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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? Fifty 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 pronunciation 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 replies.

"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 consciousness 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, reason 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 through 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 little 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 little 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.
<i>Reading</i> ..	(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	
<i>Spelling</i> .....	Word and Sentence Book.....	Grafton & Sons.....	.30
	(Binding must be made satisfactory). Practical Speller Revised.....	Ed. Book Co.....	.30

Subject.	Text-Book.	Publisher.	Price.
<i>Writing</i> .....	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.
<i>Arithmetic</i> ...	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
<i>English</i> .....	West's Eng. Gram. for Be- ginners.....	" " " .....	.25
	Hyde's Prac. Lessons in the Use of Eng.....	" " " .....	.30
	Story-Book Readers.....	Nelson & Sons.	
<i>Geography</i> ...	Calkin's Intro. Quebec Ed Re- vised .....	" " .....	.65
	(I) Recommended on condition (1) That that the work be corrected to date ; (2) That a map of the Province of Quebec, showing present boundaries, and a map of the Do- minion of Canada, showing bounds of the New Provisional Districts, be inserted ; and (3) That the price remain at 65 cents.		
	Geographical Readers.....	Chambers.	
<i>Scripture</i> ....	The Holy Scriptures.		
	McLear's Old & New Test. Hist.....	MacMillan & Co....	.30 ea.
<i>History</i> .....	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.	
<i>Algebra</i> .....	C. Smith's Ele. Algebra.....	MacMillan & Co... 1.00	
	Todhunter's Alg. for Beginners.	" " .....	.60
<i>Geometry</i> ....	Hall & Steven's Euclid.....	" " .....	1.00
	Todhunter's Euclid.....	" " .....	.75
<i>French</i> .....	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
<i>Latin</i> .....	Shorter Latin Course (Egbert) Am. Ed .....	MacMillan & Co... ..	.40
	Collar & Daniel's 1st Latin Bk.	Ginn & Co.....	1.00
	New Gradatim.....	" " .....	.60
<i>Physiology</i> ...	The Making of the Body (Bar- nett) .....	Longmans.....	.45
<i>Drawing</i> .....	Dom. Free-Hand Course .....	F. Brown Co.....	.10 ea.
	Prang's System of Drawing....	Prang Co.	
<i>Music</i> .....	Curwen's Tonic Sol-Fa Series..	Curwen & Sons.	
	Tonic Sol-Fa Series .....	Bayley & Ferguson.	
<i>Agriculture</i> ...	James' Agriculture.....	Morang.....	.25

## CLASS II.—FOR ACADEMIES.

Subject.	Text-Book.	Publisher.	Price.
<i>Reading</i> . . .	See Class I.		
<i>Spelling</i> . . . .	See Class I.		
<i>Writing</i> . . . .	See Class I.		
<i>Arithmetic</i> . . .	Graded Arth., Pts. 3 and 4 . . . .	Grafton & Sons.	.15 & .25
	Hamblin Smith's Arith. . . . .	Ed. Book Co. . . . .	.60
<i>Mensuration</i> . .	Steven's Mensuration. . . . .	MacMillan & Co. . . . .	.45
<i>Book-keeping</i> . .	Standard Book-keeping. . . . .	Ed. Book Co. . . . .	.65
	High School Book-keeping . . . .	Copp, Clark Co. . . . .	.65
<i>English</i> . . . .	West's Elements of Eng. Gram. " " " . . . .		.50
	Brooke's Elements of Eng. Literature, New Ed. . . . .	MacMillan & Co. . . . .	.30
<i>Geography</i> . . . .	High School Geog. . . . .	Can. Pub. Co. . . . .	1.00
	Davis' Physical Geog. . . . .	Ginn & Co. . . . .	1.25
	Hinman's Phys. Geog. . . . .	" " . . . . .	1.25
<i>History</i> . . . . .	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
<i>Algebra</i> . . . . .	See Class I.		
<i>Geometry</i> . . . .	See Class I.		
<i>Trigonometry</i> . .	H. Smith's Elm. Trigonometry. Ed. Book Co. . . . .		.75
<i>French</i> . . . . .	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
<i>German</i> . . . . .	Joynes' German Reader. . . . .	Heath & Co. . . . .	1.10
	Van Der Smissen's H. S. Gram. . . . .	Copp, Clark Co. . . . .	.75
<i>Latin</i> . . . . .	Shorter Latin Course, Pt. 2, Eng. Ed. . . . .	MacMillan & Co. . . . .	.54
	Kennedy's Primer Revised. . . . .	Longmans. . . . .	.75
	Fabulæ Faciles. . . . .	" . . . . .	.75
<i>Greek</i> . . . . .	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
<i>Physics</i> . . . . .	Gage's Introd. to Phyc. Science. . . . .	Ginn & Co. . . . .	1.00
<i>Chemistry</i> . . . .	Remsen's Elements. . . . .	MacMillan & Co. . . . .	.75
<i>Botany</i> . . . . .	Groom's Ele. Botany, with Appendix. . . . .	Copp, Clark Co. . . . .	1.25
<i>Agriculture</i> . . .	First Lessons in the Scientific Principles of Agriculture. . . . .	Drysdale Co. . . . .	.75
<i>Drawing</i> . . . .	See Class I.		
<i>Physiology</i> . . .	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 municipalities, 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 educational 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 admission 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.	<i>Receipts.</i>	
Feb. 23rd—Balance on hand.....		\$2,169 60
Jan. 30th—Conscience money received through Messrs. John Dougall & Son.....		30 00
		<u>          </u>
		<u>\$2,199 60</u>
1898.	<i>Expenditure.</i>	
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— <i>Chronicle</i> Printing Co., Minutes of P. C.....		11 00
		<u>          </u>
		\$ 673 50
Balance on hand as per bank book....		1,526 10
		<u>          </u>
		<u>\$2,199 60</u>

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 Dissident 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.

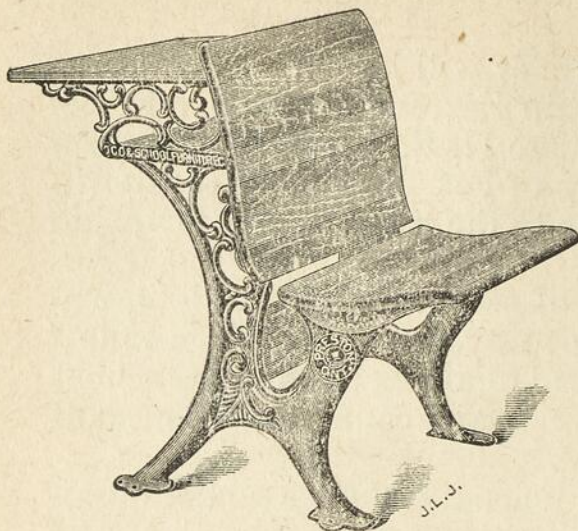
To detach lots 9 and 10 of second range north, township of Hope, Bonaventure county, from the school municipality of Saint Godefroid, and to annex them to the school municipality of Port Daniel west, same county, for Protestant school purposes.

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'Île, and annex it, for school purposes, to the school municipality of "Sainte Anne du Bout de l'Île," in the same county.

To detach from the school 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.



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