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DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, 6th October, 1886.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present: The Right Rev. James Williams, D.D., Bishop of Quebec, in the chair; the Rev. John Cook, D.D., Sir William Dawson, C.M.G., LL.D., R. W. Henneker, Esq., D.C.L., the Rev. George Matthews, D.D., the Ven. Archdeacon Lindsay, M.A., George L. Masten, Esq., the Rev. George Cornish, LL.D., and the Rev. George Weir, LL.D.

The following items of correspondence were submitted by the Secretary for the consideration of the Committee:—

1. From Canada Publishing Co., Toronto, submitting for authorisation text-books in algebra and drawing.

The Committee agreed that the Canadian Drawing Course (complete in five numbers) issued by the Canada Publishing Co., Toronto, be authorized for use in the Protestant Schools of the Province, and that McLellan's Elements of Algebra be referred to the Sub-committee on Text-books.

2. From Messrs. Warwick & Son, and Messrs. Gage & Co., Toronto, submitting a text-book on Physical Culture, and also certain propositions concerning a text-book on School Management.

The Committee agreed to refer the subject of text-books on Physical Culture and School Management to a Sub-committee on text-books, composed of Rev. Dr. Cornish, Rev. Dr. Norman, and Mr. Masten (Mr. Masten convener), with instructions to confer with Dr. Robins and report at next meeting.

3. From Mr. C. P. Green, Richmond, applying for a diploma on the ground of Examinations already passed, and length of service as a teacher, and submitting testimonials.

In reference to this application, the Secretary was instructed to inform Mr. Green that the present regulations make no provision for granting a diploma, without examination, under the circumstances mentioned in his letter.

4. From J. J. Proctor, Esq., Stanbridge, applying for a First Class Academy Diploma.

In reference to Mr. Proctor's application, the Committee decided that no action could be taken until the requisite certificates were submitted for examination.

5. From Miss L. E. Lawless, Montreal, applying for a First Class Academy Diploma, submitting the necessary certificates.

The Committee agreed to recommend that Miss L. E. Lawless be granted a First Class Academy Diploma.

6. From the Protestant Division of the Board of Examiners, Sherbrooke, asking for the appointment of the Rev. Archibald Lee, B.A., to replace the Rev. John C. Cattanach as a member of the Board.

The Committee agreed to recommend the Rev. Archibald Lee, B. A., of Sherbrooke, for appointment as member of the Protestant Division of the Board of Examiners, Sherbrooke.

7. The Secretary submitted correspondence concerning certain irregularities connected with the proceedings of the Protestant Divisions of the Boards of Examiners of Bedford, Stanstead and Montreal.

After careful consideration of the circumstances, it was resolved:—

I. "That no member of a Board of Examiners shall be present, or take part in an examination in which pupils of his own are interested.

II. That the Superintendent be requested to send a copy of the Resolutions for the conduct of the Examinations, Appendix B, to the secretaries and members of the Protestant Divisions of the Board of Examiners with the request that they be strictly observed in conducting further examinations.

III. That the Superintendent be requested to draw the attention of the Protestant Divisions of Boards of Examiners to the fact that the law provides that no candidate shall be admitted to examination who is not of age to receive a diploma.

IV. That the form of reports of Protestant Divisions of Boards of Examiners contain a declaration, to be signed by the President or Vice-Presidents and Secretary of the Board, to the effect that the examination has been conducted in strict accordance with the Resolutions prescribed for such Boards."

A deputation from St. Francis College, Richmond, consisting of the Principal, Mr. R. W. Bannister, M.A. and Mr. Jones, a member of the Corporation of the College, was introduced to the Committee by Dr. Heneker.

They explained to the Committee the present position of St. Francis College, and urged its claims to the continuance of the College grant.

After listening to the representations of the Deputation, the Committee agreed that the grant of one thousand dollars be paid to the College for the past year, and that the College be continued on the list of Institutions subject to inspection.

A communication was read from Dr. Kelley, Secretary, Provincial Association Protestant Teachers, inviting members of the Committee to attend the Annual Convention, to be held in Montreal on the 14th, 15th and 16th inst., and enclosing the official programme. The Secretary read a Report prepared at the request of the Committee by Dr. Robins, upon the subject of Physiology and Hygiene, and text-books thereon.

The Report was received and the thanks of the Committee tendered to Dr. Robins for his valuable Report.

The Secretary submitted the following statement of the funds of the Committee:—

PROTESTANT COMMITTEE.

FINANCIAL STATEMENT, 5TH OCTOBER, 1886:

Receipts.

May	26	Bank Balance.....	\$2,132.57	
June.	23	Interest on the M. L. Arrears, 6 mos.	700.00	
"	"	Expended Balance, Superior Education Fund, 1885-86.....	385.00	
"	30	Unexpended Balance, Common School Fund (Protestant share).....	450.00	
Sept.	30	Model School Fees from the McGill Normal School.....	493.33	
				\$4,160.70

Expenditure.

June	5	Jas. McGregor, Esq., Salary as Special Inspector.....	250.00	
"	"	Jas. McGregor, Esq., Travelling Expenses.....	150.85	
"	"	Rev. A. A. Von Iffland, Special Inspector of Academies and Model Schools.	250.00	
"	"	Rev, A. A. Von Iffland, Travelling Expenses.....	114.79	
"	"	J. J. Foote, Esq., Printing Examination papers.....	23.25	
"	"	Rev. Dr. Weir, Secretary's Salary for quarter ending 12th July, 1886.....	250.00	
"	5	Secretary's incidental expenses.....	4.46	
				1,043.35
Oct.	6	Bank balance.....		\$3,117.35

A Report of the Teachers' Institutes, held during the summer of 1886, was submitted by the Secretary. The Report was received and the thanks of the Committee were tendered to the gentlemen who had conducted the Institutes. It was also resolved that Dr. Robins, Dr. McGregor, Dr. Harper, and the Rev. Elson I. Rexford be a Committee to make all necessary arrangements for the Institutes of the Summer of 1887.

The Rev. Dr. Cornish submitted the following Report of the Sub-committee on the Suggestions Touching Regulations for Boards of Examiners.

The Committee, to whom were referred the above named suggestions, beg to report that they have carefully read and considered the communications placed in their hands; and they find, therefrom, the following points most worthy of note:—

1. That general satisfaction is expressed with the proposed regulations for the examination of candidates for the several Diplomas.

2. That one Annual Examination would be sufficient, at least for the Model and Academy Diplomas, and that this examination should be held at the end of June, or the beginning of July.

3. The opinion is well-nigh unanimous that the time allowed for dealing with the numerous subjects of examination should be materially increased.

4. That, if practicable, a reduction in the number of subjects required for the several examinations should be made, either by omission of, or option between, certain of them.

5. That too many questions, and some of them of too difficult a character, for the time allowed, are set, especially in the papers for the Elementary Diploma.

6. That there is a great disparity in the numerical values assigned to the questions, which shows a lack of uniformity of procedure and of appreciation of the relative difficulty of the questions.

7. Much dissatisfaction is expressed with existing arrangements and regulations, and great stress is laid on the necessity for the appointment of a *Central Board of Examiners* for the conduct of these examinations. Only in this way can a reasonable guarantee be given for the passing of competent candidates.

8. That a more definite system of classifying the different grades of candidates is needed.

9. Doubts are expressed as to the expediency of retaining the examination in School Law (No. 16, Appendix A.), and if retained, a Text-book should be provided.

The Sub-Committee are strongly and unanimously of the opinion that an essential condition of successfully carrying into effect the proposed regulations, is the appointment of a Central Board of Examiners, composed of men of the requisite knowledge and skill for conducting the examinations in question; and they, therefore, respectfully recommend:—

1. That a Central Board of Examiners be appointed for conducting the

examinations for the several Diplomas; and that the functions and powers of the said Board, under such regulations as may be enacted in that behalf, shall be:—

(a) To set the examination papers for the said examinations, and assign the numerical values to the questions in the several subjects.

(b) To receive and read the answers of the candidates, and to estimate their value in accordance with the above numerical valuation.

(c) To decide on what candidates have satisfied the conditions for passing the examinations, and to arrange them in order of merit as successful candidates in their respective classes.

(d) To issue Diplomas to the successful candidates.

2. That an annual examination be held for the several grades of Diplomas, viz;—*Elementary*, *Model* and *Academy*, beginning on the first Tuesday in July.

3. That the examination for the Elementary School Diploma extend over two days and a half, in the morning from 9 to 12, and in the afternoon from 2 to 5; for the Model School Diploma, over three days, in the morning from 9 to 12, and in the afternoon from 2 to 5; for the Academy Diploma, over four days, in the morning from 9 to 12, and in the afternoon from 2 to 5.

4. That the following be the order and the subjects of examination for the several Diplomas:—

	ELEMENTARY.	MODEL.	ACADEMY.
1st Day, 9-12.	Reading; Dictation and Writing; English Grammar.	Reading; Dictation and Writing; English Grammar.	Reading; Dictation and Writing; English Grammar.
Do 2-5.	Arithmetic, Comp. and English Literature.	Arithmetic; Comp. and English Literature.	Arithmetic; Comp. and English Literature.
2nd Day, 9-12.	History;—Scripture, Canadian and English.	History;—Scripture, Canadian and English.	History;—Scripture, Canadian and English.
Do 2-5.	Drawing; Book-keeping; Art of Teaching and School Law.	Drawing; Book-keeping; Art of Teaching and School Law; Geography.	Drawing; Book-keeping; Art of Teaching and School Law; Geography.
3rd Day, 9-12.	French or Latin (optional); Geography; Physiology and Hygiene.	French and Latin; Physiology and Hygiene.	Latin and Roman History.
Do 2-5.		Algebra and Geometry.	French; Physiology and Hygiene.
4th Day, 9-12.			Greek and Grecian History.
Do 2-5.			Geometry; Algebra; Trigonometry.

5. That the subjects of examination for the several Diplomas shall be those set forth in the Syllabus of Examination published by order of the Protestant Committee.

6. That failure in two or more subjects of any of the examinations shall involve the loss of the examination. A candidate who has failed in one subject may be allowed a supplemental examination in the same, on his making application to the Board of Examiners.

7. That several examinations be held under the care and oversight of Deputy-Examiners, who shall be appointed by the Protestant Committee, and who shall be responsible to the said committee for the proper conducting of the said examinations, under such regulations as the Committee, by advice of the Central Board of Examiners, shall from time to time ordain; it being understood that such deputies will be remunerated for their time and service.

All which is respectfully submitted.

GEORGE CORNISH,
Convener.

The Rev. Dr. Cornish submitted the following Report of the Sub-Committee appointed to report upon the proposed regulations for Boards of Examiners.

The Report was received, and after certain amendments were made, the Committee agreed to adopt the Report and to recommend :—

“That the rules and regulations of the Council of Public Instruction concerning the establishment and jurisdiction of Boards of Examiners, and for the examination of candidates for teachers’ diplomas, passed the 11th November, 1861, and 11th February, 1862, and approved by His Excellency the Governor-General in Council on the 18th March, 1862, and all amendments thereto, be rescinded, so far as Protestant Divisions of Boards of Examiners are concerned, and the following regulations substituted in their place, to come into force at the July Examination 1887 :—

REG. I.—Only Protestant Divisions of Boards of Examiners shall have the power to grant diplomas valid for teaching in Protestant schools.

REG. II.—The diplomas granted by Protestant Divisions of Boards of Examiners shall be of three grades, viz. : Elementary, Model School and Academy.

REG. III.—The Protestant Divisions of Boards of Examiners of Quebec, Montreal and Sherbrooke shall retain the power to examine candidates for Elementary, Model School and Academy diplomas ; such diplomas being valid for any Protestant school of the same grade in the Province.

REG. IV.—The remaining Protestant Divisions of Boards of Examiners already organized, or which may be organized hereafter, shall have power to examine candidates for Elementary diplomas only ; such diplomas being valid for any Protestant Elementary school in the Province.

REG. V.—There shall be three classes of Elementary diplomas and two classes of Model School and Academy diplomas. Third Class Elementary diplomas shall be valid for one year only.

REG. VI.—All Protestant Divisions of Boards of Examiners shall meet on the first Tuesday in the month of July each year, for the examination of candidates as hereinafter provided.

REG. VII.—Each candidate shall notify the Secretary of the Protestant Division of the Board of Examiners, at least fifteen days before the meeting of the board, of his intention to present himself for examination.

REG. VIII.—Each candidate shall deposit with the Secretary of the Protestant Division of the Board before his examination: *first*, a certificate of good moral character, according to Form I. annexed, signed by a minister of the congregation to which he belongs and by at least two school commissioners or trustees of the locality in which he has resided for the six months previous to his examination; *second*, an extract from a register of baptism, or other sufficient proof, that he was at least eighteen years of age last birthday.

REG. IX.—Each Protestant Division of the Boards of Examiners shall cause a register of examinations to be kept, in which the Secretary shall enter the names of all candidates, and opposite each name the date of examination, the grade of diploma, the class of diploma, and the name of the minister signing the certificate of moral character. The Secretary shall transmit to the Superintendent of Public Instruction, within fifteen days from the date of examination, a special report of the Board as to the results of the examination, containing the names of the candidates recommended for diplomas, and such other information as may be required by the prescribed form of report, and as the Board may deem it expedient to give; such reports to be signed on behalf of the Board by the President or Vice-President and the Secretary.

REG. X.—On receipt of such report the Superintendent shall issue to the Secretary the required number of diplomas, each diploma being sealed with the seal of the Department of Public Instruction. No diploma shall be valid without said seal and the signatures of the President or Vice-President and the Secretary of the Board of Examiners.

REG. XI.—Candidates shall be examined in every subject by printed examination papers. These examination papers shall be prepared by a central committee appointed by the Protestant Committee of the Council of Public Instruction.

REG. XII.—The examination papers shall be sent under seal to the different Boards of Examiners, to be opened by them on the days and hours fixed for examination, and in the presence of the candidates. Each candidate shall write his answers on the paper provided for him, and no other paper shall be used. The answers shall be read and valued by the members of the Boards; the number of marks accorded to each answer, and the total number of marks gained by a candidate in each subject, shall be distinctly marked upon his papers. The papers of each candidate examined, thus marked, shall be fastened together and returned by the Secretary, together with the report required by Reg. IX, to the Superin-

tendent of Public Instruction, who shall immediately submit the same to the Protestant Committee.

REG. XIII.—At each meeting of the Protestant Divisions of the Boards of Examiners, the rules contained in Appendix B shall be strictly observed in conducting the examination. At the hour fixed for opening the examination on the first day, after the candidates are seated, and before the examination questions are distributed, the rules in Appendix B shall be read aloud to the assembled candidates by the acting chairman.

REG. XIV.—Candidates for the three grades of diplomas shall be subject to examination in accordance with the requirements of the Syllabus of examination, Appendix A.

REG. XV.—Two days and a half shall be allowed for the examination for an Elementary diploma, three days for a Model School diploma, and four days for an Academy diploma.

REG. XVI.—The following shall be the order and the subjects of the examination for the three grades of diplomas. (The order is given on page 231.)

REG. XVII.—Candidates for Elementary diplomas must take at least fifty per cent of the marks in Writing, Arithmetic, Geography, Grammar, and the Art of Teaching, and at least one-third of the marks in each of the other subjects. Candidates for Model School diplomas must take fifty per cent of the marks in Writing, Arithmetic, Geography, Grammar, Art of Teaching, Geometry and Algebra, and one-third of the marks in each of the other subjects. Candidates for Academy diplomas must take fifty per cent of the marks in each of the above-named subjects for the Model School diploma, and in Latin and Greek, and one-third of the marks in each of the other subjects. Two-thirds of the marks must be taken by all candidates in Reading and Spelling.

REG. XVIII.—Candidates for any diploma, who obtain two-thirds of the aggregate marks, shall be entitled to Second Class diplomas. Candidates for Elementary diplomas who obtain one-half and less than two-thirds of the aggregate marks, shall be entitled to Third Class Elementary diplomas.

Candidates holding (*a*) Model School or Elementary diplomas, granted by boards of examiners before 1st of January, 1887, or (*b*) Second Class Model School or Elementary diplomas, granted under these regulations, who present to the Protestant division of a board of examiners (*a*) certificates from a School Inspector that they have taught successfully five years, or (*b*) certificates that they have taught successfully three years and attended three annual Teachers' Institutes and fulfilled the prescribed requirements thereof, shall be entitled to receive First Class diplomas of the grade which they hold.

REG. XIX.—Candidates failing in three or more subjects of any examination shall lose the examination; but candidates who fail in one or two subjects, shall be allowed a supplemental examination in these subjects.

on making application to the board of examiners for the same one month before the examination. The supplemental examination shall be held the second Tuesday in September.

REG. XX.—Whenever it is evident, from the report to the Superintendent, or from the papers of the candidates submitted to the Protestant Committee, in accordance with Reg. XII, or for other reasons, that any Protestant division of the boards of examiners has not conducted any particular examination in accordance with the provisions of the law and these Regulations, the Protestant Committee of the Council of Public Instruction may declare, either, *first*, one or more diplomas granted at said examination, or *second*, the whole proceedings of said Protestant division of the board of examiners at said meeting, null and void, in which case the Protestant division of the board of examiners, and the candidates who received diplomas shall be notified by the Superintendent.

REG. XXI.—Each candidate for an Elementary or Model School diploma, presenting himself before a Board of Examiners, shall pay to the Secretary of the Board the sum of two dollars, and for an Academy diploma, three dollars. Out of such sum there shall be paid to the Secretary of the Board the sum of one dollar for filling up, signing, registering and delivering each such diploma, and the remainder shall be used in paying the expenses of the examiners; none of such money shall be returned to a candidate who has been unable to obtain a diploma, but at the next meeting, such candidate may again present himself without extra payment. The candidate or candidates taking the highest number of marks, and a first-class elementary diploma shall be exempt from fees.

REG. XXII.—Each Protestant Division of the Boards of Examiners shall forward to the Superintendent of Public Instruction, in the month of July each year, a detailed statement of the receipts and disbursements connected with each meeting of the Board held during the year.

REG. XXIII.—The Superintendent of Public Instruction, or any person delegated by him, may at any time inspect the Register and all documents of each division of the Boards of Examiners.

FORM I.

CERTIFICATE OF MORAL CHARACTER.

This is to certify that we, the undersigned, have personally known and had opportunity of observing for the last past; that during all such time *his* life and conduct have been without reproach, and we affirm that we believe *him* to be an upright, conscientious, and strictly sober *man*.

APPENDIX A.

SYLLABUS OF EXAMINATION FOR THE GUIDANCE OF
EXAMINERS AND CANDIDATES.

I.—ELEMENTARY DIPLOMA.

1. *Reading.*

Reading with distinct utterance, correct pronunciation, due attention to punctuation and just expression, a passage selected from the authorised Reading Books.

2. *Writing.*

A specimen of penmanship, including detached small letters, capitals and numerical figures.

3. *Dictation.*

A passage from the authorised Reading Books.

4. *Arithmetic.*

A.—*Knowledge of Arithmetic.* Accurate acquaintance with Arabic notation and numeration. Roman notation and numeration to MM; addition, subtraction, multiplication, division and reduction in simple numbers; decimal and sterling currency, avoirdupois weight, imperial measure, long measure, square measure, time measure; fractions of not greater complexity than $\frac{7\frac{4}{5}}{3\frac{8}{11}}$, terminating decimals, practice, simple and compound proportion, percentage, and simple interest.

B.—*Professional knowledge.*—Ability to describe each operation, to divide it into its elements, to explain each element and its relation to other elements and to the whole operation, and to devise for it a series of progressive exercises, such as introducing one element at a time to the notice of pupils, shall lead up to the completed conception.

5. *Geography.*

The great continents, including the names of seas and coast waters, large rivers, principal ranges of mountains, and large cities and countries. North America, including a minute knowledge of the Dominion of Canada, its climate, soil, productions, river systems and railways. General outline maps to be drawn.

6. *Grammar.*

The parts of speech with their definitions, founded upon the etymology of their names. A knowledge of the principal grammatical terms. The fundamental rules of syntax, and their application in examples easily understood. Analysis of easy sentences and parsing.

7. *Composition and English Literature.*

Spelling and definition of words in a selected paragraph, to be read by the examiner. The reproduction in the candidate's own words, of a sim-

ple narrative read twice by the examiner. Construction of sentences. A paragraph description of an every-day incident, with due attention paid to punctuation.

Goldsmith's *Deserted Village*;—Paraphrasing a passage, questions upon the meaning of words, personal and historical references, subject-matter, history and authorship of the poem.

8. *French or Latin—(Optional).*

French.—Grammar as far as syntax. Regular and irregular verbs. Translation of French prose and poetry into English.

Latin.—The declensions, the four conjugations and easy exercises.

9. *Scripture History.*

Old Testament.—The general geography and relative position of Assyria, Palestine and Egypt; also the number, names and order of the books of the Old Testament.

The chief facts connected with the Creation, the Deluge, the call of Abraham, the Exodus, the conquest of Palestine, the establishment of the monarchy, the division of the tribes, the captivity and the return.

The lives of Noah, Abraham, Joseph, Moses, Joshua, David, Asa, Ahaz, Elijah, Josiah, Daniel.

The division of the prophets into groups according as they lived before, during, or subsequent to the captivity.

New Testament.—The general geography of Palestine; the number, names, order and writers of the books of the New Testament, and the number of years covered by New Testament History.

The chief events connected with the birth, baptism, transfiguration, trial, death, resurrection and ascension of Jesus Christ; the names of the Apostles, the Lord's prayer, the Beatitudes.

The Miracles and the Parables of Jesus Christ. The length of the interval between His birth and baptism; baptism and crucifixion; resurrection and ascension; ascension and Pentecost.

10. *Canadian History.*

French Régime.—The physical features of Canada, and the exact position of historical places; early discoveries, early settlements, Indian tribes and their location. The Company of One Hundred Associates; its duties, privileges and duration.

The Royal Government, its officers and duration; the chief events of the wars under the Royal Government, arising from the conflict between France and England;

(a). King William's War and Treaty of Ryswick.

(b). Queen Anne's War and Treaty of Utrecht.

(c). Louisburg and Treaty of Aix-la-Chapelle.

(d). The Seven Years' War and Treaty of Paris, with details of the Conquest.

English Rule.—First Period, 1763-1791.—Population and condition of

country; Pontiac's War; Revolutionary War. Causes, nature, and results of (1) Quebec Act; (2) Constitutional Act. Loyalists.

Second Period, 1791-1841.—Form of government. The causes of War of 1812, the points of attack, the chief engagements. The Treaty of Ghent. The Family-Compact. The Canadian Rebellion (1837), its causes, leaders and results.

Third Period, 1841-1867.—The chief provisions of the Union Act. The Ashburton Treaty. The changes of the seat of Government. The Rebellion Losses Bill, the Clergy Reserves, the Legislative difficulties, Confederation and its causes, the Governors-General in order during this period.

Fourth Period, 1867 to present time.—The leading provisions of the Dominion Constitution; the original provinces, subsequent additions, Red River Rebellion, the Washington Treaty and questions settled therein, the Governors-General in order with dates.

11. *English History.*

The physical features of the British Isles; Roman Conquest, introduction of Christianity, Saxons and Danes, Alfred the Great, William the Conqueror. The Battle of Hastings. The chief characteristics of the Norman, Plantagenet, Lancastrian and Yorkist Periods of English History, and the sovereigns in order. The Feudal System, Crusades, Magna-Charta. One hundred years' war with France. The relation of Ireland, Wales and Scotland to England.

The wars of the Roses, their causes, great leaders, chief battles and results. Becket, Wyclif, Chaucer.

The Tudor Period.—Sovereigns with dates; the chief events of each reign. The Reformation, printing, revival of learning, discoveries, the Armada, translations of the Bible. Wolsey, Cranmer, Cromwell, Mary, Queen of Scots, Shakespeare.

The Stuart Period.—Sovereigns with dates; the chief events of each reign. The relations of the Stuarts to the Tudors. Hampton Court Conference, Gunpowder Plot, King and Parliament, Civil War, Cromwell, The Restoration Act, Act of Uniformity, the Habeas Corpus Act and its provisions, the Revolution, The Act of Settlement and its provisions, the Bill of Rights and its provisions. The Spanish Succession, the Union of England and Scotland.

Writers.—Milton, Bunyan.

The Hanoverian Period.—Sovereigns with dates; the chief events of each reign. The relation of the House of Hanover to the Stuarts; Wesley, Roman Catholic Emancipation, the Reform Bill of 1832, Abolition of Slavery, Disestablishment of the Irish Church.

Wars.—Austrian Succession; The Seven Years' War in Europe, India, and America and the Treaty of Paris. The American Revolution, Rebellion in Ireland, Wars with France, Waterloo. The wars in Afghanistan, India, Crimea and Africa.

Statesmen.—Horace Walpole, Lord Chatham, William Pitt, Canning, Sir Robert Peel, Lord John Russell, Lord Palmerston.

Writers—Addison, Gibbon, Pope, Cowper, Scott, Wordsworth, Macaulay, Thackeray, Dickens, Tennyson.

12. *Drawing.*

As in Prof. Walter Smith's Teachers' Manual of Freehand Drawing in Primary Schools.

13. *Book-keeping.*

Single Entry.—(1) A knowledge of Day-Book, Journal, Ledger, and Cash-Book, commercial terms and abbreviations. (2) Business Forms as bills, accounts, receipts, orders, statements, inventory and promissory notes.

14. *Physiology and Hygiene.*

As in Hygiene for Young People for Intermediate classes, A. S. Barnes & Co.

15. *Art of Teaching and School Law.*

As in authorized text-book.

II.—MODEL SCHOOL DIPLOMA.

The following in addition to the Syllabus for the Elementary Diploma.

4. *Arithmetic.*

All ordinary commercial rules, fractions of greater complexity, circulating decimals, square and cubic roots, and the mensuration of rectangles, circles, rectangular prisms, rectangular pyramids, cylinders, cones, spheres, and all such figures as can be resolved into or referred to these elements.

5. *Geography.*

The elements of physical geography, with the use of the globes. Map Drawing. The geography of Europe, and especially of the British Isles, including all the colonies. The United States of America.

6. *Grammar.*

Parsing and analysis of sentences, in a passage selected from a standard author. The rules of syntax, with application in examples of false syntax.

7. *Composition and English Literature.*

Outline composition on a selected subject. The synthesis of a compound or complex sentence from elements given in the form of simple sentences. The elementary principles of style, paragraph-writing, Scott's *Lady of the Lake*—Paraphrasing a passage, questions on the meaning and etymology of words; the personal and historic references, subject matter, history and authorship of the poem. An outline of the History of the English Language. An outline of the life and writings of Chaucer, Shakespeare, Milson, Pope, Goldsmith, Scott, Wordsworth and Tennyson.

8. *French.*

Reading, Translation from French into English and from English into French. Grammar, including Syntax.

9. *Scripture History.*

(a) The chief points connected with the day of Pentecost, death of Stephen, conversion of Saul, conversion of Cornelius. (b) An outline of the three journeys of St. Paul, his arrest in Palestine and voyage to Rome. (c) The Roman Emperors, the Roman Governors of Judea and the Herods, mentioned in the New Testament.

10. *Canadian History.*

A more detailed study of the English Period.

11. *English History.*

A more detailed study of the Tudor and Stuart Periods.

12. *Drawing.*

As in Prof. Walter Smith's Manual for Intermediate Schools.

13. *Book-keeping.*

Single and Double Entry, commercial forms, general business instructions.

15. *Art of Teaching and School Law.*

As in the authorized text-book.

16. *Botany.*

(1) Germination of the seed. (2) Characters and functions of the root, stem, leaves, with their various modifications. (3) Structure of flower, fruit, seed. (4) Food of plants, sources of food, means by which the plant receives and digests food. (5) Modes of deposit of food in the plant. (6) Knowledge of the characteristics of a few common families of plants, Ranunculaceæ, Compositæ, Violaceæ, Rosaceæ, Leguminosæ, Liliaceæ.

17. *Algebra.*

The simple rules, Factoring, G. C. Measure and L. C. Multiple, Fractions, Simple Equations of one, two or three unknown quantities with problems.

18. *Geometry.*

Euclid, Brooks, 1, II, III, with simple deductions.

19. *Latin (compulsory for a first class, optional for a second class diploma).*

The Declensions and Four Conjugations including the more important irregular verbs, the translation of easy sentences of Latin into English, and English into Latin.

III.—ACADEMY DIPLOMA.

The following in addition to the Syllabus for a Model School Diploma :

7. *English Literature.*—Brook's Primer.

8. *French.*—Translation from Racine and Molière, and also translation from an English Classic into French: French reading, dictation and literature.

14. *Physiology and Hygiene*.—As in Steele's Hygienic Physiology for High Schools and Academies, A. S. Barnes & Co.

17. *Algebra*.—Involution and Evolution, Indices and Surds, Quadratics, Ratio and Proportion, and Progressions.

18. *Geometry*.—Books IV and VI with Definitions of Book V, simple deductions with special attention to Euclid's definition of proportion and to the propositions referring to duplicate ratio.

19. *Plane Trigonometry*.—Measurement of angles, Trigonometrical ratio of a single angle and of two angles. Complementary and supplemental angles and the solution of right angled triangles.

20. *Latin*.—Cæsar, Gallic War, Book I. 1 Virgil, *Æneid*, Book II.

21. *Greek*.—Xenophon, *Anabasis*, Book I. Homer, *Iliad*, Book VI.

A thorough knowledge.

- (1) Of the inflections of nouns, adj. and pronouns, separately and in combination : and of the verbs regular and irregular and in all the tenses, moods and voices ;
- (2) Of the derivation and composition of words ;
- (3) Of the rules of syntax ;
- (4) Of the historical, geographical and mythological references in the books prescribed ;
- (5) Of the metre, scanning and rules for quantity .
- (6) Of the sequence of the tenses ;
- (7) Of direct and indirect narration and the conversion of the one into the other ;
- (8) Of dialectic peculiarities in Homer.

The translation, as far as consistent with the idiom of the English language and a clear rendering of the author's meaning, must be literal. Very great importance is attached to an accurate acquaintance with the Greek and the Latin Grammars.

22. *Ancient History*.—Outlines of Greece and Rome. Green's Primers.

APPENDIX B.

RULES TO BE OBSERVED IN THE EXAMINATION.

To be read to Candidates before Examination.

1. The candidates are to be placed in the examination-room, so as to prevent copying or communication of any kind between them.

2. At the hour appointed for the examination, the candidates being in their allotted places, the examination papers for that hour shall be opened and distributed to candidates.

3. The examination papers or any question therein may be read aloud to the Candidates by the acting chairman ; but no explanation whatever shall be given as to the meaning or purport of the questions.

4. No Candidate shall be permitted to enter the examination-room after the expiration of an hour from the commencement of the examinations,

nor after a candidate has left the examination-room. Any candidate leaving the examination-room after the issue of the examination papers in any subject shall not be permitted to return during the examination of the subject then in hand.

5. No candidate shall give or receive assistance of any kind in answering the examination questions. Any candidate detected (*a*) in taking into the examination-room or having about him any book or writing from which he might derive assistance in the examination, (*b*) in applying under any circumstances whatever, to other candidates, (*c*) in answering, under any circumstances whatever, applications from other candidates, (*d*) in exposing written papers to the view of other candidates, (*e*) in endeavouring to overlook the work of other candidates, shall be immediately dismissed from the examination. The plea of accident or forgetfulness shall not be received.

6. Candidates shall write their answers on one side only of the paper, and shall use no other paper than that provided for them. The use of blotting paper for rough drafts or for any writing whatever is strictly forbidden.

7. At the close of the examination, all the paper furnished to a candidate must be returned to the examiner.

8. No candidate shall have access to his answers, and no alteration shall be made in a candidate's answers after they are delivered to the examiner in charge.

9. No persons, except those taking part in the examination, shall be admitted into the examination-room during the examination, and no conversation nor anything that may disturb the candidates shall be allowed.

10. The candidates shall be under the direct and careful supervision of at least one of the examiners from the beginning of the examination to its close.

It was agreed that the examination in the Art of Teaching, in July next, be based upon Morrison's Art of Teaching, and that the examination in School Law be omitted until a text-book is prepared.

The Committee agreed that the following notice of dissent should be recorded in the minutes:—

“Dr. Cook begs to record his dissent from the proposed Syllabus of Education for the guidance of examiners and candidates, as being entirely beyond the qualifications which may be reasonably expected from ordinary candidates, and the result of any such examination cannot fail to give a false apprehension of the extent of the attainments of candidates.”

The Chairman submitted the report of the sub-committee on instructions to the Inspector of model schools and academies, and upon the simultaneous examination of these schools.

The report was received, and the Committee agreed to adopt the regulations submitted for the guidance of the Inspector of model schools and academies.

Sir William Dawson submitted a report of the sub-committee on

combining the annual simultaneous examination of model schools and academies with the University school examination for certificates of the University and the title of Associate in Arts.

It was agreed that the report submitted by Sir William Dawson be printed and submitted to the authorities of the Universities, and that the sub-committee be requested to take into consideration that portion of the report submitted by the Chairman which refers to the simultaneous examination of the model schools and academies, and to present a final report at the next meeting.

Sir William Dawson submitted a report of the sub-committee on regulations concerning Normal School students, suggesting an amended form of application and pledge for admission to the school.

The Committee agreed to receive the report, to be transmitted to the Superintendent of Public Instruction for action thereon.

It was resolved, on motion of Dr. Matthews, seconded by Mr. Masten, that the grant to the High School of Quebec of \$200 be paid for the year 1885-86.

The Committee adjourned, to meet on Wednesday, 24th November next, or earlier, at the call of the chairman.

Confirmed.

(Signed) J. W. QUEBEC,
Chairman.

True copy,

ELSON I. REXFORD,

Ad interim Secretary of Prot. Com. of C. P. I.

THE TEACHERS' CONVENTION.

The Annual Convention of the Provincial Association of the Protestant Teachers of Quebec was held this year in Montreal. All those who took part in the proceedings of the various meetings seemed to be favourably impressed with the work undertaken; indeed the general verdict of the teachers who were present was to the effect that the gathering was one of the most successful that had ever taken place under the auspices of the Association. This must be very gratifying to the Executive Council, who made the arrangements for the Convention, as well as to the officers who did their utmost to make the meetings a success. The teachers who make it a duty to attend such educational gatherings, gain for themselves an experience which must be of the greatest service to them when they return to their work. Early on the morning of Thursday, the 14th of October, the McGill Normal School was opened for the reception of the teachers, as they

arrived by the various railways, and for the greater part of the forenoon, the Reception Committee, under the direction of Mr. Arthy, Superintendent of Schools, Montreal, were kept busy in locating the members of the Convention with those of the citizens of Montreal who had offered of their hospitality to the teachers who had come from the country districts. A pleasant feature, this year, was the visitation of the schools until noon. The schools which were kept open were the Normal School, High School and Berthelot Street School, and the thanks of the teachers are due to those who arranged that the members of the Association should have an opportunity of judging of the character of the school work done in the largest city of Canada.

The Convention did not meet for business until the afternoon of Thursday, when the President of the Association, Sir William Dawson, formally opened the meeting. Among others on the platform were Mayor Beaugrand, Hon. G. W. Ross, Minister of Education, Ontario, Dr. Buckham of the University of Vermont, and the Rev. E. I. Rexford of the Education Department. After the usual routine in connection with the reading of the minutes and correspondence, the Mayor of Montreal, on being introduced by the President, as a man whom the citizens of Montreal looked upon as belonging to all sections of the community, extended a welcome to the teachers in the following terms:—

He said that it was with a certain feeling of diffidence that he rose to address an assembly of English teachers, as he was not so familiar with that language as the French. The city of Montreal occupied a peculiar position nationally, comprised as it was of English, Irish, Scotch and French, and the memories of these countries were so fresh in the minds of many that we still preferred to look upon ourselves as Englishmen, Irishmen, Scotchmen or Frenchmen, but our children in a few years, while not forgetting the countries of our fathers, will learn to look upon all the nationalities of which the city is composed as brethren. (Applause.) In a few years, members of all denominations, people speaking all languages, would, he believed, be able to meet in one hall and discuss educational matters in a broad spirit. (Applause.) He would offer them the hospitality of the city of Montreal, and say that he would be at the City Hall with Mme. Beaugrand to receive them at any time they might appoint for a visit to that building. (Applause.) He had always taken a great interest in the cause of education, and he would say that he did not believe the teachers were well enough paid. Our teachers were not nearly so well paid as they were in the sister province of Ontario, and this matter was one of the things which should be looked after by our legislators, our

newspapers, and everyone in fact who had the welfare of the cause of education at heart. (Applause.) Our citizens could not expect greater results than was possible from the amount of money provided for those who directed educational matters, and our wealthy citizens should put their hands into their pockets a little deeper, in order that its progress might be forward and not backward. One of the very first things to which attention should be given was the better remuneration of the teaching classes, which could not result otherwise than beneficially to the pupils under their care. (Applause).

The President then proceeded to appoint the standing committees; and after the election of new members, he called upon the Hon. G. W. Ross, to address the association. For over an hour the Minister of Education of Ontario retained the attention of the crowded assembly.

He said he was pleased to meet the teachers of Quebec, and, if attendance might be taken as a test of zeal, he felt assured that there were numerous zealous teachers in this province. He would now say a few words with reference to the schools of his own province, and if in his remarks he could afford his listeners any solution of the difficulties which pertain to the profession, he would feel pleased. The school systems of the two provinces are somewhat different. Instead of being under a superintendent of education, as here, in Ontario education is under the management of a member of the Council, and he had the honor to fill the position of Minister of Education. At present the department has control of all the schools of the province, which may be classed as elementary schools, high schools, normal schools and provincial universities. One of the regulations which his department insisted firmly upon was with regard to the character of the buildings used as school houses, as this was considered important,—and it is made a condition of the grant to each school that this shall be kept in view, and if any school house is found to be badly ventilated, insufficiently furnished, not supplied with text books, etc., the grant is withheld until the trustees awake to their duty. The department lays down the principle that it is due to the teachers and due to the scholars that the school house should be such as to ensure health, and now they were trying to beautify the school house and grounds. On a recent arbor day 30,000 trees had been planted and 200 flower beds laid out in the various school grounds of the province. Attention was also given to school architecture. A manual on this subject had been prepared and freely circulated among the trustees of each settlement, and he was glad to say that the manuals were producing a good effect, and that, instead of the old rectangular buildings with which we were all so familiar, really handsome buildings were now arising on all sides, and were constantly being improved upon.

A subject which caused more trouble was the selection of a curriculum. Where there had formerly been thirty-three classes in an ordinary pub-

lic school, the highest number of classes was now twenty-one. Mr. Ross then referred at length to the various branches which were taught in the schools under his control, and dealt upon the fact that the aim should be to cultivate in the scholar a taste for study, at the same time that a knowledge of it was imparted, so that when leaving school he might be animated with a desire to continue his studies. The object of all education should be to supply that which is essential. The speaker made a playful allusion to the arithmetic which he had been taught in his school days, and ventured to repeat the avoirdupois table of weights so far as he thought it safe to do so. This table had been abolished in the schools of Ontario, and now their only table of weights was—16 oz. make 1 lb., 2000 pounds make 1 ton. He emphasized the importance of drawing as a study, and it has been made compulsory in Ontario,—and last year 260,000 were taking lessons in that branch. With regard to history, that had been “Canadianized.” Whilst he loved Old England, and liked to study her history and the noble battles which her sons have fought and won, yet we should bear in mind that we may one day become a greater Britain, and that by using books in which many of the stirring events in Canadian history were treated of, we might inspire our sons with a patriotic ardor and teach them to sympathize with the efforts our forefathers made. The speaker then described at length, the various examinations, entrances into and the various modes of promotion from the different grades of schools in Ontario. Four hundred and eighty-six thousand attended the elementary schools, 30,000 the separate schools, 12,000 the high schools, 400 the normal schools and 500 the universities of Ontario last year. He insisted upon the importance of drill and calisthenics for the development of physical health, as it was useless to hope for a healthy mind in an unhealthy body. Mr. Ross then explained what his province does for the teacher, methods of training, etc. Teachers, despite their literary abilities, may be dismissed for inaptitude, when it is found that they have mistaken their calling. Teachers cannot inspire without inspiration, and lecturers are sent out at stated periods, who lecture to the teachers on certain subjects, so that they may be said to be kept in training all the time. Certain standard works are also prescribed for them to read every year, so that they may keep their minds active. They have 430 high school teachers, male and female,—and in connection with the subject of the higher education of women, it is a pleasing fact that now women are found to be equally as well fitted as men to take charge of such an institution, and before many years will, doubtless, be their superior in this work. He attached very little value *per se* to the question of text books. If you get the right kind of teachers, the teaching will be all right, but uniformity in the text-books was desirable, and he had prescribed one series for each study, leaving it to the individuality of the teacher to vary the instruction. He deprecated the use of slang, unchaste and improper words which had grown to an extent which would hardly be credited, and advocated a return to pure English. The English which

was sufficient for Tennyson, Webster and Macaulay to express their thoughts in should be sufficient for us. In the past decade, \$55,000,000 had been expended in Ontario for school purposes, and of this \$40,000,000 was for salaries; still none of the teachers had grown rich yet. The teacher who flies into a passion over a dull boy should be dismissed immediately. A boy has a perfect right to be dull if nature has made him so, and the dull boy is the one who should receive the kindest handling and the kindest word that can be given. Imparting instruction might be part of a teacher's duties, but "character building" was his particular province. If a child lacks energy, inspire him by example every day until at last energy will become second nature to him. If shy, inspire confidence, not boldness—for a shy child has not half the chances in the battle of life; and if a child is too conceited, reduce the inflamed part. Character building is the improving and bettering of citizenship, and the fortifying of the child, so that when he leaves school he may enter upon a higher existence, and it is for this improvement of citizenship that such vast sums are spent upon education.

Mr. Ross's address was followed by the reading of three papers, the substance of which may appear in the *Record* in some future number. These papers were prepared by Mr. Masten, Principal of Coaticook Academy, Mr. Kneeland, head-master of the Panet Street School, Montreal, and Mr. Dawson, late of London, England. In connection with the last paper, a number of children from St. Ann's School gave illustrations of the "Tonic sol-fa" system.

On the evening of the same day, Sir William Dawson received the teachers at the University in the Peter Redpath Museum, where he delivered his inaugural address. In the course of his remarks he said that:—

"In selecting from the multitude of topics, local and general, which present themselves in connection with the occasion on which we are assembled, I have thought it well to descend to first principles and to notice a few of the general questions that lie at the foundation of educational work. At the present time no doctrine is more popular than that of evolution, and many enthusiastic persons are willing to believe in the principle, even in cases to which it cannot legitimately apply, where in fact there is nothing to be evolved or unrolled, and no adequate cause to produce its unrolling if there were. But evolution is a perfectly legitimate principle where there is a germ to be evolved and the proper conditions for its development. We may all safely believe in the development of a germ lying in a seed into a plant, or of the embryo cell in an egg into a chick, though even in these cases adequate and suitable causes must be at work to further the development. In like manner, nothing is more certain than the development of the child into the man or woman, and in

this there are two factors or groups of factors, one consisting of the life and power of growth present in the child, the other in the external influences to which it may be subjected. The one group of factors may be styled the individual potentialities of the child, the other constitutes its education. A child is the germ or bud of a man or woman. If left to itself it will be evolved into manhood or womanhood by its own spontaneous vitality. If we wish to regulate this process, we must know and observe its natural laws. The old-fashioned comparison of the child to a block of marble, to be hued into shape by the educator, is therefore altogether incorrect. The true educator is a cultivator, training a living plant. The Heavenly Father Himself can educate in no other way, for we are the vine and He is the Husbandman. If this fact of constant, continuous growth is neglected, there can be no true education: or, in other words, the growth itself will be the practical educator, and the work of the so-called teacher will be merely the patching of extraneous matter upon it, like tying artificial leaves on a living plant. It may be worse than this, for if the work of education runs counter to the natural growth of the pupil's mind, it may be like the placing of a board or a tile over a tender plant, by which it becomes blanched, deformed and worthless. Admit these general principles and we must hold that the work of education is one of the most complex and difficult of scientific arts, an art which must delicately suit itself to all the elements—physiological, physical and ethical, in the constitution of the pupil, and requiring for its useful practice the knowledge of a great number of scientific principles. We may well ask who is sufficient for such a work, and I feel sure that the greater number of experienced and successful teachers have long ago become impressed with a deep sense of their own weakness and insufficiency. More especially will this be the case where we bear in mind the necessary limitations and disabilities of the work of the educator, arising from the short time available for its prosecution, and the rapid development of mind and body during that time from the varied requirements for special studies, depending on the needs of society from the necessity of teaching large numbers of children, having varied powers and tendencies, in the same class and by the same methods, and from traditional mistakes, as, for example, a defective method of spelling and artificial classification in grammar. Thus the thoughtful educator, while rightly appreciating the problem he was to solve, is placed in the midst of difficulties which are, in individual cases, often insoluble. It would, I think, be easy to show that the discordant views which prevail on such subjects as the range of school studies, the relation of these studies to health, the expediency of payment for results, the conducting of examinations, the relations of scientific and literary studies, and the bearing of moral and religious culture on the work of the school, largely depend on the more or less wide and accurate views which may be held in relation to the fundamental point above stated, that the educator has to train a being in a state of active growth and differing in every succeeding day from its capabilities

and attainments of the day before. Keeping this opinion in view, we may profitably glance at some of its applications to a few current subjects of educational discussion." Sir William then proceeded to notice the bearing of educational principles on several of these points, and especially on the range and character of studies, examinations and tests by results, science and literature in education, health and morals, and the new education of women. On all these points, evidence was adduced to show that on every side of the controversies which have arisen, there are partial and imperfect truths, and that accurate conclusions can be arrived at only by comprehensive views of the nature of the pupil, of the character of his natural growth, of his standpoint at the time when education begins, and of the circumstances and condition under which the process goes on.

During the evening, addresses were given by Miss Freeman, of Wellesley College, the Rev. Dr. Adams, of Lennoxville and the Rev. Dr. Buckham, of Vermont. Altogether the reception was a success, which those who were present will not readily forget.

On Friday morning, the Convention was divided into two sections; Section A taking into consideration the county academies and their work, Section B confining its attention to the subject of teachers' institutes, the course of study, and the best arrangement of the school year for country districts. These sections subsequently reported to the General Convention, which met at half-past eleven, with Dr. Harper in the chair. The report from section A referred to the resolutions which had been passed counselling an assimilation of the curriculum in connection with the University School examinations, and the examinations held under the direct supervision of the Protestant Committee of the Council of Public Instruction. The report from Section B was founded upon the following resolutions:—

Resolved,—That it is desirable to have the time, the place and subject of normal institutes from year to year assigned at as early a date as possible, and that a course of reading preparatory to the institutes should be prescribed at once, and that the secretary of the committee be instructed to communicate this resolution to the Protestant Committee of the Council of Public Instruction.

Further,—That the school year should extend from September 1 to June 30, with two weeks' vacation at Christmas, and six weeks during the breaking up of the roads in spring.

After some discussion, both reports were finally adopted. Dr. Harper then appointed Saturday as the day on which the election of representatives in connection with the administrative commission of the Pension Act should take place, and called upon Mr. Rexford to explain the manner in which the election should take place, as well as the duties of the representatives.

On Friday afternoon, interesting papers were read by Dr. Robins, Dr. Buckham, and Miss Robins, all of which will find their way into the columns of the *Record* in future numbers. Mr. Parlow, of the Ottawa Model School, gave, with illustrations, a lesson on literature, and Miss McDonald, Principal of the Girls' High School of Quebec, gave an illustrated history lesson, by means of which she endeavoured to show how the historical events of a reign may be grouped in the child's mind through the assistance of a picture-diagram.

The evening session of Friday was held in the David Morrice Hall. The place of meeting, being open to the public, was crowded with a large and appreciative audience.

Rev. Principal MACVICAR read a paper on religious teaching in school :

He held that religious teaching should receive proper recognition in our public schools. It should not be sectarian, because sectarianism and Christian teaching were entirely different matters. They asked not for the recognition of Christian teaching, for the formal Biblical sentences given in the text books sometimes to teachers and pupils, nor anomalous Biblical extracts, whether they were made by the Minister of Education or a Christian minister. The best way to secure Christian teaching was that the teacher himself should be a Christian man. According to a teacher's intensity and fervor as a Christian, so would be his pupils. Impressions of Christian life would not be gained by boys and girls during their twelve years at school from 25 cent text-books, nor even by learned lectures on Christian purity. The whole Bible should be the text book in schools. Exclude it and nothing remained. He was unwilling to believe that their schools were such as to make them unworthy of the presence of the Bible. Surely the Bible could not be out of place in schools, and he had a better opinion of teachers than to think they would not abuse the Word of God to the measure of their understanding. What if it should be abused in some instances? The remedy did not lie in its exclusion. He would not exclude the book because somebody blasphemed against it, but he would use his influence not to have the blasphemer teach it. They did not abandon everything that was abused by the few and much less should they exclude the Bible. Give the Bible to teachers and pupils freely. They might have no fear of the result. God would look after that. (Applause).

Rev. Dr. Buckman said that in the fewest possible words he would respond to the invitation to address the meeting. There had been a time when one coming from his side of the line could assume the *role* of mentor in educational matters, but that time had gone by, thanks to the men who planned educational matters in this province. When he heard the Hon. Mr. Ross, minister of education, in Ontario, speak the other

night it occurred to him that bank managers, cashiers, and secretaries of companies might learn something by crossing the line and so might teachers. (Laughter.) On the system of education he would not put on airs to give Ontario advice much less Quebec. The educational problems were the same on both sides of the line. On the teacher depended the moulding of the young mind in the duties of religion, morality and citizenship. There was once on the other side of the line a disease which it seemed that Canada was beginning to suffer from, which was incidental to all democracies—the disease of demagogism. The demagogism of the present generation of manhood suffrage was that ninety-nine out of a hundred votes were apt to be led by one wire-puller. (Applause.) That disease I think I see coming with all its devastating influence on this province especially. (Applause.) The cure of demagogism was the public schools. The cure for demagogism was that the son of the washerwoman and the son of the bank president should be in school side by side, and in two chances out of four the son of the washerwoman would succeed. Society would then learn that the man who had the right to govern was the best man, whatever his origin might be. (Applause.) Our duty to God was first and our duties to the family, the school and the state come next. Each was depending on each, and the fulfilment of those duties on the part of the future generation was largely depending on the efforts of the teachers of the province. (Applause.)

Rev. Mr. Rexford, Secretary of the Protestant Committee of the Council of Education, next addressed the meeting. During the past two years a good many changes in the educational system had taken place, and to those he would especially refer. He endorsed the remarks made by Principal MacVicar with reference to religious instruction and the teaching of Christian truth. In this province they could say that education was based on religion, and they were able to rejoice now that recently the Bible had been placed on the list as a text-book in the public schools. If anything was wanting in educational matters it was the fault of the people themselves, and the people should look to it. The rev. gentleman then referred to the acts passed last session recognizing the Protestant Teachers' Association by empowering them to name two delegates to act on the board for the administration of the Teachers' Pension Fund. A recognition had also been made by the Legislature in their giving a grant to the association. He might hope that the association would be empowered to nominate two members of the Protestant Committee, but as there was a controversy on this point he would not touch upon it. The trouble in the educational system in the past was the difference between primary, intermediate and university education. Recent changes would remedy this and the gradation was more harmonized. Mr. Rexford also praised the appointment of an Inspector of Superior Schools, made last session, and he believed the office would be efficiently filled to the greater progress of education by the gentlemen nominated to that office. Concluding, the rev. gentleman said: "I

believe that the result of the elections makes the cause of advancing education still more difficult, although, perhaps, I should not refer to political matters. Next winter we will have a school law, which is exceedingly important to the cause of education, presented to the Legislature." If you had a strong government—a government that would be able to say this bill must go through the House as presented, it would be all right. But if it is presented by a weak government, or to a House equally divided, the danger is that members will make changes to suit themselves. Our position in such a case will be very unsatisfactory. Therefore we must look forward with serious expectation in reference to the results that may follow the elections." The Speaker apologized for the absence of the Hon. Mr. Ouimet, Superintendent of Education, who, if he were in Quebec, would have evinced his interest in educational matters by his presence.

In addition to these, two very effective addresses were delivered by Miss Freeman and the Rev. Dr. Stevenson. The former spoke of the effects produced by the higher education of women, rebutting the arguments of those who are more or less afraid that our wives and mothers may be rendered unfit for their domestic duties by what they are pleased to call a system of over-education.

The Rev. Dr. Stevenson, who is, perhaps, the most eloquent of Montreal speakers, spoke of the patience that must be associated with the teacher's work. The fact that Dr. Stevenson is about to leave Montreal, made the occasion of his address all the more impressive, and few of those who had the good fortune to listen to his "farewell address to the teachers" of Quebec, will forget the presence of the "old man eloquent" at the Convention of 1886.

The final session of the convention took place on Saturday morning, with Sir William Dawson in the chair. Dr. Harper read the report of the committee on nominations, which favoured Huntingdon as the next place of meeting. The election of officers then took place with the following result:—

President—Dr. Cameron, M. P.P., Huntingdon.

Vice-Presidents—Dr. Robins, Inspectors McGregor and Hubbard; and Dr. Harper and Dr. Kelley, *ex-officio*.

Treasurer—Mr. C. A. Humphrey.

Corresponding Secretary—Dr. Kelley.

Recording Secretary—Mr. E. W. Arthy.

Members of the Council—Messrs. A. W. Kneeland, B.A., G. W. Parmelee, S. P. Rowell, H. H. Curtis, H. Cockfield, Mrs. Fuller, Miss M. B. Scott, Miss J. Rogers, Montreal; Rev. E. King, Cote St. Antoine; G. H. Howard, Sherbrooke; C. S. Halliday, Lachute; Miss Abbott, Waterloo; Mr. McIntosh, Granby; Mr. G. L. Walton, Knowlton; Miss Wilkins, and A. J. Elliot, Quebec.

On the recommendation of the nominating committee, Rev. E. I. Rexford and Dr. Robins were proposed as suitable persons

to represent the association on the administrative commission of the Pension Fund. The election by ballot was then proceeded with and resulted in the appointment of these gentlemen as administrators.

A paper was then read by Miss Binmore of Longueuil on "Industrial Work in Elementary Schools," with illustrations, which produced a very favourable impression upon all present. Prof. Clarke, of Boston, was afterwards introduced by the President, who, in beginning his address, said

That his suggestions would be but a continuation of the delightful talk of Miss Binmore, to which he had listened with more than ordinary pleasure. Education, in order to conform to the requirements of this peaceful age, has to teach that which will best aid the scholar to make a living in after life. The problem the teacher has to solve is how to reach and grasp the centre of activity—the brain. We have five senses, or according to latest developments, six. Of these senses, the eye, the ear, the touch and the muscular (so-called), convey impressions to the brain, whilst we are restricted to two senses to convey the impressions which the brain has received. A child comes into the school room for the first time, and looks into the face of his teacher for information. How best are ideas to be implanted in his infantile mind? Begin in the simplest way—educate the eye and the touch. Place a sphere and a cube in his hands, and his sense of touch will immediately convey an impression of the difference between them to the brain, and the eye will soon recognize the difference. Prof. Clarke here related an anecdote of a boy who had been born blind, and had been educated in a blind asylum. At the age of sixteen an operation was performed upon him, and he received his sight. The objects seen, however, conveyed no impression to the brain, but after touching them, he knew what they were, thus proving that feeling and seeing are closely connected. The system of "Kindergarten" is an excellent one. The children are given sticks to play with, and are told to place them in different positions. Prof. Clarke here exhibited some fac-similies of specimens of Kindergarten work, which proved what might be done by a boy with an inventive turn. The term "drawing," as popularly used, is a misnomer, and it would be about as correct to speak of "compositions" as penmanship. There are three separate divisions in drawing: 1, constructive drawing; 2, pictorial drawing; and 3, decorative art. Prof. Clarke fully explained his meaning by holding a box in his hand and drawing with chalk upon the blackboard that box in its various aspects and positions. Ornamentation, to be pleasing to the eye, must conform with the service presented. He had read that day in an English paper a critique of American art, which complained of its crudeness. It was a strange but indisputable fact that whilst American machinery was going through the world, and was eagerly sought after wherever shown, American art could not be disposed of outside of the borders of the United States.

This was owing to the fact that until lately very little attention had been paid to classic culture. An idea of beauty once conveyed to a pupil, inherent ability will work out the rest. Some exhibits of work of the pupils of the High school of Worcester, Mass., were then shown. It is found that while girls evince a preference for the pictorial and ornamental, boys have a decided preference for the constructive and mechanical drawings. He related an instance, which had come under his own observation, of a girl, the daughter of a dressmaker, who had been sent to college and received the highest classical education. Upon her return from school, it was absolutely necessary that she should do something to aid in the support of the family, but nothing was open to her, while her surroundings were distasteful, as she was above the family. On the other hand, as showing the advantages of a mechanical education, he stated that lately he had received a letter from a manufacturing firm asking him to send them a designer, to whom they would be willing to pay a good salary. He replied, asking if a lady would suit, and, in response, the firm said that they had never employed a lady, but what they wanted was some one who could give them the designs they wanted, and the lady he recommended was accepted at a salary of \$1,200 a year as a starter. We must not run away with the idea that writing or drawing is simply playing with the fingers. Educate the eye and the finger will do the rest, and all persons are useful in a community in just so far as they can use their hands. The community that pays the most attention to education stands the highest in the civilization of the world.

Sir William Dawson, after complimenting the speakers of the morning, called upon the Treasurer to read his report, which was greeted with applause when it became known that there was a balance on hand to the extent of \$270.90. The Convention was then brought to a close by a few appropriate remarks by the President, and by the usual resolutions of thanks to all those who had assisted in making the Convention in Montreal a success. In the afternoon the Mayor and Mrs. Beaugrand held a reception at the City Hall. Thus ended the most successful Teacher's Convention which has ever yet been held in the Province of Quebec, and we have no doubt that next year will see a continuation of its success in the various Teacher's Institutes to be held throughout the province, as well as at the Annual Convention which is to meet next year at Huntingdon.

NOTE FROM THE EDITORS.—As it has been deemed advisable not to break up the full report of the Teachers' Convention, or the record of the Minutes of the Committee of the Council of Public Instruction, we have been obliged to make a special number of the issue of the *Record* for October; but next month we intend to return to the usual arrangement in the form of the publication.



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Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1886 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.