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OUR YOUNG IMMIGRANTS.

As the readers of this magazine (*Night and Day*) ought to know tolerably well by this time, it is a prominent, and indeed distinguishing, feature of our Homes that we never altogether lose our hold of boys and girls who have once come within the sphere of our influence. Our doors are ever open to receive; but there is also a real sense in which the doors are never *quite* closed behind the young people who go out of the Institution to face the responsibilities of life, whether in England or in greater Britain beyond the seas. A bond of interest still connects every fledgling with the parent nest. Each child as it goes into the world "drags at each remove a lengthening chain." Neither is our interest in our former children a shadowy one. We are sure that, could our readers sift our post-bag day after day, they would conclude that ours was a general audit office for the wrongs, the difficulties, the sorrows and the joys of most of the countries of the world. We keep in touch with every individual child, by letter, or by personal visitation. Scarcely a day passes, therefore, in which we do not receive reports, formal and informal, of and from children, now growing up to manhood and womanhood, both at home and abroad.

As may naturally be supposed, a great proportion of our correspondence of this nature reaches us from Canada, where we

have over 2,000 children in residence. We are sure that our readers would be interested by a few cursory peeps into the letters of these little folks. The extracts which we here present are "unedited" and unvarnished in any way, simply taken, almost at random, as samples descriptive of the lives which these rescued youngsters lead after they leave our hands. It must be borne in mind that many of such letters will hardly bear grammatical analysis; for we cannot, during their period of residence with us, supply our boys and girls with a *perfect* grounding in English composition. But through their artless and often ill-expressed sentences, runs a sincerity and manifest veracity which guarantee their fidelity to be really photographic.

Most of our young correspondents carry out to Canada with them the traditional formula of English working-class correspondence:—" Hoping this finds you quite well, 'as it leaves me at present;" but in quite fifty per cent. of our letters, there is the significant addition of "quite well *and happy*."

The following extract is from a letter written by a girl sent out two-and-a-half years ago, and who immediately went into domestic service:—" I am very thankful to you for sending me to Canada. I like this country very much, with its fruits and flowers, and the sweet music of the birds, and there is such a fresh, wholesome air, and so much room everywhere, and plenty of everything that one needs. The past summer has been very pleasant, the thermomater (*sic*) sometimes standing 80 degrees in the shade and above 90 in the sun." (Both boys and girls become quite knowing about the "thermomater" in Canada.) "This winter is pretty cold, and there is good sleighing now. . . . I have been here over two years, and am much taller than when I came here. I have grown seven inches, and am now four feet ten inches. I am learning to sew and knit, and I am learning to cook, wash and iron. I have learned to milk."

Both boys and girls over and over again express their delight with Canadian climate and surroundings. "I like Canadian weather," is a frequent phrase. "I like summer best," says one girl, "though I like to go sleigh-riding and snow-balling." "I am sure," says another girl, "the snow is five or six feet deep, but although it is so cold, the weather agrees with me. I am getting so fat and so tall that if you saw me you would not

know me." "Canada is a fine country," says a boy, "and I think any one ought to be comfortable here. I have a good situation here, Christian people, and one of the best farmers in Ontario, well known and liked by every one."

Another writes:—"I am among kind friends, and I like it very well. I am now quite a strong and healthy boy. I am four feet eight inches tall. I am going to school, but we are having a vacation now. I think this is a very nice country, and I like it first-rate. . . . There is a better chance of getting a living here than in England. I spent a very happy Christmas. We had roast turkey, potato, turnip, peach sauce, coffee, cake, mince pie, candy and nuts; but I missed the English plum pudding. For Christmas presents I had a pair of stockings, three pairs of mittens, a stand-up collar and necktie, and a lot of candy and nuts and writing paper." Lucky fellow!

Maria D., in Toronto, writes:—"Dear Sir,—I hope you are well and happy as I am myself," and tells of a visit paid to her by Ellen, one of her old friends at the Village Home. "I did not know her at first until she told me her name. She has grown to be an awful big girl."

A little mite who was sent out with one of our parties two years ago, writes "a few lines to tell you I am at school in the second class, and have got a nice place, and I see my sister on Sunday. I like my place very much, and my sister likes her place."

The pleasant relations that have always subsisted between the boys and girls placed out and the Homes themselves are evidenced by the *naïve* bits of gossip which are poured into our friendly ears by our little *protégés*. Local intelligence and items of personal interest filter through hundreds of channels from hundreds of places. Here is a specimen of the circumstantiality of some of our communications:—"There was a little boy where I live had the mumps, and he caught a cold, and got the inflammation of the brane, and the doctor said that he would not live more than three hours, and he gave him a little medicine and he got all right."

"I have a good Boss," writes Robert S., from Grange P. O., "and a good home and good food and good bed, and I'm as happy as I ever was. I have often wished I could get to this

country, but I am here now, and am glad of it, for there is plenty of work to be got."

"I have not been a day sick," writes a girl, "and I grew out of my clothes within six months. . . . I got my nose froze twelve times this winter. I am getting along very nicely, and I like the place very much."

And so the artless records might be continued far beyond our limits of space. We may only add that out of 200 letters now lying before us, only two breathe the spirit of complaint. Both of these are trivial in character, and have been examined into. Apart from these, the story is one of continued happiness and satisfaction with life in the country of their adoption. So far as our letter files show, therefore, there is not the slightest foundation for such dismal wailings over young Canadian emigrants as a certain society newspaper, referred to in our Personal Notes, so conspicuously indulged in a few months ago.

In not a few of these letters, a deeper note than that of mere material prosperity is struck. The following are extracts from a couple of letters, both received in one week:—"I don't think I could have got into a better home in Canada, and I thank you for sending me out. I wish every boy and girl had such a good home as I have got, and I am very thankful for it. But how much more have we all to thank God for what He has done for us! I do thank the Lord Jesus for what He has done for me. I am trying to serve Him with all my heart." "I thank you, dear Sir, *very* much," says another, "for sending me out here. I did not think that I would like it, but I find that I am getting on well. And, another thing, I must tell you that I am happy. It is a blessed thing to know that there is One who loves us so dearly that He gave His only begotten Son to die for such a sinner as I."

Letters of a similar nature to these last we continually receive, and it is needless to say that nothing is so cheering as to be thus assured that the highest aspirations of our Home work are thus realized, and that little ones are saved by our agency, not only from the dangers, moral and physical, which daily lie about the path of so many, but saved, in the higher sense, to shine as God's jewels for ever and ever.

Editorial Notes and Comments.

The Convention of Teachers, at Chicago, we have declared to be an event of the year. It would be impossible to give any account of the gathering in the space at our command. We cannot, however, forbear from taking the following paragraphs from a report of the proceedings, as through them, our readers may observe the character of the words which fall from the lips of those who spoke at the various meetings. The Principal of the Westfield Normal School, in dealing with method, spoke as follows:—"Much stress is in our own time put upon method. But the individuality of the teacher says that he must master the methods of teaching for himself. When one by a general course of study has come to know himself, how shall he apply himself? The use of real objects and subjects in teaching will not necessarily produce good results, unless the pupil can make them a part of his thought, and be allowed to express his ideas in his own way. Pupils should study by themselves and form their own opinions. The study of conscience more especially demands individuality. The use of books and lectures that prevents the individuality of the pupil from showing itself should not be allowed. In literature he should be compelled to make his own criticisms, instead of committing to memory those made by others. Nature in all her teachings favors individuality. Finally, moral teaching, of all other branches, should be of this character. The human will is an individual power, a first cause. This inner self, as will, determines the identity of man during all the changes of body and mind. In order to change the current of a soul the teacher must have an insight into that soul and know him individually. In all moral training, nothing is really gained until the pupil takes up the question and decides it for himself. We should not rest until he has begun his moral training. Then the teacher must assist him, but not in such a way as to destroy his individuality. To every human soul is assigned his place in life. As we develop this soul in the pupil, we help him to accomplish his own proper work in life. It is only when it is strengthened by the Divine will that this soul finds its true place in life." And, again, in speaking of the

Literature of our Boys and Girls, Mr. Sarvin, of Providence, said, "We ought to reverence books, and if they are good ones, look upon them as useful things given us by God. But, to-day, our good books are offset by pernicious writings without number, Few persons are aware to what extent this evil has grown. Its noxious seed has been sown everywhere. The influence this literature has made on our young people has already called for its suppression from many prominent educators throughout the country. On every hand, thoughtful men are trying to arouse thoughtless parents to the danger that may threaten their children. A child's love for stories is proverbial. For this reason, the successful teacher selects stories to guide the pupil in reading, and there is need of close scrutiny in this selection. Books which are pure on the surface, but which pander to the lowest tastes, are a source of much evil from the difficulty with which they are discovered. By many parents, and not a few teachers the public library is considered a safe place for boys and girls, but close observation proves the contrary. The teacher should fill a pupil's library card with the numbers of good books, for there is no better way to drive out the bad books than by substituting good ones. Cultivate the child's imagination by giving him the flowers of language. Direct your pupils to a purpose in their reading. Determine the bent of the child, and, if worthy, encourage him in that line." The Rev. Mr. Giffard, of Boston, taking for his subject, *Making the Most of Life*, also spoke as follows:—"Action, purity, self-restraint, virtue, are conditions of bodily power. In this self-study and mastery, I must first of all learn my own limitations and admit my own weakness. Discontent is a duty; there is a beatitude for spiritual hunger. Contentment sits with folded hands like the Evangelines of the engraving. Feeling your weakness is oft-times the first impulse to action that seeks and finds strength. Man must sit at Nature's feet, hoary with wisdom, chary of her secrets. She is our mother and to each generation is as prodigal as to the last; the last born generation is the dearest. Mother Nature is bountiful; her children have but played on a single sandy stretch of an unmeasured shore; the heights beckon us, the depths challenge us, the desert shall yet blossom like the rose. But to get what is for us we must study and obey the law

of each thing we seek. Pay the price and the world is yours. There are two ways of dealing with men, one is to get all you can out of them; the other to do all you can for them. A pure or holy state of anything is that in which all its parts are helpful or consistent; the highest and first law of the universe, and the other name of life is therefore 'help.' There are two theories of life; the selfish and the sacrificed. We make the most of life when beneath the stars that mark the coming and going of the centuries above the shifting sands of time. We so live that beasts of burden feel safe by our sides, altar fires are shielded, weary men find rest in our presence, woman is elevated, and the Christ is exalted over all."

— The over-pressure cry has been receiving attention at the hands of one of our Toronto contemporaries, and a new element has been pointed out as leading to evil results in the physical development of children. "The learned doctors," it says, "are still discovering or predicting curvature of the spine, anemia, lung disease, nervous derangement and myopia, or shortness of sight, and numerous other physical horrors, as the consequences. We have no doubt that incalculable harm is often done to the bodies and the minds of promising children in the school-room, but we believe the learned doctors are apt to miss the mark in regard to both the cause and cure. We do not believe that brainwork of itself, is the cause of the trouble, or that the cure is to be found in reducing and diluting the mind diet to the last degree. The young mind enjoys mental athletics as well as physical, and both are alike health-giving in themselves. The bad seats, the strained positions, the unnatural stillness, the long hours—these are at the bottom of the mischief. Give the junior pupils proper seats, frequent changes of position, and reduce the school hours by one-half, and they will do more and better brain-work, and at the same time develop healthy bodies. But with them as with other students, the motto still should be, "Work while you work, and play while you play."

Teachers who attend institutes and teachers' meetings and show themselves interested in their work, are the ones who command the best wages, do the best work, and give the best satisfaction in their schools: therefore we consider the little time and money spent in attending institutes a good investment.

Current Events.

At the last meeting of the Protestant Committee of the Council of Public Instruction, there was a large attendance of the members. Much important business was done, as may be seen by the minutes published elsewhere. We have no doubt that the distribution of the grants will give every satisfaction, as the greatest pains have been taken to recognize in the distribution, not only the schools in which the best work is being done, but those in whose interests a money grant is very much needed.

—There is every prospect that the convention of the Provincial Teachers' Association on the 19th inst. will be a successful meeting. The teachers of the city of Quebec, at the last meeting of the local Association, completed their arrangements to attend the convention in a body, and nearly all the teachers in Montreal propose taking advantage of the hospitality of the good folks of Huntingdon.

—The House of Lords has recently rendered a decision of interest to all professors and students. Mr. Sime, a student, took *verbatim* reports of Prof. Edward Caird's lectures at Glasgow, and had them printed, arguing, in common with his publisher, that having been spoken in public, they were common property. It was held, however, by this great authority, that they were still, though thus delivered to a limited audience, the property of their author and utterer, and within his control.

—The following is a list of some of the endowments which the universities on the other side of the line are said to possess. Canada is certainly working hard to place her institutions in a permanent position in regard to endowments, but she has a long way to travel before she can amass such princely fortunes for her colleges as the following:—That of Girard College has come to be the largest. It is said to be at present \$10,000,000; Columbia, \$5,000,000; John Hopkins, \$4,000,000; Harvard, \$3,000,000; Princeton, \$3,500,000; Leigh, \$1,800,000; Cornell, \$1,400,000. Senator Stanford's University in California will have \$20,000,000 to start with, and will be open to young

women as well as to young men, and all the laboratories and libraries will be used by the two sexes in common, and it is his intention to see that his professors are not over-burdened by under-graduate teaching.

— The *Schoolmaster* seems to think that some of the prominent educationists of England should have shared in the honors distributed during the festivities in connection with the Queen's Jubilee. A few months ago, the announcement was made of the honor conferred upon Sir Philip Magnus, and probably the fact that the ice had thus been broken has induced our contemporary to grumble. This is what it says:—"The Jubilee honors for educationists—where are they? J. C. Cuthbertson, Esq., of the Glasgow School Board, is made a knight; Henry Longley, Esq., Chief Charity Commissioner, receives a C.B., as also does H. Craik, Esq., Secretary of the Scottish Education Department. These are all. Considering the important part educationists play in the advancement of the country, we should have thought there might well have been more. We have not a word to say against these gentlemen, but not one of them is engaged in school work, not one is a representative of the great teaching body. Surely, among the masters of our great schools there are men who deserve recognition for their work's sake as much as any in the *Gazette*, and in whom the whole profession might have been honored. The work of the school-room has yet to find its due recognition in England. Honors have even been awarded to elementary teachers in a neighboring State, but the profession is passed over in silence in our country on this joyful occasion of the Queen's Jubilee."

— The younger Vanderbilts are doing a grand work in the way of donations to public institutions. In addition to the series of gifts to the College of Physicians and Surgeons, may be mentioned the presentation by Cornelius Vanderbilt of Rosa Bonheur's magnificent picture to the Metropolitan Museum. George W. Vanderbilt intends to build and equip a free circulating library on Jackson Square.

— The National Association for the promotion of Technical Education has issued the following short statement of its proposed objects. The general aim of the association will be to

bring into force the recommendations already made by several Royal Commissions, as well as to effect such reforms in our educational system as will develop in the best way the intelligence of those of all classes upon whom our industries depend. The following objects will probably engage the early attention of the association:—1. The encouragement of educational reform, whether by legislation or otherwise, to be carried out by the following amongst other means:—(a) The promotion in our primary schools of the better training of the hand and eye by improved instruction in drawing, in the elements of science, and the elementary use of tools. (b) The introduction of such changes in the present system of primary instruction as may be necessary to enable children to take advantage of technical teaching. (c) The more extended provision of higher elementary schools, where technical education may be provided for those who are fit to take advantage of it. (d) The reform of the present system of evening schools, with special provisions for the encouragement of technical (including commercial and agricultural) instruction. (e) The development, organization and maintenance of a system of secondary education throughout the country, with a view to placing the higher technical education in our schools and colleges on a better footing. (f) The improvement of the training of teachers, so that they may take an effective part in the work which the association desires to forward. 2. The formation of a central consultative body, which will give opportunities for conference between persons of various classes and from different localities, will form and influence public opinion, and will obtain public support for the furtherance of technical education. 3. The collection of information as to the existing means for carrying out the work of technical education, and the best methods of extending and organizing it throughout the United Kingdom. 4. The preparation, in a proper form, of information to be obtained from reports of Commissions, Consular reports, and from various other sources (including, if necessary, special inquiries at home and abroad), for diffusion throughout the country. By these and other means, the association desires to bring about the organization and co-ordination of the industrial education of both sexes in accordance with the needs of various localities.

With the view of assisting the Executive Committee in their work, it is proposed to form from the Council several sub-committees, for the purpose of considering the various subjects with which the association proposes to deal.

— In the Cambridge classical tripos this year a student has gained the unprecedented distinction of being the only candidate whom the examiners have deemed worthy of being placed in the first class. The student who has attained this unusual honor is a lady. Of course, students have taken places in the first class before now; but this year no gentleman has passed in the highest division. There never was a year in which there was only one gentleman who took a first class. As it is not to be supposed that the classical men at Cambridge at present are duller than their predecessors, the only way of accounting for their being consigned to inferior classes this year is to take it for granted that their lady competitor acquitted herself so brilliantly, that the examiners had to put her in a division by herself.

— The alumni of the University of Paris numbered nearly 11,000 last year. Of these, no fewer than 3,786 were studying for the legal profession, while 3,696 were attending the courses in the school of medicine. Pharmacy engaged the attention of 1,767 students, letters of 928, and science of 467. The faculty of theology is very far from being as flourishing as it was in the days of Ableard, and only thirty-five young men having attended the lectures in this department in 1886. The female students numbered 167, of whom 108 were qualifying for a medical career, while fifty-one were engaged in literary studies. There were seven lady scientists, and only one lady lawyer.

— At the closing exhibition for the session of Morrison's Academy, Crieff, Sir William Muir, K.C.S.I., principal of Edinburgh University, presented the prizes. Having referred to the healthy and admirable condition in which the school was, as seen from the report of the examiner, he said there was one particular thing in this institution he was struck by, and that was the admitting of boys at half fees who had passed with distinction at the public schools, which was equivalent to a bursary. This was one of the old sentiments of our Scottish system of the parish school, by which means, promising, diligent, earnest and able

boys, rose, step by step to the universities, and went forth into the world and earned distinctions there. And why should the boy from the village—the ploughboy, it might be—who placed his foot on the lower rung of the ladder, not have the opportunity of rising, step by step, until he reached the highest distinction in the land? There was no fear of favour now-a-days, and the very lowest had a chance to rise, if they had only industry, faith and virtue, and the persistent courage which was characteristic of the Scottish nation, and which led them to gain distinction in every country to which they went.

— The *American Journal of Education* has received a complaint from one of its advertising patrons which is unique in its way. The notice which the publishers of an educational periodical receives to stop a certain advertisement is seldom a pleasant communication to them, yet the publishers of the above journal must have been anything but displeased when they received from Messrs. Pierrot & Son a note to the following effect:—"It may seem strange to you for us to ask you to discontinue our advertisement, especially when we state that the reason for this request is based upon the fact that we receive more inquiries from it than we can possibly attend to."

— We fully agree with the *Schoolmaster* in its statement that "It is a common thing, but not always a desirable one, to make the teachers' salary depend largely upon the school fees received. The Department has set its foot against the practice of farming schools, and modifications of the plan are not to be commended. The best arrangement is to give the teacher a fixed salary, and thus free him from a wearing anxiety with regard to grants and fees, and leave his mind undisturbed, that he may devote himself to the best interests of his pupils. The work is wearing enough itself without the introduction of needless worry and anxiety. Young teachers frequently favour the arrangement, because to compensate for the greater risk, there is often a prospect of larger returns; but under the circumstances in which public elementary schools are carried on, it is an unsound principle to adopt, unless a fair and sufficient minimum salary is guaranteed."

— The new Boston School Committee has decided to restrict the present course in arithmetic in the public schools in that city.

The decision will be a welcome relief to scholars and parents. There is, perhaps, no study which so taxes the mental and physical strength of the young as the arithmetic. It demands a discipline and reasoning power beyond that generally possessed by scholars in the public schools. The plea is that study trains and strengthens the mental powers, but it is to be feared that it more often wearies and disgusts. General Walker has been largely instrumental in influencing the School Committee to take its action.

— Parents should be cautious in dealing with complaints from their children. The following instance is an example of a reckless charge made against a pupil-teacher in England. At the Southwark Coroner's Court, an inquest was lately held on the body of Charles Rowe, aged nine years:—The evidence showed that the boy came home from school one Wednesday afternoon with a wound on his forehead, which he said had resulted from a youth named Harvey striking him in the school, and from his having fallen over a boy's foot while running out at the school gates. The injury was covered over with plaster and the deceased appeared to progress favourably till Sunday, when he complained of feeling cold. On Monday, he went to school, but in the evening again said he was cold and gradually became drowsy. He continued to get worse, and became insensible, and died at four a. m. next day. Frederick Harvey, the pupil-teacher in question, denied having struck the deceased. He admitted, however, having pushed him on the day in question because he was a bad boy, but was positive the deceased neither fell on the ground nor struck his head against a wall. A school-fellow named George M'Donald deposed that the deceased tripped over his foot and struck his head on a sink, causing it to bleed. Henry Faulkner, surgeon, who was called to the deceased shortly before death, deposed to making a post-mortem examination, which showed that death was the result of blood poisoning, brought on by the plaster on the wound not having been removed and the wound properly cleansed and dressed. The pus could not escape, and had become absorbed in the blood. Had the injury been properly attended to, the deceased's life would have been saved. The jury returned a verdict of accidental death, and said they considered there was no reflection on the pupil-teacher Harvey.

— Professor Huxley, advocating a free library for Marylebone, said the establishment of free libraries must be regarded as one of the most important and beneficent steps that could be taken at the present time. The history of great men was full of instances of people who had attained distinguished positions with no better outfit than the faculty of reading. But the utilization of this faculty must be determined by the accessibility of books. Not one man in ten thousand was possessed of real grip and intellectual capacity, and it was one of the greatest social problems how to catch those men and turn their ability to account. If all the money expended upon free libraries only enabled them to bring one such man into prominence, the thing would be dirt cheap. Another point upon which he wished to lay stress was this. Next to earning one's living, the most important thing was to devise some fair and innocent means of amusement and distraction—to have the power of retiring for a while from the cares of life, and transport ourselves to another atmosphere where the weary soul might have time to rest. Amusement, people would have at any cost, and if they were not provided with innocent forms of recreation they would discover vicious ones.

— Her Majesty's great interest in education is so well known, and her liberal views on the subject so appreciated, that it would have been strange, indeed, if her responsible official—the Lord Chamberlain—had entirely ignored the teachers of public elementary schools in the arrangements for the Jubilee Service in Westminster Abbey. We have the pleasure to announce that teachers have been recognized, and that Mr. Girling, President of the N. U. E. T., has been invited to attend the Jubilee Service at Westminster Abbey as the representative of the National Union of Elementary Teachers.

Literature and Science.

— The desire for a broader culture is a light struck from the heart of humanity itself. It cannot be isolated, it cannot be confined; the very law of its existence is that it shall spread itself far and wide. Disciples gathered around the old philosophers to be taught; they in turn could not but teach others.

— Thousands crowded the halls of the scholastic universities, drawn by the charm of knowledge, themselves to be graduated as teachers; the

very condition on which they were taught was that they should teach others.

—Education has never been confined to rank. The call to thought was breathed by the winds, murmured by the streams, scattered abroad by the light, written in the beauty, harmony and glory of creation, and spoken in the inward sense and longing of the human heart. Education could not begin without, in the end, becoming universal.

—Somebody has condensed the mistakes of life, and arrived at the conclusion that there are fourteen of them. Most people would say, if they told the truth, that there was no limit to the mistakes of life; that they were like the drops in the ocean, or sands on the shore in number, but it is well to be accurate. Here, then, are fourteen great mistakes. It is a great mistake to set up our own standard of right and wrong, and judge people accordingly; to measure the enjoyment of others by our own; to expect uniformity of opinion in this world; to look for judgment and experience in youth; to endeavor to mould all dispositions alike; to yield to immaterial trifles; to look for perfection in our own actions; to worry ourselves and others with what can not be remedied; and to alleviate all that needs alleviation, so far as lies in our power; not to make allowances for the infirmities of others; to consider everything impossible that we cannot perform; to believe only what our finite minds can grasp; to expect to be able to understand everything.

—Talk is very necessary to life, and so it is cheap. The man who was talked to death never lived. It takes a certain amount of it to keep the world moving. It is like steam in the boiler of a locomotive, but as steam must be compressed, in order to move machinery, so must speech. Free steam exerts no force, neither does free talk. When it is thoroughly compacted, it makes something move.

—Schlegel, the German philosopher, classifies the educational forces of society as follows: The family, the school, the guild, the church, the state, and remarks that the school neglects as few of its duties as any one of the other four. There is not so much scolding in the school as in the average family; not so much jealousy and strife as in the guild; not so much pretense and sham as in the church; no such corrupting influences as in the political school of the state. Of all the national institutions in our land, *the common school* is the purest, and comes the nearest to filling its legitimate mission.

—The volume of the sun is about 1,330,000 times that of the earth. To give some idea of this difference, let us make a few comparisons of familiar objects. For instance, let the sun be represented by a man weighing 190 pounds. There are 7,000 grains in a pound avoirdupois, and this multiplied into 190 gives us 1,330,000. Now a grain may be represented by the kernel of wheat, which was in fact the original of the grain weight. So you have on the one hand the sun represented by a large man, and on the other the earth by a grain of wheat.

Practical Hints and Examination Papers.

—The true teacher knows where to draw the inestimable line of division between teaching and telling. It may be stated in a few words : Tell a pupil those points in a subject of study which are clearly beyond the scope of his reason or observation ; but from that point onward, bearing in mind always the foundation principle that *he is to be taught to think*, throw him upon his self-activity.

—To CONSTRUCT A TELEPHONE THAT WILL ANSWER THE PURPOSES OF SEVERAL HUNDRED FEET.—Cut a circular aperture about 6 inches in diameter in a board. Over this tack a piece of parchment. To a wire, solder a button or disk one inch in diameter. Pass the wire through a hole in the center of the parchment, support the latter horizontally, wet it, and suspend a weight to the wire. Prepare two of these. When dry, place one at each end of the line and stretch a wire tightly between them, drawing against the buttons. Where the wire goes around corners, which should be avoided as much as possible, one or more loops of marlin must be used to carry it. It must touch no solid object. If properly arranged, on talking against one drum head the sound will be reproduced by the other.

—Intersperse text work with current affairs, music, stories, poems, and facts. These are fragrant bouquets in many a child's school experience, that give sweetness to all the other work and solid zest for greater progress. These half hours thus spent instead of shortening the time, double it by imparting intense relish to all that is to be done. Then, too, there is a wonderful governing force about such excursionary rambles from the dusty path of the books and maps and charts.—*Missouri School Journal*.

—The tax-payers owe serious duties to the children of their fellow citizens. If you fulfill them wisely they will become your benefactors. If you neglect these duties, the children of the poor, the vagrant, the drunkard, the dissolute, will grow up as pests to morals, to property, to life itself, like blinded Samson among his foes.

—Have you ever watched an icicle as it formed ? You noticed how it froze one drop at a time, the icicle remained clear and sparkled brightly in the sun ; but if the water were but slightly muddy, the icicle looked foul, and its beauty was spoiled. Just so our characters are formed. One little thought or feeling at a time adds its influence. If every thought be pure and right, the soul will be lovely, and will sparkle with happiness ; but if impure and wrong, there will be final deformity and wretchedness.

—The Roman soldier used to be trained to use his left hand as well as his right. This was done so that if he happened to lose his right hand in action he could carry on the fight with his left. Our American soldiers who have suffered that loss have trained the left hand to a more beneficent use. A gentleman in New York city, awhile since, took it into his

head to collect specimens of writing from soldiers who had lost their right hand in battle and afterward learned to use the left. He gave public notice of his desire, and offered prizes for the best of these specimens. Pretty soon they began to come in, and by the time specified for awarding the prizes, three hundred samples of such left-hand writing by maimed soldiers had arrived. I have just been looking over some of this writing. A great many of the specimens are written in a beautiful manner. All are good. The writing, in nearly all cases, slants backwards instead of forward. One piece of writing, from a soldier who had lost both arms, was made by holding the pen in his mouth.

—Lay aside for a day the spelling book, and try and exercise like the following :—

Let the pupils take their slates and write their own names in full.

Write the teacher's surname.

Write the name of the county in which they live, the State, their post office address.

Tell where Scotchmen come from.

Tell how old a boy is who was born in 1879.

Write the names of four winter amusements ; of four summer amusements.

Write how many days in this month.

Write what we plant to get potatoes.

Write a definition of a druggist.

Write the names of six pieces of furniture.

Write the names of six kinds of tools.

Write the names of seven days.

Write the name of the year, month, and day of this month.

Write a verse of poetry and a verse of Scripture from memory.—*American Journal of Education*.

—The ten largest cities in the world, according to the latest estimates are London, which, with its suburbs, has a population of 4,764,312 ; Paris, 2,269,023 ; Canton (China), 1,500,000 ; New York, 1,449,000 ; Aitchi (Japan), 1,322,050 ; Berlin, 1,122,330 ; Tokio (Japan), 987,887 ; Philadelphia, 875,000 ; Calcutta, 766,298 ; and Vienna, 726,101. There are several cities in China which claim a population of 10,000,000, but as the claim is not based on any systematic enumeration, they are not included in this list.

—The *Texas School Journal* says truly that nothing will help the teacher so much as the knowledge that his fellow teachers throughout the state are interested in his work and will rejoice to know of his success.

—The following table is from an England source, and claims to be measurably correct as to the ages of the birds mentioned : Blackbird lives 12 years, Blackcap 15, Canary 24, Crane 24, Crow 100, Eagle 100, Fowl, common, 10, Goldfinch 15, Goose 50, Heron 59, Lark 13, Linnet 25, Nightingale 18, Parrot 60, Partridge 15, Peacock 24, Pelican 50, Pheasant 15, Pigeon 20, Raven 100, Robin 12, Skylark 30, Sparrow-hawk 40, Swan 100, Thrush 10, Wren 3.

—If the teacher would grow, he must use the means of growth. He must associate with his fellow-teachers, and discuss with them the principles which underlie all true teaching, and all true discipline ; he must make himself familiar with that marvel of marvels, the human mind, and the laws which govern its growth ; and he should make a constant study of the methods by which instruction can be most effectively given to the child.

—We call attention to the following expressions which are improper :—

Guess, for suppose or think. “ I guess this is right,” should be “ I think, &c.” *Guess* means “ to hit at random,” as “ I cannot guess how many cents you have.”

Drive, for to take riding. “ He took his carriage and drove me to town.” He drove the horse but not me. It should be : “ He took me to town in his carriage.”

Some, for about or probably. “ It is some five miles to town,” should be “ it is about five miles, &c.”

Storms, for rains or snows. Storm is an atmospherical disturbance, and has reference to air and wind.

Right away, for immediately. “ Come, right away,” should be, “ come at once,” or immediately.

Party, for person. Party is a gathering of people, not an individual. “ Who is that party ?” when one is meant, should be, “ who is that person, or individual ?”

Posted, for informed. As, “ he is not posted on that matter. post him on the subject.” Post means to put up a sign, or to drop a letter in the post office.

Stopping, for staying, as “ he is stopping with us,” for, “ he is staying with us.

Nice, for pretty, good, &c. “ That is nice, he is a nice boy, isn't she nice ? &c.” Something nice is delicate, exact, as a nice point in a discussion.

Try, and come, do, write, &c., for try to come, to do so, to write, &c. “ I shall try and come to see you soon,” should be, “ I shall try to come, &c.”

Funny, for odd, strange. As, “ it seems very funny to me that he does not come,” should be, “ it seems very strange, &c.” *Funny* is something amusing, full of fun.

Depot, for station. “ I will go to the Allentown depot,” should be, “ I will go to the Allentown station.” A depot is a terminal point. Station, a place along the route.

Healthy, for wholesome or healthful. “ This is not healthy,” should be, “ this is not wholesome.” “ This fruit is healthy,” means that it is sound not rotten. “ This fruit is healthful,” means that it is conducive to health, not injurious to health.

Just as soon, for just as lief. “ I would just as soon do it, as not,” should be, “ I would just as lief do it, &c.” Soon means in a short time, not rather.

Books Received and Reviewed.

EUCLID, PARTS I AND II, arranged by Messrs. Hall and Stevens, and published by MacMillan & Co., London, is a work which is sure to meet with favour. Those of our teachers who are thinking of starting a class in Geometry, should send for a copy of this work, which is as concise as Young's, and contains many valuable hints in connection with the investigation of deductions. Without deductions, Euclid is of very little importance as a mind strengthener; with this text-book in hand, the pupil will find the study of deductions pleasant and interesting.

SECOND PHONOGRAPHIC READER, by Andrew H. Graham, author and publisher, 744 Broadway, New York. The young phonographist will find such a work as this of great assistance in gaining familiarity with his art. The difficulty in phonography is not in the writing but in the reading of the glyphs. This book used as a reader will tend to make the reading of such easy.

MACMILLAN'S FOREIGN SCHOOL CLASSICS, published by the Messrs MacMillan, London, England, will be favourites in the hands of the teacher of German who is thorough in his work. Schiller's *Wilhelm Tell*, is one of the volumes we have received. It is edited by Mr. G. E. Fasnacht, whose introduction and annotations are all that can possibly be desired. Schiller's *Wallensteins Leger*, is the second volume which has come to hand. It is arranged by H. B. Cotterill, M.A., F.R.G.S., and forms a neat little volume of 112 pages, including introduction and notes. Mr. Cotterill has done his work exceedingly well. The whole series is to be under the supervision of Mr. Fasnacht, and a more careful editor it would be difficult to find. As class-books, the two volumes are simply gems.

THE TEACHING OF GEOGRAPHY, by Archibald Geikie, LL.D., F.R.S., published by MacMillan & Co. It is now over twenty years since the writer had the privilege of hearing Dr. Geikie deliver a popular lecture on his favourite subject—*Rocks*, and the volume under review shows that he has lost none of the sweetness of simplicity which marked his explanations in his earlier days. Dr. Geikie is of opinion that the subject of Geography is neglected in our common school course of study, and he has written this book to excite more interest among our teachers in the subject as a branch of school-study. His object has been to indicate how even among the youngest children, in every rank in life, an intelligent interest may be awakened and stimulated in the world around them; how they may be encouraged to look at things with their own eyes, and draw from them their own conclusions, and how in this way, their conceptions of their immediate surroundings, of their country, and of the whole globe, may, from the very outset, be made vivid, accurate and enduring. In other words, Dr. Geikie writes in the interests of the New Education whose scientific foundations are as old as the hills and rocks of which the learned author's knowledge is so profound.

THE EARTH IN SPACE, a manual of Astronomical Geography, by Edward P. Jackson, A. M., of the Boston Latin School, published by Messrs. D. C. Heath & Co. The external appearance of this little book is sufficient recommendation in itself. But when the teacher peeps into its neatly arranged pages to the number of seventy, he soon discovers that such is by no means its only recommendation. The diagrams are what the young student will take special pleasure in, when this text-book is placed in his hands. We would like to see this little volume authorized for use in the province of Quebec.

THE BEGINNER'S ANATOMY, AND INTERMEDIATE PHYSIOLOGY AND HYGIENE, are two volumes prepared for use in school, by John C. Cutler B.Sc., M.D., late of Japan, and published by J. B. Lippincott Company, Philadelphia. Both of these books are excellent, yet it will hardly be possible for our teachers to introduce a grading of studies in this subject, important as it certainly is. The mean between the two books is what is wanted, as in our opinion it is not advisable to enter upon the study of the subject, except by means of oral lessons, until the child is able to read fluently in the upper standard or grades. The teacher, however, who requires a text-book for himself, will find these books of great service in preparing for his oral lessons.

LIGHTS OF TWO CENTURIES, edited by the Rev. E. E. Hale, and published by Messrs. A. S. Barnes and Company, New York, and Chicago. We know of no volume more suitable for a prize book than such a work as this. The work is a collection of the "footprints in the sands of time" by the sculptors, painters, prose writers, musical composers, poets and inventors of the world. As the author says, "the lives and works of master-minds are of an educational value, and it is especially for those devoted to the great cause of education that this book has been prepared." In a word, no school library should be without this volume. The biographical sketches are well written, the notes are of the most interesting kind, and the fifty portraits which it contains of the selected great men of the world, are taken from the most authentic source.

THE LEADING FACTS OF ENGLISH HISTORY, by D. H. Montgomery, published by Messrs. Ginn and Company, Boston. This is a second edition of Mr. Montgomery's work, revised and corrected, and further illustrated with maps and genealogical tables. The book is designed as a text-book in our High Schools and Colleges, where the growth of a nation through events is of more importance as a study than the events themselves. The book has been got up in the publisher's very best style, neatly printed, and handsomely bound.

HISTORY OF ENGLAND FOR JUNIOR CLASSES, edited by Professor Meiklejohn of St. Andrew's University, and published by William Blackwood and Sons, Edinburgh. This little volume has been sent to us with the series of readers issued by the same firm, which we will review next month. The book is for elementary classes, and has been prepared with special care in the matter of style, arrangement, and illustrations; while the fact that it has passed through the hands of Mr. Meiklejohn as supervising editor, is a recommendation in itself, which cannot be overlooked.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, 21st September, 1887.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present:—The Right Rev. James W. Williams, D.D., in the chair; R. W. Heneker, D.C.L.; the Hon. James Ferrier, the Rev. George Matthews, D.D., the Ven. Archdeacon Lindsay, M.A., E. J. Hemming, Esq., D.C.L., G. L. Masten, Esq., the Rev. George Weir, LL.D., Sir William Dawson, C.M.G., LL.D., the Rev. Canon Norman, D.C.L., the Rev. George Cornish, LL.D.

A letter was read from the Hon. Mr. Justice Church, regretting his inability to be present at the meeting.

The following correspondence and communications were submitted by the Secretary for the consideration of the Committee:

1. From Mr. Max Liebich, Berthier, submitting testimonials as to his standing as a teacher, and asking that a diploma be granted him without an examination.

The Secretary was instructed to inform Mr. Liebich that, in order to obtain a diploma, it will be necessary for him to comply with the regulations of the Committee.

2. From A. L. Gilman, Esq., Cowansville, applying for a first class Academy Diploma under the regulations of the Committee, and submitting the necessary certificates.

The Committee agreed to recommend that a first-class Academy Diploma be granted to Mr. Gilman.

3. From Messrs. Binmore & Son, London, Eng.; T. D. McKay, Business College, Kingston, and J. A. McMillan, St. John, N.B., submitting school text-books for approval.

The Committee agreed to refer these communications to the Sub-committee on Text-books.

4. From D. M. Gilmour, Esq., Sorel, applying for the position of School Inspector.

The Secretary was instructed to inform Mr. Gilmour that there are no vacancies among the Protestant inspectors at present, and that public notice will be given of future vacancies.

5. From F. W. Kelley, Esq., Ph. D., Secretary of the Provin-

cial Association of Protestant Teachers, inviting members of the Committee to be present at the next annual meeting, to be held at Huntingdon the 19th, 20th and 21st of October next.

The invitation was received, and the Secretary was instructed to express the thanks of the Committee for the same.

6. From the Department, submitting the following tabulated statement concerning July meeting of the Protestant Divisions Boards of Examiners:—

PROTESTANT DIVISIONS OF BOARDS OF EXAMINERS.

TABULATED STATEMENT OF RESULTS OF EXAMINATIONS, JULY, 1887.

PROTESTANT DIVISIONS.	Candidates Examined.			No. of Failures.			Numbergranted Supplementary Examination.	Successful Candidates.					Total Number of Diplomas granted.
	Male.	Female.	Total.	Males.	Females.	Total.		Elementary.			Model.	Academy.	
								1	2	3			
Montreal	3	23	26	1	11	12	2	0	4	7	3	0	14
Sherbrooke....	5	27	32	4	17	21	14	4	4	0	2	1	11
Quebec	4	16	20	1	4	5	3	1	8	4	2	0	15
Bedford	1	50	51	0	15	15	12	0	31	5	0	0	36
Stanstead....	1	6	7	0	0	0	0	1	6	0	0	0	7
Richmond	2	9	11	1	0	1	0	0	7	3	0	0	10
Gaspé	0	1	1	0	1	1	0	0	0	0	0	0	0
Bonaventure...	0	0	0	0	0	0	0	0	0	0	0	0	0
Aylmer	2	11	13	0	10	10	5	0	3	0	0	0	3
Pontiac	1	2	3	0	0	0	0	0	1	2	0	0	3
	19	145	164	7	58	65	36	6	64	21	7	1	99

The Committee agreed that the examination in the Art of Teaching for the Elementary Diploma should be based upon the following selections from Baldwin's Art of School Management (Gage's Edition), viz:—

- Part I., Chapter VII., School Hygiene,
- Part II., School Organization,
- Part III., School Government,
- Part VI., Chapter I., Principles of class management,
- “ Chapter II., Lessons and class work,
- “ Chapter VI., Art of Questioning,

and that the examination for a Model School or Academy Diploma should include Gladman's School methods in addition to this.

The Secretary was requested to remind the Academies and Model Schools that Physiology and Hygiene now formed part of the regular Course of Study.

7. From the Department concerning the division of the Board Examiners of Three Rivers.

The Committee agreed to request the Superintendent to recommend the Lieutenant Governor in Council to organize the Board of Examiners, Three Rivers, into two divisions, Protestant and Roman Catholic, and to appoint the Rev. J. H. Jenkins, the Rev. G. R. Maxwell and Alex. Houliston, Esq., B.L.C., members of the Protestant Division.

8. From the Department concerning the recent re-arrangement of the Protestant Inspectorates of the Province.

“By Order in Council of the 16th July, 1887, the districts of the Protestant Inspectors were re-arranged as follows :—

INSPECTOR.	INSPECTORATE PROTESTANT SCHOOLS IN	SALARY.
Rev. W. G. Lyster.—	Counties of Gaspé and Bonaventure.....	\$ 550
Bolton Magrath.—	Counties of Ottawa and Pontiac	800
James McGregor.—	Counties of Huntington, Hochelaga, Soulanges and Vaudreuil, those of the city of Montreal, those of Lachute, St. Andrew's, Wentworth, Arundel, Harrington, and Gore, Co. of Argenteuil, those of Valleyfield, St. Louis de Gonzague, County of Beauharnois, those of Howick, Ormstown, and St. Jean Chrysostome, Co. of Chateauguay, those of St. Lambert, Co. of Chambly, and those of Lacolle, Co. of St. John.....	1000
Rev. M. M. Fothergill.—	City of Quebec, Counties of Quebec, Port- neuf, Levis, Megantic, Dorchester and Lotbiniere.....	650
William Thompson.—	Counties of Wolfe, Compton, Stanstead, less Magog	900
Henry Hubbard.—	Counties of Drummond, Richmond, Sherbrooke, Shefford, Tingwick, in Arthabaska, and Magog, in Co. of Stanstead.....	1000
James McLaughlin.—	Counties of Brome and Missisquoi.....	500

Moved by Dr. Heneker and seconded by Dr. Mathews, “That this Committee approves the action of the Secretary of the Department in connection with the re-arrangement of the Protestant Inspectorates, and is gratified that this much needed improvement has been made.”—Carried.

The Secretary presented the following financial statement of the funds of the Committee, which was received, examined and adopted :—

FINANCIAL STATEMENT OF FUNDS OF PROTESTANT COM., 1887.

Superior Education Funds.

RECEIPTS.

March 1—Balance on hand.....	1,085.00	
June 13—Interest on Marriage License Fund.....	1,400.00	
Expenditure none.		
Sept. Balance on hand.....		<u>2,485.00</u>

Contingent Fund.

RECEIPTS.

March 1—Balance in hand.....	1,782.35	
June 30— “ Common S. Fund.....	553.00	
“ “ C. P. I. Fund.....	76.00	
“ “ Superior Ed. Fund.....	75.00	
Sept. 13—Revenue from Normal School Fees.....	225.88	
		<u>2,712.23</u>

EXPENDITURE.

June 30—Dr. Harper's Salary.....	250.00	
Dr. Harper's travelling expenses.....	250.00	
		<u>500.00</u>
Sept. 21—Balance in hand.....		2,212.23
Sept. 21—Total balance in hand.....		<u>\$4,697.23</u>

Audited and found correct,

(Signed,)

R. W. HENEKER.

21st September, 1887.

The Committee agreed :—

“That a Sub-committee, consisting of Rev. Dr. Mathews, Dr. Heneker and the Chairman, do wait upon the Premier, to procure information as to the intentions of the Government respecting amendments to the School Law, and also upon the Treasurer, concerning the investment of the Marriage License Fund.”

The Chairman reported, on behalf of the sub-committee on the consolidation of the regulations of the Committee, that the Secretary had not been able to collect the materials necessary for their work, and that they accordingly report progress and beg leave to sit again.

The report was received and the sub-committee continued.

The Secretary of the Department submitted a report of the Teachers' Institutes, held during the months of July and August.

It was moved by G. L. Masten, Esq., seconded by Dr. Mathews, and resolved,—

“That this Committee, having heard the report of the Secretary concerning the Teachers’ Institutes, do receive the report and desire to express their gratification at the success and usefulness of the Institutes, and their thanks to the lecturers.”

The Chairman reported that the sub-committee on the Secretary’s salary recommended that the salary be \$200, to be paid to him from the funds at the disposal of the Committee, and that \$100 be paid for additional services rendered. The report was adopted.

The memorandum concerning the distribution of the Protestant Superior Education Grants, submitted by the Secretary of the Department at the last meeting, then came up for consideration.

It was agreed to refer the memorandum to a sub-committee, consisting of the Chairman, Rev. Dr. Cook, and Hon. Jas. Ferrier, with instructions to examine into the questions raised in the memorandum and to report at next meeting.

The Secretary submitted for the information of the Committee the following summary of Semi-Annual Financial Statement of the McGill Normal and Model Schools, from the 1st January to the 30th June, 1887:—

McGILL NORMAL AND MODEL SCHOOLS, IN ACCOUNT WITH THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

1887.	DR.	
January 1—To Balance from 31st Dec.....		356.54
Half year’s interest.....		12.65
Model School fees received.....		2,025.70
Amount of Cheques from Normal School’s Grant.....		6,198.99
Robert Staveley, repairs.....		149.97
		<u>\$8,743.85</u>
	CR.	
By Normal School Salaries.....	4,302.10	
Assistant Teacher’s Salaries.....	2,071.40	
Books and Stationery.....	425.55	
Light and fuel.....	141.02	
Water-rates.....	32.41	
Contingences.....	137.40	
Printing and advertising.....	78.93	
Repairs.....	163.81	
Bursaries.....	942.00	
Balance Model School fees.....	279.92	
Cash in hand,—Repairs accepted.....	149.97	
Balance.....	19.34	
		<u><u>\$8,742.85</u></u>

The Secretary also submitted for the information of the Committee, the annual tabular report of the McGill Normal School, and also tabular sheets showing in detail the marks gained by the pupil-teachers at the sessional examinations of the Normal School, held in May last.

The sub-committee, appointed to wait on the Premier, reported:

First,—That the Premier had given orders to the Secretary of the Department to have the amendments, proposed to the school law by the Committees of the Council of Public Instruction, printed for use of the Committees.

Second,—That in reference to the investment of the Marriage License Arrears Fund, the Premier referred the deputation to the Treasurer.

Dr. Harper, Inspector of Superior Schools, was then called upon to read the Report of the Board of University Examiners, which contained a detailed criticism of the results of the examination in each subject. The report was received, and such portion as seemed desirable, ordered to be published under the supervision of the Chairman and Secretary.

Dr. Harper then submitted his general annual report upon the Inspection and Simultaneous Examination of the Protestant Academies and Model Schools. The report was received and ordered to be printed.

The Committee took up the consideration of the report and tabulated statements submitted by the Inspector of Superior Schools, and after consideration, decided to recommend that the following be the list of grants for the year 1886-87.

I. THE UNIVERSITIES AND COLLEGES.

1. From Marriage License Fees.

McGill University	\$2,500.00	
Morrin College	1,250.00	
University of Bishop's College	1,250.00	
	<u> </u>	\$5,000.00

2. From Superior Education Fund.

McGill University	\$1,650.00	
Morrin College	500.00	
St. Francis College	1,000.00	
University of Bishop's College	1,000.00	
	<u> </u>	4,150.00
		<u> </u>
		\$9,150.00

II. GRANTS TO ACADEMIES.

1. Waterloo	\$200	\$350
2. Huntingdon	200	350
3. Lachute	200	300
4. Coaticooke	200	150
5. Cowansville	200	150
6. Inverness	200	150
7. Sherbrooke	200	100
8. Knowlton	200	50
9. Bedford	200	...
10. Clarenceville	200	...
11. Dunham	200	...
12. Lacolle	200	...
13. St. Johns	200	...
14. Three Rivers	200	...
15. Cote St. Antoine	150	...
16. Granby	150	...
17. Shawville	150	...
18. Hatley	100	...
		<hr/>
		\$4,950.00

SPECIAL SCHOOLS.

Montreal High School (Girls)	\$200
Quebec High School (Girls)	200
Compton Ladies' College	200
Stanstead Wesleyan College	400
	<hr/>
	\$1,000.00

III. GRANTS TO MODEL SCHOOLS.

1. Aylmer	\$50	\$100
2. Ormstown	50	100
3. Portage du Fort	50	100
4. Sutton	50	100
5. Hemmingford	50	75
6. Mansonville	50	75
7. Waterville	50	75
8. Ulverton	50	25
9. Bolton	50	...
10. Berthier	50	...
11. Bury	50	...
12. Bryson	50	...
13. Clarendon	50	...
14. Cookshire	50	...
15. Como	50	...
16. Frelighsburg	50	...
17. Farnham	50	...
18. Grenville	50	...
19. Gould	50	...

20. Hull.....	\$50	...
21. Leeds.....	50	...
22. Lachine.....	50	...
23. Magog.....	50	...
24. Marbleton.....	50	...
25. Richmond.....	50	...
26. Rawdon.....	50	...
27. Sorel.....	50	...
28. St. Sylvestre.....	50	...
29. Stanbridge.....	50	...
30. Valleyfield.....	50	...
31. Warden.....	50	...
	<hr/>	\$2,200.00

SPECIAL SCHOOLS.

Gaspé Basin.....	100	
Paspebiac.....	100	
New Richmond.....	100	
	<hr/>	\$300.00

Total amount distributed..... \$17,600.00

Proposed by Dr. Matthews, seconded by Rev. Canon Norman, and resolved,—

“That since Dr. Harper inspects and examines a considerable number of Elementary Schools (between 50 and 60) that are in connection with Model Schools or Academies, and which, under existing arrangements, would fail to be inspected but for him, though his doing so is outside of his special duty as Inspector of Superior Schools, the Committee respectfully ask the Government to take this matter into consideration, and to give him some suitable remuneration for this special work.”

The Committee agreed that the Rev. Canon Norman, Dr. Heneker and Dr. Mathews, be a sub-committee to confer with the University Committee of the McGill Normal School, and with the Honorable the Superintendent of Education, as to the appointment and removal of professors of the Normal School, and to report at next meeting.

The Committee agreed that the divisions of British and Canadian History for the course of study be as follows:—

British History,—

- Grade I. to the Tudor Period.
- “ II. Tudor and Stuart Periods.
- “ III. Brunswick Period, and review.

Canadian History,—

- Grade I. French Rule.
- “ II. English “
- “ III. Review.

On motion of Sir Wm. Dawson, seconded by R. W. Heneker, Esq., it was resolved,—

“That this Committee, referring to its suggestions of Feb. 1881, and to the Bill submitted by the Hon. W. W. Lynch at the last session of the Legislature, desires to invite the attention of the Government, of the Roman Catholic Committee, of the Department of Public Instruction, and of the Universities, to the importance of securing in the matter of the examinations for admission to the study of the professions, the following privileges:—

1. The recognition of the degree of B.A., granted by the Universities of this Province, as evidence of a liberal education qualifying candidates to enter on the study of the professions without the preliminary examination demanded by the professional bodies.

2. The institution of a uniform standard of examination for those candidates not having the degree of B.A., and this in conformity with the systems of superior education under the Roman Catholic and Protestant Committees respectively.

That this Committee is of opinion that this may be secured either (1) by appointing a Board of Examiners, acting under the two Committees, and organized in two sections as provided in the Bill of the Hon. W. W. Lynch, or (2) by requiring the several professional councils to submit annually to the Committees, for approval, the details of their standards of examination, so that the requirements of the professions shall be harmonized with the education actually given in the higher schools under the jurisdiction of the two Committees.”

“That the Chairman, Dr. Mathews, Dr. Weir, Dr. Heneker and Sir William Dawson, be a sub-committee to confer with all persons concerned in the above matter with the view of securing adequate legislation on the subject.”

The Committee then adjourned to meet on the last Wednesday in November, or earlier on the call of the Chairman.

True Copy,—Confirmed,

(Signed,)

J. W. QUEBEC,

Chairman.

ELSON I. REXFORD, *Secretary.*

—The next meeting of the Protestant Committee of the Council of Public Instruction, will be held on Wednesday the 25th of November.

—All applications for pensions by officers of primary instruction must be forwarded to the Department of Public Instruction, before the 1st of November next. Address, E. I. Rexford, Secretary of the Department.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF THE ACADEMIES, 1887.

ACADEMIES.	Grand Total Marks.	Total general averages per cent.	Percentage for each pupil.	No. of pupils enrolled.	No. of pupils presented.	Pupils in Grade I.			Pupils in Grade II.			Pupils in Grade III.			Total.		Geo-metry.		Algebra.		Latin.		Greek.		French.				
						Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Failed to take any marks.	Passed.	Failed to take any marks.	Passed.	Failed to take any marks.	Passed.	Failed to take any marks.
Bedford	5773	572	44	44	13	5	2	3	8	8	0	0	0	0	10	3	3	7	2	7	3	7	0	10	3	5			
Coaticook.....	10632	1440	72	98	20	15	15	0	5	5	0	0	0	0	20	0	19	0	20	0	18	2	2	3	18	2			
Clarenceville.....	3051	336	56	40	6	2	2	0	4	4	0	0	0	6	0	5	1	3	3	4	0	0	6	6	0				
Cote St. Antoine	8782	722	33	67	19	0	0	0	12	9	3	7	0	7	9	10	4	9	1	15	8	1	0	19	14	0			
Cowansville	11924	1560	52	75	30	22	17	5	6	4	2	2	1	1	22	8	18	11	21	8	3	24	0	8	17	10			
Dunham.....	4670	500	50	56	10	4	3	1	6	6	0	0	0	0	9	1	5	5	4	6	3	7	0	6	5	5			
Granby	4518	602	54	60	13	13	12	1	0	0	0	0	0	0	12	1	1	9	2	5	2	6	0	0	6	2			
Hatley.....	2522	240	40	48	6	0	0	0	6	4	2	0	0	0	4	2	2	3	4	2	0	6	0	6	1	5			
Huntingdon	22815	2520	72	58	35	20	20	0	8	8	0	7	5	2	33	2	32	2	34	1	21	0	13	2	27	3			
Inverness.....	9249	1480	74	63	20	17	17	0	1	1	0	2	2	0	20	0	5	15	6	14	3	17	3	17	8	12			
Knowlton.....	6624	920	46	52	20	15	10	5	1	1	0	4	1	3	12	8	6	4	10	4	0	13	0	5	5	5			
Lachute.....	20572	2340	52	47	47	31	25	6	6	6	0	10	4	6	35	12	22	17	26	19	18	17	6	3	23	19			
Lacolle	7694	693	63	41	11	3	2	1	8	8	0	0	0	0	10	1	7	4	4	7	8	3	0	0	9	1			
St. John's.....	3556	287	41	52	7	0	0	0	7	6	1	0	0	0	6	1	4	0	2	5	2	4	7	0	6	1			
Shawville.....	4432	497	70	22	7	0	0	0	7	6	1	0	0	0	6	1	6	0	5	1	6	0	2	4	5	1			
Sherbrooke (Boys)...	5726	740	74	23	10	8	8	0	2	2	0	0	0	0	10	0	10	0	9	1	3	1	0	0	7	2			
Sherbrooke (Girls)...	9079	1320	66	28	20	16	15	1	4	4	0	0	0	0	19	1	14	6	15	0	6	5	0	0	14	1			
Stanstead.....	15046	1696	53	110	31	15	12	3	12	12	0	4	3	1	27	4	16	14	24	6	19	8	4	12	17	3			
Three Rivers.....	4285	476	68	43	7	3	3	0	4	4	0	0	0	0	7	0	7	0	3	3	7	0	0	7	7	0			
Waterloo	27727	3350	67	127	50	35	35	0	8	8	0	7	7	0	50	0	28	22	32	18	35	15	14	1	46	4			

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF THE MODEL SCHOOLS, 1887.

MODEL SCHOOLS.	Grand Total Marks.	Total general averages per cent.	Percentage for each pupil.	No. of pupils enrolled.	No. of pupils presented.	Pupils in Grade I.			Pupils in Grade II.			Pupils in Grade III.			Total.		Geo-metry.		Algebra.		Latin.		French.					
						Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed to take any marks.	Passed.	Failed to take any marks.	Passed.	Failed to take any marks.	Passed.	Failed to take any marks.	Passed.	Failed to take any marks.
Aylmer.....	14985	2691	69	74	39	26	17	9	6	6	0	7	7	0	30	9	10	3	13	0	10	3	20	19				
Berthier.....	3025	468	78	21	6	6	6	0	0	0	0	0	0	0	6	0	6	0	6	0	6	0	6	0				
Bolton.....	1552	129	43	16	3	0	0	0	0	0	0	0	0	0	2	1	2	1	2	1	1	2	2	1				
Bryson.....	3506	649	59	49	11	8	3	5	3	3	0	0	0	0	6	5	0	0	3	0	0	0	2	9				
Bury.....	4514	520	65	45	8	1	1	0	5	5	0	2	2	0	8	0	2	0	2	2	0	0	6	1				
Clarendon.....	5034	1050	75	30	14	12	10	2	2	2	0	0	0	0	12	2	0	0	2	0	0	2	10	2				
Como.....	4567	676	52	32	13	6	6	0	7	6	1	0	0	0	12	1	0	0	0	0	3	3	12	1				
Cookshire.....	5846	754	58	31	13	5	3	2	6	6	0	2	2	0	11	2	2	0	3	5	0	4	9	2				
Farnham.....	1749	245	49	13	5	2	2	0	3	3	0	0	0	0	5	0	0	2	1	1	0	3	2	3				
Frelighsburg.....	1844	363	33	18	11	9	4	5	1	0	1	1	0	1	4	7	0	2	2	2	2	2	6	5				
Gaspé Basin.....	1894	305	61	7	5	2	2	0	2	2	1	0	0	0	4	1	0	0	3	0	0	2	2	1				
Gould.....	6308	630	45	16	14	4	0	4	5	5	0	5	5	0	10	4	5	0	9	1	0	5	9	1				
Grenville.....	8094	910	65	24	14	4	3	1	6	6	0	4	4	0	13	1	4	0	10	0	0	4	12	2				
Hemmingford.....	8667	1242	69	31	18	9	8	1	6	5	1	3	3	0	16	2	3	0	5	3	2	4	9	9				
Hull.....	4217	459	51	19	9	3	3	0	3	3	0	3	3	0	9	0	3	0	6	0	0	6	0	9				
Lachine.....	1952	374	34	30	11	8	2	7	3	2	1	0	0	0	4	7	0	0	3	3	0	1	10	1				
Leeds.....	6987	1216	64	29	19	14	14	0	5	5	0	0	0	0	19	0	0	0	5	0	0	5	18	1				
Magog.....	3977	590	59	35	10	6	6	0	4	4	0	0	0	0	10	0	0	0	8	2	0	4	8	2				
Mansonville.....	9951	1232	56	39	22	8	5	3	7	7	0	7	7	0	19	3	2	9	5	6	6	15	7					
Marbleton.....	2810	418	52	17	8	4	2	2	4	4	0	0	0	0	6	2	0	4	3	0	0	4	4	4				
Ormstown.....	13297	1749	53	47	33	11	9	2	11	11	0	11	11	0	31	2	6	4	13	3	3	18	21					
Portage du Fort.....	16090	1705	55	47	31	7	5	2	14	12	2	10	10	0	27	4	10	0	22	2	15	8	22					
Rawdon.....	4497	675	75	16	9	6	6	0	1	1	0	2	2	0	9	0	0	0	3	0	0	3	9	0				
Richmond.....	8108	912	76	69	12	0	0	0	9	9	0	3	3	0	12	0	3	0	12	0	0	12	12	0				
St. Sylvestre.....	2215	469	67	19	7	7	7	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	7	0				
Sorel.....	3608	784	49	39	16	14	5	9	2	2	0	0	0	0	7	9	0	2	0	0	0	5	13					
Stanbridge.....	2786	336	56	25	6	0	0	0	6	6	0	0	0	0	6	0	0	1	6	0	0	6	3	3				
Sutton.....	11452	1368	57	32	24	6	5	1	7	7	0	11	11	0	23	1	11	0	17	1	9	9	16					
Ulverton.....	8088	1340	67	33	20	10	7	3	9	8	1	1	1	0	16	4	3	0	7	3	1	8	7					
Valleyfield.....	6683	756	63	25	12	4	3	1	5	5	0	3	3	0	11	1	1	0	3	5	0	0	10					
Warden.....	5386	1080	60	28	18	18	17	1	0	0	0	0	0	0	17	1	0	0	0	0	0	0	16					
Waterville.....	9716	1242	54	38	23	10	9	1	8	7	1	5	5	0	21	2	6	0	12	1	0	13	7					

BOARDS OF EXAMINERS—PROTESTANT DIVISIONS.

List of Candidates who obtained Diplomas at Supplementary Examinations, Protestant Divisions Board of Examiners, Sept. 13th, 1887.

Board of Examiners.	Names of successful candidates.	Grade of Diploma.	Class of Diploma.
Aylmer	Campbell, Emma.....	Elem.	2nd.
	Carson, Fannie A.....	"	"
	Ferris, Eliza.....	"	"
	Kerr, Susan.....	"	"
Bedford	Auger, Emma.....	Elem.	3rd.
	Brack, Mary A.....	"	"
	Delpe, Anna.....	"	"
	Elliott, Mary A.....	"	"
	Grimes, Rose.....	"	2nd.
	Hungerford, Bertie Lena.....	"	3rd.
	Hurlbut, Bertie.....	"	2nd.
	Humphrey, Alice M.....	"	"
	Hall, Mary M.....	"	"
	Ladd, Luella L.....	"	3rd.
	Reynolds, Jennette F.....	"	2nd.
	Small, Jessie.....	"	"
McLean, Matilda, on Inspector's certificate of successful teaching, granted.....	"	1st.	
Montreal....	Biggar, Maggie.....	Elem.	2nd.
	Lasher, Mary L.....	"	"
	Walker, Maggie B.....	Mod.	"
Quebec	Scott, Carrie.....	Elem.	2nd.
	Watson, Sarah.....	"	"
	Watts, Hattie.....	"	"
Sherbrooke .	Ball, Isabella Brooks.....	Elem.	2nd.
	Beaton, Euphemia.....	"	"
	Cromwell, Isabella.....	"	"
	Farnsworth, Albert A.....	Acad.	"
	Hilliker, Irene.....	Elem.	"
	Little, Mary E.....	"	"
	Lorthrop, Annie L.....	"	"
	Parkin, Maud G.....	"	"
	Planche, Eva Maud.....	"	"
	Riddell, Maria.....	"	"
	Travis, Hannah.....	"	"
	Wilson, Isabella, and Blodgett, Emma C., on Inspector's certificates of successful teaching, granted.....	"	1st.