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Articles : Original and Selected.

A CAUTION TO THEORISTS.

In seeking to ascertain for ourselves what forms of instruction and discipline are really operative upon the life of a pupil and carry in them the germs of future growth ; and on the other hand what teaching it is that touches only the shell and husk of his being, and never penetrates to the sources of life at all, we do well to recur more often than we do to our own experience as learners. Those of you who are young teachers are not so far removed from childhood as to have lost the power to do this. Older teachers must supply the lapse of memory by imagination and experience. But in one way or another we should seek to put ourselves in the attitude of mind which is occupied by our pupils, to hear lessons with their ears and to see illustrations with their eyes. The elementary teacher is going, let us say, to give a lesson on some new fact in natural history. He gets together his whole formidable apparatus of blackboard, pictures, diagrams and specimens. But the testing question for him is not "How does the sketch of this lesson look in my notes or on the board? How will the lesson display my powers to the best advantage? In what light will it appear in the eyes of the head master, the inspector, or the adult critic?" but "What should I have thought of this lesson when I was a child, sitting on that bench? How would it have impressed me? How should I have liked it? How much of it should I have remembered or cared to remember?" In

like manner, it may be, he is about to select a piece of poetry for recitation. He is tempted first to think of its length, the appropriateness of its moral, the ease with which it may be explained, the sort of exercise it will give in elocution and taste. But it will be well also to put the question, "How far should I have been stimulated and enriched if, at that age, I had learned the same verses? Would they have remained in my memory now? Should I, at any time in the interval, have found my leisure brightened or my thoughts raised by remembering them?"

We have said that the inductive method is indispensable as an instrument of teaching; but it is not less so as a guide for ourselves in forming an estimate of our own procedure, and of the principles on which our work should be done. Education is said to be a science; but it is essentially an inductive science, a science of observation and experiment. It is not one which will be brought to perfection by the study of speculative psychology alone, by accepting what are called first principles; by walking worthy of the doctrines laid down by Comenius, by Ascham or Quintilian or Rousseau or Pestalozzi, or Spencer or Herbart. All such doctrines have their value, and a very high value to the professional practitioner in the art; but they do not serve alone as the basis for a science, any more than the theory of vortices, or the speculation of Thales about moisture, or the old doctrine that all matter is composed in different proportions of the four elements of earth, air, fire and water. We must look a little nearer at the actual phenomena the school-room presents if we would arrive at a true science of education.

From this point of view we may regard with much sympathy and hope the efforts which are now being made in America by Dr. Stanley Hall and Mr. Barnes, and in our country by Professor Sully, to observe children's ways and character more carefully, and to derive, if we can, practical guidance, from child-study as well as from the "a priori" speculations of the philosophers. But though we may regard these experimental enquiries with hope, we must not blind ourselves to possible sources of error, unless those enquiries are conducted with due caution and a careful observance of the laws of inductive science. There is a danger of encouraging introspection and self-consciousness on the part of little children, when we ask them to tell us their motives

or their thoughts. There is, in many of the experimental exercises, of which I have read reports, a tendency on the part of the teacher to ask children for their opinions on subjects on which they have never thought, and on which in fact they have formed no opinion at all. Hence he sometimes gets random and foolish answers, sometimes mere guesses and sometimes answers which are framed because the little one has some suspicion of what it is that the teacher wants. More often answers are given so various and so inconsistent with one another that it is impossible to base any trustworthy conclusion upon them. So although the desire of many teachers to engage in child-study evinces a true philosophic instinct, we must in pursuing it guard ourselves against its dangers, and must be aware of its limitations. We must not be probing the minds of children to discover what is not there, nor encourage them to attach exaggerated importance to their own little experiences and opinions. We must beware of unreality, of confusing the real relations which should subsist between teacher and taught. Above all we have to guard ourselves against mistaking accidental and exceptional phenomena for typical facts; against drawing general conclusions too hastily from insufficient data. When I read in American books the contradictory, confused and grotesque replies which have been so diligently compiled, I am more than ever convinced that generalizations founded on such data may often prove useless and sometimes misleading, and that they need, therefore, to be held in suspense for the present, until they shall be verified or corrected by a larger experience.

Some of the plans adopted in these investigations seem to me highly ingenious, and a few of the generalizations obtained from them to be fruitful and suggestive. The experiments made in connection with the earliest and crudest attempts of little children to draw familiar objects have shown clearly how common it is to attempt to portray not what they actually see, but what they know to be there. Such experiments are most instructive to teachers of drawing and design. But when we get into the region of morals and of conduct, when we seek to measure the forces which are at work in the formation of the child's character and sentiments, it does not appear to me that the enquiries have yet conducted us to any valuable results.

This is not a reason for abandoning the quest, or for discouraging researches into this interesting region of experience. But it is a strong reason for caution and patience, and for resisting all temptation to accept general conclusions while the data are incomplete.—*Sir John Fitch in "Educational Aims and Methods."* Price \$1.75. *The Copp, Clark Co., Toronto.*

THE NEED OF SCHOLARS.

One is exasperated almost beyond measure often, in these days, by the apologetic tone which is taken about a University training, and, most of all, I think, by the reasoning which is used to justify or excuse it. Young men are told in fact, if not in form, that their brains are merchandise, and the college is the mill that will best coin them. Young men are urged to get a college education, shun as much as possible all classical training, or any other that cannot be converted immediately into a wage earning product, because knowledge and especially certain kinds of knowledge, is power in the same sense that a mill-dam and a dynamo are power. And so we are getting a class of students to whom whole ranges of highest learning—those that deal with the philosophy of history, with the sources of social and intellectual movements, with poetry, literature and the finer arts, the foundations of ethics, personal, social, national—are matters of large indifference.

Believe me, gentlemen, that if our children are to have any republic that is worthy of the name to live in, such matters cannot afford to be! Whatever other classes we have and conserve in the land, artisan, agriculturist, trader, shipper, railway builder or capitalist, there is no one among them all who can contribute one iota to national stability and national honour, unless, behind and above them, all alike, there is another class, the scholar class, who stand, not only for ideas but for ideals, those higher standards and those enduring measurements of human wisdom and conduct which are born first of insight, and then of enlightened outlook!

It is yours, yours, my brothers—I beseech you who are students here, never to forget it—to give to your age these things! If you have come here simply to train your mind, your eye, your hands, to be tools in the mad race for acquisition, then the sooner you go home the better! It is not

getting or grasping that this nation needs to learn half so much as to know what to do with its gains ; and, in justice, equity and righteousness, how to rule its conquests. In such an age as ours, the clever, smart, unscrupulous man becomes, every day, a more dangerous foe to the age in which he lives. He demoralizes youth, he destroys manly independence, he deifies greed and gain. And never more than now, does the land wait for scholars—scholars who shall be thinkers and seers too, eager to find the truth, willing to own and follow it when it is discovered, and then with fearless note, to tell it out to all mankind.—*Bishop Potter in an address at the University of Pennsylvania.*

THE LAST JOURNEY.

A GRAPHIC DESCRIPTION BY DR. CONAN DOYLE, THE
AUTHOR.

The Great Mother has gone down alone upon the dreary road which leads to the black portal.

With reverent silence we have seen her this day pass through us, and never more shall the eyes of her people look upon her.

Of all the millions who lined her course how many would have given their own lives to have her back ? But we watched in helpless sorrow while through the black banks of the mourners, down the valley of white faces, the Great Queen swept onward out of the sunlight into the gloom.

The little body on the dark gun carriage yonder, frail and fragile, scarcely larger than a child's, is that to which 400,000,000 of us who dwell under the red-crossed flag looked as the centre of all things, the very heart of our lives, our inspiration, our standard of duty, the dear mother of us all.

But there came one who summoned her, and amid an awful hush in crowded London she passed on into the shadow.

Living pomp and power were round her in that last journey. The measured tread of her soldiers sounded in front, Kings and the children of kings followed behind.

But to us who stood by they were all shadow. The one mighty reality was that silent woman who would pass no

more, the dead saint whose work was over and whose rest was come.

To the old it seemed that it was their own lives which had passed upon the dark gun carriage, for an epoch—the only epoch they had ever known—was passing down with the Great Queen. The young might learn new ways and new ideals; to them the future belonged. But gray heads bowed and dim eyes wept as their Queen went by, for their era was closed and the rest was but a lingering and a remembrance.

And England! How stands England?

Can we think of any England save the England of the Queen? Has England, too, gone down into the shades with the Great Mother—the England that led the world in commerce; the England that covered the sea with her ships; the England that was the solid heart of the greatest empire that the world has ever seen? That was the England of Victoria. She has gone, and will that also go? Have we the wisdom, have we the strength, above all, have we the virtue?

Clouds drift up before us. We peer into the darkness and the gloom still gathers. It needs no seer to tell us that the days are coming, may even now be at hand, when we shall be tested once more by the iron hammer of destiny, to break us or to weld us firmer still. When that hour comes pray God that the spirit of the Great Queen, gentle, firm and wise, may be with her people once again.

Take past the frail and outworn body upon the dark gun carriage, but leave us the memory and the example for the days that are to be.

An Educational Experiment.

MENTAL FATIGUE OF PUPILS.

Many educational reformers urge that school hours should be shortened, arguing that pupils get so mentally tired out that they cannot study to advantage in the latter part of the day. An article in the *Psychological Review* combats this idea, on the strength of a series of actual tests. The multiplication table, lists of words to spell, etc., were given to pupils in the morning and again given to the same pupils toward the end of the day, and it was found that

there was no diminution whatever in the ability to do mental work. Dr. Thorndike, the author, contends that the lack of interest commonly seen in schools late in the day is not due to overwork of the pupils' minds but to the fact that the pupils become bored by too much of the same thing. The remedy, he adds, is "not to give the student less to do, but to make it worth while for him to work, to make the work interesting."—*The Pathfinder*.

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

REGULATIONS RESPECTING EXHIBITS OF SCHOOL WORK.

(In force November, 1897.)

1. The regulations governing the preparation of school exhibits have been made to harmonize with those governing the preparation of specimens of school work for the Honourable Superintendent of Public Instruction, so that one and the same effort on the part of a school will satisfy both requirements. To this end the Department has concurred in the following arrangement:—
 - (a) ELEMENTARY SCHOOLS.—School Inspectors are authorized by the Superintendent to have the specimens required by Regulation 9, sec. 9, of the Protestant Committee's School Code, prepared in accordance with the rules hereinafter enumerated, to retain them for exhibition at the Annual Convention of the Provincial Association of Protestant Teachers, and subsequently send them to the Department of Public Instruction.
 - (b) SUPERIOR SCHOOLS.—The specimens of work annually sent to the Department from these Schools may be made up in *two parts*, ONE marked "*For exhibit at Convention*," THE OTHER not so marked; and the Department will forward to the Convener of the Exhibits Committee, at the proper time, all packages marked "*For exhibit at Convention*."
2. Elementary Schools must send in specimens of school work from *six pupils*, in writing, arithmetic, map-drawing, drawing and English composition; and from at least *three pupils* in book-keeping.

These specimens (33 in all) must be selected from Third and Fourth grades and from no others, *three* specimens in arithmetic, writing, drawing, map-drawing, and English composition from grade III Elementary, and *three* specimens in arithmetic, writing, drawing, map-drawing, English composition and book-keeping from grade IV Elementary. Drawings must be from authorized text-books or developments of types contained in such text-books.

3. Superior Schools must send in *three* specimens (from different pupils) from each of at least four grades in Academies, and of at least three grades in Model Schools (the lowest being Grade I. Model School) in each of the following subjects, viz.:—Writing, arithmetic, map-drawing, drawing, English composition, and at least two other subjects.
4. The Elementary Schools of Montreal, Quebec, and Sherbrooke, and Elementary Departments of Superior Schools shall compete with one another, and form a separate class.
5. Specimens of Kindergarten, Botanical and Industrial work may be sent from any school. Such shall be styled SPECIAL EXHIBITS. *Ordinary exhibits must be fastened and protected between stiff covers; and special exhibits sent in suitable boxes or cases.*
6. Schools are recommended to prepare their specimens on authorized paper (8 x 10 inches). Any school, however, may submit its specimens on any other suitable paper of uniform size and mounting.
7. All specimens shall show (a) the name of the school and municipality from which they come, (b) the name, age and grade of the pupils whose work they are, (c) the school year in which the work was done.
8. All specimens must be the *bona fide* work of the pupils whose names they bear, and must have been prepared within twelve months previous to exhibition.
9. All exhibits must be sent addressed to "Exhibits Committee, McGill Normal School, Belmont Street, Montreal," so as to reach their destination *at least two days* before Convention opens.

Exhibits of Elementary Schools must be sent through the Inspectors of their districts; Exhibits of Superior Schools through the Principals or the Department.

10. Prizes and Certificates will be awarded annually as follows:—

- (a) Two prizes, consisting of school apparatus, of the value of \$10.00 and \$7.50 for the best exhibits sent in from High Schools and Academies under the above regulations, provided in the opinion of the judges such exhibits possess sufficient merit.
- (b) Two prizes of same value and under same conditions for the best exhibits from Model Schools.
- (c) Two prizes of same value and under same conditions for the best exhibits from Elementary Schools.
- (d) Two prizes of same value and under same conditions for the best exhibits from the Elementary Schools of Montreal, Quebec and Sherbrooke, and the Elementary Departments of the Superior Schools.
- (e) One prize of the value of \$10.00 for the best *special exhibit*.
- (f) Certificates of Standing to schools taking prizes.
- (g) Certificates of Honour to schools not taking prizes or debarred from competing under Article II., but sending in exhibits (ordinary or special) of remarkable merit.

11. A school obtaining a first prize is ineligible to compete again for prizes for three years, and no school may receive more than one prize for ordinary exhibits in one year.

12. The Executive Committee at its first meeting after each Convention shall appoint a Sub-Committee on Exhibits, whose duty it shall be:—

- (a) To receive and display exhibits.
- (b) To appoint three judges to award prizes and certificates, and to receive their report.
- (c) To see that exhibits fulfil the prescribed conditions, and to arrange and classify before submitting to the judges all exhibits entitled to compete.
- (d) To return exhibits after the close of Convention. *To secure their safe return all exhibits must be distinctly labelled.*

This Sub-Committee shall continue in power until its successors are appointed, and shall report to the Executive Committee.

13. A grant not exceeding One Hundred dollars shall be made annually to defray the expenses of the Committee on Exhibits.
14. It shall be the duty of the Corresponding Secretary of the Association to notify prize winners, and to arrange with the Treasurer for the distribution of prizes and certificates within a month from the close of each Convention.
15. Prizes not applied for before the close of the next succeeding Convention cannot be paid.

Editorial Notes and Comments.

Empire Day is growing in popularity. Every year sees an increase in the number of places where it is celebrated. Almost all the cities and towns, and not a few villages from the Atlantic to the Pacific now recognize this day not only as one of public rejoicing but also as one set apart for national education. The schools spend the morning in serious study of the Empire as to history, wealth, extent, trade connections, etc., etc., and the afternoon in kindling to brighter glow the patriotic spirit, thus increasing throughout the Empire the love for home, for country, and for humanity. It is a good thing to belong to a great country.

In other parts of the Empire, too, the day is being observed with greater and greater interest. The time is coming when this will be the all important day for the peoples who go to make up the vast British nation.

Our highest national ideals have been portrayed for us in song and story and have been painted for us by master artists. Show the the children good pictures. Read with them choice extracts from the works of great writers.

Let us keep ever before our own minds and the minds of the children *true* patriotism, "Love and devotion to one's country: the spirit that originating in love of country, prompts to obedience to its laws, to the support and defence of its existence, rights and institutions, and to the promotion of its welfare."

The flag, the song, the patriotic address, recitations, the drum beat, martial music, the steady march of soldiers, all these things have their value in any national celebration,

but we must not forget that *knowledge* in this respect as in so many others is power. Increase the child's knowledge as well as his loving sentiment towards it. A short black-board talk on "Why we Wave the Flag" would bring forth some very profitable reflections.

In connection with this celebration we must remember our King. The March number of the RECORD contained a short sketch of his life. All the magazines at some period, from February to the present time, have had articles, illustrated or not, touching the lives of the heads of the Empire—the King and Queen.

For the first time we must meet "Empire Day" without her who did so much to make the celebration of such a day possible. She has gone but the story of her noble life remains with us to encourage and give inspiration:

"Peace, peace, she is not dead, she doth not sleep!
 She hath awakened from the dream of life ;
 'Tis we, who lost in stormy visions, keep
 With phantoms an unprofitable strife.
 She has outsoared the phantom of our night ;
 Envy, and calumny, and hate, and pain,
 And that unrest which man miscalls delight,
 Can touch her not nor torture her again.
 From the contagion of the world's slow stain
 She is secure, and now can never mourn,
 A head gone grey, a heart grown cold in vain ;
 Nor, when the spirit's self has ceased to burn,
 With sparkless ashes load an unlamented urn.

May we make this strife that we call life, as profitable as she made it.

Hoist the Flags for Empire Day!

Current Events.

A PRACTICAL DEMONSTRATION OF COOKING IN SCHOOL.

The "Open Day" at the McGill Model School, Thursday, the 14th of April, was brought to a unique and happy closing in the Girls' Department by the senior class entertaining their parents, patrons, and friends at a five o'clock tea.

The menu, consisting of cocoa, coffee, home-made bread, rolls, biscuits, cakes and candies was entirely prepared by the girls. Miss Peebles' well known executive ability was shown in every girl having her allotted duty, so that each moved as a unit of a harmonious whole. The deftness and unconscious grace of the girls was noticeable as they flitted here and there "On hospitable thoughts intent," with pretty seriousness, taking upon themselves the responsibility of entertainment and filling the rôle of "lady," which, we are told, means "a loaf-giver." "To the manner born" they looked in white gowns and dainty caps, and as sweet as Easter lilies. The oft deserved criticism of young people appearing on the public platform making school-girls too much *en évidence* could not apply to this gathering as the atmosphere breathed of thought for others, of geniality and of coffee! the latter seeming to lubricate as effectively as dinner is said to lubricate business. Probably on account of the flow of language on such occasions, this sort of function has been called "a gibble—gabble—gobble—and git." Let us hope, however, that this one partook also of "A feast of reason and a flow of soul," for we noticed amongst the guests: Dr. Peterson, Dr. Robins, Rev. J. Fleck, Rev. E. I. Rexford, Rev. D. Winter, Messrs. E. W. Arthy, S. Finley, J. Johansson and other gentlemen, all of whom are famed for their conversational powers, and no doubt, by persistent watchfulness the fair sex, when occasion offered, could slip in a word side-wise.—*A Visitor.*

—ONTARIO Educationalists, at their annual convention in April, pleaded very strongly for an increase in the number of male teachers. At present, the male teachers are less than 40 per cent. of the whole and have not increased in actual number since 1867, while the increase of female teachers has been nearly threefold.

—THIS same convention, in the mathematical section, passed a resolution to the effect that the time for introducing the metric system into Canada had not yet arrived.

—WE congratulate the Montreal High School on the acquisition of a rifle range. All Canadian boys should learn to shoot.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

MCGILL NORMAL SCHOOL,

MONTREAL, February 22nd, 1901.

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

Present:—The Reverend W. I. Shaw, LL.D., D.C.L., in the chair; George L. Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, M.A., LL.D.; W. S. Maclaren, Esq., M.P.; Gavin J. Walker, Esq.; C. L. Cotton, Esq., M.D.; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; E. W. Arthy, Esq.

The meeting was opened with prayer by the Reverend A. T. Love.

Apologies for absence were read from the Lord Bishop of Quebec, Mr. Dunbar and Mr. Parmelee.

In the absence through illness of Mr. Parmelee, Mr. Paxman was requested to act as Secretary.

The minutes of the previous meeting were read and confirmed.

It was unanimously resolved—"That the Protestant Committee of the Council of Public Instruction, at its first meeting held since the death of the late Queen Victoria, desires to associate itself with the expressions of profound sorrow which have gone forth from all parts of the Empire, and indeed of the whole world, in connection with this great national loss. The late Queen's personal virtues endeared her to her whole people, who rejoice even in their sorrow that her long and illustrious reign should have witnessed such conspicuous progress in every direction. Education is only one of the many interests which has made notable advances during the Victorian Era. It is the desire of the Committee, which hereby resolves accordingly, that the memory of the late Queen shall be perpetuated in all the schools of the Province, by arranging that the celebration of Empire Day shall be henceforth transferred from the 23rd of May to the 24th, being Her Late Majesty's Birthday."

It was moved by Professor Kneeland, seconded by Mr. Masten, that a sub-committee, consisting of the mover, Mr. Arthy, and Reverend E. I. Rexford, be appointed to recom-

mend a board of assistant examiners for the June examinations, to suggest such amendments to the regulations governing these examinations as may seem necessary, to report at the May meeting, and that a similar sub-committee be appointed annually at the February meeting of the Protestant Committee instead of the sub-committee provided for in the resolution of February 24th, 1899.—Carried.

The secretary's report giving the opinion of the Honorable the Attorney General on the the revision of the text-book list, and also giving information regarding recent changes in McGill Normal School salaries, was read and received.

The question of appointing an associate member to fill the vacancy on the Protestant Committee caused by changes in the school law was discussed. It was resolved that election by ballot should follow nominations, the majority of votes deciding.

Mr. W. L. Shurtleff, LL.M., of Coaticook, was declared duly elected.

The date of the next superior school examinations was fixed for Monday, June 10th.

The lists for the distribution of the poor municipality fund were submitted to the Committee, and on motion they were received and approved. It was further resolved that the sub-committee of last year be re-appointed to examine the lists next year before they are submitted to the meeting.

On motion of Mr. Rexford, seconded by Mr. Arthy, it was *Resolved*,—That the Central Board of Examiners be authorized to establish in the McGill Normal School a centre for 2nd grade academy examinations.

Moved by Dr. Peterson, seconded by Mr. Arthy, and *Resolved*,—“That a standing sub-committee be appointed, consisting of the members of this Committee, who are also members of the Central Board of Examiners, to which shall be referred as they occur, applications for recognition of extra-provincial diplomas, and other applications requiring special consideration. It shall be the duty of the sub-committee to prepare cases and report from time to time to this Committee, for the purpose of enabling it to determine what examinations, if any, each candidate must undergo, and what grade of diploma he shall receive. Dr. Robins convener.”

The Chairman, Dr. Shaw, submitted an analysis of the report of the Inspector of Superior Schools, which was received, and the following reference regarding pictures of the Queen and King was ordered to be entered in the

minutes :—“ I notice the Bulletin of Inspection asks, ‘Have you a picture of the Queen in your school?’ ”

“ It is very gratifying that this question receives uniformly an affirmative answer. However, I presume that not even the transcendent virtues of Her Gracious Majesty Queen Victoria, which have commanded the admiration of the world, should interfere with the manifestation of our loyal devotion to our liege lord, King Edward VII., by similar deference to him. I therefore advise that the bulletin be changed and the enquiry hereafter shall be ‘Have you a picture of the King in your school?’ At the same time it is hoped and expected that the picture of the Queen shall everywhere be retained in our school buildings. I further recommend that provision be made for the supply to our schools of suitable pictures of His Most Gracious Majesty King Edward VII.”

It was resolved that the authorities of Mystic Model School be notified that the school will not be retained on the superior list after the close of the present year.

The Reverend E. I. Rexford, convener of the sub-committee on the course of study, submitted a report with a proposed scheme, and a table of time-limits for the several subjects of each grade.

After discussion, clause by clause, the report was received and its several recommendations were adopted on motion of the Reverend E. I. Rexford and Dr. Cotton. The recommendations just referred to follow, with the course of study and time-limits, namely :

1. That the entrance to the McGill Normal School shall be from grade 2 and grade 3 academy as at present
2. That the preliminary examinations shall, for the future, consist of dictation, grammar, composition, English history 1485-1900, and arithmetic, and shall be taken in grade 1 academy.
3. That the scheme for the distribution of the school time proposed for the general guidance of teachers be adopted and issued.
4. That the proposed scheme for the extension of the course of study submitted be adopted.
5. That the sub-committee be continued with instructions (a) to fix a maximum number of marks for each grade ; (b) to prepare a series of suggestions concerning the extended course of study ; and (c) to carry out the recommendations of the Committee concerning the course of study, and to report at the May meeting of the Committee.

* COURSE OF STUDY FOR PROTESTANT

AUTHORIZED BY THE PROTESTANT COMMITTEE OF THE COUNCIL OF

To take effect

The Opening Exercises in all Grades consist of

MODEL SCHOOL

Subjects.	I.
Scripture.	Life and Words of Christ.
Writing.	Simple Business Forms, addressing of envelopes, and easy Bills.
English.	Dictation, Word-Building, Sentence Building; Lamb's Tales, Pt. II. (W. & R. Chambers).
History.	(1) Canadian History : — French Régime.
Geography.	North and South America.
Arithmetic.	Mental and Rapid: Vulgar Fractions.

* For information concerning Grade-Subjects, Time-Limits, &c., see memoranda of Instructions to Teachers.

(1) Miss Weaver's suggested.

MODEL SCHOOLS AND ACADEMIES.

PUBLIC INSTRUCTION OF THE PROVINCE OF QUEBEC.

September, 1901.

Scripture Reading and Prayer, with Singing.

GRADES.

II.	III.
The Gospel of St. Luke.	The Acts of the Apostles.
Business Forms, including Promissory Notes and short business letters.	As in Grade II, and also to make a Day Book and Personal Ledger accounts from easy transactions.
Dictation, Word - Building, Sentence Building, Long-fellow:—King Robert of Sicily, etc. (Simpkin & Marshall).	Dictation, Word - Building, West's Grammar for Beginners to p. 89, Analysis of Easy Sentences; Scott's Ivanhoe (Nelson).
Canadian History — English Rule.	(2) British History to 1603.
Europe with special study of the British Isles.	Asia, Africa and Australia.
Mental and Rapid: Vulgar and Decimal Fractions, Compound Rules.	Mental and Rapid; Percentage, Interest, Gain and Loss, Time and Work, Square Root, Areas:—including triangle, parallelogram and circle.

(2) Gardiner's Outlines suggested.

MODEL SCHOOL

Subjects.	I.
Algebra.	.....
Geometry.	.....
French.	Curtis' Oral Lessons, Part. III., or Fasquelle's Introductory French Course, pp. 26-80.
German.	.....
Latin.	.....
Greek.	.....
Science.	Lessons on Temperance and Health
Drawing.	No. 2. D.F.C. or Prang.

(3) MacMillan's Shorter Latin Course suggested.

GRADES.—Continued.

II.	III.
.....	Simple Preparatory Exercises
.....
Curtis' Oral Lessons, Part. IV., or Fasquelle's Introductory French Course, pp. 81-164.	Curtis' Oral Lessons, Pt. V., or Progressive Fr. Reader, Part I., Fasquelle's Intro- ductory French Course, pp. 164-242.
.....
Accidence:—to the Personal Pronouns, with Exercises as in S.L.C., pp. 1-80 (3)	Accidence:—to end of S.L.C., with written Exercises; Fabulæ Faciles (Ritchie).
.....
one half hour per week.	.....
No. 3. D.F.C. or Prang.	No. 3. D.F.C. or Prang.

ACADEMY

Subjects.	I.
Scripture.	.....
Writing.	To make a Day Book, Cash Book and Journal from easy transactions; to post from the Journal, and to close the accounts in the Ledger.
English.	Dictation, Word - Building, West's Grammar for Beginners, Composition; Goldsmith;—Vicar of Wakefield (Sankey's Extracts).
History.	British History, 1485-1900.
Geography.	.....
Arithmetic.	Complete Arithmetic, including Metric System and easy examples in Stocks and Present Worth.
Algebra.	Simple Rules; and easy exercises in Factoring and in Simple Equations of one unknown quantity.

GRADES.

II.	III.
.....
.....
Tennyson :---Selections Pt. I., West's Elements of English Grammar.	Tennyson :---Selections Pt. I., Shakespeare :--Richard II., Literature : -- Selections from Brooke.
Greek and Roman History or	Collier's Great Events.
Physical Geography and Agriculture.	Physical Geography.
Mensuration.	Extra Math. Pt. II., (Algebra, Geometry, Trigonometry).
Factoring, Fractions, G.C.M. and L.C.M., Simple Equa- tions and easy Quadratics.	Quadratics, Involution, Evo- lution, Fractional Indices and Surds.

Subjects.	I.
Geometry.	Euclid I., 1-26.
French.	Progressive Fr. Reader, Part I., Bertenshaw's Gram., pp. 44-72.
German.	.....
Latin.	Syntax, as in S.L.C., Second Part, pp. 1-40, with written Exercises; <i>Fabulæ Faciles</i> (Ritchie), <i>Cæsar</i> , Bk. IV., ch. 1-5.
Greek.	First Greek Book, pp. 1-73 (White).
Science.	Physics (Stage I.) (4).
Drawing.	No. 4. D.F.C. or Prang.

(4) Elementary Physics and Chemistry (*Gregory & Simmons*),

GRADES.

II.	III.
Euclid I., II. and easy Deductions.	Euclid I., II, III. with Deductions.
Progressive Fr. Reader, Part II., Bertenshaw's Gram. to page 142.	Progressive Fr. Reader, Part II., Bertenshaw's Fr. Gram.
German accidence.	Leander :—Traumerein ; Grammar.
Syntax, as in S.L.C., Second Part, pp. 40-73, with written Exercises ; Cæsar, Bk. IV., Virgil, Bk. II. in part.	Syntax, as in S.L.C., p. 73 to end, and Revision, with written Exercises in Prose Composition. Cæsar, Bks. IV. and V., Virgil, Bk. II., Exercises in Unseen Translation (Welch and Duffield).
First Greek Book, p. 74 to end. with Translation and written Exercises from English into Greek.	Xenophon's Anabasis, Bk. I. Grammatical Review, written Exercises ; Exercises in Translation ; as in (Peacock & Bell).
Physics (Stage II), Botany, Chemistry.	Physics (Stage III.), Botany, Chemistry.
No. 5. D.F.C. or Prang.	Geometrical and Freehand.

TIME-LIMITS FOR THE SEVERAL SUBJECTS OF
EACH GRADE.

SUBJECT.	MODEL SCHOOL.			ACADEMY.		
	I	II	III	I	II	III
Scripture.....	2	1	1	...	$\frac{1}{2}$	$\frac{1}{2}$
Writing.....	$2\frac{1}{2}$	2	2	(2)	...	...
English.....	7	$5\frac{1}{2}$	$5\frac{1}{2}$	5	3	3
History.....	$1\frac{1}{2}$	$1\frac{1}{2}$	$1\frac{1}{2}$	2	1	1
Geography.....	$1\frac{1}{2}$	$1\frac{1}{2}$	$1\frac{1}{2}$	...	...	...
Arithmetic.....	5	5	4	3	....	....
Algebra.....	...	...	1	$1\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$
Geometry.....	...	....	...	$1\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$
Math. Pt. II.....	...	....	....	....	(2)	(2)
French.....	$2\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$	3	3
German.....	...	...	..	...	(3)	(3)
Latin.....	....	3	3	4	5	5
Greek.....	...	....	....	$3\frac{1}{2}$	5	5
Science.....	1	1	1	2	3	3
Drawing.....	2	2	2	2	2	2

Moved by Mr. Whyte, seconded by Mr. Walker, and
Resolved,—"That the revised course of study shall come into effect from the 1st of September next, it being provided, however, that candidates who pass grade 2 academy in June, 1901, shall be allowed to proceed to the A.A. examination in June, 1902."

The report of the sub-committee on Temperance in Schools was submitted, and its recommendations adopted as follows:—

1. That under the head of Moral Instruction one half-hour per week shall be given to lessons on Temperance and Health, in those grades in which this subject is taken.

2. That all candidates in training shall continue to attend the lectures in Hygiene, including instruction in the effects of stimulants and narcotics.

3. That the bulletin of inspection for elementary and for superior schools shall provide for a special report upon the manner in which this subject is taught in these schools.

The report of the sub-committee on the distribution of \$2,185.02, being balance to the credit of the Protestant Committee of the \$50,000 grant, was read and its recommendations adopted as follows:—

1. That one hundred dollars be appropriated to defray the expenses of a conference of Protestant School Inspectors, to be held during the coming summer.

2. That two dollars per school be appropriated for the purchase (a) of dictionaries for such elementary schools as have none, or (b) such other school apparatus or decorations as may be recommended by the inspectors, for elementary schools which already have dictionaries.

3. That any unexpended balance of the amount at the disposal of the Protestant Committee, be reserved in a special account, in the hands of the Superintendent, to the order of the Protestant Committee.

4. That the Secretary of the Protestant Committee be instructed, on receiving the reports of the school inspectors, to invite tenders for the supply of such dictionaries and apparatus as may be required, and that your sub-committee be continued with power, along with the secretary, to purchase and distribute the same.

Moved by Professor Kneeland, seconded by Mr. John Whyte, and

Resolved,—“That in view of the fact that no assistance is granted to candidates for the elementary school diploma, while a large sum is provided for bursaries to those who are candidates for the advanced elementary and model school diploma, and also in view of the fact that it is desirable to encourage a much larger number of young people to qualify as teachers of elementary schools, the Government of the Province be respectfully requested to set apart the sum of one thousand dollars annually, from the Protestant portion of the \$50,000 grant for elementary education, for the payment of bursaries to candidates for the elementary school diploma, under conditions to be laid down by the Protestant Committee, and that Dr. Robins, Mr. Arthy and the mover (convener) be a sub-committee to prepare regulations under which such bursaries shall be paid, and to report at the May meeting of this Committee.”

The report of the sub-committee on admission of persons suffering from physical or other defects into the Normal School was read by Mr. Arthy, and on motion, its recommendation that applicants for admission to the McGill Normal School should be required to show that they are in a good state of health and are suffering from no physical disability or deformity that would be likely to render them unable to undergo training in that institution, or to teach afterwards in the public schools of the Province, was adopted.

The secretary was instructed to send a copy of said report to the Normal School Committee.

The following report of the sub-committee on text-books was read and adopted:—

Your sub-committee beg leave to report that they have examined the several text-books submitted to them, by you, and recommend the authorization of Halleck's History of English Literature, as a book of reference for teachers.

They also suggest the propriety of enriching the course of study under the head of English, by adding, "Selections of English Poetry for Recitation," when they would be prepared to recommend a suitable text-book.

Your instructions to report upon the advisability of amending the regulations governing the authorization of text-books, have also received the earnest consideration of your sub-committee, who recommend that art. 140 of the school regulations be amended by inserting before the first sentence thereof, the words, "A revision of authorized text-books and apparatus shall be made once in four years," and by adding after the last clause thereof, the words, "School Boards having adopted a list of text-books after the quadrennial revision, in accordance with the provisions of this article, shall not replace one book by another, during the quadrennium, without the express permission of the Protestant Committee of the Council of Public Instruction."

(Signed),	A. W. KNEELAND, convener ;
"	G. L. MASTEN,
"	ELSON I. REXFORD,
"	W. PETERSON.

Moved by Professor Kneeland, seconded by the Rev. E. I. Rexford, that the Secretary of the Protestant Committee be instructed to procure for the use of the Committee a map of the Province of Quebec, and cause to be marked thereon plainly, in red and blue, the location of every academy, model school and special school with academy or model school rank.—Carried.

The petition of Mr. McBurney and others, asking that the marks of pupils in academy grades should be counted in the ranking of model schools, was submitted with the report of the sub-committee thereon. The report, which was adopted, recommended that the petition be not granted for the following reasons:

1. In the opinion of your sub-committee, teachers who hold no higher diploma than that for a model school, are not competent, as a rule, to take up the work of grades 2 and 3 academy, with success.

2. Your sub-committee also are of the opinion, that the work of the model grades is all that any one teacher can properly do; hence any attempt to do that of the academy grades in addition, must result in injury to those in the model grades.

Your sub-committee further recommend that elementary and model schools be not permitted to take up the work of grades not belonging to these schools, without the express sanction of the Protestant Committee, and that the following conditions be laid down to guide the Committee in dealing with any request to be permitted to do work not legitimately belonging to a school of any grade:—

Any school desiring to do work belonging exclusively to a higher grade, must furnish evidence (*a*) that it is not less than ten miles from a school already established, of a grade in which such work is permitted, and (*b*) that the school seeking permission to do such higher work, is equipped with a sufficient number of duly qualified teachers to do the work in an efficient manner, or (*c*) that the only schools of a higher grade within ten miles of a school equipped according to requirements of clause *b*, are not doing the work of the higher grades in a satisfactory manner. In case permission to do the work of higher grades is given under the provisions of clause *c*, it is recommended that the grant, to the superior school in question, be withheld.

It is a further recommendation of your sub-committee that no school of a lower grade be permitted to assume the status of one of a higher grade until the Protestant Committee are furnished with evidence (1) that the requirements of clauses *a* and *b* have been complied with, or (2) that the requirements of clause *c* have been complied with, or (3) that the demand for accommodation cannot be met by the schools already established.

Communications were read from the Copp, Clark Company, Toronto, and Mr. E. M. Renouf, Montreal, asking that certain text-books be authorized. It was resolved that the books in question be submitted to the text-book committee for report.

The rough minutes having been read, the Committee adjourned to meet again on Friday, May 17th next, or earlier, on the call of the Chairman.

G. W. PARMELEE,
Secretary.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P.Q.]

MORANG'S EDUCATIONAL SERIES. Morang & Co., Toronto.—We have just received copies of Vergil's *Æneid*, Book II., Cæsar's *Gallic War*, Books IV., V., and Shakespeare's *Richard the Second* in this series. These texts are good in quality and reasonable in price.

Scope.—Each volume is complete in itself, containing biographical, historical, and (where suitable) critical introduction, text, notes, appendices, specimen translations and hints on translation, English exercises for retranslation, and vocabularies.

Introduction.—The great aim is to make the introductions thoroughly readable and interesting.

Illustrations.—The illustrations are mainly authentic drawings from coins, gems, statues, and other objects of ancient art. They are of real value as familiarizing the pupil with results of archæological research. Maps and plans are provided.

Notes.—The notes, besides explaining simply all difficulties in style or allusion, aim at interesting the pupil in the subject matter.

Appendices.—Textual and other criticism beyond the attainments of the average pupil, but useful to the master, is given in appendices.

Translations.—Wherever standard literary translations are available, a specimen is given; this is especially serviceable in the case of poets. In other cases hints on translation are given.

Retranslation Exercises.—Each of the prose books contains exercises for retranslation, carefully compiled so as to practise the pupil in the vocabulary and the constructions of the text.

Vocabulary.—Each volume has a complete vocabulary.

Price.—Each volume is sold at the low price of 35 cents.

D. C. Heath & Co., Publishers, Boston.

HEATH'S HOME AND SCHOOL CLASSICS.—This admirable set of books for supplementary reading and for school libraries now contains twenty-three volumes. Bound in cloth, the set costs \$5.40, and in paper \$3.20. These books

would form an excellent basis for a library in country schools. A new volume is to be added each month.

Since our last review the following books have been added to the list:

	Paper.	Cloth.
	c.	c.
Crib and Fly.....	10	20
Edgeworth's Waste Not, Want Not.....	10	20
Ingelow's Three Fairy Stories.....	10	20
Martineau's The Crofton Boys, I.....	10	30
Martineau's The Crofton Boys, II.....	10	30
Motley's Siege of Leyden.....	10	20
Muloch's Little Lame Prince, I.....	10	30
Muloch's Little Lame Prince, II.....	10	30
Nursery Rhymes, I.....	10	30
Nursery Rhymes, II.....	10	30
Segur's Story of a Donkey.....	10	20
Shakespeare's Comedy of Errors.....	15	25
Shakespeare's The Winter's Tale.....	15	25
Tales from Munchausen.....	10	20