibility of voice.
4. Let your position before the class be usually a standing one.
5. Teach without a book, as far as possible.
6. Assign topics promiscuously.
7. Use concrete methods of instruction when possible.
8. Vary your methods.
9. Determine to secure attention at all hazards.

—A Writer in the *Primary Educator* gives a few thoughtful suggestions for the proper spending of the "first few minutes in the morning." The *Educator* says :—

What teacher as she meets the expectant gaze of the children at the opening of the day, has not seen her own feelings reflected back to her in their attitude.

Much of the day's success depends on the first few moments. Children are very quick to feel the teacher's pulse. If it beats high in honest sympathy for their little strivings and ambitions, they feel it instinctively. If the beat is sluggish sometimes, has not the teacher witnessed a subtle disappointment which is visible in the children's faces and in a slight restlessness of manner? Then the teachers, perceiving and being sorry at heart for this, mentally pulls herself together, and by waging a warfare for self-mastery, often makes of the day a glorious victory where defeat threatened.

A child only gives his best when he feels a bond existing between himself and his teacher. Sympathy must be many

sided and of great elasticity to meet all the phases of little humanity that come under the guidance of one teacher.

The few moments between the morning bells is an opportune time for a kind of profitable talk wherein the helpfulness does not profit children alone.

As the children enter the school-room exhilarated by the crisp air, they have many little incidents to relate, some of which are not without value.

They gather about the teacher's desk and relate observations made while coming to school. The tardy rising of the sun at this season, the feeling of the air, the beautiful frost pictures, the diamonds on the frosty trees, the few bird notes, are all of great interest, and these observations are so helpful in the Nature Study which will follow. Here, too, is a favorable opportunity for directing the observation to new discoveries; and in this, children keep pace with teacher so gladly, she must often cultivate a quick and keen perception.

The educational value of these informal talks is incalculable to the children, and through them the teacher possesses not alone the happy consciouness of having helped, but has thereby daily come into closer companionship with each child. Every moment in the school-room is precious, and often it happens that one may not spare even those few minutes for the little talks, but let it be remembered that here in one gives not more than one receives.

—LONGFELLOW says:—"As turning the logs will make a dull fire burn, so change of study a dull brain." There is much truth in this statement of Longfellow. And it refers not only to brains dull by nature but also to those that have become dulled by too close application to one branch of work. When weary with some hard problems in mathematics, how restful it is to turn to literature, history, science or language! Much of the unity of learning is lost by making such strong, distinct lines of demarcation between subjects. But it is not all loss. There is a gain. The wise teacher can preserve the unity, while changing the subject or the point of view.

—THERE is much food for thought for the teacher as well as the parent in the following lines from the *Witness* on the subject of uncontrolled wills:—

The most experienced superintendents of insane asylums tell us that in a large proportion of the cases of real insanity

the primary causes is lack of self-control. The child never having been controlled by the parent, and therefore not taught to control himself, and continually giving way to uncontrolled impulses, he eventually becomes uncontrollable, reasons no longer bears sway, and insanity results. There is a form of insanity now well recognized, and defined as paranoia, which begins with egoism and egotism unfounded self-estimation, to which are soon added suspicion and jealousy, the feeling that the world is combining to keep down the aspirant for distinction, and is very apt to eventuate in malicious acts or even deeds of violence. Now this may sometimes be hereditary, and therefore partly involuntary, but far more often is it aggravated, if not caused, by parental unfaithfulness, the uncontrolled will becoming the insane will, closely akin to that resulting from unrestrained indulgence in alcoholic or narcotic stimulants. And the cause would be truthfully stated, not as "a visitation of God," but "the sin of the parent."—Prof. Checkering.

—VENTILATION.—How many school-rooms supply 4,000 cubic feet of air for each pupil per hour? Theoretically and practically this would be a very good thing. But it is no easy matter to decide when we have this amount. Theoretically we can obtain it very easily. In a recent lecture by Prof. Cox, of McGill University, this was the amount stated to be necessary to ensure good ventilation, though he was not speaking specially of school-rooms. The law provides for 150 cubic feet of air space for each child, but makes no statement with regard to change of air. Prof. Cox also said that cold air would come into a warm house in some way, and if it did not get in through ventilators, it would go in throngh the sewers. We are very careful about the water we drink; we are also particular, though in a less degree, with reference to the food we eat; but the air we breathe receives but litttle attention, though the value to the system of the food and drink taken, is largely determined by the amount of fresh air that goes into the lungs. The value of fresh air is further seen when we consider a third statement from the same source, namely, that we use up thirty-four pounds weight of air in twenty-four hours and only five and a half pounds of food It is better to have a litttle impure air in the school-room than to have a child sit in a draught. For the former kills but slowly, while the latter is very often rapid in its injurious effects. But,

surely, the school-room might both have pure air and, at the same time, freedom from draughts. There is room for serious thought on this subject of ventilation. Whence will come the *inventive* genius to provide an adequate system of heating and *ventilation* for the schools of the twentieth century! The good old days of the log huts with wide chinks, through which the snow drifted into the pillow of the sleeper; the huge fire-place, whereby the great logs crackled and smoked, while the owners had to keep turning around before it to prevent getting cold on one side or the other, had their disadvantages. But the holes in the walls, that let the snow in, also allowed the fresh air to come in. Yes, the howl of the wolf is no longer to be heard at eventide. We no longer sit by the log fires at night listening to the wind blowing through the house as though it were a barn. But we must see to it that, with the loss of the rigors of life of those early days, we do not lose also the robustness of constitution which characterized them.

—TECHNICAL schools are the next step in the onward march of progress of Canada. There are at present two such schools, one in Toronto, the other in Ottawa. But we begin to feel the need of more. The United States have been making gigantic strides in this direction of late years. In a recent letter (published in the *Gazette*) there is an urgent appeal for a national support of technical education such as exists in France, Switzerland, Germany, Belgium, Austria and England. This letter from the Ottawa Board of Trade to the Chambre de Commerce, Montreal, says :—

" Canada pays millions every year to the superior artists and artisans of other countries, every cent of which represents a foreign tax voluntarily paid in consequence of ignorance and want of skill at home. We cannot depend on private liberality in this young country, to organize and support an adequate system of technical education. The generous provision for all such instruction made by many European countries is regarded as one of the most pressing of public duties and may be followed by us with profit." When this country was young and depended mainly upon its natural resources for its prosperity, there was little need for technical education; but times have changed with us. The letter goes on to say :—

" With these facts before us and realizing the possibilities of our unrivalled natural resources, we believe the

time has arrived when an opportunity should be furnished our people to develop the many fields of industry within our borders. This is a matter of trade and commerce, and comes primarily within the scope and action of the Federal Government, just as agriculture is promoted by our experimental farms, dairying by our dairy stations, and mining by our Geological Survey."

*The day has gone by*, when the chief office of the teacher in the school-room was mending the pens of the pupils. The teacher no longer is found napping in his chair, while subdued riot reigns supreme. Gone, too, are the days, when the teacher sat with chair tilted back and feet on the desk. But we still find the teacher, who cannot conduct a lesson in history or geography without having the book open before him. Surely the lesson is not worth the learning. that the teacher has not troubled himself to prepare well enough to question on without a book. The interest should not be centred in the book but in the subject matter of the lesson itself. The child has already viewed the matter from the point of view of the book. He wants the subject presented to him in another way. The text-books on many subjects are necessarily from their nature somewhat cold, formal and lifeless. One office of the teacher is to warm. vivify and make practical the subject of the text-book. Too much of our school work is mere recitation. The unity of knowledge is utterly lost in this method of conducting a lesson. The best teachers use no text-books. They allow the child to have one for reference and study, but do not make it the indispensable factor of the lesson.

## Reminders.

Inattention on the part of children, who are usually attentive, may be due to sickness or disturbing circumstances at home.

The school is not for the purpose of reducing all children to the same level.

Children often do poor work because they are insufficiently fed.

Language is caught not taught.—Dr. Marchof.

Reproof is not always administered wisely and well. If it were, far less discipline would be required in our school-

rooms. Sydney Smith says :—"Find fault, when you must find fault, in private, if possible ; and some time after the offence rather than at the time. The blamed are less inclined to resist when they are blamed without witnesses ; both parties are calmer, and the accused party is struck with the forbearance of the accuser, who has seen the fault and watched for a private and proper time for mentioning it."

Knowledge is only power. Without wise direction it is worse than useless. It destroys instead of building up.

No human being can live for any length of time without exercise. Both the teacher and the child require an abundance of exercise in the fresh air.

Chewing gum is a bad habit. It is said to make the lower half of the face look heavy. It certainly prevents the child digesting his proper food.

*The Roman pronunciation* of Latin and the accentual pronunciation of Greek are henceforth to be imperative in all the public schools of Nova Scotia. The largest academies and high schools adopted the standard pronunciation some years ago, as well as the leading universities. We presume that uniformity in the pronunciation of the ancient classics will now be universal throughout the Province."—The *Educational Review*.

This is a step in the right direction. The study of classics has been much retarded through the lack of uniformity in pronunciation and the circumstances that attended it. There is a life and interest attaching to a language that is spoken that does not belong to the language that is only written. But of what use was it to speak Latin when there were three pronunciations in ordinary use. When a pronunciation common to at least all English-speaking people has been determined on, the culture and disciplinary values of Latin will be much increased. Even secondary schools will be able get a few "noble thoughts in noble language," as well as the derivation of words, the declension of nouns and adjectives, and the conjugation of verbs, by the saving of time consequent upon this much needed reform. He who tries to stem this tide is as one who would stop with his foot the onward flow of a mighty river.

## Official Department.

McGILL NORMAL SCHOOL,

MONTREAL, February 24th, 1899.

At the above date the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—Dr. Heneker in the chair; George L. Masten, Esq.; the Reverend Dr. Shaw; Professor A. W. Kneeland, M A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; H. B. Ames, Esq.,B.A.; Principal Peterson, LL.D.; W. S. MacLaren, Esq.; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D.; the Honorable Justice Lynch, D.C.L.; John Whyte, Esq.; Inspector James McGregor.

In the absence of the Secretary, the Reverend Elson I. Rexford was requested to act until the arrival of the Secretary.

The minutes of the two previous meetings were read and confirmed.

The Chairman read notices calling the meeting, and stated that in accordance with the resolution of the Committee the Saturday meeting is to be an open meeting.

The sub-committee on text-books then submitted the report for the quadrennial revision.

It was moved by Dr. Shaw, seconded by Mr. Rexford,

That the report be taken up department by department.—Carried.

After discussion and amendment, the report in the following form was adopted, and the Secretary was instructed to transmit it to the Lieutenant-Governor in Council for approval.

### REPORT OF THE COMMITTEE ON TEXT-BOOKS.

After most careful and anxious consideration and consultation with those whose interests are most concerned, the text-book committee beg leave to recommend for authorization the list of books placed in your hands.

In making their selection, the committee have had the following points in view:—First, suitability of the various

books for use in our schools; second, quality of material and workmanship displayed; third, price; fourth, attractive appearance; fifth, a desire not to displace good books already in use; and sixth, a desire to limit the number of books authorized for each subject, as far as possible, considering the interests of all sections of the Province.

It will be seen, on comparing the proposed list with that authorized four years ago, that comparatively few changes have been made, and such as have been made are, in the opinion of the committee, necessary for the well-being of our schools.

Signed on behalf of the committee,

A. KNEELAND,
Convener.

## LIST OF TEXT-BOOKS RECOMMENDED FOR AUTHORIZATION BY THE TEXT-BOOK COMMITTEE.

### CLASS I.—FOR ELEMENTARY AND MODEL SCHOOLS.

| Subject. | Text-Book. | Publisher. | Price. |
|---|---|---|---|
| *Reading* | (a) Graduated Readers | Chambers. | |
| | Primer, Parts I and II united | | .05 each or .10 |
| | Infant Reader | | .07 |
| | Books I and II | | .15 ea. |
| | Book III | | .20 |
| | Book IV | | .25 |
| | Books V and VI | | .30 ea. |
| | (b) Royal Crown Readers | Nelson & Sons. | |
| | Primer I | | .08 |
| | Primer II | | .10 |
| | Infant Readers I and II | | .15 ea. |
| | Book I | | .20 |
| | Book II | | .25 |
| | Book III | | .30 |
| | Book IV | | .35 |
| | Books V and VI | | .45 ea. |
| | (c) Canadian Readers | Ed. Book Co. | |
| | Quebec Primers I and II | | .10 ea. |
| | Advanced Book I | | .25 |
| | Books II and Advanced II | | .30 ea. |
| | Book III | | .40 |
| | Book IV | | .50 |
| | Book V | | .60 |
| *Spelling* | Word and Sentence Book (Binding must be made satisfactory). | Grafton & Sons | .30 |
| | Practical Speller Revised | Ed. Book Co | .30 |

| Subject. | Text-Book. | Publisher. | Price. |
|---|---|---|---|
| *Writing*..... | Practical Penmanship ..... | Ed. Book Co..... | .07 ea. |
| | Vertical Copy Books ..... | " " " ..... | .07 ea. |
| | Vertical Penmanship..... | Grafton & Sons.... | .08 ea. |
| | Upright Penmanship..... | Sampson, Marston, Lowe & Co..... | .06 ea. |
| | Business Forms and Accounts. | Copp, Clark Co ... | .10 ea. |
| *Arithmetic*... | Graded Arithmetic..... | Grafton & Sons. | |
| | Parts I and II..... | | .15 ea. |
| | Ele. Arith. Revised ..... | Ed. Book Co..... | .30 |
| | Martin's Simple Rules ..... | Copp, Clark Co ... | .10 |
| *English* ..... | West's Eng. Gram. for Beginners..... | " " " ..... | .25 |
| | Hyde's Prac. Lessons in the Use of Eng..... | " " " ..... | .30 |
| | Story-Book Readers..... | Nelson & Sons. | |
| *Geography*... | Calkin's Intro. Quebec Ed Revised..... | " " .... | .65 |
| | (I) Recommended on condition that the work be corrected to date ; (2) That a map of the Province of Quebec, showing present boundaries, and a map of the Dominion of Canada, showing bounds of the New Provisional Districts, be inserted ; and (3) That the price remain at 65 cents. | | |
| | Geographical Readers..... | Chambers. | |
| *Scripture*.... | The Holy Scriptures. | | |
| | McLear's Old & New Test. Hist..... ..... | MacMillan & Co... | .30 ea. |
| *History*. .... | Miles' Child's Hist. of Canada. | Dawsons..... | .30 |
| | Robertson's Hist. of Canada... | Copp, Clark Co.... | .30 |
| | Gardiner's Outline of Eng. Hist. | Longmans..... | .60 |
| | Things New and Old, by Arnold Foster..... ..... | .Grafton & Sons. | |
| *Algebra*..... | C. Smith's Ele. Algebra..... | MacMillan & Co... | 1.00 |
| | Todhunter's Alg. for Beginners. | " " . . | .60 |
| *Geometry*.... | Hall & Steven's Euclid..... | " " ... | 1.00 |
| | Todhunter's Euclid..... | " " ... | .75 |
| *French*..... | Oral Exercises, Pts. 1, 2, 3, 4, and 5..... ..... | Drysdale Co.... | .05 & .10 ea |
| | Fasquelle's Intro. Fr. Gram.... | Dawsons ..... | .40 |
| | Progressive Fr. Reader, Part I. | Drysdale Co.. .... | .30 |
| *Latin*. ..... | Shorter Latin Course (Egbert) Am. Ed ..... | MacMillan & Co... | .40 |
| | Collar & Daniel's 1st Latin Bk. | Ginn & Co..... | 1.00 |
| | New Gradatim..... | " " ..... | .60 |
| *Physiology*... | The Making of the Body (Barnett.... ..... | Longmans..... | .45 |
| *Drawing* .... | Dom. Free-Hand Course.. ... | F. Brown Co..... | .10 ea. |
| | Prang's System of Drawing.... | Prang Co. | |
| *Music*..... | Curwen's Tonic Sol-Fa Series.. | Curwen & Sons. | |
| | Tonic Sol-Fa Series ..... | Bayley & Ferguson. | |
| *Agriculture*.. | James' Agriculture..... | Morang..... | .25 |

CLASS II.—FOR ACADEMIES.

| Subject. | Text-Book. | Publisher. | Price. |
|---|---|---|---|
| *Reading* | See Class I. | | |
| *Spelling* | See Class I. | | |
| *Writing* | See Class I. | | |
| *Arithmetic* | Graded Arth., Pts. 3 and 4 | Grafton & Sons. | .15 & .25 |
| | Hamblin Smith's Arith | Ed. Book Co | .60 |
| *Mensuration* | Steven's Mensuration | MacMillan & Co | .45 |
| *Book-keeping* | Standard Book-keeping | Ed. Book Co | .65 |
| | High School Book-keeping | Copp, Clark Co | .65 |
| *English* | West's Elements of Eng. Gram. | " " " | .50 |
| | Brooke's Elements of Eng. Literature, New Ed. | MacMillan & Co | .30 |
| *Geography* | High School Geog | Can. Pub. Co | 1.00 |
| | Davis' Physical Geog | Ginn & Co | 1.25 |
| | Hinman's Phys. Geog. | " " | 1.25 |
| *History* | Hist. of Greece Primer | MacMillan & Co | .30 |
| | Hist. of Rome Primer | " " | .30 |
| | Hist. of England (Buckley) | Copp, Clark Co | .65 |
| | Hist. of Canada (Clements) | Briggs & C. C. Co | .50 |
| *Algebra* | See Class I. | | |
| *Geometry* | See Class I. | | |
| *Trigonometry* | H. Smith's Elm. Trigonometry. | Ed. Book Co | .75 |
| *French* | Bertenshaw's French Gram | Longmans | .50 |
| | Bertenshaw & Juneau's French Comp | " | 1.00 |
| | Larousse's Fr. Gram., Prem. Année | Larousse | .30 |
| | Progressive Fr. Reader, Pt. II. | Drysdale Co | .50 |
| *German* | Joynes' German Reader | Heath & Co | 1.10 |
| | Van Der Smissen's H. S. Gram. | Copp, Clark Co | .75 |
| *Latin* | Shorter Latin Course, Pt. 2, Eng. Ed | MacMillan & Co | .54 |
| | Kennedy's Primer Revised | Longmans | .75 |
| | Fabulæ Faciles. | " | .75 |
| *Greek* | Cæsar's Helvetian War | Welch & Duffield. | |
| | White's First Greek Book | Ginn & Co | 1.00 |
| | Abbott Mansfield's Greek Gram. | Rivingstons | 1.00 |
| | Rutherford's Greek Gram. | MacMillan & Co | .60 |
| | Underhill's Easy Exs. in Greek. | " " | .60 |
| | Xenophon's Anabasis Adapted for the Use of Beginners | Welch & Duffield | .45 |
| *Physics* | Gage's Introd. to Phyc. Science. | Ginn & Co | 1.00 |
| *Chemistry* | Remsen's Elements | MacMillan & Co | .75 |
| *Botany* | Groom's Ele. Botany, with Appendix | Copp, Clark Co | 1.25 |
| *Agriculture* | First Lessons in the Scientific Principles of Agriculture | Drysdale Co | .75 |
| *Drawing* | See Class I. | | |
| *Physiology* | Making of the Body (S. Barnett) | Longmans | .45 |

Restrictions :—(1). The headlines in Grafton's series of copy books are to be amended so as to be satisfactory to the text-book committee.

(2). The binding of the First Lessons in Scientific Agriculture must be improved so as to be satisfactory to the text-book committee.

Apart from the subjects of writing and drawing, the text-books are arranged in each department in order of merit according to the opinion of the text-book committee.

Moved by Professor Kneeland, seconded by Inspector McGregor,

That the Secretary of the Protestant Committee be instructed to prepare a circular to be sent to all Secretary-Treasurers of Boards of School Commissioners and Trustees, setting forth their rights and duties in relation to text-books and other kindred subjects, and suggesting that they consult the Inspector of elementary schools in making their selection of books for use in the schools under their control.

On motion of Dr. Peterson the Honorable Justice Lynch was added to the standing committee on Text-books.

The standing committee on Legislation then submitted the following report:—

## Protestant Committee of the Council of Public Instruction.

The sub-committee on Legislation beg to report as follows:—

As soon as it was announced that the programme of the Government for the session of 1899 would include an "Education Act," steps were taken to secure copies of the Bill without delay, but this was only possible after the Bill had been introduced. Through the prompt action of Mr. Parmalee, English Secretary of the Department, and the kindness of the Hon. H. Thomas Duffy, the Chairman received two copies on Friday, the 20th January, the day after the printed Bill was laid before the House, but after it had been brought in pro-forma, and a first and second reading had taken place.

No time was lost in calling the members of the sub-committee together, and on Monday, the 23rd, a meeting was held, the only absentee being the Hon. Mr. Lynch, who was unfortunately unable to attend.

A careful but somewhat hasty examination of those portions of the Bill in which the committee are specially in-

terested was made, and it was found that many clauses considered objectionable in the previous Bill had been struck out or modified, while some new clauses had been introduced tending to improve the character of the Bill and make clear some of the clauses which were before somewhat vague and indefinite. In consequence of the shortness of the time at their disposal, the main object of the sub-committee was to limit their examination to those portions only of the Bill which, being administrative, come directly under the purview of the committee.

The clause in the former Bill which transferred the sums coming from the Marriage Licenses of Protestants to be apportioned amongst poor municipalities has been changed materially and now reads as follows :—"The sums paid over to the Provincial Treasurer shall be by him annually paid over to the Superintendent.....to be apportioned under the authority of the Lieutenant-Governor in Council, with the recommendation of the Protestant Committee among the Protestant institutions of superior education, or Protestant poor municalities, or both, etc."

This gives a discretionary power to the Protestant Committee.

Your sub-committee, though approving generally of the Bill, felt it incumbent on them to make certain suggestions to the Government, and in order to facilitate discussion and render clear their meaning, drew up these suggestions under nine heads, each member of the sub-committee taking three.

An arrangement was made for a meeting with the Cabinet through the kind assistance of the Honorable H. T. Duffy, and on Tuesday morning, the 24th January, the members of your sub-committee were courteously received by the Premier and several Cabinet Ministers.

The Chairman took the three following topics :—

1st. An increase in the Government grant to elementary schools.

2nd. Amendment of article 30 of the Education Act, so as to provide for the audit of the books of secretary-treasurers by the school inspectors.

3rd. A letter of L. H. Davidson, Esq., D.C.L., regarding moral and religious qualifications of school commissioners.

As to the first, some discussion took place, but the only difficulty raised was on the score of the Provincial

finances. The Premier, however, reminded the sub-committee that an extra sum of $50,000 had been granted for primary education, but that it was impossible for the Government to do more until the finances of the Province were brought into a more satisfactory condition than they are in at present. As to the second the Chairman drew attention to several clauses in the Bill, describing the duties of the Superintendent as regards the examination of the accounts and of the financial condition of the school municipalities; the duties of the secretary-treasurers, the difficulties of obtaining competent officers, the duties of the inspectors in such cases; and urged that as a matter of principle all outlay of public money should be accompanied by a proper system of audit undertaken by a competent auditor.

The third matter was contained in a letter to the Chairman from Dr. L. H. Davidson, of Montreal, advocating the necessity of some remedy against the appointment of persons of immoral character as commissioners or trustees.

The letter of Dr. Davidson was placed in the hands of the Secretary of the Department for the information of the Government.

Dr. Shaw brought the next three matters before the attention of the Government, viz:—1. The taxing of joint stock companies, in which he recommended that in the case of Montreal such taxes should be divided between the two school boards by the action of the managing boards of said companies.

2nd. Sanitary regulations, in reference to which he recommended that school boards be authorized to frame and enforce sanitary regulations, provided they be in harmony with the regulations of the Provincial Board of Health.

3rd. Free text-books, in which matter he recommended that the share of grant for this purpose coming to the Protestant schools should be administered by the Protestant Committee for the improvement of the Protestant elementary schools.

Mr. Ames then proceeded to lay the three last suggestions before the Ministers:—

1. That in cases of the joint ownership of property the division of the contribution levied thereon should be divided according to the religion of the several partners.

2. That the reports submitted to the Government by

private educationel institutions enjoying local exemption should contain fuller statistical information.

3rd. That the religion of minor children, when professing differing beliefs in the same family, should not be considered in the division of the school tax, but the belief of the tax-payer alone should be considered.

In conclusion the sub-committee felt it to be their duty, as well as pleasure, to place on record their appreciation of the courtesy and kindness of the Premier and the members of the Cabinet for their reception, and to express their sense of the care and attention given to their suggestions in every particular.

Respectfully submitted

(Signed,) R. W. HENEKER,
Chairman.

The report was received and adopted.

The sub-committee on inspection and examination of superior schools submitted a report, when it was moved by Professor Kneeland, seconded by Mr. W. S. McLaren, and resolved, That in accordance with the recommendations of the sub-committee on examinations, and in order to bring the examinations of the superior schools under the direction of the Central Board of Examiners, a committee, consisting of five members of that Board, be appointed annually at the February meeting of the Protestant Committee, whose duty it shall be :—

1st. To supervise the examination papers set by the inspector for the June examinations.

2nd. To draw up regulations for the government of the work of the examiners, subject to the approval of the Protestant Committee.

3rd. To present annually, at the May meeting of the Protestant Committee, a list of the examiners proposed by them, for the approval of that Committee.

4th. To supervise the work of such examiners.

5th. To take into consideration the results obtained by such examiners.

6th. To present annually, at the November meeting of this Committee, a general report upon the examinations of the June previous.

The following persons were appointed in accordance with this resolution : Professor Kneeland, Convener ; In

spector Harper, Mr. Parmelee, Mr. Young and Mr. Rexford.

The sub-committee on inspection and examination was continued, Justice Lynch, convener.

The sub-committee on McGill Normal School grants reported progress and was continued.

The sub-committee on academy diplomas then submitted the following report:—

24th February, 1899.

In regard to the proposal to make German optional with Greek for women candidates for academy diplomas, the undersigned beg to recommend the Protestant Committee to give effect to this proposal, provided that such academy diplomas, when obtained with German instead of Greek, shall not carry with them the right to fill the office of Principal in an academy.

(Signed,) W. PETERSON,
" S. P. ROBINS,
" ELSON I. REXFORD.

On the motion of Dr. Peterson the report was received and adopted.

An application from Mr. E. N. Brown, with letters from certain model school teachers, asking that the superior school examinations be held during the first week in June as heretofore, was considered, when it was decided that the recently amended regulation should remain in force.

For the information of the Committee, a letter, sent through Messrs. John Dougall & Son, with $30 of conscience money for Protestant superior education, was read.

An application from the Reverend Dr. Allnatt, acting principal of Bishop's University, for the approval of its syllabus of fifty lectures in Education to be provided for candidates for the academy diploma and of its arrangement for practical work as well, was read and considered.

It was moved by Dr. Robins, seconded by Rev. A. T. T. Love, and

*Resolved*,—That this Committee has had much pleasure in hearing that the Governing Body of Bishop's College intends to organize a course in theoretical and practical Pedagogy leading up to an academy diploma for graduates of Bishop's College.

This Committee further accepts and approves the course in Education submitted by the Rev. Dr. Allnatt, acting principal, in his letter dated 17th February, in accordance with the provisions of article 22 of the new regulations of the Protestant Committee of the Council of Public Instruction.

It is, however, understood that the approval of this arrangement hereby recorded is to hold only as long as the similar arrangement for delivering lectures in Pedagogy to undergraduates in the Normal School shall continue.

Applications on behalf of the Girls' Model School in connection with McGill Normal School and of the Senior School, Montreal, for a continuation of the arrangements under which their pupils have hitherto entered the advanced elementary school class of the Normal School, were acquiesced in for the present year, and the question of the admisssion of candidates to the Normal School from special schools was referred to the Central Board for consideration and report.

An application from Mr. John Douglas for an extension of the superior school examinations so as to include an entrance paper for admission to model schools from elementary schools was submitted.

The Committee regretted that it was unable to comply with the request.

An application for assistance to enter suit in St. Agnes de Ditchfield was read, when the Secretary was instructed to say that the Committee was unable to give the assistance asked for, or to intervene further than the Department had done, as shown by copies of letters which were read to give an understanding of the case.

The interim report of the Inspector of the superior schools was received.

The Secretary was instructed to prepare and issue a circular letter in regard to "Empire Day," in order to call the attention of school boards throughout the Province to the previous action of the Committee.

The Reverend A. T. Love was requested to countersign the Committee's cheques.

The grants to poor municipalities, as prepared by the Department, was submitted and duly approved.

The following financial statement was submitted:—

1899. *Receipts.*

| | |
|---|---|
| Feb. 23rd—Balance on hand..... ..... | $2,169 60 |
| Jan. 30th—Conscience money received through Messrs. John Dougall & Son..... | 30 00 |
| | $2,199 60 |

1898. *Expenditure.*

| | |
|---|---|
| Nov. 30th—J. M. Harper, salary..... | $ 300 00 |
| Dec. 1st—G. W. Parmelee, salary..... | 62 50 |
| 1899. | |
| Jan. 17th—J. M. Harper, salary.. .. .. ..... | 300 00 |
| Dec. 29'98—*Chronicle* Printing Co., Minutes of P. C..... | 11 00 |
| | $ 673 50 |
| Balance on hand as per bank book..... | 1,526 10 |
| | $2,199 60 |

Examined and found correct.

(Signed,) R. W. HENEKER.

Saturday, February 25th, 1899.

An open meeting of the Protestant Committee was held on this date in McGill Normal School, the same members being present as on the 24th instant.

The Chairman and Justice Lynch explained the object of the meeting, and the former invited any persons present who wished to discuss any feature of educational work to do so after Mr. Whyte had spoken to his motion, of which notice had been given.

Mr. Whyte spoke to his motion, after which the following persons addressed the Committee:—

Inspector Taylor, representing the Teachers' Association of Bedford district; Mr. Fred. Hamilton, Secretary of the Dissentient School Board of Longueuil; Reverend Dr. McVicar, Chairman of the Protestant Board of School Commissioners of Montreal; Mr. Wm. Foster Brown and Mr. W. Drysdale, of Montreal.

The Chairman assured the speakers that their views would receive the attention of the Committee, and the open meeting was brought to an end.

The Committee continued its ordinary meeting, when Mr. Whyte's motion, seconded by Mr. Masten, was carried in the following form: —

*Resolved*,—That in view of the unsatisfactory and inefficient state of elementary education in the rural districts, a sub-committee be appointed to enquire into the best means of making it more efficient.

The sub-committee consists of Mr Whyte, Convener; Messrs. Masten, McGregor, Justice Lynch and Mr. Maclaren.

The meeting then adjourned to Friday, the 19th of May next, unless called earlier by the Chairman.

G. W. PARMELEE,
Secretary.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by an Order in Council, dated the 22nd of March last (1899), to appoint the Reverend Lennox Williams, M.A., of Quebec, a member of the Protestant School Commission of the City of Quebec, to replace the Revd. R. W. Norman, D.D., D.C.L., absent from the Province.

To appoint W. J. Watts, Esq., advocate, M.L.A., of Drummondville, a member of the Council of Public Instruction, to replace the Ven. Archdeacon Lindsay, M.A., D.C.L., who has resigned.

His Honor the Lieutenant-Governor has been pleased, on the 22nd of March last (1899), to define and fix the limits of the said municipality as follows, to wit:

On the south-east, in the township of Cap Rosier, by lots exclusively number fifty of the first range, forty-three of the second range, thirty of the third range, and the south division line of the fourth range; on the south by the south division line of the irregular ranges A. B. of the township of Gaspé Bay North, then on the west comprising a strip of land adjoining the irregular ranges A. B. aforesaid, strip of the width of a range running northwards to range II. E. of the township Fox, less the lands which will not belong to Catholics in the township of Gaspé Bay North, and the

lots of the said strip which are or will become the property of the residents of the township Fox, including therein lots numbers 1, 2, 3 of the said range II. E., by detaching them from the school municipality of Fox River; on the north by the river Saint Lawrence to the limit of the township Fox.

To detach lots 9 and 10 of second range north, township of Hope, Bonaventure county, from the school municipality of Saint Godefroid, and to annex them to the school municipality of Port Daniel west, same county, for Protestant school purposes.

To enact that the division line between the school municipality of the parish of "Sainte Geneviève No. 1," and of "Sainte Geneviève No. 3," in the county of Jacques-Cartier, shall be the dividing line between lots Nos. 147 and 148, and lots Nos. 146 and 150, of the cadastre of the parish of Sainte Geneviève, in the said county.

To detach from the school municipality of "Sainte Anne de Bellevue," county of Jacques-Cartier, the cadastral lot No. 302 of the parish of Sainte Anne du Bout de l'Ile, and annex it, for school purposes, to the school municipality of "Sainte Anne du Bout de l'Ile," in the same county.

To detach from the sehool municipality of Sainte Brigide, county of Iberville, the following cadastral lots of the parish of Sainte Brigide, to wit: Nos. 529, 530, 531, 532 and 533, and annex them, for school purposes, to the school municipality of "Saint Alexandre," in the same county. The foregoing changes to take effect on the 1st of July next (1899).

To appoint Mr. François Denis, school commissioner for the municipality of Saint Ubalde, county of Portneuf, to replace Mr. Joseph Alain, absent.

THE

# EDUCATIONAL RECORD

OF THE

# PROVINCE OF QUEBEC.

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## Articles: Original and Selected.

## CORRELATION OF STUDIES OR THE NEW IDEA IN EDUCATION.

What it is.—The correlation of studies is an attempt to enrich the content of the school course, to provide for better assimilation of knowledge, and to make instruction tend more directly to the development of character. This is to be accomplished by directing the attention of the child more to the subject matter of the school work than to the form of expression of the content, *i. e.*, more to literature and nature study, in the broader sense, than to reading and writing by which these find expression. An economy of time towards this end is secured by an orderly correlation and interrelation of subjects, and by the concentration of the school work upon a centre or on centres of interest. In some parts of Germany, in the second grade of school work Robinson Crusoe is the centre of interest for the year. The children have the story told to them; then they relate it. The ethical and culture lessons are drawn from the conduct of Robinson Crusoe, the reading is confined to this classic, and the writing and spelling are based upon it. The child takes for nature study the objects referred to, while his drawing lesson consists in sketching the objects. Songs are introduced to express emotions befitting the moment. The arithmetic and geography lessons are made to bear upon the same subject. This is called concentration of subjects. There is a great difference of opinion as to the best way of correlating subjects, as the

famous report of the "Committee of Fifteen" shows. Some teachers see insurmountable difficulties in taking Robinson Crusoe as a centre of interest and concentrating all the work of the year upon that subject. They foresee the troubles that will arise from insufficient grading of the various subjects, etc. They see that it is but an artificial interest at best. In a word this question of correlation is an attempt to systematize, modify and place upon a higher plane the methods of education which have in the past commended themselves to the thoughtful teacher. Geography and history have long been interrelated. Literature has been used as a centre of study around which reading, writing, spelling, grammar, punctuation and composition have clustered. We are not without other centres of interest. Instead of using Robinson Crusoe we have modified Lady Brassey's "Voyage in the Sunbeam," and "The Trades, the Tropics and the Roaring Forties." In teaching the classics we take as centres of interest Cæsar's Gallic War for the Latin and Xenophon's Anabasis for the Greek. We take our pupils into the Roman thought atmosphere and into the Greek thought atmosphere. We use the above mentioned texts as bases of rational conversation and draw grammatical and syntastical conclusions as corollaries from the language used to express the thoughts of Cæsar and Xenophon. Nature study and science work have been related for many a long year, and so with other subjects. There is a tendency for the impulses of an age to cluster about some objective point. The educational impulses and methods of the nineteenth century are clustering around *correlation.*

—Its Author.—Johann Friedrich Herbart, born in Oldenburg in 1776, thirty-one years after Pestalozzi, was a German philosopher, very variously estimated both by his contemporaries and successors. It is claimed that he gave to the world the embryo from which the *new education* has developed. In early life Herbart evinced a strong taste for philosophy. This is evidenced by the fact that at twelve years of age he had read the philosophical systems of Wolff and Kant. He was at one period of his life an ardent admirer of Fishte. But no system of philosophy was satisfactory to him. His dissatisfaction cultimated in the formulation of a system of philosophy which now bears the name Herbartian. Its centres of promulgation were

Göttingen aud Leipsic. Having occupied many years the chair of philosophy at the University of Königsberg—a chair which Kant had held before him, and to which Rosenkranz, the pedagogical philosopher, succeeded—he established a school of pedagogy there. Herbart's pedagogical system was derived from his philosophical theories.

—Herbart's Philosophy.—The psychological tenet peculiar to Herbart and the one of most interest to the teacher in his *concept* theory which represents the psychical life as produced by a struggle among concepts, ideas or representations. The concept, as understood by Herbart, is produced by sensations forming perceptions in the mind, *e. g.*, the concept of a horse or book. Herbart has worked out an elaborate system of mathematical philosophy showing the result of the action and reaction of the concept or mental forces. He shows how one idea assists another in rising to consciousness and how ideas oppose one another. Ideas are the one form of the soul's activity. There are no so-called faculties of the mind. Well for the teacher that pedagogical systems are based mainly upon experience and not upon the shifting sands of philosophical speculation! Kantian and Herbartian alike may accept a pedagogy based upon experience. The corollary valuable to education deduced from the concept theory is that as the soul's furnishing is so slight to begin with (possessing only the power of self-preservation), a very rich programme of ideas must be presented to the child, and in such a way as to be easily and well digested. That is, as the mind has no faculties but is dependent for its life upon concepts or ideas, the content of study should be as rich and as well arranged as possible, and have a centre or centres of interest established. The same corollary might have been drawn from other systems of philosophy, but the Herbartian has certain advantages in this respect. This has led to a renewed search for the *summum bonum* or greatest interest in education. It is found by Herbart and others in the formation of a good moral character for the child through an "aesthetic presentation of the universe." Herbart's opening sentence to his "Aesthetic Presentation of the Universe" is, "The one problem, the whole problem of education may be comprised in a single concept—morality." To reach this end the child must obtain knowledge of nature, first by experience, secondly by induction and deduction, and simultaneously

with this *love* for nature through literature—the noblest recorded thoughts of man, rising gradually to the conception of his place in nature and his relation to God—the source of all knowledge and all love—the creator of all things.

—The Method by which this can be obtained.—The study of nature becomes more and more complex as time passes. The child must be given "the thought experience of the past and be fitted to take his place in the world as a social unit. But the thought experience has accumulated very rapidly, and worse still nomenclature has increased enormously without a corresponding increase of thought. Languages are making a greater and greater demand on the time of the student. Competition in the social world is becoming appalling. These facts have led to the consideration of the correlation of subjects to economize not only the time of the child but also that of the teacher. The pressure is just as severe upon the teacher as upon the child.

—Where is the Idea being worked out.—Germany has for many years been using Herbartian methods—Herbart's ideas extended and applied by doctors Tiller Story, Rein, Lange and Frick. The experiment is being tried in several large centres in America, notably in certain schools of New York and Chicago—most natural places—large cities, where life-pressure is very great.

—Is it necessary to become a Herbartian in Philosophy to use the best of the Methods?—No. The two main ideas of the Herbartians, the power of apperception or assimilation of knowledge and the development of character are based mainly upon experience and not upon philosophy.

—Is this a revolution in teaching Methods?—No, only a tendency towards greater systemization. A thoughtful, earnest teacher who has found her own true relation to the universe and its complex life even though she know not Herbart is infinitely to be preferred to the thoughtless teacher who can glibly use the Herbartian terms apperception, age impulse, correlation, interrelation, concentration, coordination, etc., etc., and knows not the value of life and its lessons.

—Formal scheme for individual lessons.—Besides presenting schemes of correlation, interrelation and concen-

tration of studies the Herbartians give us directions for the formal teaching of individual lessons. In this five steps are taken following very closely the five steps used in developing a lesson by the method known to us as the inductive-deductive method. Lessons illustrating this point will be considered next month.

## THE TEACHERS' LECTURE COURSE.

Professor E. R. Shaw, Dean of the School of Pedagogy, New York University, delivered at the High School, Montreal, the seventh lecture of the "Teachers' Lecture Course," his subject being "The New Idea of Correlation in Teaching and the Economy, Mentally and Socially, which it subserves. Dr. Shaw's lecture was illustrated by a large chart showing the curriculum of an ideal educational course as worked out in the schools with which he is connected. The scheme included seven years of school work. Only the first year's work in the three cases is referred to minutely in this paper. An outline of Dr. Shaw's address is given below.

—INTRODUCTION.—The idea of correlation came from Germany, having been introduced by students who came in contact with Herbart. It furnished a new factor to aid in the solution of a most perplexing problem—the crowding of new subjects into the course of study. This crowding was not due to specialists trying to make much of their particular subjects, but was an age impulse—the accumulating pressure of preceding ages. The more complex the state of society becomes the greater the demand for more preparation. The more complex society demands greater diffusion of knowledge, forming an age impulse. The bicycle and liquified air are illustrations of increasing life complexity. The bicycle has opened up new industries. Who can tell the far reaching results that will follow the introduction of liquified air as a factor in mechanical problems. Who could have foretold the triumphs of electricity ?

—THE MENTAL ECONOMY.—What is needed to fit the child for this ever increasing complexity of environment is a change in the method of presenting subjects by correlation, co-ordination, interrelation and concentration of subjects. The report of the "Committee of Fifteen" of the National Educational Association made clear the meaning

to be attached to these terms. Correlation was defined to be the selection of subjects to fit a child for his complex life. Concentration and co-ordination are ways of arranging the programme to bring about correlation. Interrelation is the term used to define cross relations in the scheme of correlation of duties. Following the plan of De Garmo, all school work was divided into three cores, branches, groups or orders, the humanistic, the scientific and the economic, arranged in order of age. Correlation and interrelation begin with the child's sensuous interests and expand to higher relationships. Humanistic studies are ethical and are the oldest embodying literature and history. Francis Bacon turned the attention of teachers and others to science and consol relations, and added accuracy to knowledge. The newest core of studies is the economical, the kind of knowledge that has perpetuated itself in nooks and corners, and has not as yet found its way into the schools. Each core of subjects was subdivided into two parts. The first was the *material* of study, *e. g.*, the humanistic material comprising duties and relations as found in myths, fairy tales, biographical stories, poems, songs, hymns, pictures; the scientific material comprising the study of natural surroundings as land, water, sky, heavenly bodies, seasons, weather, animals, plants, minerals, geometric forms, color, the human body, physical forces and phenomena and pictures; the economic material comprising the study of the neighborhood in regard to food, clothing, shelter, industries, occupations, means of travel and pictures. The second subdivision of each core was entitled *activities of arrangement and expression.* Under humanistic activities were grouped, learning to read, oral and written language, oral and written spelling, games, diagrammatic drawing and physical culture. Under scientific activities were found number work, numbers 1 to 10 and counting to 200, the fractions $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$, denominate numbers as foot, pint, quart, gallon; here also found place excursions, collections, descriptions, planting seeds, clay modelling, moulding, games, dominoes, direction, distance, measuring, music, singing scale of C, and physical culture. The economic activities embraced writing, tracing the outlines of animals and implements and cutting these from paper with scissors, paper folding, paper weaving, sewing, making articles of utility, color work with brush, clay modelling, games, buying and sell

ing. The material is an end in itself. The activities as learning to read, write, spell, etc., are not ends in themselves but are secondary or subordinate to material. Each core was well graded. The myths of the first year become literature in higher grades, the ethical stories of the earlier years become civics later on, the study of the neighborhood in the first years becomes industry and commerce in the seventh, land, water and sky change to physical and political geography, animals to zoology, plants to botany, form to inventional geometry, the human body to physiology, and so on. It is difficult to harmonize correlation with our old ideas, because some people are unable to think that knowledge can be given to pupils differently from the way in which they obtained it. Interrelation links studies together. This linking is only limited by the inventive power of the teacher. Interrelation seeks to make as great a number of associations as possible, so as to establish the right clues in the child's mind in some way. As many associations as possible should be secured by as much interrelation of subjects as can be made. This is the method for securing mental economy for the individual child. Each subject concerned is enriched by interrelation. Arithmetic and geometry may be related, algebra superseding arithmetic in the higher classes. Interrelation not only takes advantage of evident points of relation but seeks out new ones. The basis of interrelation is found in the motor activities, the hand, eye, etc. Gouin used this fact in teaching French but did not go far enough. A boy might as well be taught manual training with French and German as to open and shut doors, etc. This method of teaching a language would give breadth of vocabulary and variety of expression. Geography and history might be interrelated. (Dr. Shaw abridged Dana's "Two Years Before the Mast," a book of ethical and literary value, for this purpose.) The human interest forms the centre of interest. The child sees the value of latitude and longitude, the difference of time due to longitude, observes the rising and setting of the sun and other matters too numerous to mention. Formal reading may be interrelated with nature study. The subject taken up in the nature study should be the content of the reading lesson. Skill in reading is acquired most easily when the child is interested. Throughout the whole school course formal reading should be made subservient

to science, literature and other important subjects. Readers merely as readers are doomed. Interrelation effects an economy of time for the teacher.

—THE SOCIAL ECONOMY.—The highest office of the school is to reach the social consciousness and effect the diffusion of the good. Laws, customs, institutions and churches exert an uplifting influence. But the school having the attention of the child for so many hours a day must, by economy of teaching and learning, effect a saving of time towards this end. It will be accomplished largely through literature. The first dim ideas of duties to be done that have come to the child through the observance of home life and through the reading of myth, fairy tale and legend are to be made more definite by ever increasing extension and intention in literature, for the ideals of society find their highest expression there.

—LOVE is the beautiful soul of life.—*Herbart.*

—THE kindergarten has been of great value to the little child. But in its wake have followed some evils. It was bad enough to have the older children posing in public. The dear little tots of three, four and five—babies yet—should have their delights kept for the home. Let the little songs be reserved for the pleasure of father, mother, brothers and sisters, and let these and the games be the glad and spontaneous expression of the child's activity, not something self-consciously and grudgingly given to appease the idle curiosity of friends or strangers. Because the little children of our kindergartens are so sweet and engaging there is a tendency on the part of mothers and teachers to make exhibitions of them. This takes away the charming naturalness of the child by throwing its thoughts back upon self. Mrs. James, principal of the Cincinnati kindergarten training school, calls a halt in this regard. She says, "Do not expect much show in the best kindergartens. The true, earnest, faithful woman who gathers your children into a kindergarten every day is working for the 'one far off divine event,' the perfecting of a human soul. She has faith in the processes of eternal growth, and so she humbly plants the seed and shines upon it with never failing love and tenderness; but alas! many times as she plants, fathers and mothers dig up the seeds to see if they have sprouted."

—LIFE is a quarry, out of which we are to mould, chisel and complete a character.—*Goethe.*

—THE service that corporal punishment renders in the economy of the school, is worthy a few moments of consideration. A boy once remarked to his mother, "When I was a child you did not make me do what I disliked, and now I can't do anything unless I like it." Why didn't you *make* me?" This boy has suffered both materially and mentally—not to say morally—much more than he could possibly have suffered physically from a few applications of the strap. He feels that his natural indolence has become a habit from which he would like to break away; but he sees also that he has not the moral courage to make the effort. It looks as though many thousands of the children who now occupy the seats of our school-houses will be saying in years to come both to parents and teachers, "Why did you not make me?" They will find that their natural and acquired disabilities are preventing their getting on in the world. They see others outstripping them in the race of life largely because they had wiser parents and teachers. Many a teacher has been thanked most cordially in after years by boys, who have been turned back from a wrong course by a teacher, who took enough interest in them to give them a good application of the rod. It is a most unpleasant duty, but one that, on some occasions, it is cowardly for a teacher to shirk. Competition in all lines of work is becoming so keen that there is no place in the contest for children who have been coddled in the lap of luxury, brought up on soft, crimson-cushioned seats and fed on sweet-meats and other dainties. Let the truest and best interests of the child be considered.

—A MOST pernicious habit indulged in by some teachers is that of *hinting the answers* to questions, Sometimes the teacher "looks the thought she may not speak;" or, she gives questions that require only the answer yes or no. Let the child think for himself or show that he has not thought.

—WHAT an interesting exercise it is to trace words to their source. What is the origin of the word velvet? It comes from the Latin villus a shaggy hair. Plush is from the Latin pilus a hair, silk from the Latin sericus soft, linen comes from the Latin linum flax, through the Anglo-Saxon, lace from the Latin laques a noose or snare, tapestry is

from the Latin tapes, a carpet through the French tapisserie.

—ENGLISH is the commercial language. More letters are written in English than in all other languages put together. The fact that three-fourths of all the letters that go through the mails of the world are in English, seems more wonderful when it is stated that only about one-fourth of the world speaks our language.

The march of intelligence headed by the English-speaking races, the wonderful decrease of illiteracy among them, and the demands of commerce, with these same races in its van, have brought this result.

Commerce has extended the post-office system to all parts of the globe, into every nook and corner of the civilized world, and its language has been evolved from the English tongue. All races that enter into commerce of necessity learn more or less of the English language, and to some considerable extent carry on their business correspondence in English." Our Times. The teachers are determining the *character* of the English that plays, and will more and more play an important part in the civilized world.

## REMINDERS.

—WHEN standing in their lines or at their rings children ought to stand on both feet.

The height of the seat and of the desk should be in proportion to the height of the child.

A seemingly stupid child is sometimes wakened up as if by magic by being brought to the front row of a class room. He was either short-sighted or deaf.

Wanting a drink of water during school hours is sometimes a bad habit.

A tall girl should not be seated between two short girls. The contrast makes her feel awkward.

—THE education of the child is not complete until he can recognize a book worth reading and has formed the habit of reading good books. Indeed, no child should leave school until he has mastered these two most important points.

—THERE has been much speculation as to the basis of selection of the digits, one to nine, which the Arabs have passed on to us and other modern races, along with many

other mathematical favors. "The latest theory," says the *Leisure Hour*, "about the origin of the form of Arabic numerals is that propounded by a learned Italian, in the pages of the 'Cattolico Militante.' This gentleman, whose name is Di Cornegliano, states that as the Arabs were splendid mathematicians, it is probable that their numerals assumed their well-known shape and order out of consideration of the number of angles in each." The angles to which reference has been made may be more or less easily reckoned by drawing the numerals with straight lines instead of with curved lines.

—WHAT men want is not talent, it is purpose; in other words, not the power to achieve, but the will to labour.

—*Bulwer-Lytton.*

—LET not the teacher feel restive because of the many restraints thrown around him in the form of text-book committees, boards of examiners, the Protestant Committee of the Council of Public Instruction, etc., etc. In his little realm the school-room (often but a very narrow, dingy kingdom it is) he reigns supreme. It is necessary that his power be limited by outside restraints, or he would in a great majority of cases become a veritable tyrant. Colton says: Power will intoxicate the best hearts, as wine the strongest heads. No man is wise enough or good enough to be trusted with unlimited power; for whatever qualifications he may have evinced to entitle him to the possession of so dangerous a privilege, yet, when possessed, others can no longer answer for him, because he can no longer answer for himself." The government under which we live, though a monarchy, is a limited monarchy, and to all intents and purposes of government is a democracy—a democracy of the best kind. So should it be in the school-room. The teacher is the monarch. He should be restricted as to power.

—DEAN Alford, in concluding his little book "The Queen's English," gives in a nutshell some valuable suggestions with regard to the use of English: "Be simple, be unaffected, be honest in your speaking and writing. Never use a long word when a short one will do. Call a spade a spade, not *a well-known instrument of manual husbandry;* let home be home, not a *residence;* a place a place, not a *locality;* and so of the rest. Where a short one will do, you

will always lose by using a long one. You lose in clearness; you lose in honest expression of your meaning; and in estimation of all men who are qualified to judge; you lose in reputation for ability. The only true way to shine is to be modest and unassuming. Falsehood may be a very thick crust, but, in the course of time, truth will find a place to break through. Elegance of language may not be in the power of all of us; but simplicity and straightforwardness are. Write much as you would speak; speak as you think. If with your inferiors, speak no coarser than usual; if with your superiors, no finer. Be what you say; and, within the rules of prudence, say what you are."

Our attention is drawn by the *Christian Guardian* to an editorial in "The Saturday *Evening Post*," from which we gather that kindergarten methods are being applied to the solution of the much vexed question, of what is to be done for the uplifting of the poor youths of the slums of New York. A farm has been purchased in Ulster County to which some of the worst young boys of the slums have been transferred. Here they are to work out their salvation, by development through their own activity, under the kindly influences of fresh air, sunshine, wholesome food and moral examples. Though these boys are some of the most incorrigible of the city waifs, they are not going as culprits or semi-prisoners, but as independent colonists who are "to make their own laws and execute them, to earn their own livings—to run, in brief, a miniature government of their own." "It was a happy thought," says the *Post*, "that led to the experiment of the industrial colony. It took a few worst of these waifs and planted them where some of the benignities of God's universe could flow into them, not only through their senses but through their pores. It was not supposed for a moment that these elemental conditions would supersede the necessity for moral tuition. It was only assumed that they would make such moral tuition easier and more comprehensible."

May success attend these noble efforts on behalf of the *moral kindergartners*. Heredity is a strong factor in the life of the child. May environment and education together prove stronger still!

—Milton, when discussing the pronunciation of the classics by Englishmen, said, "We, Englishmen, being far northerly, do not open our mouths wide enough in the cold

air to grace a southern town. So that to smatter Latin with an English mouth is as ill a hearing as low French. Perhaps it is on the same principle that Canadians find it difficult to pronounce the sound of *a* intermediate between the Italian, *a* in father and the short *a* in fat. The sound is found in such words as after, ant, mass, class, fast, last, pass. In general terms it is the a before f, s and n. Ayres, in his Orthoëpist, says: "The sound of a, called the intermediate, is found chiefly in monosyllables and dissyllables. At the beginning of this century these words were generally pronounced with the full Italian *a*, which, by the exquisites, was not infrequently exaggerated. This Walker undertook to change, and to that end marked the a of words of this class like the a in mân, fât, ât, etc. The innovation, however, met with only partial success. Webster and Worcester both opposed it. Now there is a general disposition to unite in some intermediate sound between the broad a in father, which is rarely, and the short *a* in at, which is frequently heard in this country. Some of the words in which *a* now receives this intermediate sound are: "advantage, after, aghast, alas, amass, alabaster, Alexander, answer, ant, asp, ass, bask, basket, blanch, blast, branch, brass, cask, casket, cast, castle, chaff, chance, chant, clasp, class, contrast, craft, dance, draft, draught, enchant, enhance, example, fast, flask, gasp, gantlet, ghastly, glance, glass, graft, grant, grasp, grass, hasp, lance, lass, last, mask, mass, mast, mastiff, nasty, pant, pass, past, pastor, pasture, plaster, prance, quaff, raft, rafter, rasp, sample, shaft, slander, slant, staff, task, trance, vast, waft." Reading these words aloud would be an excellent exercise in pronunciation.

## EMPIRE DAY.

—On the twenty-third of next May, "Empire Day" is to be celebrated by a large number of the children of the Dominion. It is hoped that this day will be generally observed from the Atlantic to the Pacific. From the Atlantic, through the "Journal of Education," the official organ of the Council of Public Instruction for Nova Scotia, we learn: "The twenty-third of May has been set apart as 'Empire Day' in the schools. It is to be specially devoted to the cultivation of feelings of loyalty and attachment to our country and to the institutions under which we live. It is

expected that a British flag shall float over every school-house in the land, that British or Canadian history lessons in the forenoon, and an interesting programme of patriotic songs, recitations and speeches from local celebrities in the afternoon shall inspire the pupils with deeper love for home and country and humanity."

Montreal is to have a public celebration in the Arena rink on the evening of May the twenty-second ; (the rink is not available on the twenty-third). This is to take the form of a concert, given by a choir of one thousand school children. It is hoped that the Governor-General will be present. An interesting item of the programme is to be a patriotic address by the Honourable George E. Foster. The programme, subject to change, is given below. Many helpful suggestions may be obtained from this and the foregoing.

PROGRAMME.

Old English Air..." Here's a health unto Her Majesty."
School Song....." Let but the rash intruder dare."
Canadian Song....." Acres of your own."
School Song....." Stand Canadians" (with Flag Salute.)
Duet....." All's Well."
English Air....." Thou art gone from my gaze."
Patriotic Chorus..." The Crosses Three."

(The Story of the Union Jack.)

Patriotic Address by the Hon. G. E. Foster, M.P.

National Air....." Rule Britannia."
Nautical Song....." The Bay of Biscay."
Echo Chorus....." Forest Echos."
Canadian Song....." The Land of the Maple."
Action Song....." The Chinaman."

God Save the Queen.

In the course of the next few weeks we shall probably hear of many ways of giving expression to our loyalty towards our country.

The morning exercises might be the ordinary subjects of the school course, but being specially designed to develop the spirit of true patriotism. For instance, the geography lesson might be a run around the empire on Mercator's projection, or, better still, on maps of the two hemispheres, hung side by side, with special reference to the Dominion of Canada, her forests, lakes, rivers, minerals, wheat fields, industries, etc. The time for history could be very well

used in relating briefly the story of Canada's relation to Great Britain. The reading lesson could be selections like "The Lion and Her Cubs," from the great poet of the imperial spirit, Rudyard Kipling, and the many British and Canadian writers of our national songs. The arithmetic lesson might deal with the wealth of the Empire.

An interesting exercise would be the story of the making of the British flag, accompanied by colored crayon sketches on the blackboard. For about seven centuries the banner of St. George was the English flag. This was a white ground with a red cross (the plus sign). The Scotch flag, St. Andrew's, was a blue field with a white cross (the multiplication sign). When Scotland united with England in 1603, the crosses were united on their common banner. Two hundred years later, in 1801, when the act of union of Ireland was passed, the cross of St. Patrick (the multiplication sign)—a red cross on a white ground—was placed on the flag. This formed our Union Jack. A red ensign with the Union Jack in the upper left hand corner and the colonial coat of arms, about the centre of the right hand side, is the ensign for the colonies. The flags might be sketched by the children on their slates, after the teacher has drawn them progressively on the board. "The flag that braved a thousand years the battle and the breeze" must, of necessity, have its story very much curtailed in the telling. As a sequel to the story there might be a short talk on what the flag means to us. It stands for the best that is, has been or ever will be (our ideals) in all departments of our national life. It stands for liberty without license, for truth, purity, brotherly love and every best thing. Patriotism is one of the noblest passions of the human breast. Sir Walter Scott says:

"Breathes there a man with soul so dead,
Who never to himself hath said,
'This is my own, my native land'?
Whose heart hath n'er within him burned
As home his footsteps he hath turned,
From wandering on a foreign strand?
If such there breathe, go, mark him well,
For him no minstrel raptures swell,
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite these titles, power and help,
The wretch, concentred all in self,
Living shall forfeit fair renown,
And doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonored and unsung."

But we must be careful not to teach a narrow-minded patriotism. On other days we want to draw the attention of children to the great and good men of other nations and the valiant deeds done by them for right and truth. In this connection might be read Kipling's "Recessional," "Lest we forget, lest we forget." Let us take all the help we can get from our contemporaries, just as we have helped ourselves so liberally from the great storehouses of wisdom of the past ages, the Egyptians, Greeks, Romans, Jews, and so on, to solve our great national problems. We shall need a great deal of light. May we not be forgetful of the great debt which we owe to the men and women who, uncomplainingly and as a matter of course, have shed their life blood in bringing to light the great moral ideas that have placed us where we stand as a nation.

The afternoon gathering ought to be of a more public nature. The children might invite their parents and friends. The programme could consist of songs, recitations and speeches, all tending towards the same end,—the development of a good patriotic sentiment.

Without boastfulness, but as matters of fact, let us place before our children, as the coming citizens of this Dominion of Canada, the vast resources of the country and the great future that most assuredly awaits it. Let us interest them in the trees which go to form the great forests. A lesson might be very profitably given on the useful trees of Canada, illustrated with blackboard and chalk. It is through the children we must make a strong appeal for the preservation of our valuable forest trees.

Patriotism is defined by the Standard Dictionary as: "Love and devotion to one's country; the spirit that, originating in love of country, prompts to obedience to its laws, to the support and defence of its existence, rights and institutions, and to the promotion of its welfare."

A short talk on *civico* might not be out of place in our "Empire Day" exercises. The children would enjoy giving reasons why they love their country, obey her laws and will defend her rights and institutions. We receive from our country a great many more blessings than we are ever likely to return. The civic duties embrace the most important of human duties, and the older children of the school should be prepared to some extent for entrance into citizenship.

## A LESSON ON THE GREAT RAILWAYS.

—A LESSON on one of the great Railways needs to be prepared for months, even years, beforehand. In these days of well illustrated newspapers and magazines there is no reason why such a lesson should not be made most interesting. The plan of one teacher, perhaps of many, was to make a paper case of seven pockets or compartments labelled respectively, Europe, Asia, Africa, Australia, North America, South America, Islands. When an illustration of some city, town, river, lake, etc., of Europe was found, it was placed in the pocket marked Europe; and so on with the others. As the teacher herself took only one magazine and one newspaper. the store would have grown somewhat slowly ; but the children were interested in the plan and asked for clippings from the newspapers at home. In the case of magazines that one would not care to cut up, an indexed book, under the same headings, was kept, noting the pages in the magazines, where pictures bearing on the various parts of the world might be found. Pictures illustrative of the industries of countries, of the processes of agriculture, of the men who have made the country or who are advancing its interests in various ways, as well as those illustrating its natural or artificial scenery, should be preserved. After a while the illustrations become so numerous that it is found necessary to subdivide again. The war between the United States and Spain evoked a tremendous amount of illustrated matter most valuable to the teacher of forethought and prudence. But it is not necessary to wait for some great war to spread its devestating hand over our land, before beginning a collection. The past week has been most fertile in pictured newspapers and yet there has been no unusual disturbance of international relationships. Then again our railway guides are a fruitful source of illustration. Tourists guides contain very many fine pictures. But even the ordinary timetables are sometimes very useful in this regard. The Kodak has been brought into requisition during the last few years. The whole line of the St. Lawrence River and the great lakes has been well presented to a class by means of snap-shots taken along the route. For the photographs a book is necessary in which to keep them.

When the lesson is to be given, each child, or, as many

children as can find time-tables at home, should use them. The teacher requires her assortment of pictures bearing on the places through which or near which the railway passes, arranged in the order in which they will be required, a ruler, good blackboard, chalk and a large map, showing the position of the railway in relation to the continent as a whole. The starting point is decided on and marked by a circle on the blackboard, on the right side if the trip is to the west, and on the left hand side if to the east. The children look up in the time-table the time of starting of the train, and the teacher then shows pictures of the starting point. A scale of miles is placed on the board. The children find the next point on the route, stating how many miles have been travelled, and the time taken, the teacher marking by a line the distance from the last point and the direction. The children decide the speed of the train from the data given in the time-table. Any interesting places, as rivers, lakes or other natural objects, and towns, etc., passed on the route, are pointed out, pictures of these, and the second town, being then shown. At the end of the lesson the blackboard presents a plan of the railway, with the distances marked to scale, the towns along the route, rivers crossed, etc.

The next day a freight train might be taken over the same road, the children deciding, in general terms, with teacher's help, what freight should be carried, where it should be left, and what should be taken on the return trip.

A lesson conducted in this way serves well, as the body of geography, which the child, as his experience of life broadens, through travel and reading, will come to clothe with greater and greater elaborateness and finish. The long lines of railway which present themselves to us on a railway map become instinct with life as we travel over the line behind some iron horse. We cannot take the children with us in actual fact. We may do so in imagination. The imagination is specially active in childhood. Many other suggestions might be offered. These will suffice for an introduction.

## BEGINNING MAP WORK.

After beginning regular map work see to it that children frequently hold their maps with the tops toward true north. See to it that they gradually change the posi-

tion of these maps from horizontal to vertical, for we would impress upon our pupils this fact: The north, indicated by the map, means not up, but in the direction of the north star. From the very beginning lead pupils to form the habit of locating every place and every country mentioned in reading, study, story or song. Even the first-year child can attempt to indicate on blackboard, slate or paper his home and his school; can attempt to show the direction in which he passes from one to the other. Follow with paper and pencil the travels of "Red Riding Hood," the wanderings of "Cinderella." Children must be trained into judging distances, and into testing their judgment by actual measurements. How far from the desk to the school door? Nine feet, says one. Measure, test the judgment, and then attempt to represent the distance by a line of the same length upon paper or slate. The necessity for a scale becomes apparent. Lead children into suggesting the drawing of one inch for each one foot of the actual distance, etc. The children must also be led into comparing distances. How important comparison becomes when we remember that we can never attain exact ideas of long distances and vast areas. All the teacher can do is, first, lead children into fixed ideas of distances and areas within the sense grasp; second, through comparison, approximate the greater distances, the vaster areas of the world beyond sense limits. To read a map aright children must know map language and interpret it correctly. Let us see to it that mountains suggest far more than elevation, far more than changes in slope and changes in temperature. They should suggest varied plant life, varied animal life and man at work; man taking from earth's storehouses hidden treasures. Let the river system suggest far more than it usually does; let it also suggest water at work, wearing and tearing, carrying and depositing soil; let it also suggest life—life on the river banks, life on its surface, life in its depths.—*The Teacher*.

## STORIES FOR REPRODUCTION.

The following short stories, suitable for purposes of reproduction in connection with the composition class, are taken from *The New Education*:—

### The Sun's Christmas Call.

The sun peeped into a back room last Christmas morn-

ing, and this is what he saw. In the middle of the room two white-robed little boys, each eagerly looking into the inside of a small white stocking. Santa Claus had not forgotten them, and, from their cries of delight, he must have known just what each one would like. "A top," exclaims one; "and a knife, and candy, and a ball." And "A pencil, box, and book, and some candy too," cries the other, "and way down in the toes, a tiny whistle." And so they laugh and play with their presents, until mamma comes to say "Merry Christmas, boys!" And the boys leave their presents to get dressed. Wasn't that a pretty picture for the sun to see, on his morning call?

### Fido's Tricks.

Fido is a large black dog, belonging to Tom, and Tom has taught him many tricks. He will bring Tom's hat to him, many times during the day, and bark, as if to say: "Come, Tom, let us take a walk." He stands on his hind legs and begs, in a very cunning manner, and, if not noticed at once, will dance around, and show off all his tricks, one after the other. Tom will say, "Go to sleep, Fido," and Fido will lie down and shut his eyes, and will not move until Tom says, "Wake up, Fido," when he will spring up very quickly. He helps Tom drive home the cows every evening, and if one of them goes in the wrong direction, Fido runs in front of her and barks, and she soon turns around, and goes toward home.

### The New Sled.

James has a new sled, and is very anxious for a snow-storm. One morning he found the ground covered with snow, and after school, tried his new sled. On its side, in big letters, was the word "Speed," and it deserved its name. James would start at the top of the hill, at the same time the other boys did, but reached the foot of the hill before they did, every time. He was very kind, and lent it to several of the boys to try. He spent a very happy afternoon, and made others happy also. The next time there is a good chance for him to use his sled, he is going to take out his little sister, and give her a ride. How she will enjoy it, and what a kind, thoughtful brother she has.

### Filling the Wood-box.

"Tommy, you must fill the wood-box before you go off

to play," called out mamma, as Tommy was running off to join his playmates. "O mamma, I can't," said Tommy crossly. "I promised to meet the boys at nine o'clock." "You have plenty of time," said mamma. But Tommy felt ugly, and wasted his time, and lingered over his work, so that when he reached the spot, where he was to meet the boys, it was quite late. They were not there, and he passed a very lonesome day. The next day, he learned that each of the other boys had to chop wood, before they met for their play; but they worked cheerfully and finished in a short time.

—MESSRS. STEINBERGER AND HENDRY have organized themselves into a new Company under the name, The Steinberger, Hendry Company, Limited.

Mr. Steinberger is well and favorably known in this Province for his courtesy, fair dealing and enterprise, having come here many times in the interests of his firm. Now that Empire Day and patriotism are topics of interest, the new firm has acquired a large stock of portraits of the Queen, suitable for framing, and of flags of a superior quality. Those who order by mail are as sure of satisfaction as are those who can examine the goods in advance.

—MR. LIPPENS has elaborated a very useful chart for school purposes. It has been purchased in Montreal, Toronto, and many other places for use in the schools. We call the attention of our readers to the advertisement of Mr. Lippens and recommend them to send him an order for at least one chart, that they may judge for themselves of its value.

## Correspondence.

*To the Editor of the* EDUCATIONAL RECORD:

DEAR SIR:—Last month's journal referred to Empire Day with promised suggestions as to its keeping. It is well for us as a people to remember that we owe it to our children, the inheritors of an heroic past, that they should go forth to life's battle, strong in patriotic sentiment and nerved by every loyal impulse to not only sustain for Canada her present proud position—but win for her a still higher place among the peoples of the world.

In no way can this be done better than by the teaching

of our schools—and while the child's mind is in its formative character.

In Empire Day we gather up as it were the patriotic fragments of its loyal school year for a right loyal past.

Three things I would respectfully suggest as necessary ingredients for this. First—*singing*—let the children practise each day for a short time the songs so dear to us all—"The Maple Leaf Forever," "Fair Canada," etc., and that song of all songs perfectly, "God Save the Queen."

Secondly—*Speaking*—whether recitation or address, or composition; for this last some one might give a prize on the best essay on Canada, her government, resources, growth, history, etc., and let the officers in Church and State be asked to be present and help with wise words and patriotic sympathy to keep alive the pure sentiment of Canadian nationality.

Thirdly—*Flag exercises*—by a League of the Union Jack. Some pretty drills. There is such a pretty musical exercise by Novello, easy to learn and most effective, teaching as it does the making of our glorious Union Jack. Not the least among these exercises being a blackboard demonstration on the making of the Flag as told by Barlow Cumberland in his most fascinating work, which should be in the hand of every teacher (certainly in every school library.) Speaking of this, I should like to know how many could correctly draw its proportions or tell the reason why its several crosses are so arranged, or when Scotland and Ireland entered the Union as indicated by their several positions thereon.

These are a few of the suggestions that might be carried out in every village and town, and we trust the day is not far off when from every school-house the old flag shall float out on all its keeping days, as in many places on the Continent, and our heart's utterance be: "God bless our Queen and Empire, and keep us loyal."

CLEMENTINA FESSENDEN.

THE

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## Articles: Original and Selected.

### THE SPELLING PROBLEM.

By E. N. Brown, B.A., Lachine.

The new education has transformed the methods of teaching spelling as of all other subjects. But the results obtained have been so unsatisfactory that a feeling has arisen that the methods demand revision. There has, in consequence, been a re-awakening of interest in the subject, and prominent educationists have begun to enquire into the cause of the bad spelling in our schools. I shall endeavour to bring before you some of the latest attempts that have been made to solve the spelling problem.

The new education has condemned oral spelling. Spelling is for writing, not for speaking, and is therefore to be learned through the eye, not the ear. With oral spelling has gone the spelling-match, which was such a prominent feature of the old schools. With oral spelling has disappeared also syllabication, and C-o-n s-t-a-n t-i n-o p-l-e, not to mention C-o-n, Con s-t-a-n, stan t-i, ti n-o, no p-l-e, Constantinople, is no longer heard. The alphabetic method of teaching reading has been relegated to an effete past, and cat is now *cat*, and not c-a-t, cat. The old-fashioned spelling-book with its columns of words without connection, and its long list of rules and longer list of exceptions has shared a similar fate. Words must be learned as parts of a sentence, for the sentence is the unit of thought, and dicta-

tion and incidental spelling have taken the place of the spelling-book.

One result has certainly been that spelling has been taught at hap-hazard, difficulties have been met, if met at all, as they happened to be encountered, and in no systematic and graded way, many teachers, not quite sure of what to teach, have been drifting and trusting to the pupils' reading, writing, composition and busy work incidentally to make them good spellers. To whatever cause it may be attributed, the fact is that spelling is the most unsatisfactory subject in our schools, a cry has arisen from those trained by the old methods, "Back to the Spelling-Book," and prominent educationists have begun to investigate. And instead of sitting down in their studies and evolving theories from the inner recesses of their consciousness, or making sweeping deductions from imperfectly understood psychological principles, the methods of modern inductive psychology are being brought into use, and a careful study is being made of the actual spelling of large numbers of pupils. Several statistical studies of the spelling problem have appeared. Dr. J. M. Rice, who made such a stir among the schools of the United States a few years ago by a series of articles based upon observations in the schools of nearly all the principal cities, and who is now engaged in a study of educational waste, has contributed two notable articles to the *Forum* Magazine on the "Spelling Grind." Dr. E. R. Shaw, of the New York University School of Pedagogy, has studied the question of oral and sight spelling, and Miss Adelaide E. Wyckoff has made a brief but very suggestive study of constitutionally bad spellers. While one must be very careful in estimating conclusions reached by these means, lest the evidence be vitiated, or misjudged, or seen through a preconceived theory, it is striking that the first two of these writers reach practically the same conclusion that many of the old methods had at least their place.

In the light of these studies, as well as in the light of some observations of my own and a careful study of methods, I shall consider the subject in three divisions:—

(1) The Psychology of Spelling.
(2) Methods of Teaching Spelling.
(3) Constitutional Bad Spellers, or what may be termed, The Pathology of Spelling.

## The Psychology of Spelling.

It is one of the discoveries of modern experimental psychology that some learn more quickly through the eye, others through the ear. In other words, some are eye-minded or visualizers, others ear-minded or audiles. While the number of visualizers is much greater than the number of audiles, the fact that a certain percentage of the pupils of any school are almost certainly ear-minded would suggest the employment of methods comprehensive enough to make appeal to both classes. There is, then, a psychological deduction to be made in favour of some form of oral spelling. There is also the obvious fact that the more sense avenues can be employed in bnilding up a mental image, the stronger that image will be, and the more clues there will be to its revival. Though the ear-gate may in most people be narrower than the eye-gate, the impression made through both will, in all, be surely stronger than the impression made through one only. Here, then, is another *a priori* principle in favour of oral spelling. And the truth of these deductions will, I believe, be borne out by systematic observation of children, by systematic oral and written spelling tests, and by the examination of pupils' mistakes.

Dr. Shaw tested "over 2,000 children with nonsense combinations of from three to ten letters in length. In the first part of the investi gation 140 visual presentations of these were made. From thirty to forty pupils were tested at a time, and the tests were so divided as to make no fatiguing demands upon the pupils. Each child wrote down what he could recall of the 140 printed cards which were held up before him for a given length of time. The pupils were requested not to move their lips when looking at the combinations; and although we impressed upon them as strongly as we could that they must not use their lips, we found that, though they started out with very commendable effort not to so, they soon lapsed into the use of their lips. When another strong appeal not to use the lips was made, many cases came under observation of children who, while inhibiting the use of their lips, were moving their hands or a finger, as if telling off the letters silently. After repeated observations by those who assisted in making the tests, it was agreed that at least ninety per cent. of all the children tested lapsed into aiding themselves by using their lips—

unless strongly appealed to when each combination was held up. This lapsing, moreover, occurred in schools where the spelling had been taught almost wholly by appealing to the eye. So strong a tendency as this is significant and suggests that it be turned to use in learning to spell; not that it be repressed, thus making, I believe, additional difficulties not only for the pupil, but also for the teacher.

Spelling is a very arbitrary matter, and yields to but slight extent to the logical and causal helps which are employed in teaching other subjects. Motor elements, it is well known, are important elements in association, and with so arbitrary a subject as English spelling, every aid in strengthening the association should be employed. From the experiments made, and the verification of the conclusions in actual school application, I am convinced that the motor apparatus used in speech should be employed, to a large extent, in teaching spelling. All preparation of words to be written should be oral preparation, and very careful preparation at that; particularly in the second, third, fourth, and fifth school years. Writing should be the final test, but only after careful preparation orally. And in that preparation the letters should be grouped into syllables, and the syllables pronounced according to the method of a generation ago. The poor results, now so common in spelling, would thereby be greatly bettered. In the end, time would be gained, and the pupil rendered better to help himself.

The method of leading the pupil to grasp the word as a whole through the eye has made confused spellers of large numbers of children. With some, however, it has produced excellent results. The tests show, that in the employment of this method many children seize the first and the last letters of the word, but leave out some of the middle letters or mix them. The naming of the three, four, or five letters, as the case may be, that constitute a syllable, and then attaching a name to these grouped letters, thus binding them into a small unity, aids the pupil to a remarkable degree in remembering the combination. And the putting of these small unities together into the larger word-unity gives the pupil a synthetic power to this end, and makes his progress more rapid and easy on the long road he must traverse in learning to spell. There is very little, if any, value in oral spelling which consists in naming one letter after another throughout the word; as, for instance, super-

intendent. The very demand in such practice inherently presupposes that the child can visualize the word. Such practice, therefore, affords little aid in strengthening the association of letters. "Shall we turn the hands back on the pedagogical clock?" it will be asked. Yes, if the hands have got ahead, and have been keeping false time.

It is surely a wonder that we have so long, so diligently and so unsuccessfnlly tried to repress the use of the lips, and have never thought to ask if it has any significance. Have we not been making the mistake here that we have made in so much of our teaching and discipline—inhibiting the motor activities, where we might regulate them, direct them to useful ends, and making them one of our strongest aids? Dr. F. Tracy, in his excellent work the "Psychology of Childhood," says :—

"A very interesting question in this connection (memory in children) is this : Which of the senses furnishes the most vivid and lasting memory-images? The first impulse would probably be to attribute the preeminence to sight, but in so doing we might make a mistake. It is probable, as M. Queyrat seems to think, that the muscular sense is of paramount importance here. Children are full of *aetion*, and their psychic life is bound up with movement. If they are to develop they must *do* something, and they remember what they do a thousand times better than what is told or shown to them. This is also true of adult life. Many persons study out loud. We remember what we *write* better than what we simply *read*. Pedagogy is now recognizing this as a great principle in education, and the whole kindergarten system is based upon it."*

A complete analysis of the powers employed in learning to spell would, I think, be (1) the eye, (2) the ear, (3) the speech apparatus, and (4) the muscular resistance of writing. The eye visualizes the general form of the word and the individual letters in their order, the ear also retains the succession of letters and forms, the sound image the voice and writing associate the mental image with muscular movement. It is necessary to establish not only an eye or ear image but a *muscle image* as well. It is here that we have the real argument for written spelling. The reason why pupils who are good oral spellers fail in the writing

* The Psychology of Childhood, p. 68.)

test is not that the ear is at fault but that the association of the letters with the muscular movement of writing has not been made. Spelling must be committed not only to the eye or ear but to the hand. "Let any one watch himself in writing slowly, and he will perceive that the words flow from the pen under the suggestive influence of a series of mental images. He will either hear the words mentally recited, or he will see them mentally in print or writing. Let him write more rapidly, and these images fade to mere suggestions of themselves, yet some clew remains, by means of which an automatic series of muscle memories is aroused, and the hand is guided in the correct motion. Knowing that the muscle images are linked to eye and ear images, we trace the maintenance of the sense images to physiological retentiveness, and their origin to the act of perception; while we find the results of this act determined by the way in which the attention is directed and by the conditions of sensation."‡

Even if English ortography were purely phonetic, mistakes in writing would still occur if continued practice were not given. Nor would, in this case, the argument for sight spelling entirely disappear. The eye would be subordinate to the ear, but visualization would still be a very important aid.

Oral spelling as a *final test of preparation* may be of little value, but as a *means of learning* it should not, I am convinced, be neglected, especially with young children. Oral spelling gives life and movement to a subject of little inherent interest, and in such a difficult matter as English ortography "the strongest possible complication of sensory elements" should be produced. Place yourself, as far as possible, in the position of the child. For you no combination of letters that spell a word is quite unfamiliar. Have a nonsense series of letters placed before you and observe yourself as you commit them to memory. You have learned to inhibit the motion of the lips, but do you not, unless you make an effort to check yourself, silently repeat, probably with slight motion of the head or tongue, the series? Even if you are sure you simply visualize, the question still remains, Is not pure visualization, like the inhibition

‡ Miss Wyckhoff, *Constitutional Bad Spellers*, Pedagogical Seminary, vol. II, No. 3.

of the motor, as, indeed, conditioned thereby, a power of the mature mind rather than of the child's? And if it be said that studying aloud is a bad habit, the reply is that education is progressive in the matter of motor inhibition as in everything else. Pupils in the higher grades may well be required to study silently. The forms of words have become familiar to them, their mental grasp has enlarged, the motor has become subordinate to the reflective. Indeed thought may be regarded as in a sense repressed muscle-action.

I have for some time been collecting and attempting to classify pupils' mistakes, my aim being to make myself familiar with the difficulties children experience, and also to discover, if possible, to what cause these mistakes might be attributed, and what, if any, remedy they suggested. The following groups are selected as the most suggestive :—

(1) *Fisition* (*physician*) *flem*, *buro*, *nabour*.

(2) *Skolars*, *peaseful* ; *docter*, *seperate* ; *plesant*, *parliment* ; *ballance*, *emmigrant*, *excelent*, *oportunity* ; *fascade*, *exspatiate*.

(3) *Examation*, *profiency*, *threating* ; *prodiagious*, *prosodody*.

(4) *Slodier*, *fruniture*, *phropet*, *smoe* (some), *panio* (piano).

(5) *Decieve*, *beleive* ; *conceed*, *excede* ; *bundel*, *brakefast*.

Group (1) represents a class of words in which the sound is of little help. As between sight and sound these are pre-eminently eye-words. Group (2) represents a class of words which contain only one or two unnatural letters. Here again the sound cannot be followed. A strong visual impression of the unphonetic parts needs to be made. The mistakes of group (3) clearly suggest syllabication. They represent a large class of words which are difficult to visualize, because of their length, but which are easily spelled with the aid of syllabication and sound.

My attention was first drawn to this error by a pupil who almost invariably committed it. I found that he had good powers of visualization, but was very defective in sound-imaging. He was a stumbling reader He had little idea of taking a word in parts and following the sound, and his powers of visualization did not seem equal to grasping the whole word. Dull in syllabication and sound greatly helped him. Mr T. L. Bolton, in a study of the growth of memory in school children, which he made by dictating

number series, found that the memory span is strictly limited, the limit for pupils in the Public Schools being six. Some tests of my own, with nonsense combinations of letters exposed for a moment to the eye, indicate that the visual span is quite as limited as the auditory. Nine letters seemed to be the maximum number which pupils in the High School grades could span, when urged not to group. Nor does it necessarily follow, as Miss Wyckoff's tests seemed to show, that those who have the best visual grasp are the best spellers, but rather those who individualize the letters, take them in groups, recognize and pigeon-hole the fact that certain letters spell a word.

The errors of group (4) consist in a transposition of the order of letters. This transposition may occur when a word is quite well known for the reason that in writing the attention runs ahead of the hand. The fourth or fifth letter may be present in mind when the second or third is about to be written and may be put in its place. Then the omitted letter is recalled and is put in the wrong place. But these errors are probably due more frequently to defective mental image. How does this transposition of order occur? The explanation seems to be that the eye, in looking at a word, is not confined to one order, but may pass both backwards and forwards. It should, therefore, be carefully checked by the ear. It may be said that the pupil inevitably follows the sound, silently pronouncing the word as he spells, but this is by no means certain. This habit cannot be left to chance. The fact that so many pupils in our schools to-day have so little idea of aiding themselves by sound can only be attributed to the theory that spelling should be learned by sight and transcription and tested only in writing.

The errors of group (5) resemble those of group (4) in that they consist in a transposition of order; they differ in that the pronunciation is unchanged. They seem at first sight to be clearly the fault of the eye, but on closer examination this is by no means certain. They are probably due to an overlapping of visual images. The words have been seen in juxtaposition and confusion has arisen. The retina is like a photographic plate, and if a number of objects, differing only slightly in details, is presented in succession, the result is a blurred image or a composite photograph. Once this confusion has arisen it is very difficult

to break up the association. Will the ear give any aid? The ear, as has already been said, not only forms the sound image but also retains the image of the succession of letters. When doubt has arisen as to the correctness of a visual image, no amount of thinking will clear it up, but if we are able to fall back upon the ear it may be able to tell us if "it sounds right." There are a few words of which I can never be sure until I have repeated the letters. There is, moreover, a rhythm in oral spelling which tends to fix the order of the letters just as the notes of a harmony are fixed. Rhythm is a great aid in committing to memory any list. Thus, such a series as *p d k q m t* is best remembered if taken as *p-d-k' q-m-t'*, the voice not only pausing at k and t, but resting upon them. In repeating the alphabet, I find that the majority take it in groups of three or four letters, slightly accenting the last syllable. In repeating backwards, I have found none who do not do this, e g', z y x', w v', u t s', r q p', etc. What pupil of the old school will ever forget the spelling of Mississippi which he learned as M-i-ss' (double 's) i-ss' ipp-i? Children delight in rhythm, and the effort to stamp it out because of its tendency to sing-song can only be regarded as another attempt on the part of the pedagogue to improve upon God's workmanship.

## Methods of Teaching Spelling.

If the conclusions I have reached are correct, I have already indicated the basal methods of teaching spelling. Perhaps the most comprehensive conclusion is that of Dr. Rice, who, after testing the spelling of many schools and making particular enquiries into the methods pursued, says: "As to oral and written, column and sentence spelling, I shall say only this, that the wise teacher will acquaint herself with as many methods and devices as possible and change from one to the other in order to relieve the tedium and to meet the needs of individual children. Before all she will beware of running off at a tangent with any particular method, because none yet discovered has proved a panacea."*

I have said that under the new methods spelling has

* The Futility of the Spelling Grind II., *Forum*, June, 1897.

been taught incidentally or at haphazard. The words of the reading lesson, of the object lesson, and the various school branches have been learned. This method has the advantage that the words are seen in their connections and that the pupil is trained to observe closely the words he reads. The new methods are not to be criticised for what they do but for what they leave undone. The obvious defects of the dictation and incidental methods are that they violate the fundamental principle from the less to the more difficult, and that many words may never be met at all. Dr. Rice states that on his visit to a class that was taught by the so-called natural method he found the pupils about to write a composition on the Pine, on which they had just had an observation lesson. "In preparation," he says, "the spelling lesson of the day consisted of the following words: *Exogen*, *erect*, *cylindrical*, *coniferal*, *irregular*, *indestructible*, *pins*, *resuions*, *whorls*. First, as for systematic progress in spelling—from the easy to the difficult—a more absurd combination could scarcely be devised. And, second, from the practical point of view, such words as *exogen*, *coniferal*, *whorl*, are entirely out of place,—at least until perfection in common words has been reached."† He recommends that the words be carefully graded, not only in regard to orthographical difficulties, but in accordance with the vocabulary of the child as well. In this way the course in spelling might become as systematic as in other subjects.‡ He further recommends that "precedence should be given to common words, while technical and unusual words should be taught incidentally," and that the course should be further abridged by excluding words that contain no catch, *i.e.*, words that naturally spell themselves. "My researches on this point," he says, "would indicate that more than half the common words belong to this category, and consequently need not be studied. The ideal ground to be covered in spelling would be represented, therefore, by a carefully graded list of common words most liable to be misspelled. The number of words in this list, according to my estimate, would be between six and seven thousand."§

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† *Forum*, June, 1897, p. 416.

‡ Ibid.

§ Ibid.

It will surely rejoice the teacher's heart to think that she can give a fairly complete spelling course consisting of six or seven thousand words. But Dr. Rice proposes means to still further reduce her work. He continues: —

"When the words have been selected, the next step will lie in a systematic treatment of the difficulties. And here again the course is open to simplification, by separating the words that may be learned collectively from those which must be mastered individually.

"The words that can be acquired collectively are those to which rules of spelling apply. While in some instances the exceptions are so numerous as to rob the rules of their value, a few of them, nevertheless, are very reliable, at least for all practical purposes. And as these few rules govern thousands of words, it would be much less burdensome to master them than to memorize such words individually. Among these rules, two are particularly comprehensive, and should be taught, year after year, until applied automatically. They are: First, the rule referring to the doubling of the consonant, as in *run-running*; and, second, the rule concerning the dropping of the final e, as in *bake-baking*. That so many children, even in the highest grammar grade, should spell *lose* with two o's does not necessarily throw discredit on the teacher; but that a child who has attended school four years or more, should write 'While runing he sliped,' or 'She was bakeing cake,' is as unpardonable as if he were unable to add 2 and 2. And yet, out of 252 pupils in the fourth school year, whose papers were examined with reference to this point, *running* was misspelled by 94, *slipped* by 126, and *baking* by 69."‖

Dr. Rice then presents a tabulated statement of errors to show that "as many errors were made on words governed by rules, as on those to which they did not apply," and continues: —"The words that must be studied individually are those in which no clue is given either by sound or rules. The best to be done with such words, until our spelling is reformed, is to bring them to the notice of the child, and trust to chance for the results. The simple reform of dropping the silent letter in the last syllable of such words as *beggar*, *driver*, *doctor*, *mantel*, *bundle*, *metal*, would enable us to strike no less than 15 per cent of the words from the

‖ *Forum*, June, 1896.

described list. Again, in the long vowel sounds the difficulties are endless; the same sound being represented in so many different ways that it is a marvel to master them at all. To illustrate: *Blue*, *to*, *too*, *two*, *who*, *shoe*, *you*, *ewe*; *lieu*, *view*, *new* (*knew*); *no* (*know*), *sew*, *beau*, *toe*, *owe*, *oh*, *dough*, *goat*. Again, the choice between *ee* and *ea*, as in *feed*, *read*, is extremely puzzling. What a boon to our children it would be, to rid spelling of such peculiarities as these!"

"Finally," he says, "I would suggest a separate list of those puzxling small words, which though constantly used in writing are yet so frequently misspelled. Among these may be mentioned *to*, *too*, *there*, *their*, *hear*, *here*, *any*, *many*, *much*, *such*, *which*, *those*, *whose*, and *does*. In all such a list need not include more than 150 or 200 words. As these words cannot be too often brought to the notice of the child, the drill should be begun as early as possible, and continued throughout the entire course."*

Can these ideas be applied practically? We find three fundamental principles underlying the methods of teaching spelling:—(1) The principle emphasized by the new education, that words must be learned in connection with their use as expressing thought. (2), the principle that words should be graded according to difficulty, and (3), that waste of time should be eliminated. Let us begin with the third. How is waste of time to be eliminated? Can we be sure that a very large percentage of words will spell themselves? I believe the key to this lies in teaching reading by the phonic method. It has been charged that the phonic method makes poor spellers. Dr. Rice found that some of the best results were obtained "where the phonic method had been employed; that, in fact, the phonic method had long formed a feature in the cities where the highest averages were made." Pupils taught by the phonic method acquire principles which are applicable to a very large number of words, unphonetic as the English language is. They are taught not only to perceive, but to apperceive, and "it is what is apperceived rather than what is perceived that educates." They are at the same time gradually introduced to words that are not phonetic, and by the time they have reached the age when spelling may be taken up

* *Forum*, June, 1896, p. 419.

formally, are ready for Dr. Rice's graded, inclusive and exclusive lists.

The question that arises in connection with these lists is: Would they not be bringing back the worst features of the old spelling book? While they conserve the principle "from the less to the more difficult," do they not violate the principle that words should be learned in connection with the thought which they express? If there really is a conflict of principles here, it would be necessary to decide, before answering in the affirmative, which principle is of greater importance. In this connection, I have examined several spellers and will venture a few criticisms upon them. Grafton's Speller, I need not tell you, is an excellent one in many respects. It is prepared from the standpoint of phonics; it groups words that have affinity; it gives connected narratives employing these words with many gems of literature and moral precepts. It is, in a word, not only a speller, but a language lesson book in the highest sense of the word. The different steps in the spelling lesson are excellently set forth in the preface, and due place is given to oral spelling. Its defect is that, from the nature of the case, the grading is imperfect, the difficulties of English orthography are imperfectly presented, and little attempt is made to eliminate waste. Gage's Speller, while to be compared with Grafton's in hardly any respect, has a more complete list of difficult words, and in the revised edition there is a special list of difficult words compiled from pupils' mistakes.

The best classification of difficult words that I have been able to find is a little book entitled "Common Words Difficult to Spell," by James H. Panniman, published by D. C. Heath & Co. It excludes technical words and words that spell themselves, and it passes by easy stages from the slightest to the most serious difficulties. It contains about 3,500 words. Combined with suitable dictation exercises, it should make an excellent systematic course in spelling. We should not, however, leave it entirely to others to do the work of classification for us. We should make ourselves familiar with the difficulties words present. Dr. Rice has pointed out some of these difficulties. Try your hand at classification, make a list of your pupils' mistakes and study them. The increased power that will be given you will well repay the effort.

How is spelling to be made intelligible and interesting? For if we fail here we must fail utterly, whatever our methods. Our aim must be not to get into our pupils' heads, *nolens volens*, the spelling of a certain number of words. Here, as everywhere, the secret is to stimulate the pupils' own activities, to make him his own best teacher. The most natural way to secure an interest in the form of words is through the reading lesson. The child reads long before he expresses his own thoughts in writing. He must be lead to take an interest in the thought and to aim to express it. Though the maxim that the good reader is the good speller requires more than its epigrammatic character to establish its truth, there is no doubt that the thoughtful reader is generally a careful observer of the form of words. The meaning of words should be associated with their spelling. We must recognize a word in order to be able to spell it, and we cannot fully recognize a word if we have no idea of its meaning or use. The dictionary, then, should be the constant companion of the reading and spelling lesson, and careful instruction should be given in its use. I am led to ask here, should we attempt to make the pupil understand the meaning of every word, phrase or passage he reads? I am inclined to think that the modern pedagogical maxims that a child must not be left with vague ideas, and that he must be trained to give back in words all the ideas we attempt to make clear to him as practice in expression and as the surest test that the ideas are grasped, is apt to cover a fallacy. Can we not recall, in looking back upon our own childhood, that some of the most profound impressions were made by words into whose meaning we merely had a glimmer? Were not some of our deepest feelings, feelings which we could not analyze? If the seed has been sown, can we not be satisfied to let it alone and wait for the harvest? Must we, like children, dig it up every day to make sure it is growing?

In connection with the meaning of words I think we should teach derivation a great deal more than we do. Derivations may be made very interesting to pupils who know nothing of Latin, Greek or Anglo-Saxon. Do we not remember what a revelation and a delight it was to us when we saw the precise meaning of such words as subjucate, satisfaction, sincere, &c. By grouping words containing the same root the meaning of the root may be indelibly

stamped on the mind. The caution to be observed here is that the root be accurately learned. We must be careful to give the correct word; otherwise we shall be laying broad and deep a foundation of inaccurate scholarship. A very useful exercise in derivation is to have pupils find words containing a given root. Then the difference of meaning expressed by the prefixes or suffixes may be brought out. A knowledge of prefixes is also a distinct aid to spelling. A pupil who knows the meaning of *im* and *e* will not be troubled to know whether immigrate or emigrate, *e.g.*, is spelled with one *m* or two. Derivation gives synthetic power; as was said of phonics, it teaches not only to perceive but to apperceive.

When a pupil has learned the pronunciation, orthography and derivation of a word he should be required to frame a sentence employing it. There is, however, a caution to be observed in this exercise. There are many words whose meaning children can only imperfectly understand at best. I often find it very difficult to frame a sentence to bring out the meaning of a word, whereas if I required the word to express a thought it would immediately present itself. Do not strain after sentences in the hope of illustrating the meaning of words. Take care that you do not fix in the minds of your pupils wrong associations.

This brings me to the principle of association as an aid to spelling. From careful observation of the effects of association both in myself and others, I have come to the conclusion that it needs to be employed with great care. There are helpful associations and there are harmful ones. It goes without saying that the association of a word with the expression of thought is a great aid. The association of synonyms is not only a valuable aid in spelling, but also in the exact use of words. There is no more pleasant or profitable exercise than comparing and contrasting words that have fine shades of difference in meaning. I have some doubt, however, about the advantage of associating homonyms. Should we bring *to*, *too*, *two*; *their*, *there*, &c., together, or rather should we not keep them as far apart as possible. Are we not in danger of making the one image overlap the other and producing a blurred image or at best a composite photograph. Should we not aim to associate these words with their use only? In the sentence "There are four of us," the possibility of using *their* should not be

allowed to occur to the child if it can be prevented. This is a subject, I think, for careful observation. There are many other helpful associations. A friend told me a few days ago that he was so mortified at misspelling parliament without the silent a that he never forgot it. If we could impress upon our pupils that misspelling is a disgrace, we could establish the most effective kind of association. If one has trouble with oblige, he may, if he is quite sure of knowledge, remember by contrast, that oblige has no *d*. Brooks gives the case of a lady who was enabled to remember that agreeable had two ee's by thinking of *two* agreeable gentlemen. Whether the time spent in acquiring facility in making such associations as this is well spent, I shall leave each one to decide for himself.

There are some associations, which, I am convinced, should never be made. We are all agreed, I think, that the wrong form should not be associated with the correct one and that for this reason pupils should be trained not to attempt to spell a word of which they are doubtful. Just as surely as that there is not a pin let fall upon the floor but the deepest base of the Rockies feels the shock, so there is not a picture presented to the mind that does not leave its impress. If we write a word incorrectly, the wrong form is apt to fix itself so firmly that it will constantly present itself, and we shall hesitate between it and the correct form. The same is true of associating such words as receive, believe; exceed, concede. After seeing them together we are apt to find ourselves in the position of the poor centipede depicted in the following rhyme:—

> The centipede was happy quite,
> Until the toad, for fun,
> Said, bray, which leg comes after which?
> This worked his mind to such a pitch,
> He lay distracted in the ditch,
> Considering how to run.

In spelling, as in other school matters, there are things about which the wise teacher will be silent. It is well for her to know where the difficulties lie, but she will not tell her pupils all she knows.

Another association which is both harmful and deceptive is that of words of the same combination. On this point, Dr. W. T. Harris, U.S. Commissioner of Education, says that words should be arranged "so as not to bring together a num-

ber of words of the same combination, and thereby paralyze the memory, as is too frequently the case in the lists given in spelling books, which, for example, collect in one lesson the words ending in *tion* or *tain* or *ture* or *cious*, etc., thus giving the pupil by the first word that is spelled a key to all that follow." This criticism applies, I think, to a great deal of the so-called word building. The repetition of a-t at, c-a-t cat, m-a-t mat, &c., may be useful to teach sound, but if carried to any length, becomes a great farce. At the same time, there are, no doubt, many useful exercises in word building.

Time does not permit me to discuss the methods of conducting the spelling lesson. They are fully given in Brooks' "Methods of Teaching," a book which, I think, is in the hands of most of our teachers. I shall emphasize only a few points: (1.) What time should be devoted to the spelling lesson? Dr. Rice found that there was what might be called a point of diminishing returns in spelling, *i.e.*, a point beyond which time devoted to the subject does not yield a corresponding progress. The time that may be profitably devoted to the subject he estimates at fifteen minutes daily. Whether the point of fatigue can be determined with such mathematical precision I do not know, but it is my experience that with such a subject as spelling, it is better to take a few words daily rather than several columns once or twice a week. A few difficulties mastered each day will work wonders.

(2.) Do not let a pupil attempt to spell a word he knows he cannot spell. Our aim is to prevent mistakes, not to correct them.

(3.) Do not give a second chance. A child either knows a word or he does not know it; do not permit guessing.

(4.) If you cannot correct each pupil's exercise yourself, I think it is best that he should correct his own. It is bad enough for him to see his own mistakes without those of others. A good plan is to take yourself for correction one pupil's exercise, and a different one's, each day. This will enable you to keep in touch with all the class.

(5.) Have the pupils keep a list of misspelled words. But instead of dulling, drilling upon them, let the pupil's motto be, "Never make a mistake without correcting it in such a way that you never make it again." What is learned to-day should be known to-morrow. Take for granted that it

is, and give good-natured tests from time to time and quick reproof to those who have failed to live up to the motto. This, I am persuaded, is much more effective than endless repetition. The pupil ceases to pay any attention to what is continually dinned into his ears.

## Constitutional Bad Spellers or The Pathology of Spelling.

The majority of constitutional bad spellers are probably dull. Dr. Rice, who noted in connection with his spelling tests the age, nationality, heredity and environment of the pupils, finds that intellect is of much more importance than age. Dr. Shaw found "that the poor spellers, in their power to learn to spell new words, were from a year to a year and a half behind the good spellers, taking, of course, children of the same age."*

All constitutional bad spellers, however, are not dull. Many are of average, some of exceptional ability as students and thinkers. While every dull pupil should be an object of solicitude to the teacher, from the point of view of spelling it is this class that demands his special stuty. Miss Wyckoff made observations upon five young women who were able and faithful students but "incorrigible bad spellers, whose early training and experience seemed to offer no adequate explanation of the difficulty." For the sake of comparison she made tests at the same time of two good spellers. She found that these seven students possessed three modes of attention corresponding with three types of mind. The bad spellers of the first type were two students who always sought out the general principle and remembered by means of it. "Conspicuous as thinkers they were comparatively slow readers, having the habit of reading one word at a time." They had "good powers of visualization and sound imaging and fair retention, but were gifted with a natural mode of attention unsuited to purposes of spelling." The second mode of attention was represented by one young woman whose powers of mind were analytic. She could perceive relations, but could not visualize and retain. She could notice quickly points of relation in "words and irregular geometric figures, variously marked," but "could not write fast enough to get the points on paper

* Teachers' Institute.

before they were forgotten." The third mode of attention represented by the good spellers corresponded to good all-round ability and the appreciation of facts as facts." The best natural speller perceived long words in two or more groups of letters (syllabication); none of the poor spellers having this habit. "Comparison of eye and ear series of tests brought out the fact that one of the poor spellers was an audile." "The tests for optical defects showed astigmatism in four of the poor spellers, short sight in one, normal vision in one only of the five."

Miss Wyckoff emphasizes the following points:—

"1. Many constitutional bad spellers have defective sight; some defective hearing.

"2. The same causes that have operated to impair the sight or the hearing have frequently impaired the retentive power.

"3. Constitutional bad spelling may in part be the result of a strong natural bent towards selective attention.

"In such cases, where the syllable method of teaching might be especially ineffective, the mechanical memory would be helped by assisting attention in its selection. For example, above the word *separate* might be written, as an invitation to the eye, the syllable p-a-r.

"5. Apperceptive methods should be employed from the outset in the teaching of spelling. For the class of students just mentioned they are a necessity; for all they are an economy."

In this connection she gives this excellent suggestion:—

"The children could use a set of cards, each containing a word so chosen as to furnish material for induction in the finding of root, prefix and suffix, and the meaning of each. Then, using these as tracers, they could notice in reading and blackboard exercise such new words as contained the familiar elements. The words separate, preparatory, and reparation could form the nucleus of such a group for the use of children old enough to understand their meaning."

"6. It might be well to devise some exercises for perfecting the automatic circuit (*i. e.*, to train to write without thinking consciously of the spelling.) Possibly practice in writing with the hand concealed might be of service, use being made of selections that had been memorized."

In conclusion I cannot do better than quote the words of Dr. Rice:—"Although a liberal admixture of methods and

a judicious selection of words would be of material assistance, nothing can take the place of that personal power which distinguishes the successful from the unsuccessful teacher." "Methods and devices play only a subordinate part."

## CORRELATION OF STUDIES OR THE NEW IDEA IN EDUCATION—(*Continued.*)

THE FIVE FORMAL STEPS OF INSTRUCTION.—Last month we considered the *correlation of subjects* in the school course to bring about *assimilation* or *digestion* of knowledge. We may now examine the five formal steps by which this end is reached in the case of individual lessons. In relation to the physical life, complete assimilation has taken place when the food, having been acted upon by many forces, at last finds its way into the blood and mixes with it. So when new knowledge finds its relation to previous knowledge in the mind, mental assimilation has taken place and the child has *apperceived.*

THE AIM OF THE LESSON.—The lessons of the day are divided up so as to devote half an hour or twenty minutes, as the case may be, to individual lessons in reading, history, spelling, writing, geography, etc., though in certain schools these subjects are all based upon the same topic. The Herbartians advocate giving to the child the aim of each lesson or group of lessons as an aid to definite knowledge. For instance the teacher might say, "We are going to learn all we can about bees to-day," or, "The lesson to-day is on nouns." The reason assigned, for presenting the aim of the lesson first, is that in this way the child prepares his own mind to some extent for the coming work, he shuts out irrelevant matter and brings on all that bears on the subject. This method is known to us as the topical method of teaching and is invaluable in teaching history and the higher branches of all school and college work. The aim of the lesson may be written on the black-board.

FIRST STEP. THE REVIEW ON PREPARATION FOR THE LESSON.—This is to provide a friendly greeting for the new matter when presented. It is an invitation to all older ideas interested in the new comers to step forward and be arranged in an orderly manner so that the new material of thought may readily find its resting place in the mind.

Sometimes in a so-called review, matter not bearing on the subject to be presented is brought forward, or, though bearing directly on the subject is not well arranged. In these cases assimilation cannot be perfect.

SECOND STEP. PRESENTATION OF THE NEW LESSON.—The material of the lesson should be presented in a logical orderly manner. Question and answer may be the form of presentation.

THIRD STEP. COMPARISON AND UNION OF IDEAS.—The new ideas must be compared with one another and with older ideas, and resemblances and differences noted. What is common and necessary to all must be made to stand out prominently by repetition and little differences to sink into obscurity. The fourth step is made possible in this way.

FOURTH STEP. GENERALIZATION.—This is the severance of the abstract idea from the concrete things by which the abstract was reached. It is the formulation of general rules from the particular facts presented. The child should make his own generalization and frame his own rules, which will have an exact correspondence to his knowledge at the time, though they may not be as broad generalization as the text-books would give. The teacher must aid the child to put his generalizations into choice English. The fourth step must be clinched by repetition of the generalization or rule.

FIFTH STEP. APPLICATION OF KNOWLEDGE TO LIFE.—Here the child passes from knowing to doing. The child is a social unit, he must use his knowledge for society.

A LESSON IN ENGLISH GRAMMAR. AIM OF THE LESSON.—The aim of the lesson is to show how abverbs may be classified. (This is an elementary lesson.)

FIRST STEP. REVIEW.—The child has already classified in several ways nouns, verbs and adjectives. Recall to his mind that of the adjective by numerous examples. Question him upon the *use* of the adverb in the sentence through a series of examples. I talk. I talk quickly. You listen. You listen attentively. Joe is writing. Joe is writing rapidly. Jennie speaks. Jennie speaks politely. Time flies. Time flies swiftly. Next take sentences with adverbs, modifying adjectives or adverbs. Ask the children to suggest sentences containing adverbs. The teacher must be careful to eliminate non-essentials in the answers given,

without discouraging the suggestors. Unless he does so, when two complex sentences are given, he will find it impossible to concentrate attention upon the essential facts of the lesson.

SECOND STEP. PRESENTATION.—Sentences containing adverbs of manner, of place, of time and of degree may now be placed upon the board. (Adverbs of inference, sequence and argument may be taken up later on). Accompanying the sentences should be a series of questions drawing from the pupils the fundamental meaning of the adverb. He goes to-morrow. When does he go? To-morrow. He is coming soon. When is he coming? Soon. The bird soars upwards. Where does the bird soar? He reads correctly. In what manner does he read? The child may be asked to give sentences in imitation of the foregoing.

THIRD STEP. COMPARISON.—Compare to-morrow and soon, etc., as to difference of meaning, soon and to-morrow, etc., with upward, etc. Now place upon the board the four headings for classification as drawn from the answers, adverbs telling when, adverbs telling where, adverbs telling how, adverbs telling to what degree. Under the proper heading place each adverb that has been made use of, and ask for others of the same class so as to bring new words under the proper heading. Give many examples to bring out resemblances and differences. The adverbs all modify verbs, adjectives or other adverbs, but some tell when an action has been done, others where it has been done, while others again tell why it has been done, etc. Draw attention to the termination of adverbs of manner. These are formed from adjectives by adding ly, as bad, badly, and wise, wisely. The difference between adverbs and adjectives as to use and form may be noted.

FOURTH STEP. GENERALIZATION.—How many classes of adverbs are there? What are adverbs of manner? of degree? of time? of place? With what words do adverbs of manner usually go? adverbs of place? adverbs of degree? adverbs of time? Where is the adverb placed in the sentence? Other generalization may be drawn as determined by the lesson.

FIFTH STEP. APPLICATION.—Lists of adverbs for classification may be placed on the board. Pupils may add other adverbs. The words given should be put into sentences. The correct use of the adverb may be taught by writing

sentences in which the adverb is commonly misused, omitting the adverb, and having the children supply it in correct form. John runs——. Quickly is supplied, not quick.

## Practical Hints and Examination Papers.

—The accompanying arithmetical problem, taken from *St. Nicholas*, will be found useful as a test in determining to what extent children are accustomed to present to their minds clear and vivid pictures of the essential factors of problems. Upon this will depend, to a great extent, their insight into the relations of numbers: "Once upon a time there were two old men who sat in the market early every morning and sold apples. Each one had thirty apples, and one of the old men sold two for a cent and the other old man sold three for a cent. In that way the first old man got fifteen cents for his basket of apples, while the second old man received ten cents; so that together they made twenty-five cents each day. But one day the old apple man who sold three for a cent was too sick to go to the market, and he asked his neighbor to take his apples and sell them for him. This the other old man very kindly consented to do, and when he got to the market with the two baskets of apples, he said to himself, "I will put all the apples in one basket, for it will be easier than picking them out of two baskets." So he put the sixty apples into one basket, and he said to himself, "Now, if I sell two apples for one cent, and my friend sells three for one cent, that is the same thing as selling five for two cents. Therefore I will sell five for two cents." When he had sold the sixty apples he found that he had only twenty-four cents, which was right; because there are twelve fives in sixty, and twice twelve are twenty-four. But if the old man had been there, and each one had sold his apples separately, they would have received twenty-five cents. Now, how is that explained? What is the incorrect statement in this problem?

—The question of variation in the length of day and night at different latitudes is a very important one and is somewhat difficult for the young teacher to handle successfully. A globe or large ball, with markings inserted when necessary, and a lamp or candle are very much better instruments at first than diagrams on the black-board, though

these should be used later on. The effect of moving the candle up and down on the face of the globe, and slanting the globe at various angles should be tried, and results noted. A small piece of paper on the globe to mark the position of the school-house would add to the interest of the lesson, for, of course, the question in relation to the children themselves would be discussed first of all. Then other places would be considered until the far north and south came in for their share of attention. As an accompaniment to the latter part of the lesson, an account of Miss Falconer's experience, as a school-teacher, in the far away regions of the north, would bring the subject home to the children in a very pleasant way. Miss Falconer taught at Circle City on the Yukon and relates in the *Century Magazine* her strange experiences:

"During the short winter days it would often be noon before all the children put in an appearance. When I arrived at nine o'clock it would either be dark or brilliant moonlight. Smoke might be seen lazily rising from four or five cabins out of the four or five hundred. I would light one lamp and wait.

At ten o'clock a few children would straggle sleepily in, just as day began to dawn. By eleven o'clock, shortly after sunrise, the majority of the children were at school, some coming without their breakfasts. By half-past twelve all who were coming that day would have appeared. It was hard to get up before daylight on those cold, dark mornings.

It was necessary to light the lamps at half-past one, which was trying to the eyes, as we could not get enough lamps to light the large room. The children would crowd about the lamps, sitting on the floor, platform and seats.

A visitor might get the impression that there was little order in the school, but strict order was a necessity. Perhaps one reason why I liked the school so much was because it kept me so busy. Recess was limited, in order to make up for the tardiness of the morning.

At half-past three fifteen or twenty of the little ones were sent home. If it was moonlight, they would race away noisily over the snow. If it was dark, the more timid ones would take my hand and whisper, 'Please, I want to go with you.'

Most of the children were so used to the dark that they did not mind it much. The majority of the nights, though, were filled with glorious moonlight. It seemed to me that for days at a time the moon never set. It would shine through the day about as bright as did the weak pale sun. For about three weeks the sun would slowly rise in the south, skim along for a short distance, its lower rim almost touching the horizon, and then drop suddenly out of sight.

When at length the days grew longer and sunbeams began to steal in at the school-room windows, the children greeted them with shouts of welcome, fairly dancing with delight, and running to the window-sill to lay their cold hands in the warmth and brightness."

It would be a matter of some difficulty for Miss Falconer to explain to her children our changes of day and night.

—THE following tribute to the value of classical training will not be without interests to many of our readers It is from the pen of Senator George F. Hoar, who speaks from his knowledge of men in legislative halls, court houses and political life generally. "I think the best character, intellectually and morally, the best type of cultivated manhood, the best instruments for the people's service, in public life or at the bar, or in the pulpit, the most perfectly rounded type and example of the gentleman which the world has so far seen, is to be found in the product of the English and American universities and colleges. It is a type of manhood which in England, certainly, is improving and growing better from generation to generation. * * * Now I have a deep-seated and strong conviction that one powerful influence in forming such a character, in the matter of taste, of mental vigor, of the capacity for public speaking and for writing, in the power of conveying with clearness and force and persuasive power, without any loss in the transmission, the thought that is in the mind of the speaker or writer to the mind of the people, is to study and translate what are called the classics, the great Latin and Greek authors. I think this not only an important but an essential instrumentality. I feel very confident that the men whom I have known at the bar, in public life, and in the pulpit, who have been good Latin and Greek scholars, and who have kept up the love and study of either language through life, especially those who have been lovers of Greek, have shown great superiority in the matter of effec-

tive public speaking. And certainly the biographies of Englishmen of note for the last hundred years will show the same thing."

—TRUTHFULNESS.—A little four-year-old kindergartner remarked one day, "I saw a bee in the yard and it was this big," (indicating an object as large as a good-sized turnip. "Oh, no, that is imposible," replied a lady present, "bees are never as large as that." "No," said the little one inquiringly. "Well, I saw a bee as big as they *usually* are and it had four flies in its mouth." Meditation on the part of the listener followed. Along with the training of the imagination must go education in truth recognizing and truth speaking. The imaginative faculty is one of the most important that the child possesses, but it should not be allowed to control the whole being. How delightful the world of fancy is, we can very easily recall, by running back along the road to childhood and bringing to mind the delights of fairy tales, adventures and air castles in which we revelled. But the child must be taught that truth is not *what he can get people to believe* but is conformity to fact. If a child is to speak the truth he must be taught to do so, not by being punished for exercising his imagination, but, by being afforded opportunities of practising, under wise direction, the making of statements, whose accuracy or inaccuracy can be demonstrated to the child. This may be done by getting him to state what he sees at a given moment, or, to take messages to various people who note down the facts as given by the child. Commendation for exactness is an essential adjunct of such exercises. We sometimes forget, too, what an important part in securing this result certain school exercises play, for instance, the definition of words, relating what has been read without adding to or taking from the essentials of the narrative, exercises in arithmetic where the child can teach for himself at each step the accuracy of his work, translating from one language to another without deviating in the slightest degree from the thought of the author, and so forth.

—ADVERSITY has the effect of eliciting talents which in prosperous circumstances would have lain dormant. —*Horace.*

—ON the whole it is good, it is absolutely needful, for one to be humbled and prostrated, and thrown among the

pots from time to time. Life is a school ; we are perverse scholars to the last and require the rod.—*Carlyle.*

—RESOLVE to edge in a little reading every day, if it is but a single sentence ; if you gain fifteen minutes a day, it will make itself felt at the end of the year.—*Horace Mann.*

—PERIODS which no master has described, whose spirit no poet has breathed, are of small value for education.—*Herbart.*

—THE letter kills and the spirit makes alive. It is important to learn a trade, less for the sake of knowing the trade than for overcoming the prejudices which despise it. *Rousseau.*

—THE wolf of science will pounce upon the sheepfold of literature, and will soon have devoured its inoffensive occupants. Soon it will be mathematically demonstrated that not only Horace and Virgil, but Racine and Molière are "old fogies."—*Fouillée.*

—REMINDERS.—The teacher must get down to the level of the child, but must neither stay there nor leave the child where he finds him. Help him higher.

Give a child the desire to learn, and all devices for interesting him and shortening the process of acquiring knowledge may be dispensed with.

The child must early learn to rely upon himself. Accustom children to investigate for themselves.

The questioning of the teacher shows the activity of the teacher's mind. The questioning of the child indicates the activity of the child's mind.

Bring the child into contact, not with symbols for things, but with the things themselves.

Say good morning to the children.

—DEFECTIVE CHILDREN.—At the annual meeting of the New England Normal Council, held in Boston last May, the defects of children as to sight and hearing were under discussion. Defects with respect to nutrition and mental defects were also considered. Suggestions for detecting the defects were given. For finding out short-sighted children the Snellen test types were used, and for astigmatism converging lines. Hearing or rather want of hearing was discovered by the stop watch. The teachers-in-training are

sent into the homes of the children, in the schools attached to the training school, to note methods of cooking and preparing food. Mr. Munroe spoke of his way of detecting mental deficiency by physical signs, through limp, cold hands, a V-shaped palate, want of symmetry in the face, dragging of one foot, etc.

## VALUE OF KINDERGARTEN TRAINING.

By Louise Derick.

That the pleasant is useless, the disagreeable beneficial, is an idea which lingers in many minds, and frequently finds expression in connection with the kindergarten. But a little observation should convince all that happiness and healthful play may be the accompaniments of work that leads to definite ends.

Froebel intended that the kindergarten should train the child physically, mentally and morally, and he devised various games and exercises for this purpose. Many modifications of and additions to his system have been made by later educators; but, like Froebel, kindergartens aim at a harmonious development of all the child's faculties.

A careful study of child-nature enables the teacher to follow natural laws, and to lead the child "from the known to the unknown" by such gentle steps that not exhaustion but a healthy stimulation results. Children grow by means of their own activity; and it is by guiding this activity, employing every moment, alternating stirring with quieter exercises, that growth in right direction proceeds steadily.

A child first becomes conscious of himself and is later brought into relationship with the external world by means of his senses. The various games and exercises of the kindergarten are adapted to the development of these senses. Objects are examined as to color, texture, form and size; colours are matched and arranged harmoniously; and the ear is trained by songs which emphasize other lessons.

But, before impressions can have their full value, they must find expression, means of which are furnished largely by the occupations. Drawing, modelling, sewing, weaving, etc., serve for the reproduction of mental pictures and permit that variety so necessary to young children. Single

impressions are not only received and given expression, but are combined and viewed in relation to one another. It is necessary that the power of judgment be developed and that originality and inventiveness be encouraged. Kindergarten children, therefore, are not obliged to work along fixed lines constantly, but are permitted to make new designs, to suggest games and songs, in short to reveal each his own individuality.

The morning-talk, which follows the opening exercises, is an important factor in forming a child's character. Coming early in the day, new ideas are readily imparted, and later are incorporated in game, song and occupation. Suitable subjects for the talks are always at hand and are chosen according to the season. In all the talks, an effort is made to "present the right thing at the right time and in the right way;" but the children make their own discoveries, tell what they have observed, and draw their own conclusions.

More important than the bodily exercise and mental stimulus is the moral training which should be the aim of every kindergartner. The talks and games soon transform the shy and lonely new-comer. He has already learned to know and love those in his own home, he now begins to appreciate those without it, and to recognize the many who minister to his comfort. Through intercourse with other children he is taught lessons of unselfishness and sociability, and led to co-operation, helpfulness, and the expression of loving interest. "The kindergarten is primarily a place of growth as its name suggests, but it is a mistake to think that children do not learn because they do not read and cipher. They learn colors, form, sounds, numbers; they learn to listen to the teacher's voice; to attend to signals on the piano; they learn of animals and plants; they watch the change in seasons, the wind, the snow, the rain, the sun, the clouds; they collect and examine many natural objects as leaves, shells. pebbles, acorns, twigs, grains, nuts, fruits, wool, cotton, feathers, nests, etc.; thus their imagination is aroused and their senses are trained. The constant thought of the true kindergartner is the employment of the child's activity; he is led to be actively creative; hence all his powers are aroused."

## Official Department

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, June 26th, 1899.

*The Secretary-Treasurer School Board,*

SIR,—I have the honor to send you herewith a copy in pamphlet form of the School Law passed at last session, in order that it may be followed in your coming July elections. During the summer an indexed and bound copy of the law with notes and Committee regulations will be sent to each secretary-treasurer and school board member in the Province of Quebec.

I have the honor to be,
Sir,
Your obedient servant,
B. DE LA BRUÈRE,
*Superintendent.*

THE

# EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC.

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## Articles: Original and Selected.

### VIVID CONCEPTIONS.

By Dr. S. P. Robins.

It is well known to every successful teacher that whatever has attracted the attention of the child through the eye is long remembered and is easily recalled by the aid of associations established at the time. It is also known that, next to objects submitted to examination, vivid conceptions aroused by picturesque language impress themselves deeply and recur frequently. The following illustration of these facts is drawn from recent teaching :

In a class of about sixty teachers-in-training, the subject of memory was under discussion, and at the moment the difficulty of remembering in order any series of unrelated things and various devices that have been suggested for overcoming the difficulty were considered, ten members of the class were asked each in succession to name something in the room, and as each article was named, the teacher made some remark, pointedly calling attention to its number in the series.

The exercise ran thus: the remarks of the teacher and his action being indicated briefly as follows: Ink-bottle;

yes, this is number one, and, suiting the action to the word, we will put one pen to stand up in it. Book; taking it up and holding it by the covers, see the two red covers. Crayon; three, and it was broken into three pieces before the eyes of the pupils. Black-board; it is built up of four slate slabs. Chair; five, there are five rails in the back. As a matter of fact there were six rails in the back, but the contrast between reality and assertion strongly drew attention to the number in question, five. Desk; it has six drawers, three on each side. In this case there were not six drawers, but as the pupils could not see the drawers they accepted and mentally visualized the statement. A map; this cost seven dollars, which was twice as much as it should have cost, for very good maps may be bought at three dollars and a half each. Waste paper basket; it contains eight rejected exercises. Pointer; measuring it, it is four feet six inches long, nine times six inches. Bible; this one was given as a birthday present to a boy ten years old. Here it was evident that the class had caught the idea, and had begun to form their own associations; for subsequent examination showed that some of them remembered the bible as the tenth article in the series, because it contained the ten commandments.

After a little further talk the matter was dismissed and was not referred to again for several weeks. But, unexpectedly, after an interval of some months, the class was furnished with paper at an examination and was asked to set down the series of articles in proper order, and to state by what associations the individual members of the series had been recalled. The answers showed that more than one-half of the class had remembered accurately the series, and that, with the exception mentioned above respecting the bible, the links of association were those that had been suggested in the class.

Teachers should most carefully study the way in which they present to their pupils the truths they teach. Two days ago a man speaking to me of his former teacher, the teacher of a small village school in the Eastern Townships, said "He so put things before us that we could not help understanding and remembering."

# A GOOD UNDERSTANDING.

By Dr. S. P. Robins.

Very often precision of thought depends on the ability to hold steadily before the mind the several classes into which, by the use of language, an aggregate of individuals has been divided. The exercises that follow demand a clear and untroubled conception of an aggregate of beggars divided into groups by the adjectives "blind" and "lame," with the necessary implication of their negatives "not-blind" and "not-lame." As these two dichotomous divisions are made simultaneously in thought, the ultimate result is the formation of four classes; those beggars that are both blind and lame, those that are blind but not lame, those that are lame but not blind, and lastly, those that are neither lame nor blind. The reader who at once sees the truth of the several necessarily correct statements that follow, and detects the one untruth, and who answers with promptness and accuracy the questions proposed, may be congratulated on the possession of an understanding originally good and subsequently well-trained.

Of all the beggars who come to my door:

1. If those who are blind be omitted, the rest who are not lame are neither blind nor lame.

2. Omitting those that are lame but not blind, they are either blind, or neither lame nor blind.

3. If I record the numbers of the blind and of the lame, I shall count twice the blind that are lame and shall omit altogether those that are neither blind nor lame.

4. The number of those that are both blind and lame, if greater than that of those who are neither blind nor lame, exceeds it just as much as the number of the blind exceeds the number of those that are not lame.

5. The excess, if any, of the number of the blind above the number of the lame is as great as the excess of those who are not lame above those who can see, or of those who are not lame added to those who are both blind and lame above all who are lame with those who are neither blind nor lame.

6. Those who are not lame, together with those who are both blind and lame, are always equal in number to those who are blind, together with those who are neither lame nor blind.

7. The sums of the numbers of those that are neither blind nor lame, of those that are blind and of those that are lame, exceeds the whole number of beggars by the number of those that are both blind and lame.

8. The sums of the numbers of the blind, of the lame and of those who are not lame, is equal to twice the whole number of beggars.

9. What follows if the blind and the lame together equal the whole number of beggars?

10. What if the lame and those who can see together equal the whole number of beggars?

11. What if those who are both blind and lame, those who are neither blind nor lame, with all the blind and all the lame equal in nnmber twice the beggars?

12. If those who are both blind and lame equal in number those who are neither blind nor lame, is it true that the blind equal the not-lame, or that the lame equal the not-blind?

## HOW TO MAKE SCHOOL ATTRACTIVE.*

By Miss M. L. Keezar, of Cantley, Que.

*Mr. Chairman, Ladies, Gentlemen and Fellow-Teachers* :— When requested to contribute a paper to your Convention, the first question which arose in my mind was, what shall my subject be? for we always need something both new and interesting. In this I may have failed; but I hope the effort may not be entirely lost. Then I began thinking of what is needed in our schools, but often found wanting. Of course there are a great many things—for none of us have as yet reached perfection; but, seemingly, one of the principal wants is attractiveness. Thus I thought of the importance of this necessary function, and hoped that my little talk, though so very original, might in some way help a fellow-teacher.

However, let us consider the importance of the subject. It is readily seen that where there is no attraction there can be no interest, either for the teacher or the pupils.

When we consider ourselves, we find how difficult it is to fix our minds upon apparently uninteresting things, and I venture to say, if there was nothing attractive about them we could not do so.

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* A paper read at the fourth regular session of the Ottawa County Teachers' Association, which was held at Aylmer, June 2 and 3, 1899.

When we think of the weak child nature, we can understand how very difficult it is for children to center their thoughts upon seemingly unattractive subjects,—they who are ever ready to turn to every distraction, and they who linger around, and cling more steadfastly to the gay and brightly coloured pictures. But the attraction we require is far different than that which the children must have. So I have considered the following points:

1. *The Teacher and the Pupils.*
2. *Rules*
3. *The School-room.*
4. *The Play-ground.*

How often has a teacher, when she entered her new school-room, looked around at the four bare walls and the rows of vacant seats, and not felt a sadness creeping over her, and a longing for something brighter! Then just imagine, if you can, how much more desolate a child who has not yet learned self-control, aside from play and freedom, must feel in such a room. Is not this feeling of desolation increased if he must behold sitting behind her rigid desk another forlorn looking person? But we must never allow our minds to dwell upon such a lonely scene, for there is no good in it whatever but rather harm.

The first thing which we need to think about is, how we can remedy this state of affairs. This change can only be brought about by the co-operation of the teacher and the pupils; but it is the teacher who must first make herself attractive, by being pleasant and cheerful. No matter what she may have to trouble her elsewhere, it must not enter the school-room with her. There must be a cheerful face, a smile and a pleasant word for all. She must show an interest in the welfare of the children, and in their homes, enquire occasionally for those at home, always ask about the absent pupils. Try to make the children comfortable while at work, and see that they are properly prepared for leaving school,—especially the little ones need this attention. When work goes all wrong, encourage by quietly and pleasantly explaining the way to do it. No matter if it has been explained, it has evidently not been understood. The teacher must first ascertain if the fault is in herself. There are also many more points which might be considered, but I think these are sufficient to make the teacher at-

tractive. Mr. Hughes, in his book on "Securing and Retaining Attention," says: "The teacher must be attractive. Sunshine promotes growth, character sunshine develops sympathy and consequent attention."

We do not ask the pupils to be attractive, for they always are; children are naturally cheerful and are easily drawn to agreeable people. Just think of the effects of the attractive teacher.

Well, the two very important effects are: 1st. That feeling of desolation and loneliness has passed away; 2ndly. The children are drawn to and love their teacher. "First impressions are lasting;" and when a child once perceives that it is in HIM that his teacher is interested, and that it is HIS welfare which she is working for, his friendship is gained.

Now, if this were always so, there would not be so much trouble with Rules. A child would not meaningly break a rule, if he understood that it was for his own benefit, and that the teacher is not enforcing it to be arbitrary. Then, to meet the requirement of obedience, the rules must be few and well explained, positive and well enforced. Children desire to be where pleasantness reigns, so there will be no difficulty in getting such rules obeyed. What boy or girl is there who does not like to be well governed? Thus there is an attraction in judicious government in school as elsewhere. Again, how can the school-room be made attractive? Surely there was nothing enticing in that gloomy picture I first mentioned.

If there were a few pictures to break the barrenness of those walls, and a few plants to decorate the windows, that pleasant teacher and those happy children would not look so much out of place.

How are we to manage this difficulty? We must use tact here, as well as elsewhere. I will just tell my own way of doing it.

About the third or fourth day of school I introduce the subject in this way:

How many of my pupils think that our school-room is as pretty as their homes? (Not a hand will go up.) How many would like to help me in making it more home-like? (Every hand now goes up.) Then look at the walls and tell me if they are like those at home. There will be several answers, and among them is heard: "There are no

pictures here." Now I say to them: "If you will look at home for some pictures, and bring them to school with you, to-morrow, we can have some on our walls too." Of course I have it understood that we are to choose out the most appropriate ones.

The next day they will bring their pictures, and we set to work, make our choices, and arrange them orderly and neatly. As soon as we are able to get some drawings and maps done, I find room for those on the walls too. Pupils like their work appreciated and take pride in doing more.

I deal with the plants in much the same way. Those who have none at home bring pots, the others volunteer to give them some cuttings, thus each pupil has a share in the decorations. The floor is kept also free from all untidiness. Now we are ready to pass on to the play-ground.

Why, one will say, of course that is attractive. No, like the school-room, it must be made so. During intermissions the teacher must be seen on the play-ground. Sometimes I suggest a game before the children have marched from the room, while they are waiting in their lines to pass out. They rush to the game as soon as outside. When I see the play lagging I at once propose some other more exciting if possible, and join in it myself. The hilarity of a pleasaut game is much more attractive to all, than that murmur of discord and mischief, which is so likely to creep in if the boys are left to their own devices. I find, that after a lively play, my boys and girls are as ready to form their lines for entering the house as they were for leaving it.

Now, to sum up; we find the requisites for an attractive school to be:

A cheerful and kind teacher, a bright home-like school-room and a play-ground resounding with mirth and happiness. The results of the attractive school are: obedience, kindness, cheerfulness, and a desire to attend school, together with a love for work as well as play.

## Current Events.

HULL, June 5, 1899.

The fourth regular session of the Ottawa County Teachers' Association was held in Aylmer Academy, June 2 and 3. The Friday evening session was well attended, the

school-room being filled to its utmost capacity. At eight o'clock; the chair was occupied by the President, and a highly interesting and instructive programme was rendered. The addresses of the evening were delivered by the Clergy of Aylmer. Rev. Mr. McNicoll spoke on "Morality in the School," while Rev. Mr. Taylor dealt with the subject of "Sociability of the Teacher." Inspector Gilman, whose name did not appear upon the programme, was also called to the platform and addressed his remarks to the pupils, of whom there was a large number present. The evening programme was made very attractive, being varied with choruses, recitations, drills, &c., which were admirably rendered by the pupils of the Academy.

Saturday's sessions were fairly well attended, and the papers read were excellent, while the discussions which followed the reading of each paper were exceedingly helpful. The papers read were as follows:

"Class Management"—Miss Loynachan, Chelsea.

"How to make School Attractive"—Miss Keezar, Cantley.

"Fractions"—Inspector Gilman, Aylmer.

"Securing Attention"—Mr. C. Adams, Hull.

"Primary Reading"—Miss Ferris, Buckingham.

"Morals"—Miss Ross, Hull.

Early in the year, the Association offered three prizes to Elementary Schools sending in best specimens of school work in map drawing, drawing, and composition from grades II., III. and IV. As a result several schools sent in specimens of such a good quality that the judges had some difficulty in deciding to whom the prizes should be given. After being at their work nearly all day, the committee presented their report as follows:

1st. North Eardley School—Miss Whelan, Teacher.
2nd. Cantley " —Miss Keezar, "
3rd. Wakefield " —Mrs. Pepper, "

The prizes were large pictures in oak frames. 1st prize, Our Queen; 2nd, Dominion Coat of Arms; 3rd, Wild Deer.

Saturday sessions closed at 4 p.m., by singing the National Anthem.

## Practical Hints and Examination Papers.

### THE KINDERGARTEN.

By Miss Elizabeth Harrison, Principal of Chicago Kindergarten College.

The three points to which I would call your thoughtful consideration are: First, What is education? Second, What can be done for the child between the ages of three and six by way of really educating him? Third, What preparation does the kindergarten need for thus training the child?

First—What is education? All education worthy of that name aims to prepare the child to meet life and its problems in a better, more rational way than he would be able to meet it without this education. All thinking educators agree that this preparation must include not only the training of the child's muscles, that he may have complete control of them and thus make his body the servant of his soul, but also the training of his senses in such a manner that he shall be able to take into himself clear impressions from the outside world, upon which depends so much of the definiteness of his mental concepts. Nor is the training of his powers of observation, his judgment, his memory and his imagination, all. He must learn also that greatest lesson in life, how to deal with his fellow-beings, what his relations are to the rest of mankind, and what are the duties arising from them. To the exact degree in which he has learned this lesson do the obstacles vanish from his pathway. If this is education, let us turn now to what part of it can be given to the child between the ages of three and six. This is the free, creative, play period of the child's existence. He has passed out of the passive, receptive period of infancy and is not yet ready for the eager, acquisitive period of childhood.

Play is his natural atmosphere, and play is his delight.

His soul opens out to impressions which may come to it in the guise of play. No effort is hard or disagreeable if it helps to make more real to him his play. This is why the kindergartner, understanding the wholesome, lovable condition of this age, seizes upon its most salient characteristic and educates by means of play. When the child is trying to fly like a bird, to leap like a frog, to pound like a blacksmith, to saw like a carpenter, to march like a soldier, his every muscle is unconsciously coming under control, for he

himself thinks only of imitating the activity toward which he has been led. Again—when he is playing our guessing games or working with blocks of clay or other material of the kindergarten, he is all unawares, training his senses, and therefore laying up his stores of mental impressions to be used later. In this world of play he learns not only to observe, to remember, and to create, but also to forbear, to help and to sympathize with his comrades; nor is this all. The year's work in a good kindergarten leads him through a series of experiences in which are foreshadowed the great institutions of man. Here again, with songs and stories and games about bird families, squirrel families and the like, the fingers of his chubby little hands are a family of workers.

All things with which his thoughts come in contact become new illustrations of family life. He involuntarily calls his long sticks papa and mamma sticks and the short ones baby sticks. I had a child come to me one day and with great delight exclaim, "I have brought you a whole family of spools, a grandfather spool and all." Sure enough, there they were. A large spool which had held carpet thread represented the portly grandfather of his experience. Again and again like illustrations show that the children are slowly but surely comprehending the family relationship.

One day, when we were playing the game of blacksmith, two little girls had been chosen to play the part of the blacksmiths' wives, who were to get the dinner ready for the sturdy workmen on their return from their blacksmith shops.

One of the children set herself heartily to work, pretending to scour the table and place imaginary dishes upon it, and to busy herself in general in the preparation of the supposed dinner. The other child dropped down into a chair and folded her hands. "Why, Betty!" said I, "you will not have Charlie's dinner ready for him when he comes home." "My mamma does not cook dinners," contemptuously replied this offspring of aristocracy. I said nothing. The game went forward. When the shoeing of the horses was done and the little blacksmiths had played the washing of faces and hands and the taking off of their imaginary leather aprons, each turned to the corner of the room which represented his home. Now was my time to impress my lesson of family duty. "Charlie," said I, quietly, "I think you will have to go over to Katherine's house for dinner to-day; Betty does not seem to have anything ready

for you," and phlegmatic Charlie walked quite unconsciously over to the opposite side of the room. My little aristocrat colored slightly, but said nothing. I noticed from that day on no child refused to do his part in the family life. Most diligent of all was little Miss Betty, who had learned her lesson that he who would have a home must share in its labors.

Later in the year, when this relationship has become clear and fixed in the children's minds, we begin taking them to the shoemakers, the blacksmiths, the carpenters, and various other forms of the primitive activities of the trade-world about them. They learn, as a matter of course, that the cobbler's children must have bread, that the baker's children must have shoes, that the blacksmith's children must have a house to shelter them, and so the necessity of the great trade-world grows up within them as it has grown up in the world outside, in order that the family life might be sustained and supplied.

Again, stories are told of the workmen, songs are sung about the busy blacksmith, the jolly carpenter, the merry cobbler, the children themselves becoming these workmen in their imitative plays, and thus come into sympathy with the real working world around them. I believe myself, firmly, that the great problem of capital and labor will not be solved by laws enacted in legislative halls, but by the sympathy aroused in the nursery and kindergarten world. Never shall I forget the lesson once taught me by a little five-year-old girl. I had called into our kindergarten a scissors grinder in order that the children, by seeing him do his work, might more perfectly imitate it in our little game of scissors grinder. After he had sharpened one or two pairs of scissors I paid him his price and opened the door for him to go, when this child exclaimed, "Oh, you forgot to thank him, too." She had been the scissors grinder in our play circle, and had thus realized that courtesy as well as wages were due to the laborer. Think what a revolution would take place when all mankind come to such a realization.

As the year progresses, the lessons in form, color, number, position, direction and size go steadily forward, so too do the impressions concerning life and its relationships. By degrees the children are led to discover the necessity of the state relationship. Policemen must be employed that trade life may not be interfered with; firemen must be ready that homes

may rest in security; even soldiers must be trained that the nation may be protected.

Little by little is instilled the meaning of true knighthood and lofty heroism, which sacrifices personal interests, family ties, and mercantile prosperity when the state demands it, until the flag of our nation becomes the symbol that it really is of loyalty to country, of sacrifices of lesser interests to greater. Could you see as I have seen twenty, thirty, forty little Bohemians and Germans waving the American flag high above their heads, bowing in reverent laudation to the picture of George Washington as it hung upon the wall, singing with all their might "My Country 'tis of Thee," you would realize as no words of mine could paint for you the strong and deep impression which state life has already made upon these young minds.

## Official Department

The annexed circular is being sent out with the new list of authorized text-books for Protestant schools.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, July 12th, 1899.

*Circular to Teachers, School Commissioners and Trustees.*

It is the duty and privilege of Commissioners and Trustees to select from the accompanying list of authorized text-books, those that shall be used in the schools under their control for the next five years.

This selection should be made at once, and a copy of the list selected should be sent to the Department of Public Instruction forthwith.

Teachers have not a right to make this selection nor to change the list selected by the school board; but they may advise the Commissioners or Trustees.

It is recommended by the Protestant Committee, that Commissioners or Trustees consult with the Inspectors in charge of their schools, before making their selection, and it would be well also, to take the teachers into their confidence.

For the sake of convenience the local booksellers should be furnished with a copy of the selected list, so that they may provide for the wants of the community and not burden themselves with books not used in the schools of the locality.

In all cases, it should be seen that the latest editions of the several books selected are furnished.

Commissioners and others are also reminded that the Educational Book Company are under agreement to exchange all copies of the old edition of the Canadian Readers for copies of the new Quebec Edition, free of cost.

BOUCHER DE LA BRUÈRE,
*Superintendent.*

## LIST OF TEXT-BOOKS.

### CLASS I.—FOR PROTESTANT ELEMENTARY AND MODEL SCHOOLS.

*Approved by Order in Council, June 30th, 1899.*

| Subject. | Text-Book. | Publisher. | Price. |
|---|---|---|---|
| *Reading*.. | (a) Graduated Readers | Chambers. | |
| | Primer, Parts I and II united. | " | $0 10 |
| | Infant Reader | " | 0 07 |
| | Books I and II. | " | 0 15 ea. |
| | Book III | " | 0 20 |
| | Book IV | " | 0 25 |
| | Books V and VI | " | 0 30 ea. |
| | (b) Royal Crown Readers | Nelson & Sons. | |
| | Primer I | " " | 0 08 |
| | Primer II | " " | 0 10 |
| | Infant Readers I and II. | " " | 0 15 ea. |
| | Book I | " " | 0 20 |
| | Book II | " " | 0 25 |
| | Book III | " " | 0 30 |
| | Book IV | " " | 0 35 |
| | Books V and VI | " " | 0 45 ea. |
| | (c) Canadian Readers | Ed. Book Co. | |
| | Quebec Primers I and II. | " " " | 0 10 ea. |
| | Advanced Book I. | " " " | 0 25 |
| | Books II and Advanced II. | " " " | 0 30 ea. |
| | Book III. | " " " | 0 40 |
| | Book IV. | " " " | 0 50 |
| | Book V | " " " | 0 60 |
| *Spelling* | Word and Sentence Book (Binding must be made satisfactory). | Grafton & Sons. | 0 30 |
| | Practical Speller Revised | Ed. Book Co. | 0 30 |

| Subject. | Text-Book. | Publisher. | Price. |
|---|---|---|---|
| *Writing*..... | Practical Penmanship..... | Ed. Book Co..... | $0 07 ea. |
| | Vertical Copy Books..... | " " " ..... | 0 07 ea. |
| | Vertical Penmanship..... | Grafton & Sons... | 0 08 ea. |
| | Upright Penmanship..... | Sampson, Marston, Lowe & Co..... | 0 06 ea. |
| | Business Forms and Accounts.. | Copp, Clark Co... | 0 10 ea. |
| *Arithmetic*... | Graded Arithmetic..... | Grafton & Sons. | |
| | Parts I and II. ..... | " " .. | 0 15 ea. |
| | Ele. Arithmetic Revised..... | Ed. Book Co.. ... | 0 30 |
| | Martin's Simple Rules..... | Copp, Clark Co... | 0 10 |
| *English*..... | West's English Grammar for Beginners..... | Copp, Clark Co... | 0 25 |
| | Hyde's Practical Lessons in the use of English..... | Copp, Clark Co... | 0 30 |
| | Story-Book Readers ..... | Nelson & Sons. | |
| *Geography*... | Calkin's Introductory, Quebec Ed. Revised..... | Nelson & Sons... | 0 65 |
| | (Recommended on condition (1) that the work be corrected to date, (2) that a map of the Province of Quebec. showing present boundaries, and a map of the Dominion of Canada, showing bounds of the New Provisional Districts be inserted, and that the price remain at 65 cts.) | | |
| | Geographical Readers..... | Chambers. | |
| *Scripture*.... | The Holy Scriptures. McLear's Old & New Test. Hist. ..... | MacMillan & Co.. | 0 30 |
| *History*..... | Miles' Child's Hist. of Canada.. | Dawson Bros..... | 0 30 |
| | Robertson's Hist. of Canada. . | Copp, Clark Co... | 0 30 |
| | Gardiner's Outline of Eng. Hist. | Longmans..... | 0 60 |
| | Things New and Old by Arnold Foster..... | Grafton & Sons. | |
| *Algebra*..... | C. Smith's Ele. Algebra..... | MacMillan & Co.. | 1 00 |
| | Todhunter's Alg. for Beginners. | " " .. | 0 60 |
| *Geometry*.... | Hall & Steven's Euclid..... | " " .. | 1 00 |
| | Todhunter's Euclid..... | " " .. | 0 75 |
| *French* ..... | Oral Exercises, Parts I, II, III, IV and V..... | Drysdale & Co... | 05 & 10 |
| | Fasquelle's Intro. Fr. Gram.... | Dawson Bros.... | 0 40 |
| | Progressive Fr. Reader, Part I. | Drysdale & Co... | 0 30 |
| *Latin*..... | Shorter Latin Course (Egbert) Am. Ed..... | MacMillan & Co.. | 0 40 |
| | Collar & Daniel's 1st Latin Bk.. | Ginn & Co..... | 1 00 |
| | New Gradatins. | | |
| *Physiology*... | The Making of the Body, (Barnett) ..... | Longmans..... | 0 45 |
| *Drawing*.... | Dom. Free-Hand Course..... | Foster, Brown Co. | 0 10 ea. |
| | Prang's System of Drawing.... | Prang Co. | |
| *Music*..... | Curwen's Tonic Sol-Fa Series... | Curwen & Sons. | |
| | Tonic Sol Fa Series..... | Bayley & Ferguson. | |
| *Agriculture* .. | James' Agriculture..... | Morang..... | 0 25 |

## Class II.—For Academies.

| Subject. | Text-Book. | Publisher. | Price. |
|---|---|---|---|
| *Reading*..... | See Class I. | | |
| *Spelling*..... | See Class I. | | |
| *Writing*..... | See Class I. | | |
| *Arithmetic*... | Graded Arith., Pts. III and IV. | Grafton & Sons . | 15 & 25 |
| | Hamblin Smith's Arithmetic ... | Ed. Book Co.... | 0 60 |
| *Mensuration*. | Steven's Mensuration ..... | MacMillan & Co. | 0 45 |
| *Book-keeping*. | Standard Book-keeping..... | Ed. Book Co.... | 0 65 |
| | High School Book-keeping..... | Copp, Clark Co.. | 0 65 |
| *English*..... | West's Elements of Eng. Gram.. " " " .. | | 0 50 |
| | Brooke's English Literature, New Edition..... | MacMillan & Co. | 0 30 |
| *Geography*... | High School Geography..... | Canada Pub. Co.. | 1 00 |
| | Davis' Physical Geography..... | Ginn & Co..... | 1 25 |
| | Hinman's Physical Geography..... | | 1 25 |
| *History*..... | History of Greece Primer..... | MacMillan & Co. | 0 30 |
| | History of Rome Primer..... " " . | | 0 30 |
| | History of England (Buckley)... | Copp, Clark Co.. | 0 65 |
| | History of Canada (Clements)... | Briggs..... | 0 50 |
| *Algebra*..... | See Class I. | | |
| *Geometry*... | See Class I. | | |
| *Trigonometry* | H. Smith's Elm. Trigonometry. | Ed. Book Co.... | 0 75 |
| *French*..... | Bertenshaw's French Gram..... | Longmans..... | 0 50 |
| | Bertenshaw's Fr. Comp..... ..... | | 0 50 |
| | Larousse's French Grammar, Première Année..... | Larousse ..... | 0 30 |
| | Progressive Fr. Reader, Pt. II.. | Drysdale & Co.... | 0 50 |
| *German*..... | Joynes' Meissner's Ger. Gram.. | Heath & Co..... | 1 40 |
| | Joynes' German Reader..... " " ..... | | 1 10 |
| | Van der Smissen's High School Grammar..... | Copp, Clark Co.. | 0 75 |
| *Latin*..... | Shorter Latin Course, Part II, Eng. Ed..... | MacMillan & Co. | 0 54 |
| | Kennedy's Primer, Revised..... | Longmans ..... | 0 75 |
| | Fabulæ Faciles..... " ..... | | 0 75 |
| | Cæsar's Helvetian War... ..... | Welch & Duffield. | |
| *Greek*..... | White's First Greek Book..... | Ginn & Co..... | 1 00 |
| | Abbott Mansfield Greek Gram. | | |
| | Rutherford's Greek Grammar... | MacMillan & Co. | 0 60 |
| | Underhill's Easy Exs. in Greek.. " " . | | 0 60 |
| | Xenophon's Anabasis, adapted for the use of Beginners..... | Welch & Duffield. | 0 45 |
| *Physics*..... | Gage's Introd. to Phyc. Science. | Ginn & Co..... | 1 00 |
| *Chemistry*.... | Remsen's Elements..... | Macmillan & Co. | 0 75 |
| *Botany*..... | Groom's Elementary Botany, with Appendix.. ..... ....., | Copp, Clark Co.. | 1 25 |
| *Agriculture* .. | First Lessons in the Scientific Principles of Agriculture..... | Drysdale & Co... | 0 75 |
| *Drawing*..... | See Class I. | | |
| *Physiology*... | The Making of the Body (S. Barnett)..... | Longmans..... | 0 45 |

RESTRICTIONS :—(1) The headlines in Grafton's Series of Copy Books are to be amended so as to be satisfactory to the Text-Book Committee. (2) The binding of the First Lessons in Scientific Agriculture must be improved so as to be satisfactory to the Text-Book Committee. Apart from the subjects of writing and drawing the Text-Books are arranged in each department in order of merit according to the opinion of the Text-Book Committee.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June (1899), to erect into a distinct school municipality the new parish of "La Visitation de la Bienheureuse Vierge Marie," in the counties of Nicolet and Yamaska, by the name it bears as a parish, and with the same limits which are assigned to it by the proclamation of February 2nd last (1899).

To erect into a distinct school municipality, by the name of "Notre-Dame de Lourdes de Ham Nord," county of Wolfe, the new parish of that name, with the same limits as are assigned to it by the proclamation of July 26th last (1898).

This erection to take effect on the first of July (1899).

To detach from the school municipality of "Saint Pierre de Vérone," county of Missisquoi, the following lots, to wit: Nos. 98 and 99 of the municipality of Stanbridge Station, and lots Nos. 121, 122, 123, 125, 126, 127, 128, 129, 130 and 131 of Notre-Dame des Anges, and annex them, for school purposes, to the municipality of "Notre-Dame des Anges," county of Missisquoi.

This annexation to take effect on the first of July (1899).

June 29th—To appoint Mr. Joseph Thibodeau, school commissioner for the municipality of Saint Blasius, county of Saint John, ro replace Mr. Valentin Pinsonneault, absent.

June 30th—To revoke the appointment of Mr. Joseph Labrèche, as school commissioner for the municipality of Rawdon, county of Montcalm, made on the 9th of June last (1899), to replace Mr. Joseph Loranger, absent, inasmuch as the latter had been replaced, on the 22nd of May, by the election of a Mr. Joseph Nadeau.

To detach from the school municipality of Saint Paul of Chester, county of Arthabaska, district No. 10, comprising the village of Saint Paul of Chester, with the limits which are assigned to it as such district and such village, and erect

it into a distinct school municipality under the name of "Village of Saint Paul of Chester."

To detach from the school municipality of Saint Norbert, county of Arthabaska, the following lots of the cadastre of the parish of Saint Norbert, to wit: Lots Nos. 205 to and comprising No. 228, as well as lots Nos. 247, 248, 249, and also Nos. 159, 161 and 162 of the said cadastre, and to annex them, for school purposes, to the municipality of Saint Christophe, in the same county.

To detach from the school municipality of Sainte Anne de Bellevue, county of Jacques-Cartier, the part of lot No. 296, of the cadastre of the parish of Sainte Anne du Bout de l'Ile, measuring two hundred feet in front by the depth between the public highway which bounds it in front, and the Lake Saint Louis, which bounds it in rear; bounded on one side, to the north-east, by No. 237, and on the other side by Mr R. Reford, and to annex it, for school purposes, to the school municipality of Sainte Anne du Bout de l'Ile, in the same county.

To detach from the school municipality of Côteau du Lac, county of Soulanges, the following numbers of the cadastre of the parish of Saint Ignace du Côteau du Lac, to wit: from and including No. 454 to No. 512 inclusively, and to erect this territory into a distinct school municipality, under the name of "Côte Saint Emmanuel."

To grant the application made that the school municipality of "Notre-Dame de Bonsecours," county of Ottawa, have the same limits as those recognized for the parish of that name, used for religious purposes; less, the part detached by the proclamation dated the 29th of August, 1878, forming the village of Monte Bello, in the same county.

To detach from the school municipality of Sainte Cécile, county of Beauharnois, the following cadastral lots of the parish of Sainte Cécile, to wit: Nos. 84, 85, 88, and part of lots Nos. 83, 86, 87, 89, 90, 91, 92, 93, 94, 95, 96, 97 and 98, and their subdivision, and annex them, for school purposes, to the school municipality of "Salaberry," in the same county.

The foregoing changes to take effect on the 1st of July (1899).

THE

# EDUCATIONAL RECORD

OF THE

# PROVINCE OF QUEBEC.

Nos. 8 & 9. AUGUST–SEPTEMBER, 1899. Vol. XIX.

## Articles: Original and Selected.

### GEOMETRY *versus* EUCLID.

To a great many people the assertion that the teaching of geometry from Euclid's book in the schools—and especially in the preparatory schools—is a positive hindrance to the teaching of science will be regarded as paradoxical, if not, indeed, erroneous. Yet I *do* make the assertion; and I base my confidence in its truth mainly on the experience which I have gained as an examiner of boys who have finished their school education.

Geometry is about the oldest of the sciences, and Euclid's venerable work bears all the characteristics of a book compiled at a remote time when such science as existed was a kind of mysterious possession in the hands of a few experts to whom intricate technicality of language was (as Swift would say) a principle of great emolument. The inventor of a new science is only too prone to build it up with an elaborate and technical system of definition and nomenclature, hoping thereby to emphasise its importance and to cultivate a wholesome awe in the uninitiated. In this way is established a particular kind of jargon which becomes distinctive of the science, and of its professional exponents.

The growth of such a system is well exemplified in other domains than that of science. For example, there is not, I think, any game in vogue in England which possesses such an elaborate technical jargon as that of golf, and the rule which is always observed in such matters is here strictly

recognised—viz., the less the intrinsic merit of the subject, the more elaborate the accompanying jargon.

We are all very familiar with the Euclid jargon. Some of us, indeed, have somehow come to believe that no proof of proposition can possibly be valid unless it is presented in this orthodox form.

A modern Euclid for the use of schools is sometimes a model of soul-destroying systematisation. I have before me such a work in which the process of arriving at the conclusion that two angles of a triangle are equal if the sides opposite to them are equal, reminds me of the process of walking across a lawn over the surface of which have been stretched innumerable threads in various directions for the purpose of tripping up the unwary.

The number of heads under which a well-taught modern boy will arrange the most simple proposition is wonderful: "general enunciation," "particular enunciation," "hypothesis," "construction," "demonstration," "conclusion" must all figure, or else the proof is "no good." Only a boy who has been careless says, "if two triangles have three sides of the one equal to three sides of the other, the triangles are equal in all respects"—a very simple truth which I received once in the following form from a boy who was much more careful of the orthodox jargon: "if two triangles have two sides of the one respectively equal to two sides of the other each to each, and likewise also their bases, or third sides, equal, then shall the three angles of the one triangle be equal to the three angles of the other triangle, and the triangles shall be equal in every respect."

Observe that in the Euclid jargon nothing ever simply "is"—it always 'shall be."

In finding fault with Euclid as a book for beginners I have, of course, no right to charge it with the enormous number of definitions, and the dissertations on the various kinds of propositions ("positive," "contra-positive," &c.) which some of the school-books set right in front of the beginner before the first proposition of the first Book is reached.

Still, it is by no means the paragon of logical clearness that it is commonly alleged to be. Take, for instance, its very first definition: "a point is that which has no parts." This is an excellent definition of *absolute nonentity*, but not of anything that can be pictured in the mind. Some

editors of Euclid, feeling that there is somethiug wanting in this definition, have (they think) vastly improved it by saying that "a point is that which has *position* but no magnitude"—as if *position* is more easily grasped than *point*. Then again (still at the threshold of the subject) the beginner is taught to believe that he is getting a very definite conception of a right line in the defiuition, "a right line is that which lies *evenly* between its extreme points"—as if the meaning of "evenly" is at once beyond question.

But of all the elementary conceptions in Euclid that of an *angle* is the one which most puzzles a beginner, and remains unrealised for the longest time. "An angle is the *inclination* of two straight lines to one another." Here again ws have one obscure term defined by another equally obscure; and we know by experience that, unless the conception is presented in a very different way, the obscurity will be permanent.

Moreover, it is possible to point out a self-contradiction in Euclid. Thus his definition of a circle makes it to be a disc—"a circle is a plain figure *bounded by one line* called the circumference"—so that, clearly, the whole of the space inside (or, possibly, outside) the circumference *is the circle*, whose mere boundary is the circumference; and, if so, two circles can, of course, intersect in an infinite number of points—over an extensive area, in fact; but this is contradicted by Euclid in the tenth proposition of Book III., according to which one circle cannot intersect another in more than two points

These, it may be admitted, are comparatively minor considerations, and the defects might be corrected by judicious teaching.

It is chiefly in the way in which the fifth and sixth Books of Euclid are apprehended by boys that the necessity for a change in the system of teaching is to be seen.

Those mediæval technicalities "duplicate ratio," subduplicate ratio," "sesquiplicate ratio," and some others are drummed into the heads of boys as if they were terms of the utmost scientific importance. What mathematician ever uses such terms, or even thinks of them in his investigations?

The simple and extremely important fact that the areas of two similar figures are to each other as the squares of corresponding linear dimensions is presented to the begin-

ner in the nineteenth proposition of the sixth Book in the words "similar triangles are to one another in the duplicate ratio of their homologous sides"—a statement which is singularly deficient in accuracy inasmuch as it omits to say precisely what two qualities or quantities connected with the triangles are thus related (colours, shapes, sizes, or what?); and the result is absolute confusion in the minds of a very large number of boys.

Let me illustrate this by a few *bona fide* examples. In reply to the question, "What are similar triangles, and what is the relation between their areas?" the following answers were received:—

(1) A triangle is similar to another triangle when their sides are proportional, and when the homologous sides of one are in duplicate ratio to the homologous sides of the other.

(2) If two triangles have the sides about an angle in each proportional and the other angles of the same affection, the triangles are similar. Similar triangles are proportional to the bases on which they stand, and are to one another in the duplicate ratio of their homologous sides.

(3) Similar triangles are those which are equal in area to each other and are in the same proportion to each other as the duplicate ratio of their homologous sides.

(4) When the angles are similar the areas are similar, when the areas are similar the angles are similar, when the sides are similar the areas are similar.

(5) Similar triangles are equal in all respects—sides equal to sides, angles equal to angles, areas equal to areas. Similar triangles are to each other as their bases.

(6) Similar triangles are to one another in the duplicate or subduplicate ratio of their homologous sides. Their areas are as the square or square root of their bases according as it is in the duplicate or subduplicate ratio.

(7) Similar triangles are to one another as their bases They are also to each other in the duplicate ratio of their homologous sides.

(8) Triangles are said to be similar when they have their corresponding sides equal and are equal in area. Similar triangles are to one another in the duplicate ratio of their homologous sides.

Each of these exhibits a pleasing variety and a liberal-minded, large-hearted toleration of conflicting views.

Such examples might be multiplied almost indefinitely, and they show clearly the impotence of the dictum "similar triangles are to one another in the duplicate ratio of their homologous sides" to convey any real knowledge to the mind of the ordinary learner. "Duplicate ratio" and "homologous" are mere sounds, to the latter of which violence is often done, inasmuch as I have frequently met with "homolicus" and "harmologous" sides.

Now, as regards the amount of time which is spent in the schools by young boys in acquiring the elementary facts and conceptions of geometry from Euclid's book, I know that very many months are occupied in attaining to the twelfth proposition of the first Book. I have before me, in fact, a fair-sized treatise written for the purpose of guiding boys along Euclid's exact path to this proposition.

There is absolutely nothing in the first twelve propositions that could not be taught far more effectively to a boy of ordinary intelligence in a few days, if only a rational style of teaching geometry were adopted; but if the exact language and pedantic professionalism of the school Euclids must be followed, to the weariness of the boy's mind and the quenching of his interest, it becomes a very long process indeed—ending, in the case of a large number, in utter failure.

Moreover, the current practice which insists on compelling boys to study geometry in an order and language characteristic of mediæval times, when no physical sciences existed, is a hindrance to the study of such sciences now, inasmuch as geometry is one of the foundations of all exact science; and it is obvious that if an intelligent knowledge of geometry is postponed, the physical sciences must be kept back also.

The plea that Euclid's book is unrivalled as an exposition of clear logical method and arrangement, and, as such, must be the foundation on which to build geometry, is vain—for the simple reason that it is not in England (where Euclid is worshipped), but in France and Germany (where Euclid is unknown as a text-book), that the great discoverers in geometry have been produced.

The late M. Paul Bert, Minister of Public Instruction in France, published a little book on the proper method of teaching geometry to beginners, in which he severely satirised the faults of the existing procedure; and, again,

the late Rev. W. A. Willock (father of Dr. Sophie Bryant), in his "Elementary Geometry of the Right Line and Circle," has similar excellent remarks on this subject. "It is almost certain," says Dr. Willock, "that Euclid wrote his 'Elements' not for boys, but for grown-up, hard-headed thinking men."

Certain concessions have been made to the advocates of reform, led chiefly by Mr. Hayward—notably by the University of Oxford and the Civil Service Commissioners; and, in the existing state of affairs, it is not reasonable to expect more.

It will be clear from the foregoing that, in my opinion, a more rapid progress in the study of science generally would ensue from any system which would facilitate and accelerate the understanding of geometry by boys in the very elementary stage; and to this end I would suggest that the initiative should be taken by the Universities of Oxford and Cambridge. Our vast system of competitive examinations renders it necessary that a fixed source of authority on the order of deduction in geometry should exist. Such a source is Euclid at present; but a better one might, without serious difficulty, be drawn up by a University Committee, and its adoption by the schools and colleges throughout the country would follow as a matter of course. The chief difficulty is to avoid "fads"; but I learn, from conversation with a distinguished master in the largest of our public schools, that sympathy would not be wanting in an attempt to improve existing methods.

GEORGE M. MINCHIN.

## Practical Hints and Examination Papers.

—THE BREADTH OF EDUCATION.—Dr. William R. Harper, in stating in the *Methodist Magazine* the views on Education of Dr. Vincent, the promoter of the Chautauqua movement, says: "Education is not to be confined to formal study. It includes this, but it includes much more. Books alone are insufficient. One must come in contact with people, and especially with the ablest men and women specialists, scientists, littérateurs, great teachers who know how to inspire and quicken minds, and from whom a special inspiration may be gained for the doing of special service. One must travel at home and abroad, and bring

himself into contact with the locality in which the great lives of the world have been lived and its great events enacted. Perhaps more may be gained than in any other way from personal thought and meditation, in hours during which one is able to examine himself and hold before his soul a mirror in which shall be reflected his inner life and thought." It has always been a source of grief to Dr. Vincent that he did not avail himself of a college training.

—PRACTICAL GEOGRAPHY.—This is the month to review the summer trips of teacher and pupils. No excursion, if it be the only one the child has taken during the holiday season, no matter how short it may have been, should be slighted. The short journey is the connecting link in the child's mind between his home and the great world beyond. Let the child find on the map the first large place that he could reach by the road on which he was travelling. Encourage children to gather specimens of the natural products of the places they visit or of their own locality if they have not been away—grasses, flowers, minerals, the products that make the country's wealth. Every Canadian school-house might have hung upon its walls, as the work of the pupils, pieces of cardboard with the various natural products neatly mounted ou them and correctly labelled. One large card might have specimens of the most important productions of the forests, lakes, plains, rivers and mountains of the Dominion, a smaller chart specimens from the province, and a still smaller card those of the locality. The process of selection would be an admirable exercise for teacher and children. The work should be well done. It is not work for the teacher only but for the children. It will be "education by doing."

—GOOD FOOD FOR THE CHILDREN.—"In order to do good work in this world," says Huxley, "one must be a good animal." We want our children to be good animals, sound of body and strong of muscle. In several respects children brought up on the farm have an advantage over city children. The foundation stone of success at college and in after life, in the various fields of activity to which college graduates find an entrance, was laid on the farm in the plentiful exercise of ploughing, hoeing and general work which called forth a healthful appetite for bread, butter, milk, cream and salt pork, for which the farm is famous. There the physical strength was built up, without

which the mental strength is of little value. So many great minds have seemed to absorb the small weak bodies in which they were enshrined. We do not want this for our children. Let us as teachers do what lies in our power to build up good strong bodies for the children. We have one half hour a week for hygiene assigned to each grade. Let it be practical as well as theoretical; more practical than theoretical. How frequently we have been pained at the sight of poor little children trying to study with ill-nourished bodies, the blood so weak that the little brains were unresponsive to the most alluring method of presenting a subject. It is very frequently not knowledge of the laws of health that is wanting but actual food and clothing. Sometimes the sympathies and purses of teachers are taxed beyond endurance. Teachers, especially in large cities, provide both food and clothing for scores of children under their charge, and do this on very meagre salaries. There is no calling in life that makes greater or more persistent calls upon the sympathies and the wallet than that of the teacher. In certain cities free lunches are provided for those who care to have them, and in this way these children get at least one good meal a day. Might not a certain amount of money be set apart by School Boards for the purpose of feeding the hungry children. The hardest work on earth is trying to teach a hungry child.

—THERE is no teaching until the pupil is brought into the same state or principle in which you are; a transfusion takes place; he is you, and you are he; there is a teaching; and by no unfriendly chance or bad company can he ever quite lose the benefit.

*Emerson.*

—IT is a good divine that follows his own instructions; I can easier teach twenty what were good to be done, than to be one of the twenty to follow my own teachings.

*Shakespeare.*

—THE childhood shows the man as morning shows the day.

*Milton.*

—THE spirit of insight is more necessary to the doctor, the naturalist and the geometer than the spirit of geometry. Gladstone was reading Homer and writing Latin verses during his whole life at Eton; he was barely taught the

elements of arithmetic. Reverse the circumstances, imagine him a profound arithmetician but with no literary training. It is very doubtful if he would ever have become an incomparable financial minister.

*Fouillée.*

—It is little matter what you learn, the question is with whom you learn.

*Emerson.*

—I am at school now as a student, every day; and unfinished *curricula* reach out into undefined futures. I shall never "finish" my education.

*Chancellor Vincent.*

## Reminders.

—Gymnastics can never take the place of play in the life of the child.

Children are not going to speak English correctly by merely studying an English grammar.

Let one subject in the school course throw light upon others.

The child without thoughts finds composition hard. When thoughts come the pen moves easily. Therefore, let the compositions of children be on subjects suited to their age. What can they know of the "pleasures of friendship" and "the beauties of a spring morning"? They feel these things but cannot separate them from their other joys as subjects of composition. But when a child wants to soar above his everyday life, do not hold him back, correct his errors.

Because you have taught a subject in a certain way for twenty years it does not follow that that is the best way. It is the most familiar way to you.

As a rule the hours of school are quite long enough for the preparation of lessons—of so-called home lessons.

All children desire to *know*. Sometimes the wrong knowledge is desired.

It does not follow that a child knows what is on a page of his text-book because he can say it by heart.

In a week or so some of the teachers will be standing in the presence of very small classes, in some cases as few as five, six or seven pupils. Remember that you *may* have a Shakespeare, a Milton or a Bacon; you certainly *will* have

boys and girls with minds capable of almost indefinite expansion. If you grow weary and discouraged with the smallness of the number of your class an irreparable injury will be done to the five, six or seven pupils—an injury, the extent of which will continue as long as time lasts. Be faithful to the few. Wait with patience for the time when the numerous small schools of a country district shall be gathered into one large school.

The teacher's reward is to see the light of thought illumine the face of each pupil.

The child should work for the love of work, not to gain some paltry prize or to surpass his school-mates.

—The National Educational Association of the United States.—This Association met at Los Angeles, California, last July. It has grown to an almost unwieldy size, consisting of ten departments. These are the Departments of Elementary Education, of Secondary Education, of Higher Education, of Normal Schools, of Business Education, of Physical Education, of Natural Science Instruction, of School Administration, of Libraries, and Indian Department. The last named was added this year. These departments have separate buildings, or at least separate halls of meeting. The teachers and citizens of Los Angeles accorded the Convention a right royal welcome last July. Let not Qubec be behind in this matter if Montreal be chosen as the next place of meeting of this largest body of teachers in the world. Some of the subjects that occupied the thoughts of the teachers were "Usurpation of Home by the School," "Educational Journalism, its Trials and Triumphs," "The Usefulness of the University," "The School in Relation to the Higher Life," "Vices of Childhood and Youth," "The Path of Least Resistance in Education," "In Fundamental Civic Ethics, What Ought We to Teach as the American Doctrine of Religion and the State," "Continuous University Sessions," "The Study of Education in the University," "Observation as a Factor in Training School Work," "Claims of Commercial Education to a Place in our Public School System," "Play Instincts," "Relation of High School to College Mathematics," "*Quo Vadis*, School Board," "How to Acquire a Taste for Good Reading" and "Use of the Library."

## Some Thoughts from the Papers Read.

"The years of childhood come but once, the lessons they teach and the experiences they give can never be eradicated."

"We rise in the scale of being on stepping stones within ourselves and not by climbing over others."

"Each song should bear the musician's stamp and be tuneful without the support of the piano." This referred to the kindergarten specially.

"One should not break the spirit and freshness of childhood by too much discipline."

"Assembly rooms are to be attached to every schoolhouse for the use of the people every day and every evening of the year."

"Vacation schools are becoming a necessity."

"The ideal education is suggestive rather than commanding." "This is the gist of the problem of education: So to adjust the pupil's environment that he may engage in right activities freely, successfully, joyfully."

"Dislikes, antagonism, adverse under-currents of feeling sap energies which should be utilized in fruitful school work."

"True school progress lies between uniformity and individualism, and it is the privilege of teachers to teach according to their best judgment."

"Some parents have believed that the educating or failing to educate their children was a matter for their sole decision; but the conception of the State seems to be that the child does not exist entirely for the parent's good but for the good of all."

"The manual training teacher must be first of all a teacher—everything in education and culture and character which we would have other teachers be. But he must also be a good mechanic. Unworkmanlike work is not educational. The teacher must be a good cabinet-maker if he is to be a good character maker."

—The citizens of Los Angeles contributed $14,000 to the Convention, and feel that they have been amply repaid in the money left them by the teachers, but still more in the impetus given to education and the closer drawing of the

ties between home and school. The teachers of Los Angeles gave over $1,500 for fruit and flowers, and they feel repaid in the hearty expressions of gratitude heard on all sides.

—A TEST IN GRAMMAR FOR CHILDREN.—Put appropriate words, either verbs, adjectives or pronouns in the following blank spaces:—The greatest number of faces that can be seen at once —— two. He, you or I —— going to sing. He or you —— going to school. Either John or James —— reading. Neither of them —— a book. Let you and —— ride a race. Divide the candy between you and——. Neither the dog nor the cat —— eating hay. The man's horse is the —— of the two. Did you really believe it was ——? Is it ——? Many high words passed between Mr. Povy and ——.

—WHY OBJECT LESSONS FIND A PLACE IN THE SCHOOL COURSE.—The thinking teacher continually asks herself in relation to each branch that she teaches, "Why do I teach this subject, of what use is it to my pupils?" She has not far to seek the correct answer or an approximation to the right answer in relation to reading, writing and arithmetic. But if one may judge from the way in which this subject is taught, object lessons present a difficulty to the majority of teachers. The name of the subject has not the slightest flavor of *book* about it. It is *object*, and objects the child should have to examine from all points of view. The great value of object lessons is the bringing of the child into contact with things in contradistinction to names. How many words we use in everyday life that call up no distinct image to the mind. That which cannot be handled or at least be well represented has no place in the object lesson class. The bringing the child into contact with things themselves under proper direction develops the faculty of *observation* and therefore furnishes opportunity to the child of comparing and contrasting objects, experimenting upon objects, noting results and drawing conclusions. In the second place, in bringing the child into direct contact with nature we are teaching him to be orderly and methodical. Is not order Heaven's first law? In the third place to multitudes of children object lessons have opened the door to original research. Many a successful man in various field of research has looked back to the object lesson class as the birthplace of his genius. Then again, the

study of natural objects in a familar way has laid a good foundation on which the superstructure of the natural sciences has been built. To children thus brought into contact with nature natural science can never simply mean a long string of hard names. Still further, this probing into things gives the child the weapon with which he can slay falsehoods in some statements and verify other statements. Again object lessons brighten the lives of children by giving them opportunities to use the brain, hand, eye, etc., practically, the senses are the doors by which knowledge reaches the brain. They teach the child to love nature and to be kind to living things. Herbert Spencer says, "To *tell* a child this, and to *show* the other, is not to show it *how to observe*, but to make it a mere recipient which weakens rather than strengthens its powers of self-instruction, which deprives it of the pleasure resulting from successful activity, which presents this all-attractive knowledge under the aspect of formal tuition, and which thus generates that indifference and even disgust with which these object lessons are sometimes regarded. On the other hand to pursue the true course is simply to guide the intellect to its appropriate food, and to habituate the mind from the beginning to that practice of self-help which it must ultimately follow. Children should be led to make their own investigations and to draw their own inferences. They should be told as little as possible, and induced to discover as much as possible." When the child has thoughts and drawn inferences from his own observation the next thing is to give him the language to clothe his thoughts and to show him an orderly way of stating his thoughts and inferences.

There are several unwise methods of procedure in conducting object lessons that it might be well to warn the teacher against. Never use a book in the class. The *teacher* may require a book for purposes of comparison, to see that her own observations are correct. The teacher should not interpose herself between the object and the child. The child should receive *information* through object lessons, but first and foremost his senses should be trained, the power of attention increased, observations should be made more intelligently and comparisons more accurately stated. Too many subjects should not be taken up in one year. The teacher should not do the bulk of the work in

collecting objects for the lesson. Objects should not be seen by the children in false relations to other objects; therefore excursions to the woods, fields, etc., are valuable aids to knowledge. The teacher should not question the child in a disorderly way. After an object has been analyzed its fragments should not be left scattered about but should be formed into the complete whole. Object lessons should not stand apart from other subjects, but should be correlated with reading, writing, language lessons, arithmetic, drawing, modelling, etc. Untidiness of arrangement should not be allowed. No fitter closing to these few remarks on object teaching could be made than to quote the plaint of Carlyle, who never enjoyed the pleasures of object lessons: "For many years it has been one of my most constant regrets that no school-master of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meeting me with a salutation which I cannot answer as things are. Why did not somebody teach me the constellations, too, and make me at home in the starry heavens which are always overhead, and which I don't half know to this day?

—AGRICULTURE FOR ELEMENTARY SCHOOLS.—The young teacher examining her "Course of Study for Elementary Schools" sees "Object Lessons" or "Useful Knowledge" as one of the subjects of instruction. She further sees under these last headings the subdivisions: Form Study and Drawing, Color, Size, Weight and *First Notions of Agriculture.* This last subject is further defined by a note to the effect that "Special attention to the Plants, Animals, Forest Trees and Minerals of the Province and their uses" is to be given. A teacher who has spent all her life in the city will probably learn as much as she teaches the first year. Boys and girls brought up on the farm know the calls of birds, the sounds they make and the places they select for their homes, the coloring of their eggs, the various kinds of bills that birds have, the different uses they make of them, and the nature of the food as determined by the character of the beak of the bird. They can distinguish the forest trees and the trees of the orchard; they know the various kinds of grain and the insects that destroy them. They have followed the complete

life of the frog while playing in the streams of the fields. They can distinguish the various kinds of soil, and know what plants flourish best in a clay soil, in clay loam or sandy loam, etc. But there are more things that they do not know, and it is the teacher's place to supplement the knowledge of the children, correct their mistakes and help them to an orderly habit of observation and thought and statement. She must interest the children in the farm, the stock, the crops, the pests of the farm, the birds and insects that are the farmer's friends, the useful trees and the ornamental trees, the domestic animals and the wild animals of the locality, the garden flowers and the wild flowers in their season, teach them to love nature in her various moods, get the children to observe the wonderful provisions for all things that breathe, to note the changes in nature—in animals, trees, fields, flowers and so forth, so that they may realize that there is no more necessary or nobler work in the world than that of the farmer.

## Official Department

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, May 19th, 1899.

On which date the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; George L Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Qnebec; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; W. S. Maclaren, Esq.; W. J. Watts, Esq., Q.C., M.P.P.; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D.; John Whyte, Esq.; Inspector James McGregor.

The meeting opened with prayer.

Mr. W. J. Watts was introduced and welcomed as member of the Council of Public Instruction, having been appointed by the Lieutenant-Governor in Council to succeed the Venerable Archdeacon Lindsay, resigned.

The Secretary reported that he had received a copy of an order in council approved on the 18th instant, by which

Mr. Gavin J. Walker, of Lachute, had been appointed as member of the Council.

The Reverend Dr. Shaw, Mr. Finley, and the Honorable Justice Lynch sent regrets for unavoidable absence.

The resignation of Dr. Norman as associate member of the Protestant Committee and of the Central Board was read and accepted.

Dr. James Dunbar, Q.C., of Quebec, was elected to succeed Dr. Norman as associate member of the Protestant Committee.

Mr. G. W. Parmelee resigned as member of the Central Board of Examiners. The resignation was accepted.

Moved by the Bishop of Quebec, seconded by Mr. Rexford, and

*Resolved*,—That the Reverend A. T. Love, B.A., and Inspector Parker, B.A., be recommended to fill the two vacancies on the Central Board.

Inspector McGregor was appointed to succeed the late H. Hubbard, Esq., on the Board of Examiners for the examination of candidates for the position of Inspector of Protestant schools.

It was resolved that it be a recommendation of the Protestant Committee to the Government :—That an allowance of six hundred dollars be granted to defray expenses incurred by the teachers in attending educational conferences, the same to be chargeable to and taken from that portion of the $50,000 which may properly be regarded as set apart for the special needs of Protestant education.

A letter from the Secretary of the University Board of Examiners was read in relation to the date of the June examinations.

It was moved by Dr. Robins, seconded by the Lord Bishop of Quebec, and

*Resolved*,—That the question of the time of holding the Matriculation and A. A. Examinations and the Preliminary Examinations be referred to a sub-committee *ad hoc* consisting of Principal Peterson, Chairman of the A. A. Board of Examiners, the Reverend Mr. Rexford and Mr. Masten, with instructions to consider and report at the next meeting of the Committee.

## NOTICE OF MOTION.

I beg to give notice of motion, for consideration at the next regular meeting of the Protestant Committee of the Council of Public Instruction:

1st. That in accordance with the second alternative suggested by Art. 450 of the new Code, the amount of money accruing annually from the sale of marriage licenses be devoted to Protestant elementary education.

2nd. That whenever a rate of three mills in the dollar is not sufficient under ordinary circumstances to support the necessary elementary schools in any municipalities complying with the regulations, the marriage license fees and the poor municipality fund, in addition to their share of the common school fund, be divided among such municipalities in proportion to the daily average attendance of pupils during the school year;

3rd. Municipalities desiring to obtain a share of the marriage license fees and of the poor municipality fund must make application to that effect to the Superintendent of Public Instruction on or before the first of September in each year;

4th. That the application must be accompanied by a certificate from the school Inspector of the district stating, first, that the school law and regulations have been faithfully carried out in the municipality; second, that the teachers are competent; third, that there are no arrears due by solvent persons; fourth, that the taxes are insufficient to support the necessary schools during the school year.

(Signed,) JAMES MCGREGOR.

A letter from Mr. Lippens was submitted along with samples of a chart for teaching fractions which he wished to have approved for use in Protestant schools.

Moved by Mr. Ames, seconded by Mr. Love, and

*Resolved*,—That the Fractional Charts of Inspector Lippens be referred to the Text-book Committee with instructions to report regarding the same at the next meeting as to the advisability of having them formally recommended by the Committee.

Applications from various persons for diplomas were read and submitted to Dr. Peterson and Dr. Robins for ex-

amination and report. After examination of the documents submitted they recommended that an academy diploma be granted by the Central Board to Mr. E. Smith upon his passing a satisfactory examination in Latin, Greek and Trigonometry; a model school diploma to Miss L. M. Kerr after she has made good the required standing in Latin and French, and has passed in school law. They further recommended that Miss Kate A. Chisholm be allowed to take the examination for an advanced elementary diploma in McGill Normal School, and to receive a kindergarten diploma there as an equivalent for the extra-provincial diploma she now holds; that Miss A. L. Stevenson receive an elementary diploma after examination in school law, or a model school diploma after examination in Latin as well; that Mr. L. T. Miller receive an academy diploma after satisfactory evidence of successful teaching for one year since his course in pedagogy; that Mrs. A. M. Brouse receive the first class academy diploma; that other applications be held over for further information. Upon motion the report was received and the recommendations were adopted.

A sub-committee to prepare for the distribution of the superior education funds at the September meeting was appointed, to consist ot the Chairman and the Teachers' representative as members, *ex-officio*, with Principal Shaw, Mr. Rexford and Mr. Love.

The sub-committee on examinations submitted its report, which, on motion, was adopted as amended. The sub-committee was continued with power to fill any vacancies that might occur in the list of examiners.

The Secretary reported that owing chiefly to changes in the school law and regulations it was necessary to amend certain other regulations of the Protestant Committee, and submitted the following :—

## Proposed Amendments to Protestant Committee Regulations.

1. To regulation 23 add: "Women graduates who have taken German may receive academy diplomas entitling them to act as assistants in an academy. They are subject to the same conditions as to rank in their subjects as are the men."
2. Regulation 22, section 2, the words "The candidate shall then remit to the Secretary of the Central Board

of Examiners a fee of five dollars, and shall receive from him notification of the days of examination," to be replaced by "candidate shall remit for the Central Board of Examiners the fee of five dollars with his application, and shall receive notification of the days of examination."

3. From the end of regulation 25 strike out the words "In accordance with 1965 R.S.Q.
4. Regulation 26, second line, replace "Section 24 or 25" by "sections 22, 24 or 25;" and in the eighth line replace "In these two cases" by "In these cases."
5. Regulation 76, fourth line, strike out the word "arithmetic."
6. Regulation 71, section 12, to read: "To prepare the examination papers in accordance with the course of study for superior schools, and to submit them to the sub-committee of examiners for consideration and approval."
7. Regulation 74 to be replaced by: "In these written examinations pupils shall be considered as having passed in their respective grades, provided they pass in all the subjects specified in the course of study. However, pupils who fail in not more than two subjects may be passed at the discretion of the examiners if the aggregate of marks is high enough to justify such exceptional action."
8. Regulation 81, in the fifth line, replace "one-third" by "forty per cent;" and in the sixth line replace "three quarters" by seventy-five per cent.
9. Regulation 35, sections one and two to be struck out. Section 4 same regulation, last line, "and boards of examiners" to be replaced by "and the board of examiners."
10. Regulation 86 to be replaced by the following: "Deputy examiners shall observe the instructions given in regulation 30."
11. Regulations 113 to 118, both inclusive, to be struck out.
12. Regulation 161, second line, the word "quadrennial" to be struck out.

Moved by Mr. S. P. Robins, seconded by the Reverend Mr. Love, and

*Resolved*,—That this Committee approve the amendments to the regulations now submitted by the Secretary, as ne-

cessary to the harmony of the old and new regulations, and order their transmission to the Lieutenant-Governor in Council for authorization.

It was moved by Professor Kneeland, seconded by Inspector McGregor, That the New Canadian Geography be added to the list of text-books submitted to the Lieutenant-Governor in Council for authorization, provided that a satisfactory increase be made to the matter relating to the British Isles.—Carried.

Mr. J. Whyte read a report on behalf of the committee on elementary schools.

It was moved by Mr. Whyte, seconded by Mr. Masten, and

*Resolved*,—That the report be received and adopted, and that the Secretary be instructed to send copies of the report to the Roman Catholic Committee, and to ask their co-operation and support in order to get the suggestions put into active operation; and that the present sub-committee be continued at the call of the convener.

The report of the Inspector of superior schools was read.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

| | | | |
|---|---|---|---|
| 1899. | *Receipts.* | | |
| May | 19—Balance on hand | | $1,526 10 |
| 1899. | *Expenditure.* | | |
| Feb. | 28—G. W. Parmelee, salary to June 1st.. | | 62 50 |
| April | 17—J. M. Harper, salary to July 1st..... | | 300 00 |
| Feby. | 28—Edwin Cox & Co., address to Dr. Robins..... | $125 00 | |
| | Frame..... | 5 00 | |
| | | | 130 00 |
| Feby. | 3—*Chronicle* Printing Co., 100 minutes.. | | 5 00 |
| Feby. | 28—T. J. Moore. supplies for Dr. Harper.. | | 15 15 |
| | *Daily Telegraph*, printing minutes... | | 15 00 |
| March | 30—T. J. Moore & Co., binding minutes, 28 vols..... | | 16 50 |
| | *Chronicle* Printing Co..... | | 6 00 |
| | | | $550 15 |
| | Balance on hand as per bank book... | | 975 95 |
| | | | $1,526 10 |

1899. *Special Account.*

March 30—From City Treasurer of Montreal... $1,000 00

1899. *Contra.*

March 30—To Dr. S. P. Robins for McGill N. School ..... $1,000 00

Examined and found correct.

(Signed,) R. W. HENEKER,
Chairman.

Dr. Dunbar was added to the sub-committee, in place of Dr. Norman, *re* Normal School finances, and to sub-committee on legislation.

After the reading of the rough minutes the meeting adjourned to meet on the 29th of September, unless called earlier by the chairman.

G. W. PARMELEE,
Secretary.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 9th June (1899), to detach from the school municipality of Sainte Scholastique, in the county of Two Mountains, lots Nos. 343 to 349 inclusively, of the cadastre of the parish of Sainte Scholastique, forming districts numbers three and four of the said parish, and to erect them into a separate and distinct school municipality under the name of "Mirabel."

To annex to the school municipality of Saint Michel No. 5, in the county of Yamaska, the territory known by the name of "The Lots," from and including No. 737 to and including No. 761 of the cadastre of the parish of Saint Michel d'Yamaska, for school purposes.

To detach this part of the cadastral number 215 of the parish of Sainte Rose, county of Laval, which is between the road of "La Grande Côte" and the one of "La Petite Côte," of the school municipality of the "Haut de la Grande Côte," of Sainte Rose, and annex it, for school purposes, to the school municipality of "Haut de la Petite Côte" of Sainte Rose, in the same county.

The foregoing erections to take effect July 1st, 1899.

To erect into a distinct school municipality, for Roman Catholics only, by the name of "Fort Coulonge," county of Pontiac, the following territory, to wit: Lots 3, 6, 7, 8, and part of lot No. 12, in the range A, of the township of Mansfield, county of Pontiac.

½ lot No. 1, and lots 3, 4, 5, 8 and 10 of the range B, of the same township, lots 1, 2, 3, 4, 5, 6, 7 and ½ lot No. 11, as also lots 13 and 14 of range I, of the same township.

Part of lot No. 1 of the village.

Also the parts of lots 15 and 16 of range I, of the same township, belonging to Roman Catholics.

His Honor the Lieutenant-Governor has been pleased to appoint Messrs. Wm. D. Graham, junior, and Henry Grey, school commissioners for the municipality of Arundel, county of Argenteuil, to replace Messrs. Joseph Boyd and John Silverson, whose terms of office have expired.

31st August—1. To detach from the school municipality of Saint Alphonse de Thetford, county of Megantic, the following lots, to wit: Nos. 14, 15, 16, 17, 18, 19 and 20 of the ranges I, II, III and IV of the township of Thetford;

2. To detach from the school municipality of the Saint Cœur de Marie, same county, the following lots, to wit: Nos. 8, 9, 10, 11, 12 and 13 of the IVth range, and lots Nos. 12, 13, 14, 15, 16, 17, 18, 19 and 20 of the ranges V and VI of the said township of Thetford;

3. To detach from the school municipality of Saint Pierre de Broughton, the following lots, to wit: 7, 8, 9, 10, 11, 12 and 13 of the IInd and IIIrd ranges of the said township, and also lot No. 7 of the IVth range of the aforesaid township of Thetford; and to erect this territory into a distinct school municipality, by the name of "Saint Antoine de Pontbriand," county of Megantic.

This erection to take effect only on the 1st of July next, 1900.

To appoint Messrs. Edouard Leclerc, Cyrile Lamy, François Rouleau, Joeffrey Houle and Onésime L'Allier, school commissioners for the new municipality of the village of Saint Paul de Chester, county of Arthabaska.

24th August—To appoint school commissioners:

Beauce—Saint Charles de Spaulding: Messrs. Samuel Grondin and Pierre Audet, continued in office.

Bonaventure—Restigouche: Messrs. Colin T. Firlotte and John Oatman, continued in office.

Témiscouata—Notre-Dame des Sept Douleurs: Mr. Arthur Ouellet, continued in office.

Chicoutimi—Grande Baie : Mr. Napoléon Dallaire, to replace Mr. Pitre Lalancette.

Dorchester—Saint Abdon : Revd. M. V. Thomas Lauzé, priest, and M. Thomas Giroux, the former continued in office, the latter to replace Mr Théodore Dutil.

*Appointment of School Trustees.*

Soulanges—Saint Zotique (Côteau Landing) : Mr Edwin French, continued in office.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 1st of September, 1899, to make the following appointments, to wit :

1. Mr. Jean-Baptiste Primeau, of the city of Montreal, school inspector for the county of Two Mountains and of Terrebonne, except the municipalities of Saint Faustin and of Saint Jovite, to replace Mr. J. P. Nantel, deceased.

2. Mr. Jos. Trefflé Molleur, of Saint Alexandre, county of Iberville, school inspector for the county of Rouville and of Saint Hyacinth, and the municipalities of Saint Dominique, Sainte Rosalie and Saint Pie, in the county of Bagot, to replace Mr. Evariste Picard des Troismaisons, deceased.

3. Mr. Joseph Hébert, of Saint Valentin, county of Saint John, school inspector for the counties of Montcalm and of L'Assomption, and the municipalities of Lanoraie and of Lavaltrie, in the county of Berthier, to replace Mr. Joseph Cyprien Dupuis, absent from the province.

4. Mr. G. S. Vien, of Lauzon, county of Levis, now school inspector for the counties of Levis and part of the county of Dorchester, school inspector for the county of Montmorency, except the municipalities of Saint Adolphe and of Laval, for the city of Quebec, and the municipality of Saint Roch North, to replace Mr. Joseph Prémont, deceased.

5. Mr. L. S. Abdon Guay, of Saint David, county of Levis, now school inspector of the county of Lotbinière and of part of the county of Megantic, school inspector for the county of Levis and that of Dorchester, except the municipalities of Sainte Justine, Sainte Germaine, Sainte Rose de Watford, Saint Zacharie, Saint Prosper de Watford and Saint-Benjamin du Lac à Busque, to replace Mr. Vien, transferred to another district.

6. Mr. L. S. Omer Pagé, of Saint Louis de Lotbinière, county of Lotbinière, now school inspector for the county of Pontiac, and of part of the county of Ottawa, school inspector for the county of Lotbinière and the municipalities of Sainte Julie, Saint Calixte de Somerset, Sainte Anastasie, Nelson, Notre-Dame de Lourdes, Plessisville, Inverness and Saint Pierre Baptiste, in the county of Megantic, to replace Mr. L. S. Abdon Guay, tranferred to another district.

7. Mr. Frs Xavier Guay, of Saint Maurice, in the county of Champlain, is appointed school inspector for the county of Pontiac and the west part of the county of Ottawa to the Valley of the river du Lièvre, exclusively, to replace Mr. Pagé, transferrred to another district.

The former appointments and commissions of Messrs. G. S. Vien, Ls. Abdon Guay and Ls. Omer Pagé being revoked.

## CIRCULAR OF ADVICE TO THE SUPERIOR SCHOOLS FOR 1899–1900.

The attention of the principals and head teachers of the Superior Schools is respectfully drawn to the following suggestions for 1899-1900; and for the guidance of this office they are requested to send by return of mail a postal card with the names of the members of their staff as well as the names of the Chairman and Secretary-Treasurer of the Board of Commissioners or Trustees. Last year there was not a little inconvenience from teachers failing to send in a return.

1. A copy of the Course of Study and a neatly written or printed Time-Table should be framed and hung up on the wall in each room. This year a direct report will be made of the appearance of each class-room; and the teacher of each department should put forth every effort to improve the environment by means of maps, charts, and wall decorations, including a flag of the Empire and one of the Dominion, with a picture of Her Majesty Queen Victoria. Each class-room should be supplied with a full set of maps, charts and apparatus required for the school grades, and application should be made to the Commissioners for such. At the end of the year, the names of the schools excelling in this respect will be specially mentioned.

2. The fourth competition for the best kept grounds has taken place this year. The prizes awarded in this com-

petition are a first prize of $100, a second prize of $50 and a third prize of $25. The award is made on (1) the spaciousness of the grounds, (2) the separation of the ornamental in front from the ordinary play-ground, (3) the situation of the outhouses hidden away as they should be behind shrubbery, and (4) the number of trees planted and their arrangement. Wherever possible a flower-stand or two should decorate the approach in front. In preparing to take part in such a competition, every effort should be put forth on the part of the teachers to enlist the sympathy of the Commissioners and community. As the accompanying schedule, indicating the scope of the Inspector's Report, shows, a note will be made this year as to what the teachers and Commissioners have done in preparing to enter upon such a competition in the near future.

3. The schedule indicating the scope of the Inspector's Report makes plain what ought to be done to have the school take a high standing in point of equipment, etc. The teacher may fill in all the blanks that can be filled in without the Inspector's assistance, and retain the figures until the date of the Inspector's visit.

4. Last year there was some little misunderstanding in regard to the kind of specimens of work which should be submitted to the Inspector at the time of his annual visit. This year every pupil is to prepare a specimen of his or her writing. These specimens are to be arranged in order of merit by the teacher and presented to the Inspector during his visit. They should be written on paper of a uniform size and neatly pinned together. Similar specimens, one from each pupil, are also to be prepared by all the pupils taking drawing and book-keeping. The teacher will also be prepared to present a list of pupils in the classes in reading, with the names of the pupils arranged in the order of merit. The classes in oral French and hygiene will be conducted by the teacher, assisted by the Inspector.

5. In English the pupils of Grade I. Model may confine themselves to the scope of the Course of Study, special attention being given to the analyzing and comparing of sentences. The quoting of special literary extracts will not be asked for at the examination of this grade. In the other grades the analyzing and quotation of extracts will be confined to the authors prescribed, with no alternative papers provided this year.

6. In French the scope of the grammar questions will be that laid down in the Course of Study without special reference to the pages of any of the prescribed French grammars. The translation required of the pupils of Grade I. Model School will be the first five prose extracts from the Progressive French Reader (Part I.) Pupils of Grade II. Model School will be prepared to translate any extract from the first fifteen pages of the above reader; pupils of Grade I. Academy will take up the first seventy pages of the same book, and pupils of Grade II. Academy will study the first seventy pages of the Progressive Reader (Part II.) In the last two grades the dictation and retranslation will be confined to the first ten prose extracts.

7. In Latin, the scope of the grammar questions, as in the French, will be that laid down in the Course of Study without special reference to the pages of any of the prescribed Latin grammars. In Grade II. Model School, the pupils will be expected to translate any easy simple sentence with the help of a vocabulary. The Course of Study definitely indicates the scope of the translation in the other grades. Questions may be expected on the geography of Ancient Gaul and the history in the chapters to be translated. In the translating of English into Latin, the words used will be taken from the chapters selected for translation. In the last two grades special attention should be given to the idiomatic forms of the ablative absolute, the accusative before the infinitive, and the gerundive construction. The attention of the pupils should also be directed to a thorough knowledge of the genders of the nouns, the principal parts of the verbs and the four participial forms. In translation, a sound English sentence should always be required as an equivalent to the sound Latin sentences of Cæsar. Pupils in Latin should also be trained to give English words that are derived from the Latin words being translated.

8. The scope of the examination in English and Canadian history will be confined to the limits laid down in the Course of Study without any special reference to the pages of any of the prescribed text-books, which the School Commissioners are free to select from, as the teacher may direct. In Grades I. and II. Model School only the more prominent events need be taken up.

9. In the schedule indicating the scope of the Inspector's

Report, special mention is made of physical, vocal, sentence and moral drills, and the teacher should not fail to have these in operation throughout the year. (1.) Physical drill, with exercises carefully planned out by the teacher, is not to be had in schools only for exhibition purposes. It should be engaged in daily, between times, as a healthful exercise. Vocal drill includes elocutionary effects and the promotion of good reading and speaking in the classes. Indistinctness of utterance can only be checked by a sound vocal drill in simultaneous reading and singing. (2.) The making of sentences, written or spoken, is an exercise which should accompany every lesson, the teacher always refusing to accept from the pupils in their answers anything in the shape of bad or broken English. In this connection synthesis, or the composing of sentences from elemental phrases, should receive serious attention, as ensuring a practical result from the study of analysis. As a method of hearing a lesson there is no readier way than to draw a portion of the information acquired, from each pupil in the class in a well turned sentence. (3.) The moral drill may include a thorough knowledge of the Ten Commandments as further developed in the precepts of the Sermon on the Mount, and as illustrated by the virtues and vices of those of the heroes of history of whom the pupil has some knowledge. The Ten Commandments and the Sermon on the Mount should be carefully memorized as a preliminary to this drill in every school.

10. The principal or head teacher, who has by regulation a supervision of the whole school, is earnestly requested to distribute this circular among his associate teachers and the Commissioners. As was said in the circular of last year, The spirit of co-operation should prevail in all our work connected with the school life, and should any of our teachers have suggestions to make for the improvement of our schools, it is needless to say that, in the future as in the past, such suggestions will always be gladly received and considered by the Inspector. Through such co-operation no mistake has ever been allowed to militate against any school or pupil.

J. M. HARPER,
Inspector.

Office of the Inspector of Superior Schools.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1899, (MODEL SCHOOLS.

| Names of Model Schools. | Grand Total Marks. | Percentage. | Pupils in Ex. Grades. | | | Grade I. | | | Grade II. | | | Grade III. | | | Lat. | | Frch. | | Eng. | | Geom | | Alg. | | Arit. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Enrolled. | Presented | Passed | Failed. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Passed. | Failed. | Passed. | Failed. | Passed | Failed. | Passed. | Failed. | Passed. | Failed. | Passed. | Failed. |
| Arundel | 5471 | 69 | 14 | 12 | 11 | 1 | 4 | 3 | 1 | 5 | 5 | 0 | 3 | 3 | 0 | 4 | 6 | 10 | 2 | 12 | 0 | 0 | 3 | 11 | 1 | 11 | 1 |
| Barnston Heights | 3030 | 72 | 16 | 6 | 6 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 1 | 1 | 0 | .. | .. | 5 | 1 | 6 | 0 | 2 | 0 | 4 | 0 | 6 | 0 |
| Berthier | 10505 | 58 | 28 | 26 | 23 | 3 | 8 | 6 | 2 | 11 | 10 | 1 | 7 | 7 | 0 | 18 | 0 | 24 | 2 | 22 | 4 | 7 | 0 | 18 | 0 | 26 | 0 |
| Bryson | 2379 | 32 | 23 | 12 | 1 | 11 | 6 | 0 | 6 | 5 | 0 | 5 | 1 | 1 | 0 | .. | .. | 1 | 11 | 3 | 9 | 0 | 1 | 4 | 2 | 5 | 7 |
| Buckingham | 10811 | 69 | 43 | 23 | 15 | 8 | 9 | 8 | 1 | 6 | 6 | 0 | 8 | 7 | 1 | 1 | 6 | 17 | 6 | 22 | 1 | 3 | 5 | 13 | 1 | 23 | 0 |
| Bury | 7716 | 62 | 38 | 20 | 12 | 8 | 7 | 3 | 4 | 9 | 8 | 1 | 4 | 1 | 3 | 2 | 11 | 11 | 9 | 19 | 1 | 0 | 5 | 12 | 1 | 18 | 2 |
| Chicoutimi | 509 | 56 | 4 | 2 | 2 | 0 | 2 | 2 | 0 | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 0 | 1 | 1 | .. | .. | .. | .. | 2 | 0 |
| Clarenceville | 4627 | 69 | 22 | 10 | 10 | 0 | 3 | 3 | 0 | 4 | 4 | 0 | 3 | 3 | 0 | .. | .. | 10 | 0 | 10 | 0 | 2 | 1 | 7 | 0 | 10 | 0 |
| Clarendon | 4190 | 59 | 17 | 12 | 10 | 2 | 7 | 5 | 2 | 4 | 4 | 0 | 1 | 1 | 0 | 5 | 0 | 8 | 4 | 11 | 1 | 1 | 0 | 3 | 2 | 12 | 0 |
| Como | 2684 | 43 | 16 | 9 | 3 | 6 | 5 | 1 | 4 | .. | .. | .. | 4 | 2 | 0 | .. | .. | 2 | 7 | 5 | 4 | 1 | 3 | 4 | 0 | 5 | 4 |
| Compton | 7638 | 57 | 42 | 20 | 16 | 4 | 8 | 6 | 2 | 6 | 4 | 2 | 6 | 6 | 0 | .. | .. | 9 | 11 | 18 | 1 | 3 | 2 | 12 | 0 | 20 | 0 |
| East Angus | 4393 | 46 | 37 | 15 | 10 | 5 | 8 | 2 | 6 | 4 | 3 | 1 | 3 | 1 | 2 | 4 | 2 | 4 | 11 | 10 | 5 | 0 | 3 | 6 | 1 | 10 | 5 |
| Farnham | 4971 | 55 | 25 | 15 | 9 | 6 | 9 | 5 | 4 | 3 | 3 | 0 | 3 | 1 | 2 | .. | .. | 9 | 6 | 15 | 0 | 0 | 3 | 6 | 0 | 15 | 0 |
| Fort Coulonge | 1741 | 52 | 6 | 5 | 3 | 2 | 1 | 0 | 1 | 3 | 2 | 1 | 1 | 1 | 0 | 0 | 1 | 2 | 3 | 5 | 0 | 0 | 3 | 3 | 1 | 3 | 1 |
| Frelighsburg | 4839 | 63 | 25 | 11 | 11 | 0 | 3 | 3 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 3 | 0 | 5 | 6 | 11 | 0 | 2 | 2 | 8 | 0 | 11 | 0 |
| Gould | 4714 | 71 | 21 | 10 | 9 | 1 | 2 | 2 | 0 | 7 | 6 | 1 | 1 | 1 | 0 | 2 | 0 | 10 | 0 | 10 | 0 | 1 | 0 | 8 | 0 | 10 | |
| Haldimand | 1654 | 71 | 8 | 3 | 3 | 0 | 1 | 1 | 0 | .. | .. | . | 2 | 2 | 0 | 0 | 2 | 3 | 0 | 3 | 0 | 0 | 2 | 2 | 0 | 3 | |
| Hatley | 4214 | 68 | 26 | 8 | 6 | 2 | .. | .. | .. | 5 | 4 | 1 | 3 | 2 | 1 | 1 | 0 | 4 | 4 | 8 | 0 | 2 | 1 | 7 | 1 | 8 | 0 |
| Hemmingford | 3649 | 66 | 33 | 7 | 6 | 1 | .. | .. | | 4 | 4 | 0 | 3 | 2 | 1 | 2 | 1 | 6 | 1 | 6 | 1 | 3 | 0 | 6 | 1 | 7 | 0 |
| Hull | 8890 | 52 | 36 | 26 | 14 | 12 | 10 | 2 | 8 | 12 | 8 | 4 | 4 | 4 | 0 | 7 | 5 | 4 | 21 | 14 | 12 | 1 | 0 | 14 | 2 | 24 | 2 |
| Kinnear's Mills | 2463 | 99 | 28 | 3 | 3 | 0 | .. | .. | .. | 1 | 1 | 0 | 2 | 2 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 2 | 0 | 3 | 0 | 3 | 0 |
| Lachine | 6288 | 54 | 44 | 21 | 11 | 10 | 13 | 5 | 8 | 7 | 5 | 2 | 1 | 1 | 0 | .. | .. | 10 | 11 | 18 | 0 | 0 | 1 | 7 | 1 | 18 | 3 |
| Lacolle | 4673 | 76 | 13 | 9 | 9 | 0 | 2 | 2 | 0 | 5 | 5 | 0 | 2 | 2 | 0 | 1 | 1 | 9 | 0 | 9 | 0 | 0 | 2 | 6 | 1 | 9 | 0 |
| Leeds | 2900 | 56 | 30 | 7 | 4 | 3 | 2 | 1 | 1 | 1 | 1 | 0 | 4 | 2 | 2 | 2 | 2 | 2 | 5 | 7 | 0 | 0 | 2 | 3 | 2 | 4 | 3 |
| Levis | 2895 | 41 | 17 | 11 | 4 | 7 | 6 | 0 | 6 | 3 | 3 | 0 | 2 | 1 | 1 | 1 | 1 | 4 | 7 | 5 | 6 | 0 | 1 | 2 | 3 | 8 | 3 |
| Magog | 3242 | 46 | 35 | 12 | 5 | 7 | 8 | 1 | 7 | 3 | 3 | 0 | 1 | 1 | 0 | 2 | 1 | 5 | 7 | 7 | 5 | 1 | 0 | 3 | 0 | 9 | 3 |
| Mansonville | 4659 | 55 | 31 | 14 | 12 | 2 | 7 | 6 | 1 | 5 | 4 | 1 | 2 | 2 | 0 | 1 | 1 | 10 | 4 | 10 | 4 | 1 | 0 | 6 | 1 | 14 | 0 |
| Marbleton | 2864 | 53 | 27 | 7 | 5 | 2 | 3 | 1 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 1 | 1 | 6 | 2 | 7 | 0 | 0 | 2 | 4 | 0 | 7 | 0 |
| Megantic | 4016 | 54 | 36 | 11 | 4 | 7 | 6 | 3 | 3 | .. | .. | . | 5 | 1 | 4 | 1 | 1 | 6 | 5 | 11 | 0 | 0 | 5 | 4 | 1 | 10 | 1 |
| Montreal Annex | 2796 | 18 | 11 | 9 | 2 | 11 | 9 | 2 | .. | .. | .. | . | .. | .. | .. | .. | .. | 5 | 6 | 9 | 2 | .. | .. | .. | .. | 11 | 0 |
| Montreal West | 6841 | 51 | 24 | 21 | 9 | 12 | 9 | 3 | 6 | 8 | 3 | 5 | 4 | 3 | 1 | .. | .. | 6 | 15 | 15 | 6 | 0 | 4 | 12 | 0 | 18 | 3 |
| Mystie | 2786 | 47 | 24 | 8 | 4 | 4 | 2 | 0 | 2 | 3 | 1 | 2 | 3 | 3 | 0 | 1 | 2 | 3 | 5 | 7 | 1 | 0 | 3 | 4 | 2 | 8 | 0 |
| New Richmond | 3659 | 76 | 22 | 6 | 6 | 0 | .. | .. | .. | 3 | 3 | 0 | 3 | 3 | 0 | .. | .. | 5 | 1 | 6 | 0 | 1 | 2 | 6 | 0 | 6 | 0 |
| Paspebiac | 8611 | 62 | 36 | 21 | 19 | 2 | 11 | 9 | 2 | 3 | 3 | 0 | 7 | 7 | 0 | .. | .. | 19 | 2 | 20 | 1 | 5 | 2 | 10 | 0 | 21 | 0 |
| Portage du Fort | 6707 | 53 | 25 | 21 | 8 | 13 | 10 | 2 | 8 | 9 | 5 | 4 | 2 | 1 | 1 | 1 | 0 | 10 | 11 | 18 | 3 | 7 | 3 | 1 | 1 | 18 | 3 |
| Rawdon | 7167 | 82 | 20 | 12 | 12 | 0 | 5 | 5 | 0 | 1 | 1 | 0 | 6 | 6 | 0 | 6 | 0 | 12 | 0 | 12 | 0 | 6 | 0 | 7 | 0 | 12 | 0 |
| St. Andrews | 3897 | 54 | 16 | 11 | 8 | 3 | 4 | 2 | 2 | 5 | 4 | 1 | 2 | 2 | 0 | 1 | 1 | 4 | 7 | 9 | 2 | 0 | 1 | 7 | 0 | 11 | 0 |
| St. Hyacinthe | 3364 | 60 | 16 | 9 | 8 | 1 | 4 | 3 | 1 | 4 | 4 | 0 | 1 | 1 | 0 | 2 | 2 | 7 | 3 | 8 | 0 | 0 | 1 | 3 | 0 | 9 | 0 |
| St. Lambert | 12074 | 68 | 41 | 29 | 24 | 5 | 14 | 12 | 2 | 11 | 8 | 3 | 4 | 4 | 0 | 13 | 2 | 26 | 3 | 29 | 0 | 1 | 3 | 11 | 4 | 29 | 0 |
| St. Sylvestre | 5386 | 78 | 15 | 10 | 10 | 0 | 2 | 2 | 0 | 6 | 6 | 0 | 2 | 2 | 0 | 8 | 0 | 10 | 0 | 10 | 0 | 1 | 1 | 8 | 0 | 10 | 0 |
| Sawyerville | 8694 | 64 | 58 | 18 | 12 | 6 | 4 | 1 | 3 | 6 | 3 | 3 | 8 | 8 | 0 | 5 | 4 | 13 | 5 | 16 | 2 | 3 | 4 | 10 | 4 | 18 | 0 |
| Scotstown | 6792 | 73 | 25 | 16 | 15 | 1 | 9 | 8 | 1 | 6 | 6 | 0 | 1 | 1 | 0 | 5 | 1 | 15 | 1 | 16 | 0 | 0 | 1 | 7 | 0 | 15 | 1 |
| Sorel | 449 | 50 | 3 | 2 | 2 | 0 | 2 | 2 | 0 | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 0 | 2 | 0 | .. | . | .. | .. | 0 | 2 |
| South Durham | 3090 | 62 | 13 | 7 | 5 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 3 | 1 | 2 | 3 | 1 | 5 | 2 | 7 | 0 | 0 | 3 | 5 | 0 | 7 | 0 |
| Stanbridge East | 5459 | 61 | 29 | 14 | 11 | 3 | 7 | 4 | 3 | 4 | 4 | 0 | 3 | 3 | 0 | . | .. | 9 | 5 | 13 | 1 | 1 | 0 | 7 | 0 | 14 | 0 |
| Ulverton | 4087 | 63 | 26 | 11 | 8 | 3 | 7 | 5 | 2 | 3 | 2 | 1 | 1 | 1 | 0 | 2 | 0 | 8 | 3 | 10 | 1 | 1 | 0 | 4 | 0 | 10 | 1 |
| Waterville | 2161 | 61 | 19 | 6 | 6 | 0 | 3 | 3 | 0 | 2 | 2 | 0 | 1 | 1 | 0 | .. | .. | 5 | 1 | 6 | 0 | 0 | 1 | 3 | 0 | 6 | 0 |
| Windsor Mills | 2435 | 64 | 18 | 6 | 6 | 0 | 3 | 3 | 0 | 1 | 1 | 0 | 2 | 2 | 0 | .. | .. | 5 | 1 | 6 | 0 | 0 | 1 | 3 | 0 | 6 | 0 |

| Names of Academies. | Grand Total Marks. | Percentage. | Pupils in Ex. Grades. | | | | Grade II. M.S. | | | Grade I Ac. | | | Grade II Ac. | | | Grade III Ac. | | | Lat. | | Grk. | | Frc | | Eng. | | Geom | | Alg. | | Arith. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Enrolled. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Passed. | Failed. | Passed. | Failed. | Passed | Failed. | Passed. | Failed. | Passed. | Failed. | Passed. | Failed. | Passed. | Failed. |
| Aylmer | 7480 | 56 | 40 | 25 | 10 | 15 | 11 | 2 | 9 | 6 | 4 | 2 | 6 | 4 | 2 | 2 | 0 | 2 | 8 | 13 | ... | ... | 16 | 7 | 18 | 7 | 2 | 10 | 14 | 11 | 21 | 4 |
| Bedford | 5872 | 61 | 31 | 20 | 14 | 6 | 11 | 7 | 4 | 6 | 5 | 1 | 2 | 2 | 0 | 1 | 0 | 1 | 12 | 2 | ... | ... | 10 | 10 | 18 | 2 | 5 | 2 | 17 | 1 | 17 | 1 |
| Coaticook | 8910 | 74 | 35 | 24 | 20 | 4 | 12 | 9 | 3 | 7 | 6 | 1 | 5 | 5 | 0 | ... | ... | ... | 14 | 3 | ... | ... | 15 | 9 | 24 | 0 | 10 | 1 | 24 | 0 | 24 | 0 |
| Compton Ladies' College | 8815 | 69 | 33 | 21 | 13 | 8 | 8 | 4 | 4 | 2 | 1 | 1 | 8 | 5 | 3 | 3 | 3 | 0 | 15 | 2 | ... | ... | 13 | 8 | 18 | 3 | 8 | 3 | 20 | 1 | 14 | 4 |
| Cookshire | 11697 | 56 | 52 | 39 | 21 | 18 | 14 | 5 | 9 | 13 | 6 | 7 | 6 | 5 | 1 | 6 | 5 | 1 | 9 | 12 | ... | ... | 25 | 14 | 33 | 6 | 14 | 10 | 27 | 6 | 33 | 6 |
| Cowansville | 7928 | 63 | 53 | 23 | 12 | 11 | 9 | 3 | 6 | 7 | 4 | 3 | 7 | 5 | 2 | ... | ... | ... | 14 | 8 | 2 | 0 | 15 | 8 | 21 | 2 | 2 | 10 | 18 | 5 | 20 | 3 |
| Danville | 19043 | 74 | 58 | 44 | 33 | | 16 | 13 | 3 | 5 | 3 | 2 | 16 | 14 | 2 | 7 | 5 | 2 | 29 | 11 | ... | ... | 36 | 8 | 42 | 2 | 17 | 8 | 41 | 2 | 43 | 1 |
| Dunham Ladies' College | 9113 | 61 | 47 | 25 | 15 | 10 | 7 | 3 | 4 | 7 | 5 | 2 | 11 | 7 | 4 | ... | ... | ... | 11 | 10 | ... | ... | 11 | 14 | 25 | 0 | 2 | 8 | 20 | 5 | 22 | 3 |
| Granby | 10021 | 74 | 72 | 22 | 18 | 4 | 5 | 5 | 0 | 6 | 4 | 2 | 9 | 7 | 2 | 2 | 2 | 0 | 14 | 3 | ... | ... | 19 | 3 | 20 | 2 | 12 | 3 | 20 | 1 | 17 | 3 |
| Huntingdon | 43232 | 77 | 164 | 96 | 84 | 12 | 17 | 17 | 0 | 37 | 30 | 7 | 30 | 26 | 4 | 12 | 11 | 1 | 49 | 23 | 9 | 0 | 75 | 21 | 94 | 2 | 20 | 19 | 92 | 4 | 87 | 4 |
| Inverness | 6531 | 63 | 23 | 14 | 12 | 2 | 1 | 0 | 1 | 3 | 3 | 0 | 8 | 8 | 0 | 2 | 1 | 1 | 4 | 2 | ... | ... | 10 | 4 | 14 | 0 | 4 | 9 | 11 | 3 | 12 | 2 |
| Knowlton | 13984 | 65 | 69 | 35 | 31 | 4 | 7 | 5 | 2 | 15 | 15 | 0 | 10 | 9 | 1 | 3 | 2 | 1 | 7 | 1 | ... | ... | 31 | 4 | 30 | 5 | 22 | 5 | 32 | 3 | 30 | 3 |
| Lachute | 23229 | 75 | 71 | 57 | 48 | 9 | 17 | 12 | 5 | 20 | 18 | 2 | 17 | 15 | 2 | 3 | 3 | 0 | 30 | 21 | 6 | 1 | 38 | 19 | 54 | 3 | 28 | 12 | 54 | 3 | 52 | 5 |
| Lennoxville | 3291 | 73 | 26 | 12 | 11 | 1 | 3 | 2 | 1 | 3 | 3 | 0 | 2 | 2 | 0 | 4 | 4 | 0 | 6 | 2 | ... | ... | 6 | 6 | 11 | 1 | 4 | 1 | 12 | 0 | 11 | 1 |
| Ormstown | 12762 | 53 | 66 | 42 | 23 | 19 | 12 | 4 | 8 | 12 | 7 | 5 | 17 | 11 | 6 | 1 | 1 | 0 | 20 | 12 | 0 | 1 | 21 | 21 | 37 | 4 | 10 | 13 | 25 | 15 | 33 | 8 |
| St. Francis College | 15064 | 69 | 72 | 37 | 29 | 8 | 10 | 6 | 4 | 10 | 10 | 0 | 12 | 9 | 3 | 5 | 4 | 1 | 13 | 15 | 1 | 0 | 30 | 7 | 34 | 2 | 11 | 14 | 31 | 6 | 28 | 7 |
| St. Johns | 2985 | 54 | 18 | 11 | 5 | 6 | 5 | 2 | 3 | 3 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 0 | 3 | 8 | ... | ... | 6 | 5 | 8 | 3 | 2 | 4 | 10 | 1 | 8 | 3 |
| Shawville | 10762 | 65 | 46 | 32 | 24 | 8 | 12 | 11 | 1 | 12 | 8 | 4 | 8 | 5 | 3 | ... | .. | ... | 12 | 14 | 4 | 0 | 24 | 8 | 29 | 3 | 7 | 12 | 25 | 7 | 28 | 4 |
| Sherbrooke | 27150 | 64 | 71 | 56 | 55 | 1 | 20 | 20 | 0 | 17 | 17 | 0 | 9 | 9 | 0 | 10 | 9 | 1 | 44 | 6 | ... | ... | 54 | 1 | 53 | 0 | 41 | 4 | 55 | 1 | 53 | 3 |
| Stanstead W. College | 11083 | 49 | 40 | 40 | 26 | 14 | 4 | 2 | 2 | 17 | 16 | 1 | 8 | 5 | 3 | 11 | 3 | 8 | 10 | 9 | 3 | 2 | 26 | 14 | 27 | 5 | 21 | 6 | 36 | 3 | 23 | 2 |
| Sutton | 5543 | 60 | 41 | 16 | 9 | 7 | 7 | 2 | 5 | 3 | 1 | 2 | 5 | 5 | 0 | 1 | 1 | 0 | 2 | 3 | ... | ... | 10 | 6 | 14 | 2 | 4 | 4 | 11 | 5 | 15 | 1 |
| Three Rivers | 3820 | 42 | 27 | 16 | 1 | 15 | 8 | 0 | 8 | 2 | 1 | 1 | 6 | 0 | 6 | ... | ... | | 2 | 14 | . . | ... | 6 | 10 | 8 | 8 | 0 | 3 | 6 | 10 | 11 | 5 |
| Valleyfield | 7707 | 75 | 30 | 20 | 20 | 0 | 9 | 9 | 0 | 5 | 5 | 0 | 4 | 4 | 0 | 2 | 2 | 0 | 4 | 0 | ... | ... | 20 | 0 | 18 | 2 | 7 | 0 | 19 | 1 | 19 | 1 |
| Waterloo | 17955 | 71 | 88 | 44 | 34 | 10 | 13 | 8 | 5 | 10 | 10 | 0 | 12 | 8 | 4 | 9 | 8 | 1 | 18 | 8 | 1 | 0 | 38 | 6 | 44 | 0 | 12 | 14 | 39 | 5 | 41 | 3 |
| Westmount | 44615 | 80 | 186 | 109 | 104 | 5 | 43 | 41 | 2 | 34 | 34 | 0 | 25 | 23 | 2 | 7 | 6 | 1 | 83 | 3 | 4 | 0 | 99 | 10 | 107 | 2 | 30 | 31 | 98 | 10 | 101 | 3 |

## Statement of Receipts and Expenditures of Primary Teachers' Fund for the School Year 1898-99.

### *Receipts.*

| | |
|---|---|
| Stoppages of 2 per cent.: | |
| On public school grant | $ 3,200 00 |
| On superior school grant | 1,000 00 |
| On salaries of normal school professors | 450 22 |
| On salaries of school inspectors | 686 44 |
| On salaries of teachers in schools under control | 16,647 41 |
| On pensions paid during the year | 754 24 |
| Paid to the Department by teachers themselves | 130 71 |
| Interest to 30th June, 1898, on capital account | 9,160 37 |
| Annual Government subsidy, | 1,000 00 |
| Unclaimed checks cancelled | 344 07 |
| Amount transferred from capital to revenue account | 9 89 |
| Balance in trust refunded by the Provincial Treasurer | 2,440 91 |
| Amount borrowed to supply deficiency | 4,683 85 |
| Total | $40,508 11 |

### *Expenditure.*

| | |
|---|---|
| For pensions | $ 40,244 51 |
| Expenses of administration | 263 60 |
| Total | $40,508 11 |

| | |
|---|---|
| Balance in trust in the hands of the Provincial Treasurer, derived from surplus accumulated between 1886 and 1891, to first July, 1898 | $ 2,440 91 |
| Amount refunded to the Superintendent to supply deficiency | 2,440 91 |

| | | | |
|---|---|---|---|
| 1898. | | | |
| July 1st—Capitalized revenue | | | $184,230 09 |
| Revenue for 1898-99 belonging to capital: | | | |
| Stoppages on pensions | $976 12 | | |
| Less amount transferred to revenue account | $ 9 89 | | |
| Less amount remitted on capital | 16 83 | | |
| | | 26 72 | |
| Balance | | | 949 40 |
| 1899. | | | |
| July 1st—Amount of capital to date | | | $185,179 49 |

## 1899 Convention of Protestant Teachers.

The following provisional programme has been prepared for the approaching Convention of Protestant Teachers:

Thursday, Oct. 12, 9-12 A.M.

(*a*) Reports of Committees.

1-5 P.M.

Papers and Discussions:

(*a*) "Teaching Arithmetic" . . . . . Miss E. Higgs.
(*b*) "English for Ele. Schools" . . Mr. G. Hopkins, B.A.
(*c*) "Transition Work" . . . . . Mr. E. W. Arthy.

8-10 P.M.

Music and Addresses:

(*a*) Address of Welcome . . . . . Mayor Préfontaine.
(*b*) " " . . . . . Dr. MacVicar.
(*c*) Address . . . . . Hon. H. Thos. Duffy.
(*d*) " . . . . Annual Address of the President.

Friday, Oct. 13, 9-12 A.M.

Papers and Discussions:

(*a*) "Relation of Outside Examinations to School Organization" . . . . Rev. E. I. Rexford, B.A.
(*b*) "Relation of Government to Schools," Dr. J. M. Harper

1-5 P.M.

Papers and Discussions:

(*a*) "Overpressure in Schools" . . . Mr. N. T. Truell.
(*b*) "The Personality of the Teacher Re-appearing in the Pupil" . . . . . Dr. McCabe.
(*c*) "Tendency of Present Methods and Discipline in the Formation of Mental and Moral Character" . . . . . Miss L. B. Robins, B.A.

8-10 P.M.

Music and Addresses:

(*a*) "Education to fit Boys and Girls for Agricultural Pursuits" . . . . . Prof. Robertson.
(*b*) "Child Study" . . . . . Dr. F. Tracy.

Saturday, Oct. 14, 9-12 A.M.

Papers and Discussions:

(*a*) "Physical Culture" . . . . Dr. R. Tait McKenzie.
(*b*) Discussion . . . led by Mr. W. A. Kneeland, B.C.L.

THE

# EDUCATIONAL RECORD

OF THE

## PROVINCE OF QUEBEC.

No. 10. OCTOBER, 1899. Vol. XIX.

### Practical Hints and Examination Papers.

—Accurate Observation.—How few persons there are who observe accurately! Pestalozzi's message to the world was "teach the child to observe and imitate;" and teachers have been trying faithfully to follow his instructions. Yet we find students in our university halls who have still much to learn in the direction of observation, though they are adepts at imitation. Here is a case in point, from the note book of a college professor:

"Gentlemen, you do not use your faculties of observation," said an old professor addressing his class. Here he pushed forward a gallipot containing a chemical of exceedingly offensive smell. "When I was a student," he continued, "I used my sense of taste," and with that he dipped his finger in the gallipot, and then put his finger in his mouth. "Taste it, gentlemen, taste it," said the professor, "and exercise your perceptive faculties." The gallipot was pushed towards the reluctant class. One by one the students resolutely dipped their fingers into the concoction, and with many a wry face, sucked the abomination from their fingers. "Gentlemen, said the professor, "I must repeat that you do not use your faculties of observation, for had you looked more closely at what I was doing, you would have seen that the finger which I put in my mouth was not the finger I dipped in the gallipot."

—Some Questions for the Teacher.—Is there a museum near your school? Have you ever taken your pupils there? Did you take them for any definite purpose?

Have you ever been there yourself? Why did you go? Are there any factories or workshops near the school? Have you ever taken the children there? Did the manager refuse to let you in? Why? Is there any stream near the school-house—within the radius of a few miles? Have the children ever gone with you to note how running water acts upon the country through which it flows? Is there a wood near by? Do your children bring you nature's beautiful gifts or the objects of man's ingenuity and skill for your admiration? If not, why not? Have you never told them that it would please you very much if they did? Have you given them to understand that you do not care for those things, that you are only interested in what you can find in books? Museums, factories and workshops are not open to all teachers, but the wonders of nature may be had for the seeking. It is sometimes unsafe to take children to factories, and for that reason the managers exclude them. Meddlesome children are a nuisance in public buildings.

—In nature's infinite book of secrecy,
A little I can read. *Shakespeare.*

—Nature is not at variance with art, nor art with nature; they being both the servants of His providence. Art is the perfection of nature. Were the world now as it was on the sixth day, there would yet be a chaos. Nature hath made one world and art another. In brief all things are artificial; for nature is the art of God.

*Sir Thomas Browne.*

—Why we have Reading in the School Course.—Of all the ordinary branches of school-work *reading* is the most important. Let us see why this is so, and as an outcome of this enquiry we shall learn why we have reading in the school course. In the first place reading is the "open sesame" to all books, (a large part of the accumulated wisdom of the ages), newspapers, magazines, letters, and so forth. The reading must be done either by the child himself or by others for him. The object of education is to place the child in a position to overcome the obstacles he encounters, *i.e.*, to help himself and to render assistance to others. The child has no right to ask from others what he can do for himself. The world owes him nothing. So he must learn to read to get information for himself. But he must also help others, for he owes the

world much, and one way of paying his debts is to read for his less fortunate neighbors, the young, the aged, the blind, and the sick, etc. We see, therefore, that the child learns to read to acquire knowledge or thoughts and to impart knowledge or thoughts. To get the utmost possible advantage from reading the child must be able to gather rapidly from the printed page, and to read to others with ease, in a pleasing tone of voice and so as to convey the exact meaning of the writer. But it is of little use to put this useful tool—the art of reading—into the hands of the child, unless at the same time we teach him on what material to work with it. He may spend all his life in reading the frivolous, or the base or both. Better for him if he had never learned to read. Let all the extracts of reading be of the highest tone. How reading should be taught to secure the three points brought out in this discussion will be considered next month.

—THE foundation of knowledge must be laid by reading. General principles must be had from books, which, however, must be brought to the test of real life. What is said upon a subject is to be gathered from a hundred people. The parts that a man gets thus are at such a distance from each other that he never attains to a full view.

*Samuel Johnson.*

—WORDS OF INTERESTING DERIVATION COMING FROM THE LATIN.—Companion is from "con," with, and "panis," bread. He is therefore one who shares your bread. Umbrella is from "umbra," a shade; ounce and inch, from "incia," a twelfth part; vague, from vagor, I wander—wandering in thought. The word terrier is from "terra," the earth, so named from the fact that the terrier goes into the ground for animals that burrow. Contagion is from "tangs," I touch; study, from "studium," zeal; victuals, from "vivo," I live; stable is the standing place from "sto," I stand; vain, from "vanus," empty"; vehicle and convey, from "veho," I carry; develops, from "velum," a covering, and "de," off; ventilate, from "ventus," wind; virago, from "vir," a man; vile, from "vilis," cheap; vicissitude, from "vicis," change; and envy, from "in," against, and "vides," I see. Perhaps the most interesting of all is trivial. Trench says of it, "Trivial is a word borrowed from the life. Mark three or four persons standing idly at the point where one street bisects at right angles another,

and discussing there the worthless gossip, the idle nothings, of the day; there you have the living explanation of the words trivial, trivialties, such as no explanation which did not thus root itself in the etymology would ever give you, or enable you to give others. For then you have the "tres," three, the "vial" ways the trivium, and trivialities properly mean such talk as is holden by those idle loiterers that gather at these meeting of three roads.

—I AM not so lost in lexicography as to forget that words are the daughters of earth, and that things are the sons of heaven.

*Samuel Johnson.*

—REMINDERS FOR TEACHERS.—There should be an abundance of light in the school-room but not a glare of light. It should be possible to open a large portion of each window. High windows give the best light and the best ventilation. The temperature of the school-room should not fall below 55° F. Each school-room should have a library and museum, possibly embryonic for some time. No school-room need be without works of art. It is possible to procure, at a cent a piece, engravings of the masterpieces of art. When sitting at their desks children should be able to place the flat part of the foot on the floor. No seat should be without a back. Children should sit erect. An untidy school-room is a very poor object lesson. A little tact will prevent a great deal of punishment. Discipline should pass more and more into the hands of the pupils as they increase in years and wisdom. Stupidity is sometimes mistaken for obstinacy. So-called lazy children may be weak in body, suffering from some incipient disease that lowers the vitality. School songs should have a motive—to inspire loyalty, bravery, truthfulness, etc. Singing should be sweet, not necessarily loud. Singing is good for the lungs, circulation and general deportment of the child. It is impossible for the child to use his own language with ease and fluency unless he has many opportunities of speaking and writing English. There is no branch of school work in which there is more cramming done than in history.

—EXAMINE History, for it is "Philosophy speaking by experience."

*Carlyle.*

—THE following exercises are valuable not only for acquiring facility of expression but also for showing the difference between words, phrases and clauses—a very puzzling distinction for some children. The teacher will be able to supply others :—

1. Change the following words in italic to phrases: She sang *sweetly* the songs of childhood. The sailors danced *boisterously*. The man sang *boldly*

2. Change the following phrases to clauses: Winter having returned, the birds went to the south. Having read the letter, he returned it to his pocket. At eventide it shall be light. Having finished the chapter he closed the book.

—A PRACTICAL PROBLEM FOR BOYS.—What is the value of Great Britain's ships? There are 64 battleships at an average value of 812,000 pounds each, 15 coast defence vessels at 200,000 pounds each, 22 armoured cruisers at 510,000 pounds each, 119 protected cruisers at 240,000 pounds each, 16 unprotected cruisers at 139,000 pounds each, 35 torpedo vessels at 65,700 pounds each, 120 torpedo boat destroyers at 50,000 pounds each, and 98 torpedo boats at 20,000 pounds each. If the 27 ships now in course of building be added it will raise the total cost of the navy to 125,000,000 pounds. What is the total cost of the navy in pounds? What will be the average cost of each new vessel? How many vessels are there in the British navy? What is the cost of the navy in Canadian money if the pound be valued at $4.84?

—THE name that dwells on every tongue, no minstrel needs. Translation by Longfellow.

—THE RELATION BETWEEN TEACHER AND SALARY.—Although the thoroughly earnest and conscientious teacher does not make salary the chief end of her work, yet there is a connection between these two, the teacher and the salary; for, the school with money at its disposal is on the look out for the best teachers and can command the best teachers.

"Miss Collie, lately appointed head mistress of the Bedford, England, High School for Girls, receives a salary of £1,000, and the place she fills is looked upon in England as one of the best posts open to women in the world.

The Bedford High School for Girls is part of the system of schools at Bedford, which is supported by the Harpur

foundation. Sir William Harpur, Lord Mayor of London in 1561, left a piece of land in London for the endowment of a free school at Bedford, and for portioning poor maidens there; the surplus income to go to the poor.

Twenty-five years ago the land produced £14,000 a year, and doubtless does much better now. It has made Bedford the best endowed town in England, considering its size. Nearly all the income of the fund goes to support schools, that being found to be the best way to spent it. Families from other towns come to Bedford to have their children educated, but still the fund tends to be over-ample, and the governors, being in constant peril of having money spoil on their hands, are moved to pay very good salaries. Naturally by so doing they get excellent teachers, and the reputation of the schools is kept at a high standard."—*Harper's Bazar.*

—GOT AND GOTTEN.—Got is frequently used with have to denote mere possession. This should not be done. In the sentence "the baby has got a spoon," got is superfluous. It is sufficient to say "I have a pencil," "you have more than your share. There was a time in the history of the English language, when gotten was almost obsolete. It owes its resurrection to the above mentioned mistake, for *gotten* meant *acquired*, and it was revived to use with have to express the idea of possession by acquiring. Either got or gotten may be used with have when there has been an actual getting as "I have got the book after diligent searching." The *Friends' Intelligencer* tells the story that a recent discussion at a dinner table, whether "gotten" or "got" were the preferable participle, received a practical solution, at least for the telegraph service, from the experience of a college professor who preferred "gotten." He had telegraphed to his wife, "Have gotten tickets for the opera tonight, meet me there." The telegraph operator rendered this into "Have got ten tickets for the opera, etc." Mrs. Professor was delighted with the opportunity of entertaining her friends, and accordingly made up a party of eight besides herself, whose greetings to the professor at the rendez-vous were probably more cordial than his feelings, until matters were explained. He now makes an exception to his customary use of "gotten."

—ACCENT IN ENGLISH WORDS.—Frequently the correct sound of the vowels and consonants in a word is given

but the accent is placed on the wrong syllable. A list of words that should receive the accent on the penult (the second to last syllable of a word) is appended: precédence, precédent, plethoric, plebeian, comment (noun and verb), colosseum. catechumen, Berlin, bedizen, Cadi, Barabbas. palaver, clandestine, aspirant, penates, Ariadne, anchovy, pianist, coadjutor, ancestral, placard, alternate (noun and adjective), allegro, cisalpine, alien (two syllables), promulgate, albumen, aged, cognomen, albino, Aeneid, adverse, Adonis, acclimate, abdomen. This list of words might be placed on the black-board for an exercise in pronunciation.

—Our grand business is not to see what lies dimly at a distance, but to do what lies clearly at hand.

*Carlyle.*

—Autumn Study of Nature.—As the leaves are now putting on their most gorgeous dresses, the children take an active interest in them. This suggests to the teacher that now is the time to collect leaves and make a study of them as to form, color, taste, etc. The insect life that connects itself with vegetation should also be observed. The flowers of field and forest are becoming fewer, so the few can receive greater attention. Blessings brighten as they take their flight. The birds too are departing. A hush is falling on the land Nature is going to sleep. Where do all the birds and animals go? The heavenly bodies also obtrude themselves upon us more and more.

—Self-Government.—The problem of self-government is one that presents itself to every thoughtful teacher. It is felt that the child cannot have suddenly thrust upon him the burden of governing himself, but that he must gradually be initiated into the mysteries of self-government. It requires a strong personality, both in teacher and pupil, to carry this out with complete success. When Frances E. Willard became principal of the Ladies' College at Evanston, near Chicago, she set herself to train her pupils to be self-governed. This was her method as told by a writer in the *Leisure Hour*. "She framed very few rules but instituted a roll of honor, pointing out to her pupils that the ideal of the college life and the proverb of the school should be "Just be a Christian lady." The girls were taught to regard their teachers as they would their mothers and elder sisters at home. The self-governed girls took the following pledge: "I promise so to conduct

myself, that, if every other pupil followed my example, our school would need no rules whatever, but each young lady would be trusted to be a law unto herself. I promise that I will always try to do the things that make for peace." In the spirit of Dr. Arnold, of Rugby, she impressed each girl with the conviction that there was a definite work for her to do in the school. She set such broad views of life before them that they felt it was like living upon Alpine heights to be associated with her. After one of her talks with them they could not but feel that the cause of woman's advancement was involved in their fidelity. It was Miss Willard's plan to spend a considerable time in private and personal intercourse with each pupil." What a privilege to have such a teacher! How many of the world's noblemen and noble women have been teachers!

—An Experiment in Self-Government in one of our Elementary Schools.—One of our elementary teachers told her pupils that she would have no corporal punishment in the school and as little scolding as possible; that they had a monitor within to tell them when they were doing wrong and they must be obedient to its voice. A few days after, during a recitation, one boy threw a piece of plaster at another boy's head. This was the manner (told almost in her own words) in which she dealt with the case. "I stopped the lesson and asked him to stand up. I said: 'I do not want that ever to happen again. This is my house for the time being. I try to make it as attractive as possible. It is the only home I have in this village. You know whether you have done right or wrong. Let us continue our work.' A few minutes later another lump of plaster went whizzing across the room from the hand of the same boy. I said: 'Now, I am not perfect myself and like a second chance, so you may take your seat, and we will continue our work.' A third time the plaster was thrown after the lapse of a few moments. This time I said: 'We have given you fair warning and a second chance, and as we have your best interest at heart and wish to help you make of yourself the boy you know God wants you to be, you may go home for the rest of the day and think this over.' He went home and that was the last of the trouble. He turned out to be one of the best boys in the school."

## Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 29th, 1899.

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

Present:—R. W. Heneker, Esq., LL.D., D.C.L., in the chair; George L. Masten. Esq., the Reverend Principal Shaw, D.D., LL.D., D.C.L.; the Reverend A. T. Love, B.A.; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; W. S. Maclaren, Esq.; G. J. Walker, Esq; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D.; the Honorable Justice Lynch, D.C.L.; John Whyte, Esq.; James McGregor, Esq.; Jas. Dunbar, Esq., Q.C., D.C.L. Professor Kneeland, M.A., B.C.L., sent a letter of regret for his unavoidable absence.

After the opening with prayer Mr. Gavin Walker and Dr. Dunbar being present for the first time were introduced and welcomed to the Committee.

The minutes of the last meeting were read and confirmed.

A report upon the state of business was made by the Secretary.

Mr. McGregor's motion to the effect that the marriage license fees be devoted entirely to elementary education was presented and it was resolved to take it up clause by clause. After discussion of the first clause it was resolved that a deputation wait upon the Honorable Mr. Duffy to discuss with him the intention of the Government in regard to the destination of the marriage license fees.

The deputation upon return reported that while Mr. Duffy disclaimed the right or the intention to speak for the Government he expressed his own opinion upon two points as follows:—1st. It was the intention of the members of the Legislature to have a division of the marriage license fees made this year so that the poor municipalities may receive one half. 2nd. That this half of the marriage license fees should be taken from the share previously given to universities.

Mr. McGregor's motion, 1st clause, was read as follows:—That in accordance with the second alternative suggested by Art. 450 of the School Law, the amount of money accru-

ing annually from the sale of marriage licenses be devoted to Protestant elementary education in poor municipalities.

Moved in amendment by the Reverend Dr. Shaw and seconded by the Reverend Mr. Love,

That in accordance with the powers given to this Committee by Art. 450 of the School Law, one half of the amount of the money now in hand from the sale of marriage licenses be devoted to Protestant elementary education in poor municipalities.—Carried.

Principal Peterson and Mr. Samuel Finley desired to have it on record that they took no part in the division on the issue thus raised, though they regretted to find that the Committee felt constrained to depart from existing arrangements for the current year, without notice to the parties interested.

Mr. H. B. Ames wished record made in the minutes to the effect that while favoring the principle of the amendment he could not concur in the retroactive feature thereof.

Dr. Heneker wished the following statement to be of record:—

As Chairman of this Committee, entitled to vote on all questions submitted to me to-day, I desire to place on record that I have refrained from exercising my privilege in respect to the above resolutions.

Further—As Chancelor of the University of Bishop's College, Lennoxville, which Institution is directly affected financially by the foregoing resolution, whereby its power of carrying on its educational work is diminished, I desire to protest, on behalf of that institution, against the withdrawal of any portion of the grants heretofore made. at a time subsequent to the commencement of its academic year, when all the arrangements have been made and the financial responsibilities entered on.

(Signed) R. W. Heneker,
D.C.L., LL.D.

The report of the sub-committee on the distribution of grants was submitted as follows:—

Your sub-committee on the distribution of grants begs to report that it spent nearly the whole day yesterday in examining the tabulated returns of the June examinations, prepared by the Inspector of Superior Schools, and in cal-

culating the grants now awarded to the various institutions, for submission to this Committee.

There were present:—Dr. Heneker, the Reverend Dr Shaw, the Reverend A. T. Love and James McGregor. A letter of regret was received from the Reverend Elson I. Rexford. Your sub-committee has had the valuable assistance of the Secretary of the Department, and of the Inspector of Superior Schools in this important work. The results of the June examinations show plainly that considerable improvement has been made during the past year in educational matters. In comparison with the previous year the number of failures is reduced by 13 per cent. Several changes have taken place in the relative standing of the superior schools. Stanstead Wesleyan College, St. Francis College School and the Gault Institute at Valleyfield are included in the list of academies; Sorel is dropped from amongst the model schools; and Westmount Academy gets no grant this year not however by reason of inferiority, for it stands first.

The reports submitted to your sub-committee by the Inspector of Superior Schools, and the distribution of grants by your sub-committee, were made strictly in accordance with the regulations and principles adopted in former years.

Owing to reported irregularities in conducting the June examinations in Waterloo Academy, your sub-committee recommends the withholding of the grant from said academy pending the result of the investigation.

The Secretary of the Department reported the amount available for distribution as follows:—

| | |
|---|---|
| Marriage License Fees..... | $6,658 75 |
| Interest on Marriage License Fund..... | 1,400 00 |
| Interest on Jesuits' Estate Fund..... | 2,518 44 |
| Share of Superior Education Fund ..... | 9,333 32 |
| | $19,910 51 |
| Permanent Charges..... | 2,050 00 |
| Leaving a balance for distribution..... | $17,860 51 |

# DISTRIBUTION LIST AS AMENDED.

## Universities and Colleges.

| | |
|---|---|
| McGill University | $2,075 |
| University of Bishop's College | 1,125 |
| | $3,200 |

## Academies.

| 1899. | Grant. | Bonus. | Eq. gr. | Total. |
|---|---|---|---|---|
| Huntingdon | $ 200 | $ 231 | $ 50 | $ 481 |
| Sherbrooke | 200 | 152 | 50 | 402 |
| Lachute | 200 | 148 | 50 | 398 |
| Danville | 200 | 121 | 25 | 346 |
| Waterloo | 200 | 116 | 40 | 356 |
| St. Francis | 200 | 101 | 40 | 341 |
| Knowlton | 200 | 95 | 40 | 335 |
| Ormstown | 200 | 83 | 25 | 308 |
| Cookshire | 200 | 80 | 40 | 320 |
| Shawville | 200 | 81 | 25 | 306 |
| Stanstead | 200 | 76 | ... | 276 |
| Granby | 200 | 81 | 40 | 321 |
| Coaticook | 200 | 77 | 50 | 327 |
| Cowansville | 200 | 67 | 40 | 307 |
| Valleyfield | 200 | 72 | 40 | 312 |
| Aylmer | 200 | ... | 25 | 225 |
| Inverness | 200 | ... | 25 | 225 |
| Bedford | 200 | ... | 15 | 215 |
| Sutton | 200 | ... | 10 | 210 |
| Three Rivers | 200 | ... | 15 | 215 |
| St. Johns | 200 | ... | 25 | 225 |
| Lennoxville | 200 | ... | 25 | 225 |
| Totals | $4,400 | $1,581 | $695 | $6,676 |

## Special Academies.

| | |
|---|---|
| Compton Ladies' College | $200 |
| Dunham Ladies' College | 200 |
| Girls' High School, Quebec | 200 |
| | $600 |

## Model Schools.

| 1899. | Grant. | Bonus. | Eq. gr. | Total. |
|---|---|---|---|---|
| St. Lambert | 50 | 42 | 50 | 142 |
| Buckingham | 50 | 40 | 40 | 130 |
| Berthier | 50 | 37 | 25 | 112 |
| Hull | 50 | 32 | 25 | 107 |
| Sawyerville | 50 | 34 | 25 | 109 |
| Bury | 50 | 32 | 25 | 107 |
| Compton | 50 | 31 | 40 | 121 |
| Rawdon | 50 | 36 | 25 | 111 |
| Montreal West | 50 | ... | 25 | 75 |
| Scotstown | 50 | 32 | 15 | 97 |
| Portage du Fort | 50 | ... | 25 | 75 |
| Lachine | 50 | ... | 15 | 65 |
| Stanbridge | 50 | ... | 25 | 75 |
| St. Sylvester | 50 | 31 | 25 | 106 |
| Farnham | 50 | ... | 40 | 90 |
| Frelighsburg | 50 | ... | 25 | 75 |
| Lacolle | 50 | ... | 25 | 75 |
| Gould | 50 | ... | 25 | 75 |
| Mansonville | 50 | ... | 25 | 75 |
| Clarenceville | 50 | ... | 25 | 75 |
| East Angus | 50 | ... | 25 | 75 |
| Hatley | 50 | ... | 25 | 75 |
| Clarendon | 50 | ... | 15 | 65 |
| Ulverton | 50 | ... | 25 | 75 |
| Megantic | 50 | ... | ... | 50 |
| St. Andrews | 50 | ... | 15 | 65 |
| Hemmingford | 50 | ... | 25 | 75 |
| St. Hyacinthe | 50 | ... | 25 | 75 |
| Magog | 50 | ... | 25 | 75 |
| South Durham | 50 | ... | 25 | 75 |
| Barnston | 50 | ... | 40 | 90 |
| Leeds | 50 | ... | 25 | 75 |
| Levis | 50 | ... | 15 | 65 |
| Marbleton | 50 | ... | 25 | 75 |
| Fairmount | 50 | ... | 25 | 75 |
| Mystic | 50 | ... | 15 | 65 |
| Como | 50 | ... | ... | 50 |
| Kinnear's Mills | 50 | 30 | ... | 80 |
| Windsor Mills | 50 | ... | 25 | 75 |
| Bryson | 50 | ... | ... | 50 |
| Waterville | 50 | ... | 40 | 90 |
| **Totals** | **$2,050** | **$377** | **$965** | **$3,392** |

### Special Model Schools.

| | |
|---|---|
| Paspebiac | $100 |
| New Richmond | 100 |
| Haldimand | 100 |
| Chicoutimi | 100 |
| Arundel | 50 |
| Fort Coulonge | 50 |
| | $500 |

### Summary of Grants.

| | |
|---|---|
| Universities and Colleges | $3,200 |
| Academies, grants | 4,400 |
| Bonus and Equip. (Academies) | 2,276 |
| Special Academies | 600 |
| Model Schools, grants | 2,050 |
| Bonus and Equip. (Model Schools) | 1,342 |
| Special Model Schools | 500 |
| Reserved for Poor Municipalities | 3,200 |
| | $17,568 |

Attention is called to the fact that no school neglecting to forward specimens of school work is entitled to the equipment grant; nevertheless your sub-committee recommends said grant to be given this year to the Model School at Megantic, owing to the indisposition of the teacher at the close of the year which prevented the making of the specimens.

Some correspondence relative to the supposed irregularities in connection with the June examinations at the Waterloo Academy was read, and will be submitted to you to-day for your consideration.

Your sub-committee respectfully recommends that the following scheme for the distribution of grants be approved and submitted for the approval of the Lieutenant Governor in Council.

(Signed) R. W. Heneker,
Chairman of Sub-Committee.

Moved by Reverend Dr. Shaw, seconded by Mr. Whyte,
That the report regarding universities be amended in harmony with the action first taken with reference to mar-

riage license fees, by reducing the proposed grants to McGill and Bishop's University respectively as follows :—

McGill University, from $4,150 00 to $2,075.00.

Bishop's College, from $2,250.00 to $1,125.00.—Carried.

Moved by James McGregor, seconded by Dr. Robins, and *Resolved*,—"That the report of the sub-committee on the distribution of grants, as amended, be adopted, and that the Secretary be instructed to transmit the list of grants to the Lieutenant-Governor in Council for approval."

The Secretary reported that the Reverend W. Gore Lyster, B.A., had resigned his office of school inspector, and that the question of appointing a successor was then before the Government.

Several letters were submitted in relation to the scope of examinations in the superior schools. The Secretary was instructed to ask the Inspector of Superior Schools for a detailed report upon the allegations contained in these letters.

Several letters were read in relation to alleged irregularities in the June examinations in Waterloo Academy; amongst them an application from the school commissioners for a full enquiry into the matter.

It was resolved to refer the case to the Honorable the Superintendent, with the recommendation that in virtue of the powers conferred upon him by law, he hold, or cause to be held, a thorough investigation into the matter.

The Rev. Mr. Love reported progress for the sub-committee on McGill Normal School finances, and the sub-committee was continued.

## Financial Statement Protestant Committee of the Council of Public Instruction.

1899. *Receipts.*

| | | |
|---|---|---|
| May 19 | Balance on hand | $ 975 95 |
| | From Government for contingent expenses | 1,100 00 |
| | Refund from Mr. Love of unexpended balance | 138 90 |
| | | $2,214 85 |

1899. *Expenditure.*

| | | | |
|---|---|---|---|
| May | 20—Canada Paper Co., 5,000 large envelopes for Dr. Harper | $ | 13 40 |
| | G. W. Parmelee, salary | | 62 50 |
| | *Chronicle* Printing Co., 100 copies of minutes | | 12 00 |
| | Central Board of Examiners | | 250 00 |
| June | 9—T. J. Moore & Co., printing Examination Papers for Superior Schools. | | 109 00 |
| July | 3—Reverend A. T. Love, to pay assistant examiners for June examinations. | | 600 00 |
| Sept. | 20—J. M. Harper, salary | | 300 00 |
| " | 23—G. W. Parmelee, salary | | 62 50 |
| | *Chronicle* Printing Co., circulars for Superior Schools | | 26 00 |
| | Balance on hand | | 779 45 |
| | Balance on hand as per bank book | | 1,105 45 |
| | Outstanding cheques | | 326 00 |
| | True balance | $ | 779 45 |

*Special Account.*

| | |
|---|---|
| Superintendent of Public Instruction | $3,918 44 |

*Contra.*

| | |
|---|---|
| Transfer to Superintendent of Public Instruction | $3,918 44 |

After the reading of the rough minutes the meeting adjourned to the 24th of November, unless called earlier by the chairman.

G. W. PARMELEE,
Secretary.

| Names of Model Schools. | Grand Total Marks. | Percentage. | Pupils in Ex. Grades. | | | Grade I. | | | Grade II. | | | Grade III. | | | Lat. | | Freh. | | Eng. | | Geom | | Alg | | Arith | | Appliances. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Enrolled. | Presented | Passed. | Failed. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Passed. | Failed. | Passed. | Failed. | Passed | Failed. | Passed. | Failed. | Passed. | Failed. | Passed. | Failed. | |
| Arundel | 5471 | 69 | 14 | 12 | 11 | 1 | 4 | 3 | 1 | 5 | 5 | 0 | 3 | 3 | 0 | 4 | 6 | 10 | 2 | 12 | 0 | 0 | 3 | 11 | 1 | 11 | 1 | 986 |
| Barnston Heights | 3030 | 72 | 16 | 6 | 6 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | .. | .. | 5 | 1 | 6 | 0 | 2 | 0 | 4 | 0 | 6 | 0 | 843 |
| Berthier | 10505 | 58 | 28 | 26 | 23 | 3 | 8 | 6 | 2 | 11 | 10 | 1 | 7 | 7 | 0 | 18 | 0 | 24 | 2 | 22 | 4 | 7 | 0 | 18 | 0 | 26 | 0 | 633 |
| Bryson | 2379 | 32 | 23 | 12 | 1 | 11 | 6 | 0 | 6 | 5 | 0 | 5 | 1 | 1 | 0 | .. | .. | 1 | 11 | 3 | 9 | 0 | 1 | 4 | 2 | 5 | 7 | 905 |
| Buckingham | 10811 | 69 | 43 | 23 | 15 | 8 | 9 | 8 | 1 | 6 | 6 | 0 | 8 | 7 | 1 | 1 | 6 | 17 | 6 | 22 | 1 | 3 | 5 | 13 | 1 | 23 | 0 | 878 |
| Bury | 7716 | 62 | 38 | 20 | 12 | 8 | 7 | 3 | 4 | 9 | 8 | 1 | 4 | 1 | 3 | 2 | 11 | 11 | 9 | 19 | 1 | 0 | 5 | 12 | 1 | 18 | 2 | .. |
| Chicoutimi | 509 | 56 | 4 | 2 | 2 | 0 | 2 | 2 | 0 | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 0 | 1 | 1 | .. | .. | .. | .. | 2 | 0 | 887 |
| Clareneeville | 4627 | 69 | 22 | 10 | 10 | 0 | 3 | 3 | 0 | 4 | 4 | 0 | 3 | 3 | 0 | .. | .. | 10 | 0 | 10 | 1 | 2 | 1 | 7 | 0 | 10 | 0 | 754 |
| Clarendon | 4190 | 59 | 17 | 12 | 10 | 2 | 7 | 5 | 2 | 4 | 4 | 0 | 1 | 1 | 0 | 5 | 0 | 8 | 4 | 11 | 1 | 1 | 0 | 3 | 2 | 12 | 0 | 651 |
| Como | 2684 | 43 | 16 | 9 | 3 | 6 | 5 | 1 | 4 | .. | .. | .. | 4 | 2 | 2 | .. | .. | 2 | 7 | 5 | 4 | 1 | 3 | 4 | 0 | 5 | 4 | 930 |
| Compton | 7638 | 57 | 42 | 20 | 16 | 4 | 8 | 6 | 2 | 6 | 4 | 2 | 6 | 6 | 0 | .. | .. | 9 | 11 | 18 | 1 | 3 | 2 | 12 | 0 | 20 | 0 | 811 |
| East Angus | 4393 | 46 | 37 | 15 | 10 | 5 | 8 | 2 | 6 | 4 | 3 | 1 | 3 | 1 | 2 | 4 | 2 | 4 | 11 | 10 | 5 | 0 | 3 | 6 | 1 | 10 | 5 | 940 |
| Farnham | 4971 | 55 | 25 | 15 | 9 | 6 | 9 | 5 | 4 | 3 | 3 | 0 | 3 | 1 | 2 | . | .. | 9 | 6 | 15 | 0 | 0 | 3 | 6 | 0 | 15 | 0 | 735 |
| Fort Coulonge | 1741 | 52 | 6 | 5 | 3 | 2 | 1 | 0 | 1 | 3 | 2 | 1 | 1 | 1 | 0 | 0 | 1 | 2 | 3 | 5 | 0 | 0 | 1 | 3 | 1 | 3 | 1 | 862 |
| Frelighsburg | 4839 | 63 | 25 | 11 | 11 | 0 | 3 | 3 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 3 | 0 | 5 | 6 | 11 | 0 | 2 | 2 | 8 | 0 | 11 | 0 | 844 |
| Gould | 4714 | 71 | 21 | 10 | 9 | 1 | 2 | 2 | 0 | 7 | 6 | 1 | 1 | 1 | 0 | 2 | 0 | 10 | 0 | 10 | 0 | 1 | 0 | 8 | 0 | 10 | 0 | .. |
| Haldimand | 1654 | 71 | 8 | 3 | 3 | 0 | 1 | 1 | 0 | .. | .. | .. | 2 | 2 | 0 | 0 | 2 | 3 | 0 | 3 | 0 | 0 | 2 | 7 | 1 | 8 | 0 | 870 |
| Hatley | 4214 | 68 | 26 | 8 | 6 | 2 | .. | .. | .. | 5 | 4 | 1 | 3 | 2 | 1 | 1 | 0 | 4 | 4 | 8 | 0 | 2 | 1 | 7 | 1 | 8 | 0 | 823 |
| Hemmingford | 3649 | 66 | 33 | 7 | 6 | 1 | .. | .. | .. | 4 | 4 | 0 | 3 | 2 | 1 | 2 | 1 | 6 | 1 | 6 | 1 | 3 | 0 | 6 | 1 | 7 | 0 | 895 |
| Hull | 8890 | 52 | 36 | 26 | 14 | 12 | 10 | 2 | 8 | 12 | 8 | 4 | 4 | 4 | 0 | 7 | 5 | 4 | 21 | 14 | 12 | 1 | 0 | 14 | 2 | 24 | 2 | 821 |
| Kinnear's Mills | 2483 | 99 | 28 | 3 | 3 | 0 | .. | .. | .. | 1 | 1 | 0 | 2 | 2 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 2 | 0 | 3 | 0 | 3 | 0 | 765 |
| Lachine | 6288 | 54 | 44 | 21 | 11 | 10 | 13 | 5 | 8 | 7 | 5 | 2 | 1 | 1 | 0 | . | .. | 10 | 11 | 18 | 3 | 0 | 1 | 7 | 1 | 18 | 3 | 805 |
| Lacolle | 4673 | 76 | 13 | 9 | 9 | 0 | 2 | 2 | 0 | 5 | 5 | 0 | 2 | 2 | 0 | 1 | 1 | 9 | 0 | 9 | 0 | 0 | 2 | 6 | 1 | 9 | 0 | 864 |
| Leeds | 2900 | 56 | 30 | 7 | 4 | 3 | 2 | 1 | 1 | 1 | 1 | 0 | 4 | 2 | 2 | 2 | 2 | 2 | 5 | 7 | 0 | 0 | 2 | 3 | 2 | 4 | 3 | 794 |
| Levis | 2895 | 41 | 17 | 11 | 4 | 7 | 6 | 0 | 6 | 3 | 3 | 0 | 2 | 1 | 1 | 4 | 1 | 4 | 5 | 5 | 6 | 0 | 1 | 2 | 3 | 8 | 3 | 847 |
| Magog | 3242 | 46 | 35 | 12 | 5 | 7 | 8 | 1 | 7 | 3 | 3 | 0 | 1 | 1 | 0 | 2 | 1 | 5 | 7 | 7 | 5 | 1 | 0 | 3 | 0 | 9 | 3 | 854 |
| Mansonville | 4659 | 55 | 31 | 14 | 12 | 2 | 7 | 6 | 1 | 5 | 4 | 1 | 2 | 2 | 0 | 1 | 1 | 10 | 4 | 10 | 4 | 1 | 0 | 6 | 1 | 14 | 0 | 822 |
| Marbleton | 2864 | 53 | 27 | 7 | 5 | 2 | 3 | 1 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 1 | 1 | 6 | 2 | 7 | 0 | 0 | 2 | 4 | 0 | 7 | 0 | 821 |
| Megantic | 4016 | 54 | 36 | 11 | 4 | 7 | 6 | 3 | 3 | .. | .. | . | 5 | 1 | 4 | 1 | 1 | 6 | 5 | 11 | 0 | 0 | 5 | 4 | 1 | 10 | 1 | 845 |
| Montreal Annex | 2796 | 18 | 11 | 9 | 2 | 11 | 9 | 2 | .. | .. | .. | .. | .. | . | .. | .. | .. | 5 | 6 | 9 | 2 | .. | .. | .. | .. | 11 | 0 | 885 |
| Montreal West | 6841 | 51 | 24 | 21 | 9 | 12 | 9 | 3 | 6 | 8 | 3 | 5 | 4 | 3 | 1 | .. | .. | 6 | 15 | 15 | 6 | 0 | 4 | 12 | 0 | 18 | 3 | 713 |
| Mystic | 2786 | 47 | 24 | 8 | 4 | 4 | 2 | 0 | 2 | 3 | 1 | 2 | 3 | 3 | 0 | 1 | 2 | 3 | 5 | 7 | 1 | 0 | 3 | 4 | 2 | 8 | 0 | .. |
| New Richmond | 3659 | 76 | 22 | 6 | 6 | 0 | .. | .. | .. | 3 | 3 | 0 | 3 | 3 | 0 | .. | .. | 5 | 1 | 6 | 0 | 1 | 2 | 6 | 0 | 6 | 0 | .. |
| Paspebiae | 8611 | 62 | 36 | 21 | 19 | 2 | 11 | 9 | 2 | 3 | 3 | 0 | 7 | 7 | 0 | .. | .. | 19 | 2 | 20 | 1 | 5 | 2 | 10 | 0 | 21 | 0 | 878 |
| Portage du Fort | 6767 | 53 | 25 | 21 | 8 | 13 | 10 | 2 | 8 | 9 | 5 | 4 | 2 | 1 | 1 | 1 | 0 | 10 | 11 | 18 | 3 | 0 | 2 | 3 | 1 | 18 | 3 | 875 |
| Rawdon | 7167 | 82 | 20 | 12 | 12 | 0 | 5 | 5 | 0 | 1 | 1 | 0 | 6 | 6 | 0 | 0 | 0 | 12 | 0 | 12 | 0 | 6 | 0 | 7 | 1 | 12 | 0 | 779 |
| St. Andrews | 3897 | 54 | 16 | 11 | 8 | 3 | 4 | 2 | 2 | 5 | 4 | 1 | 2 | 2 | 0 | 1 | 1 | 4 | 7 | 9 | 2 | 0 | 1 | 7 | 0 | 11 | 0 | 834 |
| St. Hyacinthe | 3364 | 60 | 16 | 9 | 8 | 1 | 4 | 3 | 1 | 4 | 4 | 0 | 1 | 1 | 0 | 2 | 2 | 7 | 3 | 8 | 0 | 0 | 1 | 3 | 0 | 9 | 0 | 1003 |
| St. Lambert | 12074 | 68 | 41 | 29 | 24 | 5 | 14 | 12 | 2 | 11 | 8 | 3 | 4 | 4 | 0 | 13 | 2 | 26 | 3 | 29 | 0 | 1 | 3 | 11 | 4 | 29 | 0 | 853 |
| St. Sylvestre | 5386 | 78 | 15 | 10 | 10 | 0 | 2 | 2 | 0 | 6 | 6 | 0 | 2 | 2 | 0 | 8 | 0 | 10 | 0 | 10 | 0 | 1 | 1 | 8 | 0 | 10 | 0 | 836 |
| Sawyerville | 8694 | 64 | 58 | 18 | 12 | 6 | 4 | 1 | 3 | 6 | 3 | 3 | 8 | 8 | 0 | 5 | 4 | 13 | 5 | 16 | 2 | 3 | 4 | 10 | 4 | 18 | 0 | 778 |
| Scotstown | 6792 | 73 | 25 | 16 | 15 | 1 | 9 | 8 | 1 | 6 | 6 | 0 | 1 | 1 | 0 | 5 | 1 | 15 | 1 | 16 | 0 | 0 | 1 | 7 | 0 | 15 | 1 | .. |
| South Durham | 3090 | 62 | 13 | 7 | 5 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 3 | 1 | 2 | 3 | 1 | 5 | 2 | 7 | 0 | 0 | 1 | 5 | 0 | 7 | 0 | 898 |
| Stanbridge East | 5459 | 61 | 29 | 14 | 11 | 3 | 7 | 4 | 3 | 4 | 4 | 0 | 3 | 3 | 0 | .. | .. | 12 | 2 | 13 | 1 | 1 | 0 | 7 | 0 | 14 | 0 | 898 |
| Ulverton | 4087 | 63 | 26 | 11 | 8 | 3 | 7 | 5 | 2 | 3 | 2 | 1 | 1 | 1 | 0 | 2 | 0 | 8 | 3 | 10 | 1 | 1 | 0 | 4 | 0 | 10 | 1 | 872 |
| Waterville | 2161 | 61 | 19 | 6 | 6 | 0 | 3 | 3 | 0 | 2 | 2 | 0 | 1 | 1 | 0 | .. | . | 5 | 1 | 6 | 0 | 0 | 1 | 3 | 0 | 6 | 0 | 912 |
| Windsor Mills | 2435 | 64 | 18 | 6 | 6 | 0 | 3 | 3 | 0 | 1 | 1 | 0 | 2 | 2 | 0 | .. | .. | 5 | 1 | 6 | 0 | 0 | 1 | 3 | 0 | 6 | 0 | 873 |

# TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1899, (ACADEMIES.)

| Names of Academies. | Grand Total Marks. | Percentage. | Pupils in Ex. Grades. | | | | Grade II. M.S. | | | Grade I Ac. | | | Grade II Ac. | | | Grade III Ac. | | | Lat. | | Grk. | | Frc | | Eng. | | Geom | | Alg. | | Arith. | | Appliances. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Enrolled. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Presented. | Passed. | Failed. | Passed. | Failed. | Passed. | Failed. | Passed | Failed. | Passed. | Failed. | Passed. | Failed. | Passed. | Failed. | Passed. | Failed. | |
| Aylmer | 7480 | 56 | 40 | 25 | 10 | 15 | 11 | 2 | 9 | 6 | 4 | 2 | 6 | 4 | 2 | 2 | 0 | 2 | 8 | 13 | ... | ... | 16 | 7 | 18 | 7 | 2 | 10 | 14 | 11 | 21 | 4 | 886 |
| Bedford | 5872 | 61 | 31 | 20 | 14 | 6 | 11 | 7 | 4 | 6 | 5 | 1 | 2 | 2 | 0 | 1 | 0 | 1 | 12 | 2 | ... | ... | 10 | 10 | 18 | 2 | 5 | 2 | 17 | 1 | 17 | 1 | 781 |
| Coaticook | 8910 | 74 | 35 | 24 | 20 | 4 | 12 | 9 | 3 | 7 | 6 | 1 | 5 | 5 | 0 | ... | ... | ... | 14 | 3 | ... | ... | 15 | 9 | 24 | 0 | 10 | 1 | 24 | 0 | 24 | 0 | 1053 |
| Compton Ladies' College | 8815 | 69 | 33 | 21 | 13 | 8 | 8 | 4 | 4 | 2 | 1 | 1 | 8 | 5 | 3 | 3 | 3 | 0 | 15 | 2 | ... | ... | 13 | 8 | 18 | 3 | 8 | 3 | 20 | 1 | 14 | 4 | 986 |
| Cookshire | 11697 | 56 | 52 | 39 | 21 | 18 | 14 | 5 | 9 | 13 | 6 | 7 | 6 | 5 | 1 | 6 | 5 | 1 | 9 | 12 | ... | ... | 25 | 14 | 33 | 6 | 14 | 10 | 27 | 6 | 33 | 6 | 954 |
| Cowansville | 7928 | 63 | 53 | 23 | 12 | 11 | 9 | 3 | 6 | 7 | 4 | 3 | 7 | 5 | 2 | ... | ... | ... | 14 | 8 | 2 | 0 | 15 | 8 | 21 | 2 | 2 | 10 | 18 | 5 | 20 | 3 | 902 |
| Danville | 19043 | 74 | 58 | 44 | 35 | 9 | 16 | 13 | 3 | 5 | 3 | 2 | 16 | 14 | 2 | 7 | 5 | 2 | 30 | 10 | ... | ... | 37 | 7 | 42 | 2 | 17 | 8 | 41 | 2 | 43 | 1 | 885 |
| Dunham Ladies' College | 9113 | 61 | 47 | 25 | 15 | 10 | 7 | 3 | 4 | 7 | 5 | 2 | 11 | 7 | 4 | .. | ... | ... | 11 | 10 | ... | ... | 11 | 14 | 25 | 0 | 2 | 8 | 20 | 5 | 22 | 3 | 943 |
| Granby | 10021 | 74 | 72 | 22 | 18 | 4 | 5 | 5 | 0 | 6 | 4 | 2 | 9 | 7 | 2 | 2 | 2 | 0 | 14 | 3 | ... | ... | 19 | 3 | 20 | 2 | 12 | 3 | 20 | 1 | 17 | 3 | 977 |
| Huntingdon | 43232 | 77 | 164 | 96 | 84 | 12 | 17 | 17 | 0 | 37 | 30 | 7 | 30 | 26 | 4 | 12 | 11 | 1 | 49 | 23 | 9 | 0 | 75 | 21 | 94 | 2 | 20 | 19 | 92 | 4 | 87 | 4 | 1058 |
| Inverness | 6531 | 63 | 23 | 14 | 12 | 2 | 1 | 0 | 1 | 3 | 3 | 0 | 8 | 8 | 0 | 2 | 1 | 1 | 4 | 2 | ... | ... | 10 | 4 | 14 | 0 | 4 | 9 | 11 | 3 | 12 | 2 | 804 |
| Knowlton | 13984 | 65 | 69 | 35 | 31 | 4 | 7 | 5 | 2 | 15 | 15 | 0 | 10 | 9 | 1 | 3 | 2 | 1 | 7 | 1 | ... | ... | 31 | 4 | 30 | 5 | 22 | 5 | 32 | 3 | 30 | 3 | 956 |
| Lachute | 23229 | 75 | 71 | 57 | 48 | 9 | 17 | 12 | 5 | 20 | 18 | 2 | 17 | 15 | 2 | 3 | 3 | 0 | 30 | 21 | 6 | 1 | 38 | 19 | 54 | 3 | 28 | 12 | 54 | 3 | 52 | 5 | 1020 |
| Lennoxville | 3291 | 73 | 26 | 12 | 11 | 1 | 3 | 2 | 1 | 3 | 3 | 0 | 2 | 2 | 0 | 4 | 4 | 0 | 6 | 2 | ... | ... | 6 | 6 | 11 | 1 | 4 | 1 | 12 | 0 | 11 | 1 | 845 |
| Ormstown | 12762 | 53 | 66 | 42 | 23 | 19 | 12 | 4 | 8 | 12 | 7 | 5 | 17 | 11 | 6 | 1 | 1 | 0 | 20 | 12 | 0 | 1 | 21 | 21 | 37 | 4 | 10 | 13 | 25 | 15 | 33 | 8 | 876 |
| St. Francis College | 15064 | 69 | 72 | 37 | 29 | 8 | 10 | 6 | 4 | 10 | 10 | 0 | 12 | 9 | 3 | 5 | 4 | 1 | 13 | 15 | 1 | 0 | 30 | 7 | 34 | 2 | 11 | 14 | 31 | 6 | 28 | 7 | 943 |
| St. Johns | 2985 | 54 | 18 | 11 | 5 | 6 | 5 | 2 | 3 | 3 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 0 | 3 | 8 | ... | ... | 6 | 5 | 8 | 3 | 2 | 4 | 10 | 1 | 8 | 3 | 797 |
| Shawville | 10762 | 65 | 46 | 32 | 24 | 8 | 12 | 11 | 1 | 12 | 8 | 4 | 8 | 5 | 3 | ... | .. | ... | 12 | 14 | 4 | 0 | 24 | 8 | 29 | 3 | 7 | 12 | 25 | 7 | 28 | 4 | 840 |
| Sherbrooke | 27150 | 64 | 71 | 56 | 55 | 1 | 20 | 20 | 0 | 17 | 17 | 0 | 9 | 9 | 0 | 10 | 9 | 1 | 44 | 6 | ... | ... | 54 | 1 | 53 | 0 | 41 | 4 | 55 | 1 | 53 | 3 | 1078 |
| Stanstead W. College | 11083 | 49 | 40 | 40 | 26 | 14 | 4 | 2 | 2 | 17 | 16 | 1 | 8 | 5 | 3 | 11 | 3 | 8 | 10 | 9 | 3 | 2 | 26 | 14 | 27 | 5 | 21 | 6 | 36 | 3 | 23 | 2 | 873 |
| Sutton | 5543 | 60 | 41 | 16 | 9 | 7 | 7 | 2 | 5 | 3 | 1 | 2 | 5 | 5 | 0 | 1 | 1 | 0 | 2 | 3 | ... | ... | 10 | 6 | 14 | 2 | 4 | 4 | 11 | 5 | 15 | 1 | 698 |
| Three Rivers | 3820 | 42 | 27 | 16 | 1 | 15 | 8 | 0 | 8 | 2 | 1 | 1 | 6 | 0 | 6 | ... | ... | | 2 | 14 | . . | ... | 6 | 10 | 8 | 8 | 0 | 3 | 6 | 10 | 11 | 5 | 755 |
| Valleyfield | 7707 | 75 | 30 | 20 | 20 | 0 | 9 | 9 | 0 | 5 | 5 | 0 | 4 | 4 | 0 | 2 | 2 | 0 | 4 | 0 | ... | ... | 20 | 0 | 19 | 1 | 7 | 0 | 19 | 1 | 19 | 1 | 975 |
| Waterloo | 17955 | 71 | 88 | 44 | 34 | 10 | 13 | 8 | 5 | 10 | 10 | 0 | 12 | 8 | 4 | 9 | 8 | 1 | 18 | 8 | 1 | 0 | 38 | 6 | 44 | 0 | 12 | 14 | 39 | 5 | 41 | 3 | 965 |
| Westmount | 44615 | 80 | 186 | 109 | 102 | 3 | 43 | 41 | 2 | 34 | 34 | 0 | 23 | 23 | 0 | 7 | 6 | 1 | 83 | 3 | 4 | 0 | 99 | 10 | 107 | 2 | 30 | 31 | 98 | 10 | 101 | 3 | 1025 |

# ADMINISTRATIVE COMMISSION OF THE PENSION FUND FOR OFFICERS OF PRIMARY INSTRUCTION.

## Minutes of Meeting at Quebec, December 14th, 1898.

Present:—The Honorable the Superintendent of Public Instruction, president; Mr. John Ahern, of Quebec, Roman Catholic Teachers' representative for Quebec; Messrs. S. H. Parsons, B.A., and H. M. Cockfield, B.A., of the City of Montreal, representatives of the Provincial Association of Protestant Teachers; and Mr. J. O. Cassegrain, of the City of Montreal, representative of the Roman Catholic Association of Teachers of Montreal.

Read, a letter from Mr. F. X. P. Demers, President of the Roman Catholic Association of Teachers of Montreal, dated December 5th, 1898, informing the Superintendent of Public Instruction that the Roman Catholic Teachers of Montreal have elected Mr. J. O. Cassegrain, Professor of the Jacques-Cartier Normal School, member of the Administrative Commission of the Pension Fund, to replace Mr. A. E. Archambault.

Read, a letter from Mr. A. W. Kneeland, Secretary of the Provincial Association of Protestant Teachers, informing Mr. G. W. Parmelee, Secretary of the Department of Public Instruction, that Messrs. S. H. Parsons and H. M. Cockfield, of Montreal, have been elected members of the Administrative Commission of the Pension Fund by said Association.

The minutes of the sessions of December 21st, 22nd and 23rd, 1897, were read and confirmed.

Read, a report of the Secretary of the Commission showing the receipts and expenditure of the Pension Fund for the school year ending June 30th, 1898, as follows:

| | |
|---|---|
| Disbursements | $39,564 77 |
| Receipts, including special grant of six thousand dollars received from the Provincial Government | 38,909 48 |
| Leaving a deficit of | $ 655 29 |
| There remained last year in trust, in the Treasury Department of the Province, a balance due the Pension Fund of | $ 3,096 20 |

| | |
|---|---|
| It was necessary this year, in order to meet the aforesaid deficit, to draw on this balance..... | 655 29 |
| Balance to credit, in trust..... ..... | $2,440 91 |
| Capital account July 1st, 1897..... | $183,207 39 |
| Added this year to capital..... | 1,022 70 |
| Present capital..... ..... | $184,230 09 |

Read two statements of accounts dated December 9th, 1898, signed by Mr. H. T. Machin, Assistant Treasurer of the Province, showing $2,440.91 to the credit of revenue, and $184,230.09 to the credit of capital account of the Pension Fund in the hands of the Treasurer of the Province.

Read, the following statement, giving the names of those who have ceased to be pensioners since last year:

PENSIONERS WHO RESUMED TEACHING IN 1898.

| | | | | |
|---|---|---|---|---|
| Widow Louis Beauchesne | Aged 56 | Pension..... | $ 60 | 12 |
| M. Cécile Turcotte..... ..... | " 54 | " ..... | 42 | 22 |
| Rachael Hébert..... ..... | " 49 | " ..... | 15 | 70 |
| Delvina Paradis..... | " 42 | " ..... | 25 | 92 |
| Olive Simard..... ..... | " 39 | " ..... | 17 | 89 |
| Emma Jalbert..... ..... | " 38 | " ..... | 17 | 38 |
| L. Monique Therrien..... | " 37 | " ..... | 26 | 68 |
| Total..... ..... | | | $205 | 91 |

PENSIONERS UNDER FIFTY-SIX YEARS OF AGE WHO HAVE NOT PRODUCED MEDICAL CERTIFICATES THIS YEAR.

| | | | | |
|---|---|---|---|---|
| Mrs. Israël Langlais..... | Aged 43 | Pension..... | $ 15 | 31 |
| Mrs. J. B. Brahant..... | " 43 | " ..... | 40 | 10 |
| Catherine Gillis ..... | " 35 | " ..... | 25 | 72 |
| Foedora Bordeleau..... | " 39 | " ..... | 21 | 81 |
| Mrs. Eon Dugas..... | " 41 | " ..... | 30 | 40 |
| Wm. Gamble.,..... ..... | " 37 | " ..... | 208 | 88 |
| Widow Elzéar Martin..... | " 49 | " ..... | 8 | 08 |
| Total..... ..... ..... ..... | | | $350 | 30 |

## PENSIONERS DECEASED SINCE DECEMBER 1ST, 1897, DATE OF LAST REPORT.

| | | | | |
|---|---|---|---|---|
| Léda Menier | Aged | 33 | Pension | $ 18 62 |
| Adeline Faneuf | " | 34 | " | 22 34 |
| Ida Trudel | " | 36 | " | 15 30 |
| Arthémise Chabot | " | 36 | " | 30 71 |
| Georgeline Dalpé | " | 38 | " | 21 64 |
| Delphine Jodoin | " | 38 | " | 40 44 |
| Ovile Mayrand | " | 41 | " | 34 37 |
| Zéphirin Lafortune | " | 43 | " | 20 00 |
| Rosalie Dion | " | 49 | " | 11 30 |
| Jessé Lefebvre | " | 53 | " | 34 53 |
| Widow R. Martineau | " | 65 | " | 95 70 |
| Ulysse Généreux | " | 58 | " | 79 98 |
| Cécile Turcotte | " | 61 | " | 12 88 |
| P. J. Darey | " | 70 | " | 454 42 |
| C. Dufresne | " | 71 | Half Pension | 317 61 |
| N. Boulay | " | 76 | Pension | 231 36 |
| H. Hubbard | " | 77 | " | 586 00 |
| Total | | | | $2,027 20 |

## TWO OFFICERS HAVE ALSO DIED WHO HAD RIGHT TO PENSION.

| | |
|---|---|
| Joseph Prémont, School Inspector, aged 57. His widow, Mrs. Prémont, has right to half pension. The half pension | $ 216 65 |
| J. P. Nantel, Inspector of Schools, aged 48. Pension | 411 20 |
| Total | $ 627 85 |

After the examination of medical certificates submitted by pensioners under fifty-six years of age, prior to the month of November last, pensions were granted for the current school year to such of those persons as the School Inspectors had reported favorably on, with, however, the following exceptions :— Elizabeth McGibbon, Elzéar Ouellet, Célina Charbonneau and Eulalie Germain, who were not considered incapable of teaching on account of illness

The following pensioners have been struck from the list owing to unfavorable reports from the School Inspectors: M. L. Bryère-Langlais, Mrs. Modeste Wagner, Lucie Frégeau, Émilie Chaloux, M. Desneiges Trudel, M. Hermine Allard.

The pension of Mrs. Georgina Rompre was withdrawn owing to a medical certificate having been produced, from an American physician, which could not be accepted.

The pensions of Elizabeth O'Brien and Virginie Moreau will be paid only when reports in their favor are received from the Inspectors of their districts.

Objection being made to the continuation of pension to the following persons, namely: widow Alfred Potvin, widow Arthur Pelletier, Emma Verville, Mrs. John Harvey and Philomène Muir, it was moved by Mr. John Ahern, seconded by Mr. J. O. Cassegrain, that in these cases pensions be again granted. Messrs. Ahern and Cassegrain voted for the motion, and Messrs. Parsons, Cockfield and the Superintendent against. The pensions were therefore refused.

Objection being also made to the continuation of pension to Elise Ouellet, widow Arthur Pelletier, Rose de Lima Destroismaisons, Desanges Morin, Zoé Proulx and Mrs. Augustin Bilodeau, it was moved by Mr. John Ahern, seconded by Mr. J. O. Cassegrain, that these pensions be continued. In favor of the motion, Messrs. Ahern, Cassegrain and the Superintendent; against, Messrs. Parsons & Cockfield. These pensions were therefore continued.

The Administrative Commission having considered the different cases reserved for their decision since last meeting, disposed of them as follows:

Mrs. George Tremblay's application for pension, rejected last year, was granted, she having produced new medical certificates and a favorable report from the School Inspector. Messrs. Ahern, Cassegrain and the Superintendent in favor, and Messrs. Parsons and Cockfield against.

Margaret Cleland's application for pension was refused.

Mrs. Philomène Ouellet's pension, withheld last year owing to lack of Inspector's report, was granted. Messrs. Ahern, J. O. Cassegrain and the Superintendent for, and Messrs. Parsons and Cockfield against.

The pension of Eugénie Morency, withdrawn last year, was granted anew for one year.

The heirs of Mrs. widow Roch Martineau, pensioner,

deceased, are entitled to her pension for the current half year.

Eulalie Roy, whose pension was withdrawn last year, and who submitted new medical certificates with application for pension was refused. Messrs. Ahern and Cassegrain voted in her favor, and Messrs. Parsons, Cockfield and the Superintendent contrary.

The Superintendent was requested to write to the Curé of the parish in which Mrs. Victoria Dubé resides to obtain his opinion as to the alleged impossibility of her being able to resume teaching.

Should the Curé's opinion be favorable to her pretensions the Superintendent is authorized to pay her pension.

Mrs. Amanda Ames having applied for pension last year, the matter was left over to this meeting in order to obtain further information in regard to her latter years of service. After consideration of the case the application was rejected on the ground of Mrs. Ames having taught but eight months during the five years preceding the date of her application.

The pension of Elma J. Merry, withheld last year owing to non-production of required medical certificates, was again granted on the strength of the medical and inspector's certificates now produced.

Mrs. Mary E. Moore, whose application for pension was not entertained last year, produced new medical certificates and applied again for pension. The application was rejeeted owing to the unfavorable report of the school inspector.

The pension of Mrs. Justine Martin, withheld last year, was granted on the favorable report of the school inspector.

Joséphine Lahaye and Anna Vézina, whose pensions were withheld last year owing to their having entered a religious community, made application for pension this year and produced medical certificates. Their applications were granted, with payment of arrears.

The meeting then adjourned.

## Meeting of December 15th, 1898.

Present :—The Honorable the Superintendent, president ; and Messrs. John Ahern, S. H. Parsons, H. M. Cockfield and J. O. Cassegrain.

The Commission continued the examination of the several cases reserved for their decision.

The pension of Mrs. Gilles Pinard, retained last year, was granted again on division, Messrs. Ahern and Cassegrain and the Superintendent voting in favor, and Messrs. Parsons and Cockfield against.

The pension of Eulalie Bouchard, retained last year, was granted anew.

The application for pension of Héléna Massé, several times already rejected in past years, was again taken into consideration and refused.

Honorine Grandmont, whose pension was retained in 1896, made new application for pension, which was refused.

Mrs. Hermand Camirand, whose application for pension was not entertained in 1895 and 1897, applied again this year and was refused.

Mrs. Aurore Beaulieu, Mrs. Clovis Coulombe, Elmire Pothier and Marie Arvisais, whose pensions were retained in 1896, made new applications, which were refused.

Delphine Girouard and Georgiana Gagnon, whose applications for pension were rejected last year, produced new medical certificates. Pensions were granted them for one year only, from July 1st, 1898.

Mrs. Jacques Grenier will receive but six months' pension, her inability to teach extending over that period only.

A new application for pension from Mathilda Gray was thrown out.

The report of Mr. S. H. Parsons, who was charged by the Administrative Commission with the examination of the records of Mr. J. Purdie, was received and approved. The Commission decided that no change was called for in its former decision in regard to the claims of Mr. Purdie.

Read, a letter from the Honorable the Attorney General of the Province, and one from the Superintendent to Dr. S. P. Robins, concerning stoppage arrears due by the latter to the Pension Fund.

The following applications for pension, received by the Department of Public Instruction prior to November 1st last, were submitted to the Commission :—Pensions were granted to Onésime Rivière, Mrs. Joseph Dagenais, Helen Carmichael, Josephte Richard, widow François Juneau, Joséphine Dorval, Angèle Payment, widow Cléophas Lé-

vesque, Marie Zoé Boutin, Mrs. James Cook, Aurélie Tétrault, Camille L. Désiré Thumas, widow Thomas Auger, Henriette Breton, widow Candide Dufresne, Rachel Perrin, widow Edouard Bilodeau, Margaret Campbell, Claire Virginie Desbiens, Mrs. Joseph Labonté, widow Théophile Cinqmars, Mrs. Pierre Chabot, M. Angèle Blais, Mrs. Alexandre Pineau, Mrs. Henriette Lespérance, Théodora Beaupré, Georgiana Boucher, Marguerite Boisvert, Mrs. Théophile Gongé, Emma Quintal, Clara Joubert, Félina Gariépy, Joséphine Lacasse, Léonide Renée, Mrs Chas. T. Young, Elizabeth Hepburn, Delima Forest, Léda Sevigny dit Lafleur, widow Bruno Fontaine, M. Louise Goulet, Jane Louisa Carter, Anne Marie Dionne, Emilie Carrières, Adeline Lambert, Fanny Globenskey, Mrs. Louis P. Authier. M. Antoinette Plaisance, Mrs. widow Joseph Prémont.

The following persons will receive their pensions for one year, provided the inspector of the district in which they reside report them as unable to teach owing to ill-health :— Amanda Frégeau, of Lawrenceville, Mrs. Philias Bourgeois, Ophédie Richard, Georgiana Condé, Mrs. Pierre Savard.

Six months' pension only will be paid to Joséphine Hallé, seeing that the physicians' certificates state that a few months' rest will restore her to health.

The consideration of Mrs. Joseph Couillard's application for pension was postponed to next meeting ; in the meantime she will show that she has taught for at least ten years.

After examination of medical certificates submitted the applications of the following persons for pension were refused on the ground that they were not incapable of teaching on account of sickness :—Mrs. Joseph Lanthier, Adèle Thiffault, Anne Dorothée Jacques, Joseph Drapeau, Mrs. Thomas Riverin, Mrs. D. C. F. Couture, Mrs. Ernest Girard, Catherine Emma Bulger, Mrs. Joseph McCaffrey, Mrs. Louis Côté, Philomène Duval, Anysie Mathurin, Mrs. Jean Maltais, Arthemise Michaud, Célestine Belanger, Joséphine Samson, Mrs. Joseph Pichette, Delicia Gagnon, Mrs. Stéphanie Desjardins.

The application for pension of M. Zéphire Tessier was refused on the ground that she had taught but six months during the last five years.

Moved by Mr. S. H. Parsons, seconded by Mr. John Ahern, and

*Resolved.*—"That in the opinion of this Pension Commission a supplementary grant of six thousand dollars will be required to meet its liabilities for the current fiscal year, and that the Honorable the Superintendent of Public Instruction be requested to make application to the Government for a grant from the public funds of that amount."

It was further resolved that the sum of two hundred dollars be paid to Mr. F. X. Couillard for his services as secretary of the Administrative Commission for the current scholatic year.

F. X. COUILLARD,
Secretary.

THE

# EDUCATIONAL RECORD

OF THE

## PROVINCE OF QUEBEC.

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### Articles: Original and Selected.

## ENGLISH FOR ELEMENTARY SCHOOLS.*

The evolution of the elementary school curriculum has been very largely influenced by the law of supply and demand. Progress in the direction of an ideal course of study has been rapid indeed, but those subjects seeming to be most useful have always been first to force their way to the front. Arithmetic for instance has long been regarded as important, not only because of its practical value, but for the mental discipline it affords. Accordingly we find that great labor and skill have been devoted to searching out the best methods of teaching that subject.

We pay a deserved tribute to the spirit of our times when we say that other subjects than those which may be regarded as useful in the most primitive sense of the word are now being raised to their proper dignity.

In years gone by no special stress was laid upon the teaching of the English language in most elementary schools, on this side of the Atlantic at least, and naturally the training many pupils received in that subject was insufficient.

Experience has shown that it is unreasonable to expect a pupil to speak good English and write good English as a

* Paper read by Mr. M. C. Hopkins, at the Teachers' Convention, October, 1899.

result of a few fragmentary exercises suggested by his class reader and the writing of an essay on "Winter;" that it is just as absurd to expect a boy to write a crisp and correct business letter without long preparatory training as it would be to expect him to work a difficult problem in percentage after ten months' study of arithmetic.

In recent years much thought has been given by educationists to the careful planning of school work in elementary English. Great effort has been made to have the work of each year follow naturally that of the preceding year, so that from his first school-day the child may have a consistent course of training in the use of English.

In beginning to outline the work in this subject the question which must be answered at the outset is: How much can be accomplished in this direction by the elementary school? Surely nothing so ambitious as the development of a literary style can be expected. The strictly intelligent use of our language, implying a knowledge of the origin and history of its words, force and beauty of style, so far as training can produce them, must be left to schools of advanced grades and to the universities.

However greatly we may differ in our opinions as to what may be justly expected of the elementary school in this subject it will be readily acknowledged that the net results of teaching, so far as individual pupils are concerned, will depend considerably upon the pupils themselves. Dr. Oliver Wendall Holmes has said:—"When you wish to reform a man it is a good plan to begin with the grand-father." If the influence of heredity and environment has to be taken into account in relation to a man's moral nature, it certainly has to be dealt with in the training of his intellectual faculties.

It is well known that certain children are endowed by nature with good powers of expression; their organs of speech respond readily to thought and will. Others again, by no means intellectually dull, still seem to have great difficulty in giving verbal expression to their thoughts.

But while admitting differences of aptitude among pupils let us not unduly exaggerate them. We have to consider the average pupil in the average school.

What then can be done by the elementary school in the way of improving the English speaking pupil's power of using his own tongue?

Very much can be done. In the first place the pupil's vocabulary can be improved and enlarged. Errors in pronunciation can be corrected. The use of slang words and vulgar colloquialisms can be greatly diminished. Pupils can be taught to express with fluency and precision their thoughts upon subjects with which they are familiar. Writing maketh an exact man, particularly when bad writing has to be rewritten after careful criticism, and therefore correctness in spelling, grammar, the use of capitals, abbreviations, marks of punctuation, and the logical arrangement of sentences and paragraphs can be taught by means of numerous exercises. Pupils can be made perfectly familiar with letter forms and the more common business forms. A taste for the good and beautiful in literature can be cultivated.

No part of the teacher's work can be made more interesting or more delightful than helping the child to form a good vocabulary, nor is there any part of her work that calls for greater skill or greater care in the preparation of a lesson before she ventures to appear before her class. Although dealing here with very young children, she must, in order to make the best use of the time at her disposal, exercise great ingenuity in devising means to gain attention and arouse to activity the thinking powers of her pupils.

It must always be borne in mind that knowledge must precede intelligent expression. To a greater or less degree therefore every subject for school study should supplement the language-lessons, but for the earlier years of school life nothing can be more productive of good results in training the child to find appropriate expression for his thoughts than the observation lesson or the lesson in form study. In such a lesson given with the object or model before the class the children are eager to tell what they have just learned, and the only proof that knowledge has been gained will be found in their ability to give expression to that knowledge.

In giving an observation lesson or a lesson in form study to the average class of young children the teacher will find it necessary to introduce several words with which, perhaps, the majority of the children are not familiar. Learning new words is a matter of association. Hence care must be taken to help each child to associate

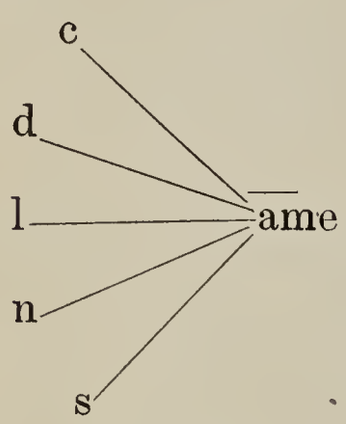
clearly and distinctly every new word with its proper idea or concept.

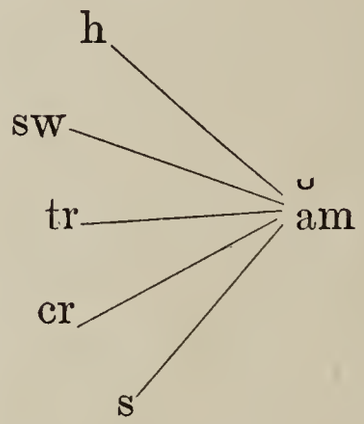
It would be quite absurd to expect a child to have any correct notion about a cube if he had simply been taught a formal definition of the word *cube*. But let the child have the opportunity of handling a cube and of modelling one, and the word will then have a real meaning to him.

An observation lesson on the cat will teach incidentally such words as soft, rough, sharp, pupil, narrow, pointed, round.

Carefully prepared questions will call forth a variety of answers and variety when it indicates that children are thinking is to be encouraged. By requiring children to give their answers in complete sentences they will be trained to express their thoughts readily and to enunciate clearly. In a language-lesson proper, exercises in word-building are useful in getting young children to exchange their stock of words and thus teach one another.

Syllables containing long or short vowels may be written on the black-board and the pupils required to form words thus :—




Pupils may be required to supply ellipses, making use of the words they have formed :—

The boys daily to watch our

The lame boys daily came to watch our games.

The teaching of homonyms and synonyms should be taken up from time to time.

Nearly all the principles of grammar can be taught inductively, the pupils not knowing, except by vague tradition, that there is such a thing as a grammar. This will be a slow process and rightly so, for pupils should not be set to learn formal definitions and rules of grammar until they reach the adolescent period.

Such materials as can be obtained, toys, fruits, flowers, and above all pictures, should be made use of to enliven the language-lesson.

In giving a lesson on the comparison of adjectives the teacher may have on her desk a couple of autumn leaves. As these are shown, pupils may be asked if they see any difference between them. Answers will, of course, contain adjectives in the comparative degree, redder, larger, smaller, lighter and others. Other objects may be compared until the pupils are compelled to notice of their own accord the use of the comparative form. Further questioning will lead them to perceive the difference between the comparative and superlative degree.

Great care should be exercised to prevent making the questioning process tedious or dull. If a class of children are asked if they can see any difference between two pencils, when one is clearly twice as long as the other, they naturally *resent* the stupid question; but if the two pencils are so nearly alike that it is necessary to look closely in order to perceive any difference, interest and attention are then assured.

Children should be taught to reproduce orally, stories read or told them by the teacher. In an exercise of this nature the greatest possible freedom should be allowed, as the main object is not so much to secure accuracy of expression as to train the children to speak readily and to enable them to put their thoughts in order while speaking.

The use of pictures will be of great assistance in a language lesson. A certain number, sufficiently large to be seen by all the members of the class at once, should be at the disposal of the teacher. It will be necessary at first to ask questions in order to lead pupils to notice things suggested by a picture and to reflect upon them.

The first attempts at written work on the part of the pupil will, of course, be the copying of script. Short sentences should be written on the black-board for this purpose. As soon as they are able to do so pupils should copy sentences from their readers. This will help them to become accustomed, by imitation, to correct spelling, punctuation and the use of capitals. Next should come the writing of original sentences, but oral work in sentence-making must always precede this. If written exercises are given regularly children will soon acquire the

habit of putting words in good connection while writing.

Pictures may be used as helps to written exercises as well as to those in oral work. Thirty or forty pictures, suggestive to the mind of the child, may be cut from magazines or catalogues and placed on the desks, one before each child. These pictures need not necessarily be of the same kind, indeed, difference is to be preferred, for it will prevent copying. The children may then be asked to write what they see in the pictures. Read example.

The amount ot written work required should be gradually increased from year to year. There will be found ample scope for exercises, in the reproduction of short stories read by the teacher and in the writing of compositions on various topics. If these written exercises are corrected by the teacher and the pupils are shown why certain corrections are made, and are also required to rewrite their exercises, when faulty, there must be rapid improvement, and the result in time will be, ability to write clearly and well.

No teacher should be discouraged by the hnmble efforts of beginners. Writing good English is a slow process and a difficult one. The works of Mr. Rudyard Kipling, both in prose and verse, read smoothly enough and would give the impression that they had been dashed off in a haphazard way, but manuscripts and pieces of manuscript from the pen of that writer, consigned to the basket, could tell "another story."

If an author of note finds it necessary, at times, to spend hours writing a page, why should we be too impatient or too critical in dealing with a boy or girl.

Many a boy of twelve or thirteen years of age, with very little previous instruction in composition, has been asked to write an essay on some subject more or less difficult. In trying to do this, he has been regarded as stupid or dull-born, and possibly has been called both, while in truth there was for him a mental impossibility to write upon the subject given. It is just as unreasonable to ask such a boy to write an essay, as it is to ask one who has never had any exercise in gymnastics to turn a somersault.

Pronunciation, in so far as it is affected by school work, children learn at every moment of the day by imitating their teachers; and fortunately if they learn to use the

pronunciation they hear from the teachers of this city and of this Province their pronunciation will be good.

To decide what is the exact pronunciation of a word we have no infallible tribunal like the Academy of France. The particular sound or accent given to a word is wholly determined by usage. It is impossible, however, to preserve absolute uniformity.

If a man's speech offers a slight peculiarity which would suggest the heather or the shamrock, it would be absurd to regard that man's pronunciation as defective.

The average young Canadian's pronunciation is the resultant of various influences and there is appearing as time goes on a manner of speaking peculiar to Canadians. This is a hopeful sign, as it indicates the growth of a national character. Provincialisms in speech are not to be encouraged, but it is as impossible to prevent minor differences in regard to modes of speech and tone of voice among the millions of English-speaking peoples, as it is impossible to prevent there being different climates in different parts of the British Empire. English, as it is spoken by English scholars, varying somewhat as it does while time goes on, should always be kept in view as the standard of perfection. But in teaching young children no effort should be made to deal with the delicacies of pronunciation. Gross errors may be corrected. A child may be taught to say bronchītis not bronkeetus and muséum not mūseum.

One of the greatest drawbacks the teacher has to contend with is the wide-spread use of slang. Every season will bring forth its crop of slang words and phrases just as surely as summer will bring its crop of weeds to annoy the farmer.

It is surprising to see how some of these disreputable words work their way into respectable company.

Of course all expressions that are regarded as slang are not to be condemned too severely, for some of them are merely figures of speech which are destined in time to find a well established place in our language. Many of these words and phrases however, if traced to their source, would be found to have had their origin at the gaming-table or at the cheap variety performance, or with "gentlemen of the pugilistic profession."

One of the worst consequences of the use of slang is the poverty of vocabulary it causes. A boy who has accustomed himself to use slang constantly, when put in a position where he is expected to speak properly, will immediately become self-conscious and have great difficulty in saying anything. Of course it is impossible for teachers to abolish the use of slang. but their influence can be used to discourage and diminish it. It is painful to notice the attitude some people of influence assume in regard to this question.

The following are the words of Dr. G. Stanley Hall :—

" Grammatical accuracy and purity of idiom do not come " naturally to the child. I should have the children taught " to speak anyhow than no how. Slang has its place, it is " fundamental; good language is accessory. Slang is " childish, for a single word expresses more than whole " sentences. It should have a certain place at a certain " stage with some children. I pity the teacher who has " not a good vocabulary of slang."

A poor logician can easily detect serious fallacies in those statements.

Certain other improprieties of speech, which cannot be called slang, should be quietly rooted out of the language of children, so that when they have spent a pleasant evening they may not be heard say the next day that they had an " elegant time last night."

One of the greatest benefits a school can confer upon the young is to awaken and foster in them a love for good reading. It is impossible for a child to read a well written book without having his own powers of expression improved.

Aside from the reading matter contained in the ordinary text-books great use can be made of school libraries when it is possible to secure them. By supplying good and wholesome material for reading in this way, the temptation to read cheap and trashy books will be removed.

Of course the parents of most children will act as censors for them and will see that no poisonous books come into their hands. Unfortunately there are some children who are not looked after with sufficient care in this respect. For all such the teacher must act as guardian angel.

The beginning of the cultivation of literary taste can be

made in the elementary school by exercises in committing to memory some of the best selections of English poetry. The school life of most children ends before they reach the age of fourteen years. During the short time they spend in school while their emotional natures are susceptible and before they have become prosaic and cynical, because of the hard experiences of life, let us endeavor to store their minds with beautiful thoughts that have been beautifully expressed. Even reason itself cannot efface some early impressions we receive, and a "thing of beauty" in the form of a verse of poetry stored in the mind of a child will never pass into nothingness.

## Practical Hints and Examination Papers.

—MATHEMATICS.—Some day the little children who are now sitting on the benches in the primary and kindergarten classes may be working in algebra, geometry, trigonometry, mechanics, optics, astronomy, differential and integral calculus, the lunar theory, and as far on as the mathematics of four dimensions. The accuracy with which they will reason and the speed with which they will advance is being determined just now by the work done in the foundation classes of the school, in elementary notions of arithmetic and geometry. Are the children being brought into contact with the things themselves and not merely with symbols for the things? Do they handle the objects with which the lesson deals, and so get clear ideas and images, and draw correct conclusions for themselves? In advancing from childhood to mature life the abstract increases while the concrete decreases, and rightly so. But the beginnings of intellectual life are among things not symbols. "If the teachers' facts," says Dr. G. Stanley Hall, "are concrete and naturally connected, the amount of material that an average child can assimilate without injury is as astonishing as is the little that will fag him if it is a trifle above or below or remote from him, or taught dully or incoherently."

—"IN education as in other things man is impatient. He cannot wait, he despises small beginnings. Now this should be a preliminary lesson, 'Never despise small beginnings.' Beginnings mark endings. Nature teaches us throughout all her works to regard the small; nothing is

vain, everything is cumulative, and this is noticeable in moral as in material things."—*Paxton Hood.*

## Reminders to Teachers.

The value of a school is determined by the training it gives the average child.

The first few years of the child's school life are all important. We should never think that anything will do for the little ones.

Every child is good for something.

The individual needs of children require more attention.

The study of children's preferences in relation to school work will be helpful to the teacher.

School traditions often show the moral position of the school.

The object of the school is not to keep children quiet so many hours a day.

A child should not be irritated by unjust punishment. Children do not resent the punishment meted out to all alike for like offences, provided it be at all reasonable.

There is no profession where more training is needed than in the teaching profession, and there is no profession where less training is demanded.

The school exists for the child, not for the teacher.

The school surroundings should be conducive to health. The earnest, painstaking teacher will be able to get almost anything she requires in this direction.

Sunshine should not be excluded from the school-room.

—Encourage the Reading of Good Books by the Children.—The reading of good books may be promoted by writing on a hanging black-board choice selections from good authors. Bright or witty sayings taken from the authors, whose works find a place in the school library, will draw the attention of the children to the books in the library. Of course it is an absolute essential that only wholesome literature should be provided by those who have the library in charge. To ensure success in an undertaking of this kind it is necessary that the teacher read the books before placing them in the library. Above the extract, the title of the book may be written, while below,

may be placed the author's name, the place where he wrote the extract and the date of his birth and death, or, if living, the year when the extract was written. To fulfil their purpose the quotations should be graded as to difficulty and deal with those things that interest the children at their particular stage of advancement. Simple thoughts in simple language for the little ones and increasingly higher thoughts in higher language for the children in the upper classes. It will add greatly to the interest of this work if the children who are able to write legibly are allowed to write the extracts, and if the children are encouraged to bring to the teacher choice extracts from their own reading, with the privilege of having them put on the black-board, if found suitable. Take for example an extract from Mrs. Marshall Saunders' most interesting story about dogs "Beautiful Joe." This is the way it would appear on the black-board :

BEAUTIFUL JOE.

What fun we had over our supper ! The two girls sat at the big dining table, and sipped their chocolate and laughed and talked, and I had the skeleton of a whole turkey on a newspaper that Susan spread on the carpet.

I was very careful not to drag it about, and Miss Bessie laughed at me until the tears came in her eyes. "That dog is a gentleman," she said ; "See how he holds the bones on the paper with his paws and strips the meat off with his teeth. Oh, Joe, Joe, you are a funny dog ! And you are having a funny supper, I have heard of quail on toast, but I never heard of turkey on newspaper." Halifax, Nova Scotia, 1894.—*Marshall Saunders.*

There are so many frivolous, silly and morally bad books that the children can now procure for a few cents, that it is necessary for the teacher to make constant and strenuous efforts to turn the thoughts of children in the right direction in relation to reading. We know not where good advice may find a lodgement. A teacher once said to a class of boys, "Do not read a dime novel until you are twenty-one years of age, and then you will not want to read one." "You cannot now understand what harm it will do you. But be sure of this, it will poison your life." A member of that class—one whom the teacher thought least likely to take the advice—told her in after years that he had followed it and was glad.

—YOUTH comes but once in a lifetime.—*Longfellow.*

—IT would appear as though the teacher had risen very much in the social and moral scale since the days of Shakespeare if a little conversation between Smith and Cade in King Henry IV may be taken as evidence of what things then were. Smith.—He can read and write and cast accounts. Cade.—O monstrous! Smith.—We took him setting of boys' copies. Cade.—Here's a villain.

—SPORTS AS A FACTOR IN EDUCATION.—I wish a body of teachers fond of athletic sports would consider the whole question of games and plays for the American youth of both sexes, and particularly for American boys! The characteristics of a nation are largely revealed in its sports. What sports that are enjoyed by the American boy tend toward manhood? To particularize: The study of baseball in its effect upon the national life is well worth consideration. How it leads a boy to do his best and yet to yield to others—to make constant sacrifices for the good of the community—the nine he is playing with. To do one's best and yet to help others to do their best—whatever demands this of a man must have in it much that is educationally good. I am not entirely sure that the churches would not be benefited as well as the schools by a careful investigation of the games that have become a part of the life of the Anglo-Saxon race, and that appeal strongly to robust manhood. To ignore the games which call for the exercise of bravery, even if they occasionally seem rough, is to ignore an element in human nature which is too strong to be subdued, and which should not be subjugated even if it were possible. Here is a field for the investigator which is but partly explored.—*Vice-President E. Oram Lyte at Los Angeles.*

—THERE is an enlarging, ennobling power in admiration of others, and in making allowance for them.

*F. W. Robertson.*

—THE SHAPE OF THE EARTH. — The geographies of twenty or thirty years ago described the earth as "round like an orange or a ball." Somewhat later an attempt was made to give a more accurate description of the earth's shape, and we find it called an oblate spheroid." Physical geographers now tell us that this latter description is

imperfect. A writer in the *Leisure Hour* says: "It is now admitted by all competent judges that the earth is flattened at the equator as well as at the poles. Moreover there is good reason to believe that the northern and southern hemispheres are unlike, the south polar regions being much less flattened than the north polar regions. According to this the earth is shaped more or less like a peg-top, with the bottom part at the south pole, but even this does not satisfy all evidence. Professor G. H. Darwin has suggested that potato-shaped would be a more correct simile than peg-topped, but perhaps the best view is that taken by Sir John Herschel, who aptly stated that the earth is earth-shaped." The name of geoid, which expresses this view, has now taken the place of the old oblate spheroid in everything except school text-books.

Dr. J. W. Gregory recently described before the Royal Geographical Society the various views held by scientific geographers as to the earth's figure. A careful examination of terrestrial ridges, elevated areas, and depressions, shows that the earth's form approaches that of a tetrahedron, which is a solid body having four faces, six sharp edges and four solid corners. The earth of course is not exactly tetrahedral in figure, but it very closely resembles this shape when the distribution of land and water and the course of the main water-sheds and mountain chains are critically examined. There is very good reason to believe, even if no actual evidence were available, that the earth must tend toward this shape; for a globe of plastic material surrounded by a hard crust gradually assumes the form of a tetrahedron as it cools; and the earth seems to be an example of this fact on a large scale."

—Character Building in the School-room is the Foundation Stone of Good Government.—Lord John Russell said: "It is of the utmost importance that a nation should have a correct standard by which to weigh the character of its rulers." The teachers begin this work in the school-room. They give the child knowledge to guide his will and then allow him opportunities of exercising his will with regard to moral questions. They point out his error when he goes astray and make the path of wrong unpleasant; they encourage him when he does right, so that he may have within himself the power of estimating actions at their true value. The man who acts rightly

himself is in a position to choose good rulers—to cast a valuable vote at the polls. As the child so the man. The foundations for good government are laid in the school-room. But the teachers are very often in the dark as to the progress the child is making towards this end. A little examination test once in a while would be a useful guide to the teachers with regard to the weak points in character building. Mr. Sinclair, of the Ottawa Normal School, proposed such a test to school children of from ten to fourteen years of age in Ottawa, Kingston, Toronto and Hamilton. This was the case: "John throws a snowball through a pane of glass in the school-building window. James sees him do it. No one else sees him do it. They know if they report the case the only punishment will be that John will be required to pay for a pane of new glass." The questions asked and the number of negatives and affirmatives to each question are given. Question 1. Should John tell on himself if the teacher asks him if he broke the pane? 1,398 children said yes, 11 said no. Question 2. Should John tell on himself if he is not asked? 1,288 yes, 114 no. Question 3. Should James tell on John without waiting to see if John is going to tell on himself, and without being asked to tell? 83 yes, 1,192 no. Question 4. If James is asked to tell, should he tell without waiting to see if John is going to tell on himself? 544 yes, 753 no. Question 5. If John does not tell on himself should James ask him to tell? 1,091 yes, 276 no. Question 6. If John then refuses to tell and James is not asked to tell, should James tell? 500 yes, 846 no. Question 7. If John refuses to tell and James is asked to tell, should James tell? 1,209 yes, 194 no. Question 8. When the teacher finds that the pane of glass is broken, should he say to the class that he wishes the boy who broke it to report privately? 934 yes, 257 no. Question 9. If John does not report, should the teacher then try to find out who broke the pane of glass? 1,017 yes, 125 no. Question 10. Should he ask each boy if he broke the pane? 808 yes, 338 no. Question 11. Should he ask each boy if he knew who broke the pane? 721 yes, 359 no. Question 12. If every boy says he did not break it and James says he knew who broke it, should the teacher ask James to tell who broke it? 829 yes, 297 no." These questions were taken

from an article in "Educational Foundations," and would have been even more interesting if Mr. Sinclair had answered his own questions. From our knowledge of children we should judge that many of the answers were given without much thought.

—THE man that makes a character, makes foes.—*Young.*

—PREPOSITIONS.—When prepositions are under consideration in the class, an exercise like the following will show clearly the function of prepositions in the sentence: "The bird *in* the cage is singing" might be taken as the first sentence. Ask the children to put the bird in other positions or relations to the cage. This will draw forth such examples as these: "The bird *on* the cage is singing, the bird *under* the cage is singing, or the bird *beneath* the cage is singing; the bird *above* the cage, the bird *below* the cage, the bird *behind* the cage, the bird *outside* the cage, the bird *before* the cage." The children will suggest prepositions that are almost, if not quite synonymous with some of those given above as in the second and third sentences where we have *under* and *beneath*: "The bird is *over* the cage, the bird *inside* the cage, the bird *outside* the cage, the bird *within* the cage, and the bird *without* the cage." A list of prepositions drawn from examples like these written on the blackboard, will help the children to see what the words called prepositions look like as a class.

Take also cases where the relation is between a noun and a verb: "The boy was running *beside* the road, the boy was running *across* the road, running *near* the road, running *over* the road, running *towards* the road, running *from* the road, *above* the road, *beneath* the road, etc."

—"HUMILITY is the attribute of great and noble minds, —and how beautiful does it appear."—*F. Stoughton*

—INSTRUCTION ends in the school-room, but education ends only with life. A child is given to the universe to educate.—*F. W. Robertson.*

## Current Events.

### SIR WILLIAM DAWSON AS A TEACHER.

A noble life is ended, Canada's "Grand Old Man" has gone, but his memory will live with us as long as Canada has a history. To us—the teachers of Canada—he leaves an example of earnest, painstaking devotion to the calling that was his by choice and genius, which it would be almost impossible to rival. He was a great teacher because he was a great man. His reputation as a scientist was world wide. So fertile was his mind, that books and pamphlets on his favourite subjects of study—nature, education, the Bible—fairly rolled from his pen, giving glimpses of the powers behind the pen. To many of us was granted the inestimable privilege of attending McGill when the active, observant, keen mind of Sir William Dawson was its ruling power, and when the university was yet small enough to admit of its students coming in contact with the mind of the Principal. With what pleasure we recall the hours spent in the zoology and geology classes. In Sir William's classes in the university we had preeminently the advantages of the contact of mind with greater mind. Sir William talked, he did not lecture. He showed us a master mind at work in its own workshop among the wonders of nature. How the horizon of our knowledge seemed to retreat rapidly as he opened to us the secrets of mother earth. Time and again we had to pull ourselves together and determine mentally that we *would* take notes as the examinations were approaching. But the hand gradually moved more and more slowly over the paper, then ceased to move, and finally we came to ourselves with a start to find that we were again in the attitude of men listeners. But Sir William was a model teacher. He gave us a handbook, an outline, the bare skeleton of the subject to use out of class, while in his talks with us he filled out this scheme with marvellous word pictures. Hundreds upon hundreds of new terms we found it small effort to learn that we might keep in touch with the subjects as they advanced. He spared no pains to help those who needed assistance, often remaining long after the hours of lecture discussing

his favorite topics. Then the excursions in the fields and quarries, seeking nature in her own haunts, and the visits to the museum—a monument to his lifelong toils and perseverance, a memorial of the noblest nature!

Dr. Harris, United States Commissioner of Education, who was in Montreal at the time of Sir William's demise said: "I should think the whole city would be thrown into mourning for such a man." And so the city was, through its highest representatives of all creeds and nationalities, the great educational bodies; and not only the city, but the educational world, paid its tribute to him.

Who could better describe the spirit in which he lived and worked than he himself—the man who conceived this noble life. This he did in the following words on the occasion of his severing his connection with McGill University:—

"In conclusion, let me say a word as to myself and my retirement from office. My connection with this university for the past thirty-eight years has been fraught with that happiness which results from the consciousness of effort in a worthy cause, from the aid and support of my dear wife, who has cheered and sustained me in every difficulty, and from association with such noble and self-sacrificing men as those who have built up McGill College. But it has been filled with anxieties and cares and with continuous and almost unremitting labor. I have been obliged to leave undone or imperfectly accomplished many cherished schemes by which I had hoped to benefit my fellow-men and leave footprints of good on the sands of time. Age is advancing upon me, and I feel that if I am fittingly to bring to a close the business of my life, I must have a breathing space to gird up my loins and refresh myself for what remains of the battle. I have, besides, as you know, been somewhat abruptly deprived by a serious illness of my accustomed strength, and in this I recognize the warning of my Heavenly Father that my time of active service is nearly over. In retiring from my official duty I can leave all my work and all the interests of this university with the confidence that, under God's blessing, they will continue to be successful and progressive. The true test of educational work well done is that it shall have life and power to continue and extend itself after those who establish it are removed. I believe that this is the character

of our work here, and I shall leave it with the confident expectation that it will be quite as successful in my absence as in my presence. Such a result I shall regard as the highest compliment to myself. To this end I ask your earnest consideration of the sketch of our progress which I have endeavored to present, and I pray that the blessing of God may rest on the university and on every part of it, and that it may be strengthened with His power and animated with His spirit."

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## Resolution of Condolence with Lady Dawson by the McGill Normal School Committee.

Whereas it hath pleased Almighty God to remove from the scene of his earthly labours and successes our revered and beloved friend, the late Sir William Dawson; and

Whereas he was for many years intimately associated with the work of the McGill Normal School, now entrusted to the Normal School Committee of the Corporation of McGill University, first, as negociating, on behalf of the University, for the establishment of the Normal School in 1857; then as the Principal, lecturing on Natural History at the same time, with great profit to its students, continuing to hold the offices of Principal and Associate Professor for thirteen years, until the pressure of other duties compelled his resignation in 1871; lastly, as Chairman of the Normal School Committee, until failing health caused him to retire from his position of Principal and Vice-Chancellor of the University;

Be it resolved, that this Committee desires to express, and does hereby express its sense of the invaluable services rendered by the late Sir J. William Dawson to the cause of primary education in the Province of Quebec, especially in his long connection with the McGill Normal School, and his efforts to secure thereby trained teachers for the Protestant schools of the province, and its deep feeling of loss in the death, albeit in a ripe and honoured old age, of Sir J. William Dawson, C.M.G., LL.D., F.R.S., &c.

Be it resolved, also, that this Committee express its profound sympathy with those who suffer the sorrows of a sore bereavement, by transmitting a copy of these resolutions to Lady Dawson.

## Official Department.

### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by Order in Council, dated the 5th of October, 1899, to make the following appointments, to wit:

*School Commissioners.*

County of Chicoutimi, Grande Baie.—Mr. Louis McNicholl, to replace Mr. Napoléon Dallaire.

County of Hochelaga, town of la Côte Saint Louis.—Messrs. Eugène Lafontaine and David Despatie, continued in office, their term of office having expired.

County of Saint John's, "Parish" of Saint John.—Mr. Eustache Roy, to replace Mr. Louis Lemaire, whose term of office has expired.

To appoint Mr. John Parker, B.A., of Leeds, P. Q., to replace Mr. G. W. Parmelee, B.A., and the Rev. A. T. Love, B.A., of the city of Quebec, to replace Dr. Norman, as members of the Protestant Central Board of Examiners.

To appoint the Abbé J. A. Lefebvre, Superior of the Sherbrooke College, a member of the Roman Catholic Central Board of Examiners, to replace the Abbé J. H. Roy, resigned.

To appoint the Reverend Isaac Newton Kerr, B.A., of Shigawake, in the County of Bonaventure, Inspector of Protestant Schools, in the District of Gaspé, to replace the Reverend Mr. William Gore Lyster, B.A., who has resigned.

To appoint Mr. E. H. Taylor, of Quebec, a member of the Protestant Board of School Commissioners, for the City of Quebec, his term of office having expired.

9th November.—To make the following appointments, to wit:

*School Commissioners.*

County of Champlain, Saint Tite, North.—Mr. Napoléon Rondeau, continued in office, his term having expired.

County of Gaspé, Saint Yvon.—Mr. Arthur Clavette, to replace Mr. Alphonse Caron, his term of office having expired.

10th October.—To detach from the school municipality of "Dalibaire," County of Matane, the lots between and including No. 49 to lot No. 60 inclusive, of the 1st range of the Township of "Cherbourg," and to annex them, for school purposes, to the municipality of "Cherbourg," in the same county.

To detach from the municipality of Saint Alban, County of Portneuf, the following cadastral lots of the parish of Saint Alban, to wit: Starting from and including lot No. 179 to lot No. 289 inclusive, less the lots Nos. 226, 235, 236, 243 and 246, and erect them into a school municipality under the name of "Village of Saint Alban."

20th October.—To erect into a distinct school municipality, for Catholics only, the ranges I, II, III, IV, V, VI, VII, VIII, IX, and X of the Township of Potton, County of Brome, under the name of "Saint Cajétan de Potton."

The foregoing erections will not come into force until the 1st of July next, 1900.

To appoint Mr. William Déry, School Commissioner for the municipality of Saint Séverin, County of Champlain, to replace Mr. Philippe Cossette, resigned.

THE

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OF THE

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## Practical Hints and Examination Papers.

School Music at the National Educational Association.—So popular were the meetings of the Musical Department of the Convention at Los Angelos that the Blouchard Hall, wlth its seating capacity of eight hundred, was found inadequate to accommodate the audiences.

### Brevities from the Papers Read.

Music is one of the most important subjects of the school course.—*Col. Parker, Dr. J. C. Hall, Dr. W. J. Harris.*

"If the pupil is not quick in music, the study will prove the greater discipline."

"Music is the poetry of mathematics."

School music must ever reflect the attitude of the class teacher towards the subject.—*J. Tapper.*

"The effect of good songs will remain, though the children may be unconscious of it."

Music helps to counteract the common impression that financial success is the main object of life.—*C. C. Hayden.*

—The Relation of Education to Decrease in Crime.—An ounce of prevention is worth a pound of cure. In Canada the teachers are doing much to prevent crime. Are they doing all that is possible by drawing attention to the evils of cigarette smoking, dime novels and other laxities of morals. "That the education of the people of England is a great national blessing, is proved by the testimony of the Commissioners of Prisons. The board schools are

bearing much 'moral fruit,' at least. There is 'a great and progressive decrease in the number of sentences for serious crime.' Whereas, before Mr. Forster's Education Act became law, the proportion of the population sentenced to penal servitude for serious crime used to be from 9 to 13½, p.c., only 2½ per 100,000 of the population were thus committed in 1898. These statistics are most encouraging. But there is work for the elementary school teacher in abundance, as long as it is true that 20 per cent of prisoners can neither read nor write. In 1870 it was nearly 34 per cent."—*The Montreal Witness.*

—GOODNESS of education is to be tested by the capacity of *using* knowledge—by the extent to which the knowledge gained has been turned into faculty, so as to be available for the purposes of life, and for the purposes of independent investigation.—*Herbert Spencer.*

—REMINDERS.—Good pictures on the school-room walls help to cultivate the artistic taste. Poor pictures are debasing.

Sir Joshua Reynolds was of the opinion that copying a work of art did not dwarf the original power of expression of a pupil, but gave him inspiration to achieve greater things of himself.

Money could not purchase a Shakespeare, a Homer, a Milton, an Edison, but the teacher sometimes gets one for nothing but the labour she expends in finding him. Do you know anything of the original powers of the children you teach?

The discipline of school is a preparation for good citizenship.

Teach the child that an act of rudeness is not attoned for by an "Excuse me, please."

The value of a school may be determined by the amount of self-activity in the right direction it exhibits.

Silent reading brings into close connection the *thought* and the *printed word.* This is more important to the child than that the *sound* of the word should be closely connected with the *printed word.* The first should precede the second.

A school witnout gymnastic exercises is to be preferred to a school where these are badly conducted. It is better to leave the matter to the inclination of the child at play, than to have exercises in an ill-ventilated room, or to give exer-

cises to children without due regard to their needs. It is positively dangerous in the case of children with some organic disease.

## Three of the Objects of Teaching Reading.

1. To secure an intelligent understanding, on the child's part, of what is read. The books placed in the hands of the child should be properly graded as to difficulty—that is, the words used should be suited to the age of the child, and the subjects dealt with should be within the child's intellectual compass. Books should be so varied in character that they command the interest of the children. But we must bear in mind that a perfect reading book would not of itself secure perfect reading. The child's knowledge of spoken language is in advance of his knowledge of printed words. These latter are merely symbols for the spoken words. The child must be taught the symbols that stand for thoughts by a more or less orderly progression through a combination of the look-and-say method, phonic analysis and the alphabetic method. No teacher confines herself to any one of these but combines all in various proportions. The telling of interesting facts bearing on the lesson, reading for the class to give a good ideal in reading, having the children criticize the reading of others in a friendly spirit—never interrupting another to do so however, giving special drill on the difficult parts of a lesson, finding on the map places mentioned and illustrating the lessons with the objects referred to, all help to an intelligent understanding of what is read. When reading about the butterfly, for instance, the teacher might have one in the school-room. To find out whether a child has an intelligent understanding of what he reads as a whole, question him on the subject or let him tell what he has read. To see whether he has grasped the details ask for the meaning of words, phrases, etc. Reading aloud gives the chi d command of good language. The reading lesson is ofteln as broken up by corrections of pronunciation, commands to inattentive pupils and the calling out of pupils who want to correct mistakes that all unity in the lesson is lost. The silent reading of the lesson by each pupil followed by an explanation of all new words and their insertion on the board will do away with a great deal of this.

2. To secure profitable reading to others. The voice of the child should receive careful attention. No bawling, drawling or sing-song reading should be permitted, but a pleasant. even, sympathetic voice cultivated. As the teacher so the child. The correct pronunciation of vowel and consonant sounds adds materially to the value of oral reading. "And" should have the d sounded and "singing" the g Purity of vowel sound in such words as cow, caught, chance last past, etc., etc., may be obtained by imitation of the teacher, who should see to it that she herself is free from provincialisms in pronunciation. She can do this by making an effort to hear every good speaker who comes within a reasonable distance of her. A list of words likely to be mispronounced ought to be kept and constantly referred to. Children of illiterate parents should not be asked to prepare a new lesson by themselves. The proper grouping of words, that is attention to pauses, is another essential. Fluency must be obtained but not at the expense of accuracy. Expression may be obtained by turning the lesson into the conversational form, that is by teaching the child that the lesson should be read as it would be spoken. The tone of the voice and the speed of reading will be determined by the character of the piece to be read. Longer and longer sentences and even whole paragraphs should be assigned to individual children to give them self-reliance. The teacher herself should hear good reading often so that she may be a model for the children. To test the proficiency of pupils in reading aloud let the teacher listen frequently with closed book.

3. To secure a proper selection of good reading outside of the school work, have a good library of the children's classics. Be very sympathetic with the child, so that he may come to you for help in choosing his reading. Acquaint yourself with the best books that are written. See that the reading books touch as many phases of life as possible—the moral virtues, truth, justice, perseverance, etc., family relations, patriotic sentiments, heroism, love of nature, flowers, trees, water, heavenly bodies, art in many forms. See too that the language, whether prose or poetry, in which the thoughts are expressed, is beautiful, simple at first and gradually increasing in difficulty to meet the growth of thought in the child. Let each reading book be what the French would call *bon et beau*. When reading

with the children refer them to other books that tell of the same things. Sometimes read in class two authors on the same subject. Have little talks with the children on what they like to read and refer them to good works on the subject.

—No matter what his rank or position may be, the lover of books is the richest and happiest of the children of men.
—*Langford.*

—National Diet and Brain Power.—Ancient Egypt, during her period of highest civilization, subsisted almost exclusively upon millet, dates, and other fruits and cereals. Athletic Greece rose to her greatest culture upon two meals a day, consisting principally of maize and vegetables steeped in oil. A nation's decline almost invariably begins with gormandizing. When exciting wines and a host of rich and stimulating viands become necessary, a country bids "a long farewell to all her greatness."—*R. G. Abbott, in The Metaphysical Magazine.*

—Give a wise man health and he will give himself every other thing.—*Colton.*

—Somebody gives the following antithetical advice:—"Drink less, breathe more; eat less, chew more; ride less, walk more; clothe less, bathe more; worry less, work more; waste less, give more; write less, read more; preach less, practice more."

—Indistinct Teachers.—Those who have suffered from sitting all day long in a school-room, where the teacher spoke indistinctly, straining the ear to catch what was said, and often finding it not worth the effort when heard, will sympathize with a writer in "The Westminster," who arraigns the indistinct speakers in all walks of life. He ascribes the habit of indistinctness to laziness, to fear of offending the properties, to want of convictions, to fear of being out of harmony with the British "House of Commons style," to the fact that the indistinct people know or fear that what they are saying is not worth being said, to the fact they are not in earnest and do not care whether they are heard or not. He accounts for indistinctness in well-meaning persons to poor elocution teachers. He says, 'Some of you men who are not heard well have had your voices injured by an elocution master, who told you that

you ought to speak in ore rotundo tones. The only thing you learned was to speak with the wrong end of your tongue. Nature intended you to speak with the tip of your tongue mainly, and the tip is left loose for that purpose. You try to speak with the end that is fastened and that does not work well. A fight against nature always fails. Nature wins in the end and punishes the man who breaks her laws. * * * * Gentlemen, who mutter in the ore rotundo style, did it ever dawn on your minds that the higher tones are heard very much more easily than the deep tones, you are straining your throats to cultivate." The little child has no redress for wrongs in this direction. A man can get up and leave if he does not hear, but the child must sit still and suffer. Every child in the schoolroom should hear what is said without undue effort. The child will have enough obstacles to progress in his path without the teacher placing any there. Tennyson says, "I am a part of all that I have met." May the indistinct in those whom they have met not cling to the teachers!

—A Sound discretion is not so much indicated by never making a mistake, as by never repeating it.—*Bovee.*

—An Exercise for Acquiring Facility of Expression.—The teacher might ask the children to combine into sentences ,by means of phrases and clauses, in four different ways, the following statements:—Rudyard Kipling is the author of "Wee Willie Winkie." He is of dark complexion. He is under the average height. He wears large gold-rimmed spectacles.

Of the sentences framed by the children let them determine which is the best. The words may be slightly altered in form, but the facts must remain the same.

A similar group of sentences might be made from these detached sentences. Rudyard Kipling is slovenly in dress and walk. He is an indefatigable worker. He is fond of gardening, bicycling and walking. He is a born story teller.

These exercises are useful when the child is studying phrases and clauses.

—The New Education.—"Some apostles speak of a 'new education,' as if it were a structure standing wholly by itself. Whatever there is new in education—and there always is and has been much—it is but a year's growth on

a tree. Those new shoots and branches are signs of life and vigor, but they exist solely in the life of the tree, and because of the roots buried away down there deep in the past. Oh, brethren and sisters, consider the lilies and the trees, and cease talking nonsense."—*Western School Journal.*

—Some of the Advantages of Teachers' Conventions.—If teachers attend the conventions regularly they keep in touch with the great educational movements of the day. If they attend irregularly they have at least the advantage of getting a hint as to how much they are in arrears educationally. Attendance at conventions will correct provincialisms of language and thought, give the teacher a correct idea of his value among teachers, give opportunity for interchange of ideas on common work, enable teachers to get better acquainted with one another and therefore to appreciate one another more and so create an *esprit de corps* among them. A strong teachers' association is a mighty force in the country, and a great weapon with which to face a crisis in educational matters. So, too, conventions call forth the highest and best thought on educational matters and thus give inspiration for better work.

## A Few of the Many Inspiring Thoughts Expressed at the Teachers' Convention, held in October.

One of the greatest benefits that a school can confer upon the young is to foster in them a liking for good reading. By encouraging this the temptation to read cheap and trashy books can be greatly counteracted. The beginning of the cultivation of literary taste can be made in elementary schools by the exercise of committing to memory some of the best of English poetry.—*Mr. M. C. Hopkins, B.A.*

The kindergarten is a miniature world, in which the inner characteristics of the child are allowed to work themselves to the surface; it is a period of making the internal external. School life, on the other hand, has for its object the securing of information, of making the external internal. The change was felt to be too abrupt, and to correct this defect, due to want of continuity, there must be an intermediate or transition stage, in which some of the kindergarten methods are retained decreasingly for three or four years.—*Mr. E. W. Arthy.*

The future men and women of Canada will be just what the teacher makes them.—*Dr. MacVicar.*

The first care of the Government should be to aid elementary education of every description.—*The Hon. H. T. Duffy.*

The duty of the Government is to establish a system of education which shall produce the best men and the best citizens.—*The Hon. G. W. Stephens.*

The grant to elementary education in this province has remained almost stationary since Confederation, notwithstanding that settlements have been spreading out and schools have multiplied, thus making the claims upon it more numerous. To remedy matters, a greater interest must be aroused among the rate-payers in the rural parts.—*Mr. W. A. Weir, M.P.P.*

I hope for a more generous appreciation of schools and school work, which implies a just conception of the value of the child as the coming citizen, who is to be the chief factor in the prosperity of the state, adding to her wealth materially, intellectually and morally, sturdily maintaining her institutions, valiantly defending her rights—honest, upright, incorruptible, large-hearted, fearless.—*Dr. Robins.*

The system of examinations is pernicious when used for purposes of promotion and comparison with the results of other schools.—*Rev. E. I. Rexford.*

With no true nation formed, with only the physical bindings of trade intercommunications to keep us together, with our fair Dominion anything but a moral personality working for humanity without and for the uplifting of the races within its borders, we can also see how equally absurd it would be to blame the Canadian Confederation as a whole, struggling as it is towards manhood, for our educational deficiencies, or even to look to the Federal executive for amelioration.

The notion of advocating a national school, where there is no nation, is absurd. And so Canada cannot have national schools for the present.

But we can at least have the connecting link in educational affairs which they have in the United States. We can have a central advisory, sub-department at Ottawa, which, without any direct administrative function, shall be the exponent of the nation that is to be, while allowing the

commonwealth of each province to manage its own affairs in the matter of education, as it may seem fit, always keeping of course to the logical aspect of affairs.—*Dr. Harper.*

Our advance in education must be not by making Canada the culture ground for German or other philosophical education sprouts, but by tabulated experience, by studying the child in his native place, supplementing our knowledge by what is best in the systems of philosophy, by weighing carefully what leaders in the modern scientific theory of teaching have to say in regard to education, but above all, in considering our particular needs as a nation.—*Miss L. B. Robins.*

The practice, on the part of the teacher, of order, punctuality, courtesy in language and manner towards everyone, love of nature, love of country, truthfulness, justice and impartiality, and a life guided and controlled by morality and religion will produce like qualities in the pupil.—*Dr. McCabe.*

Teachers exert a very powerful influence over children through the medium of suggestion. In this way Arnold stamped his character on the pupils at Rugby, and all teachers should see that their own character and lives are so in harmony with the Divine model that no injurious suggestions are given out. The teacher should have an object and an ideal, and not only should every facility be given to draw out the good in a child, but it should be so studied that every possible obstacle could be placed in the path of wrong impulses.—*Dr. F. Tracy.*

If we are to get more money into the country we must get more capable people. Ability and capacity come through intelligence, skill and organization, and the production of these is the object of the school in its largest and widest functions.—*Prof. J. W. Robertson.*

After every quarter hour's work at the desk, about five minutes should be devoted to free extension movements in the school-room with windows open for ventilation when possible.

Once a day there should be a change of clothing, and at least half an hour's brisk exercise, hard enough to produce free perspiration, bringing into vigorous action the heart, lungs and skin. This should be followed by a tepid bath to cleanse the skin—or even a cold bath if the child stands it well.—*Dr. Tait Mackenzie.*

There should be physical exercise in all elementary schools.—*Mr. W. A. Kneeland, B.C.L.*

—One thorn of experience is worth a whole wilderness of warning.—*J. R. Lowell.*

—The School Exhibit.—The school exhibit of the Provincial Teachers' Association was an exceptionally good one this year. Commendation was heard on all sides, and the press surpassed itself in its expressions of praise.

## GEOGRAPHY (GRADE I. MODEL SCHOOL.)

[Two questions to be answered from each section.]

### Section I.

1. What are the divisions of the North-West Territories? Give the name of a settlement and a river connected with each.

2. What are the provinces of the Dominion of Canada? Give the names of three towns connected with each, the first one being the capital.

3. Draw a map of Newfoundland, and give the location of at least ten places on it. (Print the names neatly.)

### Section II.

4. Where are the following places mentioned in the Canadian History you have studied: Port Royal, Sable Island, Louisbourg, Tadousac, Hochelaga, Bay Chaleur, Gaspé, Cap Rouge, River St. Charles, Fort Frontenac? Give one fact connected with each.

5. Where are the following places mentioned in connection with the Bible History you have studied:—Nazareth, Jericho, Hebron, Mount Carmel, Kedron, Ai, Nain, Bethlehem, Ur, Joppa? Give a fact connected with any five of them.

6. Where are the following places in North America Utah, Portland, Sorel, Vancouver, Denver, St. Louis, Baltimore, Regina, Annapolis, Sydney? Give a fact in connection with each.

### Section III.

7. Describe the natural features of Prince Edward Island, and give its resources.

8. Draw a map showing the course of the Mississippi and its greater tributaries.

9. In a paragraph of ten simple sentences describe a voyage from Cape Breton Island, along the eastern shore of North America, to the Island of Cuba.

## GEOGRAPHY (GRADE I. ACADEMY OR III. MODEL SCHOOL.)

[Two questions to be answered from each section.]

### Section I.

1. Name (1) any five of the islands that lie in the Arctic regions of North America, (2) any five of the islands in the Gulf of St. Lawrence, and (3) any five of the West Indian Islands. Draw a map giving the shape of any three of the largest of these.

2. Describe the course of any three of the largest rivers in North America, or draw a map showing their courses, marking the position of any three important places on each of them.

3. Name the divisions of the United States which border on the Gulf of Mexico and their capitals.

### Section II.

4. Where are the following places mentioned in the Canadian and British History you have been studying: Port-Royal, Sable Island, Louisbourg, Hochelaga, Bay Chaleur, Senlac, Canterbury, Carlisle, Oxford, Calais? Give one fact connected with each.

5. Where are the following places mentioned in connection with the Bible History you have studied: Nazareth, Jericho, Hebron, Mount Carmel, Kedron, Ai, Nain, Bethlehem, Ur, Joppa? Give a fact connected with any five of them.

6. Where are the following places in North America: St. John, St. Johns, St. John's, Waterloo, Aylmer, Windsor, Woodstock, Victoria, St. Andrews, Portland? When you know of two places of the above name give the location of both.

### Section III.

7. Draw a map of South America and indicate the various divisions by name and boundary line.

8. Draw a map of any one of the Maritime Provinces of Canada, inserting the names of three bays, three capes, three rivers, and three towns.

9. Describe the natural features of Newfoundland and give an account of its resources.

## GEOGRAPHY (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each section.]

### Section I.

1. Draw a map of France, with the Iberian Peninsula attached. Indicate the courses of the rivers and their names.

2. What are the divisions of Great Britain. Name the counties that lie on the boundary lines between these divisions.

3. Enumerate the great ranges of mountains that traverse the various countries of Europe.

### Section II.

4. Where are the Channel Islands? Name the four largest of them and the three largest of the Balearic Islands. Where is the Archipelago?

5. Name the four first-rate powers of Europe, and describe the natural features of one of these countries, the natural products of a second, the manufacturing industries of a third, and state the population of the fourth.

6. Spain, Italy and Turkey are three of the second rate powers. Name six of the cities in the first, the principal rivers in the second, and the boundaries of the last.

### Section III.

7. In a paragraph of ten simple sentences describe a voyage along the northern coast line of the Mediterranean from the Strait of Gibraltar to the Strait of Messina.

8. Describe the coast line of the Baltic Sea.

9. Where are Hanover, Toulon, Ætna, the Valdai Hills, the Ural Mountains, the Dneister, Brest, Wurtemburg, Mantua? Give one fact connected with each.

## SCRIPTURE KNOWLEDGE (GRADES I. AND II. MODEL.)

[Two questions to be answered from each section.]

### Section I.

1. Enumerate five events from the birth of Our Saviour until the return to Nazareth and describe any one of them.
2. Describe the Temptation in the Wilderness and give the exact words used by Christ in replying to Satan.
3. Name the disciples and narrate the incident connected with the call of any three of them.

### Section II.

4. Enumerate any ten of Christ's miracles and write what you know of any two of them.
5. Give an account of the Gadarene demoniac, and his miraculous cure.
6. Write out an incident connected with each of the following places: Emmaus, Gethsemane, Samaria, Jericho, Bethsaida.

### Section III.

7. In what connection were the following words used:
   (*a*) Eloi, Eloi, lama sabachthani.
   (*b*) Talitha cumi.
   (*c*) As a hen gathereth her chickens.
   (*d*) Are ye able to drink of the cup?
   (*e*) Ye are like unto whited sepulchres.
8. Write out the verses on alms-giving in the sixth chapter of Matthew.
9. Repeat the Apostles' Creed or the Second Commandment.

## SCRIPTURE KNOWLEDGE (GRADES I. AND II. MODEL SCHOOL.)

[Two questions to be answered from each section.]

### Section I.

1. Give an account of the reign of Manasseh.
2. Narrate an event connected with Elijah as it occurred in the reign of Ahaziah.
3. Give a fact connected with the careers of Baasha, Elah, Zimri and Omri.

### Section II.

4. King David had troubles in his own family toward the end of his reign. What were these troubles?

5. What was the victory of Ebenezer? Tell what you know of the School of the Prophets.

6. Enumerate any five of the events in the life of Gideon and describe any one of them.

### Section III.

7. Draw a map indicating the stations at which the Israelites halted in their march through the desert.

8. What did the feasts of the Passover, Pentecost, and Tabernacles commemorate? Give the origin of these names.

9. Who were the first five Judges of Israel? Give an event connected with each name.

## SCRIPTURE KNOWLEDGE, (GRADE I. ACADEMY OR GRADE III. MODEL SCHOOL.)

[Two questions to be answered from each section.]

### Section I.

1. Write out any five of the moral precepts given in the Sermon on the Mount, and show of what commandments of the Mosaic Law they are developments.

2. Repeat the verses that close the Sermon on the Mount, and explain what they mean.

3. Enumerate five of the events narrated in the first four chapters of Matthew, and fully describe any one of them.

### Section II.

4. Write a sentence containing a biographical note on Thomas, Matthias, Barnabas, Ananias, Gamaliel, Stephen, Simon Magus, Philip, Dorcas, Cornelius, Elymas and Herod.

5. Name the places in their order visited by Paul on his second missionary journey.

6. Where were the following places and in what connection are they mentioned in the Acts of the Apostles: Ephesus, Beroea, Melita, Fair Havens, Melitus, Cæsarea?

### Section III.

7. Give an account of the Sanhedrim.
8. Write five verses of St. Peter's speech on the day of Pentecost, or St. Paul's speech on Mars Hill.
9. Write out a paragraph of ten sentences on the events of Paul's live after his arrival in Rome.

## NEW TESTAMENT HISTORY. A. A.

[N. B.—Answer two questions in each group.]

### I.

1. Relate all the circumstances attending the visit of the Magi to the infant Saviour: where is the account given?
2. To which Evangelist are we indebted for the account of our Lord's first miracle? Reproduce his account in your own words.
3. Tell the story of our Lord's interview with the woman of Samaria, giving particulars as to time and place.

### II.

4. Name five places in Galilee, noting an important event in Our Saviour's ministry which happened at each.
5. Describe as minutely as you can the events of the first day of the week in which our Lord was crucified.
6. Write the seven sayings of our Saviour on the cross.

### III.

7. Relate the circumstances leading up to and attending the death of Ananias and Sapphira.
8. Write the substance of the account given in the Acts of the conversion of Cornelius.
9. Give in outline a description of St. Paul's last voyage to Rome.

## A. A. EXAMINATIONS, 1899.

## PRELIMINARY GEOGRAPHY.

[*N. B.—Answer two questions only from each group.*]

### I.

1. Draw a map of the Gulf of St. Lawrence showing Newfoundland, Anticosti I., Prince Edward I., Cape Breton I., and North Coast of Nova Scotia.

2. Draw a map of British India showing the Indus, the Brahmapootra, the Himalayas, Delhi, Bombay, Calcutta and Madras.

3. Explain:—Equator, Latitude, Isthmus, Water-Shed, Zone, Glacier, Cyclone, Spheroid, Climate, Marsupials.

II.

4. Where are:—Queen Charlotte Islands, James Bay, Salt Lake City, Cape Sable, Hayti, Acapulco, Venezuela, Valparaiso, Strait of Magellan, Falkland Islands.

5. What is the practical importance of Ocean Currents? State the direction and effect of the Gulf Stream.

6. Indicate by a map, marking the capitals of the countries included, the routes by rail and sea from London (Eng.) to Naples.

III.

7. Prove that the form of the earth is spherical.

8. Name the chief countries comprised in the Chinese Empire, indicating their position by drawing or otherwise. Locate the Gulf of Pechili.

## HISTORY (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each section.]

### Section I.

1. Give an account of the original inhabitants of Britain, their religion and manner of living.

2. Name the nations who at different times invaded Britain and attach dates to the several invasions.

3. What were the "Provisions of Oxford," and the "Baron's War?" Who was Simon de Montfort and what was the last scene in his life?

### Section II.

4. Give the dates of the Battle of Falkirk and the Battle of Bannockburn. Who were the opponents in these engagements and what events did they lead to?

5. Who was the king that preceded Richard II. and who was the king that succeeded him? How was Richard's fall brought about by his enemies?

6. Give an account of John Wycliff's work and William Caxton's.

### Section III.

7. Name the sovereigns of the Tudor period with dates and describe the character of any one of them.
8. What was Poynings Act, the Court of the Star Chamber, the Field of the Cloth Gold, the Act of Supremacy, the East India Company, and the Spanish Armada?
9. Enumerate ten events in the life of Mary, Queen of Scots, numbering them.

## HISTORY (GRADE I. MODEL SCHOOL.)

[Two questions to be answered from each section.]

### Section I.

1. Name the Indian tribes that inhabited Canada during the time of Champlain, and describe the territory occupied by them. Who comprised the "Five Nations?"
2. Describe the event of Cartier's wintering in Canada.
3. Enumerate ten events in Champlain's career, numbering them.

### Section II.

4. When was Royal Government established in Canada? Write a paragraph containing ten sentences on Intendant Talon.
5. Describe the siege of Quebec in Frontenac's time.
6. Give an account of Braddock's expedition.

### Section III.

7. Enumerate ten events in the American war of 1812.
8. What was the cause of the North-West Rebellion and how did it end?
9. Give an account of the "Pacific Scandal?"

## HISTORY (GRADE I. ACADEMY.)

[Two questions to be answered from each section.]

### Section I.

1. Give an account of the Ashburton Treaty with its date.
2. What were the main events of the Patriot War which closed the Rebellion of 1837.
3. Name the sections of Canada that received the United Empire Loyalists. Give an account of the early condition of any of the settlements made by them.

### Section II.

4. What was the conspiracy of Pontiac?

5. Give the dates of the Quebec Act, the Constitutional Act, the Act of Union, the Municipal Act, and the British North American Act, and give the terms of any one of them.

6. The Confederation of Canada had at first only four provinces in it; now it has seven. Explain how the addition came to be made, giving dates.

### Section III.

7. Name the sovereigns of the Stuart Period with dates, and give the most prominent event connected with each reign.

8. What was the Petition of Right, the Thirty Years' War, Ship Money, the Grand Remonstrance, the Rump Parliament, the Cabal, the Test Act, the Exclusion Bill, the Habeas Corpus Act, and the Bill of Rights? (This question must be one of the two to be answered.)

9. Enumerate ten of the most important events of the reign of William and Mary, numbering them and giving dates.

## BOTANY (GRADE II. ACADEMY).

[Two questions to be answered from each section.]

### Section I.

1. What apparatus is necessary for the thorough examination of plant structure? Explain the process of drying and mounting specimens.

2. Write out the history of any seed from its being planted until the seed leaves appear above ground. How many different kinds of seeds have you watched in their earliest stages of growth? Enumerate five of them, and give the botanical name of the plant which produced them.

3. Describe a plant cell and its contents. How are new cells formed, and how many tissue systems are there?

### Section II.

4. What are the various kinds of stems? How do you distinguish between a tree and a shrub?

5. What is meant by the schedule for leaf description? Describe the leaf of any plant according to it.

6. Describe one of our common club-mosses. What are Algae, Fungi, and Lichens?

### Section III.

7. Explain the following terms used in botany:—*Abruptly pinnate, biennial, convolute, decumbent, gamopetalous, indigenous, runcinate, spore.*

8. Name the classes, sub-classes, and divisions of the phanerogams, and define each.

9. Enumerate any ten plants you have collected and dried, and name the family to which each belongs.

## PHYSICAL GEOGRAPHY.

1. To what two motions is the earth subject? Explain two phenomenas due to them.

2. Show clearly what causes the trade winds. What effect has the American continent upon them?

3. Draw a map of North America indicating roughly the relative height of the different parts above the sea level. Mark thereon the method of drainage of the St. Lawrence and Mississippi basins.

4. Describe the Gulf Stream and the Kuro Suiro. Give their courses and mention their effects.

5 Explain:—(*a*) the formation of clouds; (*b*) the cause of a rain storm (*c*) the cause of a tornado.

6. Give the causes of earthquakes and volcanoes and name some other causes contributing to the change of the physical surface of the earth.

7. Explain clearly the following:—Intermittent springs; glaciers; the formation of a coral island.

8. How were coal beds formed? Where are some of the most noted found?

## ENGLISH (GRADE II ACADEMY.)

[Two questions to be answered from each sect on.]

### Section I.

1. Write out in your own words five simple sentences or statements of fact connected with the life of General James Wolfe, and then weave them together into one sentence, complex or compound.

2. Compose a simple sentence on Sir Guy Carleton, a complex sentence on Lord Elgin, and a compound sentence on Lord Dufferin. Each sentence must contain at least twenty-five words.

3. What is a paragraph? Write out a paragraph on the Siege of Quebec by David Kirke, and indicate the sentences in it that are complex and those that are compound. (There need not be more than six sentences in the paragraph.)

## Section II.

4. What are the four great divisions of English grammar· Give the derivations of these terms. Give three English words that are derived from *duco*, I lead; *altus*, high; *claudo*, I shut; *ludo*, I play; *traho*, I draw.

5. What rule in syntax would guide you when you have in a sentence you are making two subjects of different persons and only one predicate? Can a singular verb ever have two subjects connected by *and*? Illustrate your answers by examples.

6. Write out any three stanzas of eight lines each, written by three different authors. Compose a paragraph on any one of these authors, the paragraph containing at least one simple sentence, one complex sentence and one compound sentence of twenty words each.

## Section III.

7. Complete the couplets of which the following are respectively the first lines.

(*a*) No thought of peace no thought of rest.....
(*b*) At length they came where stern and steep.....
(*c*) He faltered thanks to Heaven for life.....
(*d*) Some feelings are to mortals given.....
(*e*) Hail to the chief who in triumph advances.....

8. Give a description of the death of Roderick Dhu in your own words, making any quotation from the poem to illustrate as an historical character.

## Section III (Alternative).

7. Complete the stanzas of which the following are respectively the first lines:

(*a*) Thence thro' the garden I was drawn.....
(*b*) And moving thro' a mirror clear .....
(*c*) Why we are weighed upon with heaviness.....

8. Give in your own words the story of "The Brook," as it may be told in paragraph form.

9. Tell what you know of Ulysses, or of Sir Richard Grenville as historical characters.

## ENGLISH (GRADE I. ACADEMY OR GRADE III. MODEL SCHOOL.)

[Two questions to be answered from each section.]

### Section I.

1. Write out in your own words four simple sentences or statements of fact connected with the life of General James Wolfe; and then weave them together into one sentence, complex or compound.

2. Compose a simple sentence on Sir Guy Carleton, a complex sentence on Lord Elgin, and a compound sentence on Lord Dufferin. Each sentence must contain at least twenty words.

3. What is a paragraph? Write a paragraph consisting of no more than ten sentences on the author of *Ivanhoe* or of the *Deserted Village*.

### Section II.

4. Write out the six rules of syntax that are violated in these sentences: John and James has been ordered abroad. Between you and I, I have been ordered abroad too. In its opinion, the committee are divided. He bade me to leave. The boy who you saw has left. The number of soldiers present were large.

5. Give any ten words of different roots whose derivation you know. Write a polysyllable opposite, that is derived from the same root.

6. Write out any three stanzas of eight lines each composed by three different authors. Give the titles of any ten poems you have ever learned, and name their authors. (Place title and authors' names in parallel columns).

### Section III.

7. Complete the couplets of which the following are respectively the first lines:

(*a*) Thus to relieve the wretched was his pride.....

(*b*) Near yonder thorn that lifts its head on high.....

(*c*) Even now the devastation is begun.....

(*d*) At church with meek and unaffected grace.....

8. Give in your own words a description of the country parson as he is represented in the "Deserted Village."

9. Tell what you know of "Sweet Auburn" as an actual place in Ireland.

SECTION III (ALTERNATIVE).

7. Name ten of the characters represented in Ivanhoe, and describe in one sentence one prominent characteristic of each.

8. Under what circumstances does the poem beginning "When Israel of the Lord beloved," occur in the story of Ivanhoe. Complete the stanza beginning thus: "Our harps we left by Babel's streams."

9. "And swine is good Saxon" said the jester. "But how call you the sow when she is flayed? "Give Wamba's argument as he shows the use made of Saxon and Norman-French words as applied to the same thing.

## Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, November 24th, 1899.

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

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; George L. Masten. Esq, the Reverend Principal Shaw, LL.D, D.D., D.C.L.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Principal W. Peterson, LL.D.; W. S. Maclaren, Esq.; Gavin J. Walker, Esq; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D.; John Whyte, Esq.; James Dunbar, Esq, Q.C., D.C.L.; E. W. Arthy, Esq.

Regrets for absence were submitted from Justice Lynch and Messrs. Finley and Ames.

After prayer the minutes of the last meeting were read and confirmed.

Mr. E. W. Arthy was introduced as associate member to represent the Protestant Teachers' Association.

The Secretary reported that since last meeting the Reverend Isaac Newton Kerr, B.A., of Shigawake, had been appointed School Inspector for Bonaventure and Gaspé Counties in place of the Reverend W. Gore Lyster, B.A., resigned, and that he had entered upon his duties.

Dr. Heneker read a copy of a letter which he has sent as Chancellor of Bishop's University to the Government in

relation to the distribution of the Marriage License Fees, and the Secretary read a letter on the same subject from Mr. Vaughan, Secretary, of McGill.

After discussion it was moved by Dr. Shaw, and seconded by Dr. Dunbar, "That on reconsideration of the circumstances which would result to the Universities by the immediate application of the resolution passed at last meeting concerning the allocation of the Marriage License Fees, the Committee agree to request the Government to postpone action for another year, and to continue the grants as before, viz., to McGill University $4,150, and to the University of Bishop's College $2,250."—Carried on division.

Messrs. McLaren, Whyte and Walker dissenting, Principal Peterson and Dr. Heneker not voting.

Dr. Harper's reply to the reference of last meeting concerning the June examinations was read, when it was resolved that all the correspondence with Dr. Harper's reply be submitted to a sub-committee, consisting of Dr. Robins, convener, Mr. Rexford and Mr. Arthy for report.

Professor Kneeland, as representative of the Central Board of Examiners upon the examining board for superior schools, read a report.

Moved by Professor Kneeland, seconded by Mr. Arthy, "That the report on the June examinations be received, that the same be remitted to a sub-committee on June examinations, consisting of the mover and seconder and the Reverend Mr. Rexford, with instructions to report upon the same at the February meeting of the Protestant Committee."—Carried.

A report from the Honorable the Superintendent of Public Instruction was read in reference to the enquiry, which he was asked to make or have made in regard to the conduct of the last June examinations in Waterloo Academy. The report recited the following facts and conclusions :—

That under article 44 of the Education Act 1899, he delegated his powers to the Honorable Justice W. W. Lynch, D.C.L., who, after having duly summoned witnesses, heard them under oath at Waterloo, on the 27th and 28th days of October, 1899, all interested parties being represented.

That the Honorable Justice Lynch, after a thorough investigation of the matter in all its bearings, transmitted to him a copy of all the depositions taken and a report of his own conclusions in regard thereto.

That, having taken all the evidence, all documents referred to him by the Protestant Committee and the report of Justice Lynch into consideration, he declared that he found (1) that some one obtained access to the envelopes containing the June examination papers, opened at least some of them and closed them again, but who was the culprit, or what was his purpose, it is impossible to determine;

2nd. That the evidence justified Reverend T. B. Jenkins in his refusal to sign, at the close of the examinations, the declaration required of him as deputy examiner;

3rd. That the evidence further shows that the Principal of the academy, Mr. James Mabon, had no connection with or knowledge of the tampering with the envelopes;

4th. He declared further that evidence accessible to him in the form of reports of the standing of the various pupils of Waterloo Academy, and of the reports of the examiners as to the condition and nature of the answers submitted by the pupils of said academy, show that the questions could not have been communicated to the pupils in advance of the examinations, and that the standing of Waterloo Academy was not affected by the fact that some one unknown obtained access to the envelopes.

He further recommended that the regulations concerning these superior school examinations be carefully examined by the Committee with a view to their amendment, if need be, or their better enforcement.

Moved by Dr. Shaw, seconded by the Lord Bishop of Quebec, and

*Resolved*,—That whereas a thorough investigation into the irregularities alleged to have been connected with the last June examinations has been conducted by the Honorable Justice Lynch, D.C.L., under commission from the Honorable the Superintendent of Public Instruction, and whereas the report of the Honorable the Superintendent of Public Instruction, as submitted to this Committee, shows no such irregularities as would merit the forfeiture of the Government grant, we hereby recommend that the grant be made to the Waterloo Academy, which was agreed upon at last meeting, viz., $356.

It was resolved that since it appears from the Superintendent's report that Justice Lynch has conducted the investigation, presumably with some inconvenience to himself, the thanks of this Committee be conveyed to him by the Secretary, and to the Superintendent of Public Instruc-

tion, as well for his prompt attention to the matter and for his full report.

The resignation of Mr. O. Rexford, B. Sc., as headmaster of the Boys' Model School, in connection with McGill Normal School, was read, and on motion of Dr. Peterson and Dr. Robins it was resolved that the resignation be accepted with regret.

It was resolved that Mr. Howard Honeyman, M A., be asked to continue Mr. Rexford's work till the close of the current school year.

Applications for diplomas were received and diplomas were granted as follows :—C. W. Ford, first class Academy diploma; Miss Winona Pitcher, B.A., first class Academy, after examination in school law and regulations ; Miss Eva Spratt, Model School, after examination in school law and regulations and in Latin; Miss M. J. Russell, B.A., and Miss K. G. McLean, Model School diplomas, after examination in school law and regulations.

A sub-committee, consisting of the Lord Bishop of Quebec, the Reverend A. T. Love, convener, and Mr. Whyte, was appointed to supervise the preparation of the scheme for the distribution of the poor municipality grant.

The Secretary read a report upon his visits to various parts of the Province in the interest of education, and was instructed to include said report in the minutes.

The Secretary reported for the information of the Committee that he had during the month of November renewed the work of visiting different parts of the Province of Quebec in order to hold conferences with School Commissioners and general meetings for the public wi h the view to stimulating the interest in education.

He had visited Barnston, Stanstead, Compton and Sawyerville, in the latter place meeting the Commissioners of Eaton, Clifton and Newport. Inspector Thompson, an efficient officer, has undertaken the work of holding teachers' meetings, as required by your new regulations, this year for the first time, and in consequence the Secretary took part in these meetings as well as in the others. He found in Stanstead, Barnston, Compton, Eaton, Newport and Clifton that there are splendid opportunities for securing more economical and efficient conduct of the schools by following what is known as the Concord system of centralization and conveyance. In Stanstead, where there are thirty schools, the Commissioners were unanimous in de-

claring that fifteen would be quite enough to accommodate all the pupils. In Barnston a similar condition obtains, and in Compton also, but to a less extent. In the latter township five schools have been closed within the last three years, and another having but three pupils in attendance this year will not again be opened. The Commissioners in all cases have undertaken to consider the question with a serious intention to reduce the number of schools, to provide for the conveyance of pupils and to lengthen the school term, which now is but eight months in duration. It is to be hoped that the proposed experiment will be successfully carried out in these townships where the need for it is great and the opportunities are specially good.

Similar visits have been arranged for with Inspector Hewton for the first week of December, and promised to Inspectors Parker, McOuat and McGregor for later dates not yet fixed. As the Province is so large, the Secretary found it difficult to visit the principal localities, even once, without serious neglect of his office work, but he felt that the greatest opportunity for really effective work on his part lay in this direction. .

A report concerning the business arrangements of the Record was read by the Secretary and placed on file.

The sub-committee on Normal School finances reported progress and was continued with the addition of Mr. Whyte and Mr. Rexford.

The interim report of the Inspector of superior schools was read and placed on file.

*Resolved*,—"That, having regard to his long connection as a member of this Committee, and otherwise with the school education of the Province, this Committee cannot separate without placing on record an expression of the respect with which they will ever cherish the memory of the late Sir J. Wm. Dawson, C.M.G., LL.D., F.R.S. A leader in scientific thought, a devoted teacher, a warm supporter of every good work, religious and educational and charitable, he has left behind him a life record which will form a permanent part of his country's history."

After the rough minutes had been read, the meeting adjourned till the last Friday and Saturday of February, the second meeting to be devoted to elementary education, and both to be held in Montreal.

GEO. W. PARMELEE,
Secretary.

## GEOMETRY (GRADE II. ACADEMY.)

### Section I.

I. Define a right angle, and state how you would draw one with pencil, compasses and ruler.

2. What is a parallelogram? There are four different kinds of parallelograms: draw and define them.

3. Write out the three postulates and any three of the axioms. What is a gnomon?

### Section II.

4. Construct a parallelogram equal to a given rectilineal figure and having an angle equal to a given rectilineal angle.

5. Prove that triangles on equal bases and between the same parallels are equal.

6. Prove that the interior angles of any polygon, together with four right angles, are equal to twice as many right angles as the polygon has sides.

### Section III.

7. In a right-angled triangle A B C, if the hypotenuse A B is double the side B C, prove that the angle A B C is double the angle B A C.

8. If a straight line be divided into two equal and also into two unequal parts, prove that the rectangle contained by the unequal parts with the square on the line between the points of section is equal to the square on half the line.

9. Divide a straight line into two parts, so that the rectangle contained by the whole and one part may be equal to the square on the other part.

## LATIN (GRADE II ACADEMY.)

### Section 1.

1. Translate into sound English sentences:

Tum demum Liscus, oratione Cæsaris adductus, quod antea tacuerat, proponit: "Esse nonnullos, quorum auctoritas apud plebem plurimum valeat; qui privati plus possint, quam ipsi magistratus. Hos seditiosa atque improba oratione multitudinem deterrere, ne frumentum conferant, quod præstare debeant. Si jam principatum Galliæ obtinere non possint, Gallorum, quam Romanorum imperia perferre, satius esse, neque debitare debere, quin, si Helvetios superaverint Romani, una cum reliqua Gallia Æduis libertatem sint erepturi. Ab iisdem nostra consilia, quæque in castris gerantur, hostibus enunciari: hos a se coërceri non posse. Quin etiam, quod necessario rem coactus Cæsari enunciarit, intelligere sese, quanto id cum periculo fecerit, et ob eam causam, quam diu potuerit, tacuisse."

2. Translate into Latin:—It was announced to Cæsar that the Helvetians had it in mind to make a journey. One way remained by which they were not able to go, if the Sequani were unwilling. When the day came, which he had agreed upon with the ambassadors, he declared that he could not give them permission to pass through the Roman province.

### Section II.

3. Write in the three columns all the nouns in the above extract according as they are masculine, feminine or neuter.

4. Give the principal parts of all the verbs in the first three sentences.

5. Parse all the words in the last sentence.

### Section III.

6. Give three Engish words that are derived respectively from *valent*, *obtinere*, *enunciarit*, three words from each word.

7. Give the third person plural of all the tenses indicative, active and passive of *taceo*.

8. Decline *is*, *ea*, *id*, placing a Latin noun after each form and declining it also.

## BOTANY (GRADE II. ACADEMY.)

### Section I.

1. Name and describe any three of the Canadian field plants that appear at an early date in springtime. Classify them.

2. Enumerate and describe the various organs of the flower, giving their functions.

3. What is a diœcious flower? Name at least five such plants and describe their flowers.

### Section II.

4. What are the principal foods which plants require and where are they obtained?

5. Describe the fruits of any five of the rosaceous plants.

6. Draw a figure of the Shepherd's Purse, and give a general description of its root and leaves.

### Section III.

7. If you happened to find a plant whose name you did not know, how would you proceed to identify it?

8. What are cotyledons? Describe their functions. Give the names of ten plants that are dicotyledonous.

9. Explain the terms: *spore; capsule*, *glume*, *stipule* and *pyxis*.

Vol. XIX. JANUARY, 1899. No. 1.

# THE EDUCATIONAL RECORD

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The Protestant Committee is responsible only for what appears in the Official Department.

**Managing Editor, G. W. PARMELEE.**

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THE CORPORATION OF McGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the McGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1899 to May 31st 1900 must make application for examination to G. W. Parmelee, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1899, on forms that can be procured from him.

Vol. XIX. APRIL, 1899. No. 4.



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Vol. XIX. MAY-JUNE, 1899, Nos. 5 & 6.



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