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THE CONVENTION OF 1894.

The educational event of the year, to a large number of our teachers at least, is the Convention which has been held for several years past in Montreal. The Convention held in October last, like its predecessors, was not lacking in interest, and we may even look back to it perhaps, as a turning point in the educational history of the province, when the interests of the few will probably have to be subordinated to the more important interests of the community at large and of the teachers as a whole. The next meeting is to be held in Sherbrooke, where the Association, it is thought, will enter upon the former phase of its existence—an organization having for its object the interests of the teachers of the country districts as well as of the cities.

The Convention was called to order on the morning of the 18th of October when the report of the Executive Committee was read by the corresponding secretary in which various changes in the constitution of the Association were suggested. According to the Montreal newspapers, whose reports we have taken advantage of in making up our own, these changes were left over for discussion. Reference was made to the sub-committee on text-books, and a special report on that subject was read. It recommended the publishing of the proceedings of the Convention. The Dominion Educational Association suggested that the best time of the year to hold the Convention was during the summer holidays, and the Executive

Committee passed a resolution agreeing with that suggestion, and adding that it might be possible to get the Easter holidays extended, but that it is well to conform to the time that seems best to the educational authorities of the province. The sub-committee on the A. A. French presented its report to the Executive Committee. It was unanimously resolved, That the Executive Committee re-affirm the necessity of providing that the Progressive French Reader, Part II., now authorized and in use in the Province, and in process of revision, be recognized in the A.A. examinations in and after 1895, and that the limits prescribed for retranslation in French be reduced, and that optional selections be made from each authorized course. And that the Executive Committee urge upon the Convention, and upon its successors in office, the importance of taking such steps as will secure attention to their reasonable demand.

The report of the sub-committee on text-books shows there is a very large number of changes in the books recommended by this Committee. This will materially affect education throughout the province. One thing is specially worthy of note—that is, a new atlas, which is being prepared by the best geographers in Scotland. It is likely to be ready early in the year and will contain special maps of Canada and of the different provinces of the Dominion. The report concludes: “The work of the revision of certain books is being watched by competent committees appointed by your Committee and no pains will be spared to make our national books the very best in the world.” The report of the curator of the library showed that 77 books were borrowed from the library and of these 31 were sent to country teachers. It contained a complaint that the library was not sufficiently made use of, considering the large number of useful books it contained, especially those dealing with the methods of teaching. Last October Mr. George Stephens presented 12 volumes of a work, “Conduct as a Fine Art.” That is the only addition made to the library since last year.

The Treasurer’s statement was very satisfactory, showing a balance of \$698.63. Last year’s balance was \$438.38. The Government gives an annual grant of \$200.

The report of the Committee on Periodicals showed that members had been supplied with 53 journals at a total cost to the members and to the Association of \$50.32.

The report was received, after which the Committee on Compulsory Education reported through Dr. Robins that although the work entrusted to it was one of very great

importance it regretted that it had been unable to accomplish anything.

The report of the Pension Commissioners was presented by Dr. Robins. It stated that the total expenditure had been \$33,011.58 which exceeded the revenue by \$2,701.87. On the other hand, extra receipts amounting to \$2,904.09 which went into the capitalized fund, had raised the total amount at the disposal of the fund to \$178,184.04. With regard to the pensioners, the number of teachers pensioned off on account of old age was 132, and they received \$22,442.20, or an average of \$170 each. Those retired on account of illness numbered 232, receiving \$9,138.39, an average of \$39.39 each. The amount paid to the widows of officers of primary instruction had been \$1,137.44, or an average \$97.55 each. There had participated in the advantages of the pension fund 376 persons, who had received from it an amount of \$32,751.23, or an average of \$87.10 each. Of the pensioners 83 were men, receiving \$18,169.94, an average of \$218.91 each. The women numbered 281, and received \$13,410.65, an average of \$47.72 each. The law, it was stated, did not sufficiently guard against fraudulent retirement, and it was recommended that in cases of doubt a series of questions adapted to the alleged circumstances, as suggested by the consulting physician, be sent to the applicant, and that no pension be paid unless the replies were satisfactory.

The report of the delegate to the Protestant Committee was given *viva voce* by Dr. Robins, the Association's representative, who in the course of his address referred to the duties devolving upon the Committee and the manner in which these duties were performed. In particularizing, he referred to the grant given to the Morrin College and the way two of the members had neglected to be present at meetings of the Committee. Dr. Robins then read a paper on "Elementary Arithmetic," and addressed himself to show how deficient were the methods of teaching the Multiplication Table. He said that it was no training to a child's mind to get the table up by rote,—by mere dint of repeating and repeating the results of each line of the table till the answer came as from a parrot. However it was taught in schools it was not well and intelligently taught. The table was made a mere load on the memory without any exercise of the reason, without any chance of thinking and seeing the why and wherefore. The first thing to do was to get the child's mind thoroughly familiar with the primary numbers, one to ten, and to have the child understand

the condition of these numbers. Then the multiplication table should be taught as an arrangement of groups of tens and minor numbers added. Dr. Robins illustrated his method with the assistance of a black board. An interesting discussion followed in which Sir William Dawson, Principal Adams, Dr. Howe and Principal Rexford took part. Miss Findlay, the new lady principal of the Girl's High School, turned a front bench of the audience into an elementary class and with them for pupils gave a good impromptu illustration of Dr. Robins' method and suggestions. This brought the afternoon proceedings to a close.

The evening meeting was held in the Assembly Hall of the High School. The Rev. Dr. Shaw presided and expressed for himself and others the great gratification they all experienced at the growing interest in these Conventions and the benefits arising from them, first to the teachers and then reflected upon the education throughout the country. On the platform were the Rev. Dr. Adams, Rev. Dr. Clark Murray, the retiring President, Mr. G. W. Parmelee, Rev. E. M. Taylor, Rev. E. I. Rexford, Professor Bovey, Messrs. C. A. Humphrey, Wellington Dixon and E. W. Arthy.

Mr. Cunningham sang, "The Raven" and as an encore "Off to Philadelphia in the morning."

Mr. Parmelee then delivered his retiring address. He regretted he had not been able to do more during his tenure of the office, but he was too busy a man to do justice to the office of President, although he felt the honor of filling that position. For the subject of his address he chose the details of school work in the Province of Quebec. Education in the large centres was going on well; in large communities all the proper advantages were given to all the pupils. But he was concerned for the Elementary Schools in places of sparse population. In this province the Protestant scholars were in a great minority, but he did not wish to imply that they were unfairly instructed. He wished to give every encouragement to teaching in Roman Catholic schools, but he could not slur over the fact that there were defects in the system of education seriously affecting the Protestant schools. Here and there small settlements of Protestants were to be found. These were at a disadvantage under the dual system of education. There was a double division arising out of the differences of faith and of language. Both languages and both religions were determined to hold their own. He condemned the system of bi-lingual teaching. It resulted in both languages being badly taught. The cure

was to teach French better in the English schools, for only then could English teachers be employed to teach French children. He remarked on the greater facility with which the French acquired English than the English French and their greater readiness to practice it. The children of the two different languages did not rub together enough. Here again the better teaching of French in our schools would tend to remove any friction. Then there was the difficulty of distributing Government assistance. Just now the Protestant Elementary Schools received \$23,000 annually. That sum is distributed according to the population of the municipalities in which the schools are situated and he questioned that principle of distribution, for to his mind the necessities of the school were generally in inverse proportion to the population of the municipality. He would like to see that principle modified by coupling with it a system of looking into the needs of each individual school. There does indeed exist a poor municipality fund of about \$13,000 a year. Fancy a teacher getting in some poor place \$12 a month! And yet the poor municipalities had a high school rate and were really acting more liberally according to their abilities than the rich municipalities were. Mr. Parmelee then went on to comment on the meanness of the rich men in these poor districts who complained of a school rate of which they got no benefit. There was another difficulty, that in these poor communities where, owing to the surly selfishness of the richer people, a higher rate had to be imposed, the Department of Public Instruction was unable to control the action of the School Trustees. But was there no light to this dull picture? The one thing needed was more money. But where was it to come from? The Protestant Committee had done all it could to get the various Governments to give more grants. The Governments were willing enough but could not see their way to do all that was asked. And after all grants were only money taken out of the pockets of the people to be returned to them again. Here was a fine opportunity for private benefactions. Twenty or thirty thousand dollars a year in the Province of Quebec would be a great boon, especially in the remote rural districts. But benefactors often do not like to give their money over to direct or indirect State control, as to the objects it is given for. He ventured to say that the Protestant Committee was and could always be composed of men who were more than usually well qualified to administer any money given to educational purposes. The English speaking country

settlements were getting fewer. He regretted anything that would diminish the healthy minded and sturdy dwellers in the fresh rural districts. The rush from the country to the city was due to the fact that there was no good schools in the country. That was a matter that deserved careful consideration. And what was more, they wanted in these country places efficient teachers, and the ex-President here gave his personal experience of some country schools. It was a fact that half the teachers in the Province of Quebec were untrained, and for any successful system of education every teacher ought himself and herself to go through a course of training.

Just one point more Mr. Parmelee emphasized, and that was the desirability of teaching in our schools, like in our elementary schools, some of the simplest principles of the systems of municipal and general government under which they will have to play the part of good citizens. Mr. Parmelee's address was listened to with the greatest attention and interest, and he sat down amid hearty applause.

When Miss Maud Burdette had contributed to the evening's pleasure with a beautifully sung song, the Rev. Professor Clark Murray spoke at some length on "The Psychology of Child-Life." He showed that eminent psychologists by their writings were getting their theories to penetrate as far even as the nursery, and he gave a number of scientific experiments which had been made. One very interesting and well established fact he mentioned, bearing especially upon the Kindergarten system. The muscles of the fingers and the nerve centres in the brain controlling those muscles were slow of development and it was not till the child was five, six or seven years old that any great use of these muscles should be made. In some cases, where the use of the larger muscles of the legs and arms and body were neglected in exercise and the fingers too much used, the result was St. Vitus' Dance. These and many other things easily understood by mothers and nurses, the Professor related with much clearness of description. Speaking more particularly to teachers, he went on to say that all the faculties of the brain and mind were equally divided into three groups. 1st. The power of accepting knowledge, the receptive power. 2nd. The feelings or conditions, whereby we feel what is right and wrong, what is pleasant and what is painful. 3rd. The will. And in a long course of argument and illustration Professor Murray impressed upon his audience that the great end and aim of all education was to educate the

will, so that the child should learn as early as possible to determine to do and to do promptly what was right. Methods directed to this end must be gradually introduced into our school system, so as to turn out well-formed characters intellectually and morally.

On Friday morning the study of English occupied the attention of the Convention. The very important subject of "School-room Elocution" was treated by J. P. Stephen, Professor of Elocution in the High School. He strongly enforced the necessity for a better system of teaching reading in schools, and said that if there was any place where the teacher must be an artist it was in elocutionary work. He quoted the Rev. Mr. Rexford on the subject, and emphatically insisted on the discarding of the alphabetical method of teaching reading. The child must be taught to join together the object and the name by every means possible. Phonetic drill should be faithfully attended to, and the pupils should be trained to occupy a proper position while reading. Interest should be aroused in the subject of the lesson. The child should be encouraged to think of the meaning of the author, and to think himself on the thought of the author. This would inspire him to speak distinctly. They should also be encouraged to bring extracts to school, thus training their powers of selection. Mr. Stephen's paper discussed many other points of interest to teachers.

Miss E. MacLeod, M.A., assistant teacher of Lachute Academy, dealt with the no less important question of "Conversational English." Incorrect speaking she held responsible for many a pleasure lost and ill endured. Imperfect English raised a barrier to hero-worship, for no matter how great our reverence for some great man his misuse of his own mother tongue, and the lack of refinement which this shows, causes a sense of irritation. Our power is not so much in our thought as in our ability to bring it out. It greatly aids the intellect to give distinct and forcible utterance to thought, in correct and grammatical language. If the language is slipshod or diffuse it implies the same qualities of the mind. Miss MacLeod appealed to the teachers there to stop the spread of incorrect forms of speech. If teachers would correct errors in themselves the evil would be mitigated. Conversational English should receive as much attention as geometry or algebra. Several of the more common errors were instanced, such as the interchange of the past indicative and the past participle, and of the objective and nominative, the use of the

preposition "on" for several other prepositions, and the use of "for" before the infinitive.

The "Value of Classics" was the branch of the subject taken by George Murray, B.A., F.R.S.C. Mr. Murray said he had always advocated the study of the classics to those to whom a little Greek and Latin would be useful. In the classics would be found the best codes of morals, the most graceful and most noble poetry, the deepest and widest philanthropy, and their study would leave a lasting impression. They had a great effect on moulding and directing the statesmanship of Britain, and it must be remembered that the whole civilization of Europe was built on the foundation laid by two great nations over two thousand years ago. The large place given to classics in English schools and colleges was referred to, and the essayist, while recognizing that a more practical training was necessary in Canada, believed that more attention might be given to them here. All the languages of modern Europe, and none more than English, were connected with the two ancient tongues, which were, however, more beautiful than any of their modern developments. The latter languages compared with the earlier, were dull, ill-contrived, and barbarous, and modern writers have not given us as good models as the ancient. Numerous writers and professors were cited who advocated the study of Greek and Latin as necessary to a truly liberal education.

During the afternoon of Friday a discussion on the papers read at the morning session then ensued, the one on "Conversational English" giving rise to most expressions of opinion. In connection therewith, Mr. N. T. Truell moved the following:—

That the Protestant Committee of the Council of Public Instruction be requested to require every candidate for teacher's diploma to produce a certificate, signed by the head teacher of the school in which he has been educated, asserting that the candidate speaks clear and grammatical English.

Rev. E. I. Rexford said that in the matter of teaching written English much more might be done than had been done in the past. There was only one way of getting a child to write good English and that was by writing, writing, writing.

Prof. Kneeland protested strongly against the kind of English which came to us in many of the juvenile papers scattered abroad in this country from the other side of the line. The English contained in them could hardly be recognized as English and they were placed in the hands of our young people, and after these had formed their habits of reading

such English, and been allowed to suppose that it was correct, teachers attempted to counteract this by the few hours a week that could be given to the subject in school. Let parents banish from the home and from the reach of their children all literature that was not pure in sentiment as well as that which was not pure English.

The discussion was also taken part in by Inspector Hewton, Rev. Dr. Ryckman, Rev. Dr. Shaw, Dr. Heneker, Dr. Kelley, Mr. G. W. Parmelee, Mr. J. A. Nicholson, Rev. E. M. Taylor and Miss MacLeod.

Mr. J. A. Nicholson, Cote St. Antoine, moved:—

That it be a recommendation to the Protestant Committee of the Council of Public Instruction to so amend their regulations as to give the Board of Examiners for teachers' diplomas power to reject candidates unless the answers in the various subjects in which they wish to be examined are expressed in grammatical English.

It was decided that Mr. Truell's motion be laid on the table, and Mr. Nicholson's motion, which was seconded by Mr. J. Mabon, was carried.

Miss Findlay read an excellent paper on "Continuity in Education from the Kindergarten through the Primary grades." She traced the growth of knowledge in the child as developed by the method of Frœbel, and pointed out how the growth was continued through the intermediate schools to the university. The paper was attentively listened to, and heartily applauded.

The meeting was then brought to a close by a short address from Dr. Heneker, Chairman of the Protestant Committee.

The evening session, which was held in the Assembly Hall, High School, was more in the nature of a relaxation than a business sitting. It was very largely attended both by the teachers and their friends.

The Recording Secretary read the following report of the judges on the school exhibits in connection with the Convention, Messrs. E. T. Chambers, Alex. B. Wardrop and Miss N. E. Green:—

"The judges appointed by the Executive Committee of the Convention beg to submit the following report: (1), that the exhibits in competition have not been presented in such a manner as was necessary for their inspection and comparison with each other; (2), that there is no competition among the academies, only one presenting specimens of work. There are two model schools in the competition and ten elementary schools, but all of them do not present the requisite number of

subjects to make them eligible to compete; (3), the judges found several specimens in which the ruler had been used unduly in the drawing work and tracing in the map work, (4), the exhibit presented by the Lachute Academy merits high commendation. The two model schools also deserve high commendation. The city commissioners' schools show a distinct and decided improvement in writing. Some of the best specimens, however, were by schools which had to be ruled out, not having presented a sufficient number of subjects."

The awards are as follows:—

Academy.—Lachute Academy, 1.

Model schools.—Girls' Model school, McGill, 1; Boys' Model school, McGill, 2.

Elementary schools.—Royal Arthur school, Montreal, 1; Berthelet Street school, Montreal, 2; Sweetsburg Elementary school, Missisquoi county, 3.

The judges beg to express the hope that in future better means will be provided to enable them to perform their duty with less difficulty, and that means will be provided so that the competing specimens may be shown in the order of decision.

A pleasant evening was spent by the teachers thereafter. Soon after eight o'clock a short lecture was delivered in the Assembly Hall by the Rev. J. Abbott Smith on "Greek Art and Architecture," which was illustrated with some very good stereopticon views. Afterwards the school was thrown open. The laboratories and manual training rooms were open, and a few boys in each gave an idea of the mode of instruction. Music and refreshments were provided, and the rest of the evening passed in social enjoyment.

The closing session was held on Saturday morning, when the question of the state of our elementary schools came up for discussion. The issue of the discussion was very gratifying, a committee having been appointed to take into consideration the means at the disposal of the province for providing trained teachers for all our schools. Nothing could have been more gratifying to those who are sincerely desirous of bringing about an improvement in our elementary schools than this closing action of the Convention of 1894. As soon as we have heard from the Secretary of the Association we will publish the list of officers elected for the coming year as well as the the committees of the Executive Council.

Editorial Notes and Comments.

Two of the questions raised at the late Teachers' Convention should not be allowed to drop. These are a necessary improvement in the methods of training our children to speak and write good English, and the possibility of providing trained teachers for our elementary schools as well as for the superior schools. To prevent the former question from being lost sight of we give the first instalment of Miss MacLeod's paper in this issue, and in order to have some action taken immediately in connection with the second movement, we would urge upon the Convener of the Committee appointed by the Convention to call a meeting as soon as possible. If we were at all inclined to multiply the number of necessary reforms required to make our system what it ought to be, we would mention, as next in importance, the centralizing of school work in the municipality. This we have advocated before, and now that others have adopted the idea we will possibly be able to report results other than the mere making of speeches such as have been so long indulged in by our politicians and others, for the sake of the applause that accompanies them. An ounce of practical suggestion is worth a whole ton of theorizing about the possible or the impossible. To keep alive the interest in the necessity for an improved system of training teachers, we intend publishing in our next issue a pertinent article from the pen of S. B. Sinclair Esq., M.A. of the Ottawa Normal School,

—In a late issue of Harper's Magazine we find the following on the training question which cannot but meet with the views of those who would have trained teachers speaking good English in all our schools, and it comes with greater force being written by an outsider: There is unanimity of opinion says this writer, upon another thing, and that is the necessity of better teachers for all schools, and of the importance of the teacher over the text-book. All the conferences insist upon the necessity of better-trained and better-informed teachers, and these are specially needed in the primary schools, In order to improve the quality of the teachers, it is recommended that we have more and better normal schools, where men and women shall be trained to teach, and be drilled in the complete mastery of the subjects which they may attempt to teach. This recommendation is vital, but the difficulty is deeper than this, for it lies in the wide-spread misapprehension that it is less important to have good teachers in the lower schools than in the higher. As a matter of fact, the majority of the common

schools of this country are in the hands of teachers poorly paid, who are placed there by school-committee men wholly incompetent to judge of their fitness. It lies within the observation of every reader of this paragraph that many of these so-called teachers are ignorant girls and young men scantily educated, whose knowledge is bounded by the text-books which they follow with their pupils. They are incapable of teaching, they can only hear the lessons which they cannot illuminate, and they cannot inspire their scholars with love of learning, or even with curiosity about the world. For this state of things the public is to blame. No good results can be expected when the ignorant teach the ignorant. The error lies in the popular fallacy that almost anybody can teach children.

This is what we mean by saying that we are trying to make our educational pyramid stand on its apex. The truth is that the best talent, the widest knowledge, the utmost skill, are needed in the primary school. The prime object of the school is to awaken the mind of the child. Many pupils go through the primaries, through the secondary schools, and possibly through college, without having their minds awakened, without having their enthusiasm aroused to the same eager interest in the school studies that they manifest in football, for instance.

Once the mind is awakened and guided to explore the knowledge of the world, the most difficult task of the educator is accomplished. The pupil is inspired with a desire to know, and instructed how to find out things for himself. This inspiration and this guidance can only come from teachers who have knowledge and the skill of imparting it in a marked degree. The unawakened mind requires more external power to arouse it than to keep it going in well-marked grooves. This is understood in asylums for deaf-mutes and for idiots. In those the very ablest teachers take the beginners in intelligence. We shall begin to handle this problem of education intelligently only when we recognize the truth that for teachers of the primary schools, down to the infant classes, we must have men and women of the first qualifications, of broad knowledge and liberal culture and character, and we must pay them as high a price for their services as we pay teachers in the secondary schools, at least.

The conference on history recommends that it be taught for eight consecutive years. But history is a knowledge of human life, and its unfolding really begins in the kindergarten. History is a unit. No portion of it, even the limited history of a state or county, can be well taught by a person who has not a

comprehensive view of it as a unit. No study is more fruitless than that of a history in a routine text-book of names and dates unless it be the study of literature in the same way. The teacher of history must know history, and the teacher of literature must know literature. It is of course impossible in eight years to impart any detailed knowledge of history; but the able teacher can in that time give a knowledge of its sweep and unity, of the relative significance and importance of certain periods, and possibly detailed knowledge of some portions of it, say the history of the pupil's own country. This is also true of the nature of civil government, and especially of the government under which the scholar lives. Nothing perhaps is more needed now in this republic than a knowledge of its fundamental character and laws, and it is one of the weaknesses of our educational system that it fails to give this to those who pass through our primary schools. We might go further and say that those who read our newspapers know that we are not exaggerating the ignorance in regard to our own government, or of other forms of government, or of fundamental social laws evolved in the experience of the race. In a few highly developed schools, both primary and secondary, these subjects are taken up with the most encouraging results; but how is it in the majority of district schools of the country? And even if these subjects were taken up, where are the teachers to teach them? This is no attack upon the body of teachers, most of whom are ill paid even for the services they render, and most of whom also are working conscientiously according to their lights. But it is for the public to consider that the best teachers are required in laying the foundations of education, and that it is a good economy to pay for the best.

—We insert the following in the hope that every one of our local papers will insert it in their columns. It is taken from the *Boston Herald* and refers to parental co-operation in the work of the school: A friendly co-operation on the part of a teacher and the parent is sure to make the most of a pupil and do good service to the whole school. What our schools need, says the writer we refer to, beyond appropriations, beyond good teachers, beyond capable supervisors, beyond an energetic school board and a capable superintendent, is the cordial support of the people at large. In the pressure of the duties of life upon all people the school is one of the things taken for granted. With the churches unable to exercise a strong and central influence over the morals of childhood, with family care constantly being deteriorated by the pressure of business and

society, the public school is continually being loaded down with duties and demands which weigh upon conscientious teachers, especially the large-minded and large-hearted women, who are the soul and strength of our public schools, and it is increasingly difficult to educate young people up to the proper standard in the knowledge of what they ought to know, and up to a proper appreciation of the relation of conduct to life. This is where our public school teachers cannot be too earnestly or too warmly supported by those who put children in their hands. It may be too much to ask busy men and women who believe in the public schools to take an hour now and then to visit the schoolrooms and show by their presence that they stand by this or that teacher; but wherever this is done,—and in many places it is done—the results far more than compensate for all the trouble which they compel. If there is any one class of unappreciated people in the community—unappreciated and yet deserving of the highest honor—it is the men and women who are our faithful servants in the public schools.

Current Events.

The teacher who is passing rich on forty pounds a year may spare a moment to read the discussion that has lately been going on on the college salary question. The writer of course argues that the professor should have more salary as a matter of justice, as a necessity, and as a matter of policy. This increase should be about fifty per cent. This argument is not unexpected, but the facts upon which he bases it are interesting. He has the detailed salary-facts from 123 colleges and universities. Two pay presidents a salary of \$10,000, and one pays its chief but \$650. Two colleges pay \$8,000, one each \$7,500, \$7,000, \$6,600, and \$6,000. One pays \$800, one \$950, three \$1,000, two \$1,100, two \$1,200. More than half pay between \$2,000 and \$4,000. Professors receive considerably less. (I speak only of the "most highly paid professors.") Six do not pay more than \$800, four \$800, four \$1,000, one \$1,100, eight \$1,200, three \$1,300, three \$1,400. One University pays its professors \$7,000, two others pay \$5,000, four \$4,000, one \$4,500, one \$3,600, one \$3,500, one \$3,200. In more than half the highest salary is between \$1,600 and \$3,000. The average salary is less than \$1,500.

The state universities usually pay about twenty per cent. larger salaries than other institutions. Some of the newer institutions pay higher salaries than the older. Institutions in cities usually pay better than those in the country.

There are many high school principals who receive higher salaries than college professors. The average pay of the city high school principal is greater than that of the average college professor. In the larger cities it is above that of the college presidents.

The actual earning of the "heater" in any finished bar iron mill is greater than that of the average college professor, or \$1700 as against \$1500. The "boss roller" gets \$5,250, which is almost twice the average salary of the college president. Blacksmiths, blowers, firemen, founders, beaters, ingot-loaders, masons, millwrights, puddlers, rollers, roughers receive about the same wages as the college professors outside a few of the larger institutions. There are iron mills in this country in which the salary of the average of the workmen is as great as the average salaries in some of our colleges. Book-keepers, salesmen, and "drummers" receive as high salaries as the professors in most colleges. The writer thus makes out a strong case for the under-paid college professor, and we wonder if no one is ready to make out as strong a case in favor of the under-paid school teacher. The case has been made out a hundred times, but what has it resulted in?

--The annual report of Dr. Barnardo's Homes for orphan and waif children, just received, shows that during the year ending 31st December last, 8,947 fresh cases of children were dealt with. No fewer than 4,363 rescued boys and girls were on an average resident in the Homes. Of the fresh cases admitted during the year, 1,244 had actually been on the streets, sleeping out, or were rescued from common lodging-houses, or the custody of thieves, prostitutes or other persons of abandoned life. During the year, 1,475 boys and girls were sent to situations, or otherwise placed out in life, in Great Britain, and 727 selected boys and girls sent to Canada. Of these ninety-eight per cent. are said to be doing well. There is a good deal of opposition in some quarters to the admission of these children into the Dominion, and much is made of an occasional misdeed by one of them. But, as a matter of fact, the record is a remarkable one. It is doubtful whether, were the courses of one hundred Canadian children, taken at random, followed for a number of years, it could be said that all but two were doing well. Dr. Barnardo's and similar

institutions are really doing a noble work, and are worthy of every encouragement.

—The recently issued annual “class book” of the senior class at Yale contains some surprising facts concerning the expenses of the college boys. The editor says: “It is a recognised fact that it is getting to be harder and harder for a poor man to get through Yale. Yale is giving up her boasted democracy.” The tabulated list of statistics places the average expenses of the freshman year at 961 dollars; sophomore year, 1009 dollars; junior year, 1213 dollars; and senior year, 1255 dollars. The highest figure given for a year’s expenditure is 4000 dollars, and the lowest 135 dollars. The class numbers 214, and among them are only six phenomenally rich men’s sons. At first sight the inference might be drawn that the college system of an English University is less costly to the student than the American style. But one needs further particulars before a comparison can safely be drawn. At a German University, where domestic arrangements are under no restrictions, £90 a year is a sufficient sum to enable a student to live, learn, and learn to live. The lad who attends our own McGill can do it for less money, it is said.

—As education in India tends to pass more and more into native hands, it is gratifying to find two M.A.’s undergoing training at the Teachers’ College, Saidapet. Indians who propose to devote their lives to the work of educating their countrymen will be taking the wisest possible course if they begin by preparing themselves to do that work efficiently. If they are encouraged to do so, and if the Universities keep in touch with the wants of the people, there will be no need to apprehend the deplorable state of affairs which has arisen in South Africa.

—The system of training teachers in vogue in Burmah should produce an excellent supply, at least as regards quality. The students at the Normal School go through a three years’ course, receiving, if they pass, a *half* certificate. They then leave the school and do two or, in some cases, three years’ practical work. Only if they prove successful during this probationary period, do they become entitled to a full Normal certificate. The conditions correspond closely to those which prevail in France, where a *stagiaire*, to become *titulaire*, must have gone through a *stage* of two years, and also possess the *certificat d’apitude pédagogique*. In the Madras Presidency, on the other hand, certificates may be obtained after one year’s training, and by candidates who have had no practical experience of school teaching.

—General Francis Walker, in recognition of the tendency of the women college graduates to engage in teaching, advises that there should be a special pedagogic course established in colleges attended by women and it is the duty of these institutions to take the initiative in the matter. I would not have the colleges for women, says the General, teach the mere arts of the pedagogue, which may without offence be called the knacks of the trade, or undertake to anticipate the necessary work of experience. But I would have the history and philosophy of education made prime subjects of study. I would have the psychology of teaching taught. I would have the mind, in its power of perception, observation, reflection and expression, studied as objectively and as scientifically as specimens in natural history are studied in the class-room and the laboratory. The order of development of the human faculties, the child's way of observing, the child's way of thinking when untaught and untrained, the ways in which the child may be interested and drawn out of himself—these should be the matter of eager, interested investigation. Surely they are as well worthy to be the subjects of study as are the processes of vegetable or animal growth, as the order in which the leaves are set upon the stem or as the mechanism of the human study.

—An anomaly in the regulations for admission to the degree of Doctor of Medicine has just been removed by the Senate of the University of Calcutta. Under the old rules a man might take his B.M. without having qualified in Arts; but no candidate could be admitted a Doctor in Medicine if he had not passed the B.A. examination. This requirement, although there is something to be said in its favour, was felt, in many cases, as a great hardship. Candidates were compelled to break the course of their professional studies and return to the subjects for the Arts Examination in order to qualify for what was after all a purely professional distinction. At the last meeting of the Senate the regulation was, on the motion of the President of the Faculty of Medicine, abolished.

—The following reasons are given in favour of vertical writing: (1) It is more legible. The one space letters are made round with broad turns, and with bold strokes of the pen. No loop letter occupies more than two spaces, thus preventing the confusing appearance which results from the interference of the extended letters in the sloping penmanship. (2) It is more natural. The slant of 52 degrees is reached with great difficulty. (3) It is much more easily learned. The forms

of the letters can be learned during the first three or four years of school life, and there is no need of further lessons being given. (4) There is great gain to the teachers in looking over the papers, and there are fewer errors. (5) The pupils are more apt to be neat in their work. The tendency to the running hand and the careless, hurried scribbling of children is obviated. (6) It helps spelling, especially the orthography of eye-minded pupils. (7) All hygienic reasons are in its favour. The pupil is required to take the front position and sit erect, with the paper square in front of him, the position of the pen being such that he can easily see the letters he is making without turning his head to one side to do so. The letters, being round and full, are easily seen, and the pupil is less inclined to lie down on the desk. The pen should be coarse and properly held, and the line strong and evenly executed. The paper should be narrow—not more than eight inches.

—An attempt is being made to make merry at the expense of head masters of schools who look after the physical welfare of their pupils, to the extent of engaging junior masters who add to their learning the qualification of excellence at football or cricket. “What are we coming to?” is the cry on reading an advertisement in which a preference is expressed for a cricket or football “blue.” Our reply (says the *Daily Graphic*) would be that we are coming to our senses. We listen to the dictum of our doctors that the human frame, to keep it in proper working order, requires a great deal more exercise than the average individual obtains, and admire its wisdom, but when anyone puts the thing into sensible practice, we scoff. The surest way to breed young scholars who will do a school credit in after years, is to plant the learning in a soil where it can fructify, and not fade away with the rapidity of a hot-house plant.

—At a meeting of the governing body of Owens College, Manchester, a letter was read from the residuary legatees of Sir Joseph Whitworth, stating they had learned that a new general hospital, in close connection with the college, was much needed, in which the students may receive practical instruction in medicine and surgery. The letter proceeds to say that the legatees will, as a commencement of such a hospital, make over a sufficient site for the building and contribute not less than thirty-five thousand pounds towards the cost of the erection and furnishing the first portion, in addition to which they will provide an annual income of one thousand pounds.

—At a meeting of the Committee of the Church Schoolmasters' Benevolent Institution, an application was received from a school manager for the purchase of an annuity (£20) for the schoolmistress of the parish, who was retiring in consequence of illness after forty-five years faithful service. It is gratifying to find the school managers to some extent endeavouring to do what ought to be done by the country which has received the benefit of such long and faithful work. This leads to the enquiry—how many of our school municipalities pay the pension premium for their teachers?

—According to a return published by the Education Department in Washington, instruction in physiology and hygiene, with special reference to the effects of stimulants and narcotics on the system, is made compulsory by statute in all schools, at some portion of the course, in twenty-five out of thirty-eight States, in all the territories, and in the district of Columbia. In Missouri this instruction is compulsory only when required by the patrons of the schools.

—Electricity is destined to cure all our ills. It has been found now to be a sovereign remedy for writers' cramp. An official in one of the principal courts in America who had many of his clerks incapacitated by this affection, has set up an electric battery in his office, and when the muscles of the hand become cramped through the long continued and steady use of the pen, contact with the battery is said to give instantaneous relief.

—The National Department of Superintendence at Richmond, U.S., has passed a resolution in favour of State legislation requiring, in all school buildings hereafter to be erected, provision for furnishing 1,500 cubic feet of air per hour for each pupil; and another resolution in favour of legislative enactments to make the kindergarten a part of the system of public instruction in all the states of the Union. We are pleased to read these resolutions, especially the first, which deals with a matter towards which, only too frequently, apathy is exhibited. If it were possible for sanitary inspectors to visit a number of our schoolrooms at the end of a long lesson, and to publish the results of the examination, the British parent might be roused to the same degree of interest as he can be made to feel, under judicious stimulation, for, say, the religious question.

—The huge telescope which was presented to the University of Chicago by the street car magnate, Charles T. Yerkes, will be erected at Lake Geneva, Wis. Work will be commenced on the observatory building as soon as the weather will permit.

It was the intention of Mr. Yerkes that the telescope should be erected on the grounds of the University, but astronomical experts advised against it. It was declared that the smoke and noise of the city would seriously interfere with astronomical observations. John Johnson, Jr., of Chicago, offered to donate fifty acres of land for the observatory at Geneva Lake. The site was inspected by a committee of the University officials and patrons and its acceptance is now announced. The Yerkes telescope will bear the distinction of being the largest in the world. The lens will be forty inches in diameter. In operating the telescope electricity will be the motive power.

—The *Russian* government imitates the Prussian example. In Dorpat the German teachers' seminary is closed, and the last resident students have departed. As Prussia Germanizes Lorraine, Alsace, Schleswig, etc., Russia Russifies the Baltic provinces. There is method in this. The following item shows the fine Italian hand of the Russian government:—The parochial schools (the Lutheran and Catholics are meant), though maintained independently of State aid, are being gently pushed to the wall. The government has decreed that its examination of their graduates is to be conducted in Russian, and that all compositions are to be written in Russian. This necessitates making the Russian the language of instruction. The Russian government evidently learned something from the Ohio legislature, which decreed that German might be taught, "provided, that the medium of instruction of all other branches be the English."—*Ex.*

—On Fordham Heights, overlooking the Hudson River, there has been established an academy and home for shipbuilders. The institution is the outcome of the founder's own experience in boyhood, when he found great difficulty in acquiring a theoretical, as well as practical, knowledge of shipbuilding. Education in marine architecture and steam engineering is provided, nor need a student spend a penny during the whole course. Attached to the academy is a hospital, and there are also free homes for aged and infirm shipbuilders and their wives. We cannot recall any English institution on so complete and liberal a scale, and recommend it to our wealthy shipbuilders as a model for imitation.

Literature, Historical Notes, etc.

CONVERSATIONAL ENGLISH.

BY MISS E. MACLEOD, M.A., LACHUTE.

Our generation is accredited with all the transgressions of the past, together with the germs of all future misdemeanours. Among present delinquencies is charged an undue tendency to organization. Hence one hardly likes to suggest the formation of another of those much-berated outgrowths of altruism—a society. Were this method of reform not so trite, a “Society for the prevention of Cruelty to the English Language.” might not be amiss; as it is, however, some less hackneyed remedy must be devised.

That reform is needed admits of no question. Those especially who have come in contact with the lower middle classes cannot fail to have been struck with their disregard of syntax and pronunciation, and their use of obsolete and unrecognised forms. As for “slang”—it is confined to no class, it is ubiquitous.

There is something peculiarly jarring about imperfect English. A rich brogue is consonant with poetic fervor and high enthusiasm. It touches religious feeling with a kindly and homely sense of reality; without destroying—even perhaps, on occasion enhancing—the beauty and sublimity of its pathos. Broad Scotch is well adapted to the latent and often grim humor of that nation, while it is also an expressive vehicle of dainty sweetness and earnest thought, as Burns has amply shown. If Moore had had a humorous vein in his composition, he might have done for Irish vernacular what Burns has done for the Scotch. But I doubt if anyone—unless perhaps Whitcomb Riley—could—apart from the pathos inseparable from all human longing and incompleteness—be genuinely pathetic in ungrammatical English.

Incorrect speaking is responsible for many a pleasure lost and many a positive ill endured.

It is a hindrance towards perfect friendship, for this must be a “mutual admiration society”; it cannot exist where one friend has cause to be ashamed of the other. When alone with your friend the feeling of shame may lie dormant, for his uncouth phrases fall on the lenient ears of affectionate appreciation. But the moment a stranger enters the room, you hear with the keen ear of the critic; and the social hour is one of torment lest the victim of deficient education should disgrace himself—and you.

Imperfect English, again, is no insignificant barrier to hero-worship; for how can you kneel at the shrine of a prophet who tells you he "ain't a-goin' to do it," and he "don't care nothin' for them people, anyways"? No matter how great your reverence for the man's character, his misuse of his own language is to you a constant and unwelcome reminder of—not his ignorance, for many a college graduate who would scorn to misconstrue a passage of Hebrew or Greek, will relentlessly and persistently ignore the elements of his mother tongue—but of his lack of refinement. And, indeed, the greater your reverence, the greater the sense of irritation experienced. You wish to forget that your prophet is not beyond you in all things, and he will not allow you to do it.

The influence of a noble soul whose utterances are hampered by inability to deliver them according to the generally received rules of syntax affects one something as does the recital of the brave act of a faithful Newfoundland.

The dog who has risked his life, who has done the deed we had scarcely courage to contemplate, we have thought of as an animal—a soulless animal; and now, in the presence of his godlike self-surrender, we stand rebuked—he is no more an animal, he is divine, and we worship. But the worship is tinged with pain; for the divine is not imprisoned in the form wherein we are wont to look for it, and we feel humiliated that this fact should obtrude itself; we would crave pardon of our shaggy, brown-eyed divinity for having, never so remotely, deemed the vesture of his grand, unselfish soul inferior to the differently patterned garment which enshrouds our little cowardly self. Does not the same psychical nerve twinge when our prophet prophesies in faulty English?

It would be beneficial, though probably mortifying, for some ministers to discover how many of their sermons have just missed carrying a life-lesson to some listener on account of a grammatical error or a mispronounced word, which diverted the mind from the subject. And this, because their parents did not, or could not, teach them the first accomplishment which a child is supposed to learn.

Channing, in his lecture on "Self-culture," says:—"There is another power, which each man should cultivate according to his ability, but which is very much neglected in the mass of the people, and that is the power of utterance. A man was not made to shut up his mind in itself, but to give it voice, and to exchange it for other minds. Speech is one of our grand distinctions from the brute. Our power over others does not

lie so much in the amount of thought within us, as in the power of bringing it out. A man of more than ordinary intellectual vigour may, for want of expression, be a cipher, without significance, in society. And not only does a man influence others, but he greatly aids his own intellect, by giving distinct and forcible utterance to his own thoughts. We understand ourselves better, our occupations grow clearer, by the very effort to make them clearer to another. Our social rank, too, depends a good deal on our power of utterance. The principal distinction between what are called gentlemen and the vulgar lies in this, that the latter are awkward in manners, and are essentially wanting in propriety, clearness, grace and force of utterance. A man who cannot open his lips without breaking a rule of grammar, without showing in his dialect or brogue or uncouth tones his want of cultivation, or without darkening his meaning by a confused, unskilful mode of communication, cannot take the place to which perhaps his native good sense entitles him. To have intercourse with respectable people, we must speak their language. On this account, I am glad that grammar and a correct pronunciation are taught in the common schools of this city (Boston). These are not trifles, nor are they superfluous to any class of people. They give a man access to social advantages, on which his improvement very much depends. The power of utterance should be included by all in their plans of self-culture."

Dr. David Masson in an article on "Slipshod Literature," gives some hints which, though intended for written language, are equally applicable to spoken. After remarking on mixed metaphor and similar looseness, he continues:—

"Pshaw! technicalities all! the mere minutiae of the grammarian and the critic of expression! Nothing of the kind, good reader! Words are made up of letters, sentences of words, all that is written or spoken of sentences succeeding each other or interflowing; and at no time, from Homer's till this, has anything passed as good literature which has not satisfied men as tolerably tight and close-grained in these particulars, or become classic and permanent which has not, in respect of them, stood the test of the microscope. We distinguish, indeed, usefully enough, between matter and expression, between thought and style; but no one has ever attended to the subject analytically without becoming aware that the distinction is not ultimate—that what is called style resolves itself, after all, into manner of thinking; nay, perhaps (though to show this would take some time) into the successive particles

of the matter thought. If a writer is said to be fond of epithets, it is because he has a habit of always thinking a quality very prominently along with an object; if his style is said to be figurative, it is because he thinks by means of comparisons; if his syntax abounds in inversions, it is because he thinks the cart before he thinks the horse.

“And now, by extension, all the forms of slipshod in expression are, in reality, forms of slipshod in thought. If the syntax halts, it is because the thread of the thought has snapped or become entangled. If the phraseology of a writer is diffuse; if his language does not lie close round his real meaning, but widens out in flat expanses, with here and there a tremor as the meaning rises to take breath; if in every sentence we recognise shreds and tags of common social verbiage—in such a case it is because the mind of the writer is not doing its duty, is not consecutively active, maintains no continued hold of its object, hardly knows its own drift. In like manner, mixed or incoherent metaphor arises from incoherent conception, inability to see vividly what is professedly looked at. All forms of slipshod, in short, are to be referred to deficiency of precision in the conduct of thought. Of every writer it ought to be required at least that he pass every jot or tittle of what he sets down *through* his mind, to receive the guarantee of having been really there, and that he arrange and connect his thoughts in a workmanlike manner.”

It is a pleasure to listen to one whose words flow easily and in perfect harmony with the thought to be expressed, whose vocabulary is such that he never needs to use a second-best word if a first-best is to be found in the language. This power is partly a natural gift, but also the result of culture. There is, however, little probability of the attainment of this degree of culture, if the mind has not in the first instance been trained to think clearly enough to obey unconsciously and of necessity the broad syntactical rules of concord and government. It is not necessary that the individual should have *heard* of these rules; but, if he should happen to come across them, they must be to him nothing new, but merely the formal expression of what he has always tacitly believed to be the only possible mode of true utterance.

It would be interesting, and perhaps profitable, to trace the growth of a few common mistakes from the first bacterial germ to the wide-spread epidemic; something might then be done to prevent the dissemination of any possible mistakes yet non-existent. The unwritten history of mistakes will, however,

never be known. Before us lies the tedious and arduous task of fighting a disease in its advanced stages.

Lennie and Murray and Morell and Bullion and Meiklejohn have been read, learned and digested; the truth of their rules and explanations have been accepted by the average pupil, and he has continued to speak exactly as he did before he ever heard of syntax. If his parents are cultured, our young grammar student will speak the purest English; if he belong to a certain class, his language will be strictly grammatical, but plentifully besprinkled with slang; if the home conversation is innocent of any attempt at grammatical accuracy, he will listen respectfully to the teacher's corrections, and follow his father's example.

A few scholars may be interested enough to correct one another, their brothers and sisters, or even their parents; but rarely are they sufficiently in earnest to correct their own ungrammatical selves.

Clearly then, as things stand at present, we must look, not to the school, but to the home, for help—for help which the home is often powerless to yield; which simply means that a large percentage of our school children is to be relegated to the uneducated class—not for lack of knowledge, but for incapacity to express it in plain English.

Another grave feature is the fact that many of these pupils become the teachers of our country schools, and so the evil spreads. Either the country scholars accept blindly the teacher's dictum, or they, if not practising better than he knows, perhaps knowing better than he practises, despise him for breaking rules which they do not care to keep.

If our embryo teachers could be, not taught only, but *trained* in correct speaking, the evil would be greatly mitigated; *they*, at least, would not propagate it. But would they give the self-help needed for effectual training, or should we find them too lethargic and indifferent?

If the Diploma were granted only to those who had given sufficient proof of the unlikelihood of their ever transgressing the rules of syntax, the subject of "Conversational English" would receive as great attention as their geometry and history, and surely this is not too much to require.

It is impossible to glean all, or even the greater part of, the most usual errors abroad; a few will suffice to recall others.

A very common mistake is *the use of the Past Indicative for the Past Participle*—

"He would have *fell*."

"I have *saw* them often."

"They have *did* it before."

"I haven't *went* yet, but I would have *went*, only she has always *came* here instead."

Another even more prevalent error is *the use of the Past Participle for the Past Indicative*—

"The cat *run* up the tree."

"They *done* it very nicely."

"He *seen* them yesterday."

Again, *the objective is used for the nominative*—

"You and *me* will go."

"Who did it?" " *Me.*"

" *Her* and I went to see it."

"Was it *him* that called last night?"

"John is older than *me.*"

"If I were *him* I would stay at home."

And, less frequently, *the Nominative is used for the Objective*

"Between you and *I.*"

"He gave some to John and *I.*"

We find, also, *a plural subject used with a singular verb*—

"How *does* your *friends* like it?"

"My *books* *is* heavy."

And occasionally *a singular subject with a plural verb*—

"*He* *are* coming."

"*It* *don't* matter."

"Wait till *one* of the boys *come* home."

Another pet vagary is the *double Negative*—

"I *never* had *no* breakfast."

"I *won't* tell *nothing.*"

"I *haven't* *no* books."

"There is *nothin'* for *nobody.*"

The Objective Plural of the Personal Pronoun is used for the Possessive Adjective—

"*Them* classes are large."

The Objective is used for the Adverb—

"I like it good."

"It fits bad."

"You play beautiful."

A double subject is thrust upon one poor Predicate—

"*Charles he* wasn't at school."

Certain obsolete forms are in vogue, as for instance:—

The verb "to learn" used actively—

"He will learn you to skate."

The insertion of the Preposition "for" before the Infinitive—

"I should like *for* to go."

"You told me *for* to come in."

The use of the prefix "a"—

I'm *a*-going, for she's *a*-fixing the house."

And the insertion of a Dative—

"I bought *me* a new one."

Unrecognised words are freely introduced—

"He *teached* me a good many things."

"He was nearly *drownded*."

"I *catched* the ball as it fell."

"I *ain't* tired."

"*T'ain't* right."

"They *aren't* there."

"I *amn't* going."

"He *brung* it home."

"If we had *knowed* about it."

"She was a very *talky* woman."

"The pavement is *slippy*."

The Superlative sometimes replaces the Comparative—

"She is the tallest of the two."

Tautology is also indulged in—

"The *two* hats are *both* alike."

"I am *going* to go."

The Preposition "on" suffers ill-usage—

"They live *on* Hochelaga" means "they live *in* Hochelaga."

"Wait *on* me" means "wait *for* me."

"She is hiding *on* them" means "she is hiding *from* them."

The Interuse of the following is not uncommon—

"Further" for "farther."

"To lay" for "to lie."

"Can" for "may."

"Hung" for "hanged."

"Older" for "elder."

"Shall" for "will."

Then there is the undue use of "got," and the misuse of "awful," "lovely," "beautiful," "nice," "pretty," etc.

"It is *awful* good."

"She is *awfully* nice."

"A *lovely* piece of pork."

"The *butter* was *lovely*."

"That *landscape* is *nice*."

"A *storm* at sea is *pretty*."

The 1st Personal Pronoun does not always modestly take the secondary position—

“An invitation was sent to me and Mary.”

A plural pronoun stands for a single individual—

“*Each one* takes what *they* like best.”

“*Everyone* put on *their* hats.”

Phonetical difficulties occasionally occur—

“*They of* done it.” = “*They have* done it.”

And the verb is in some cases altered to suit the usurping word.

“*They were* a tower on the hill” = “There was a tower on the hill.”

The abbreviations, “can’t,” “don’t,” “won’t,” “shan’t,” may perhaps be considered *almost* allowable; at least, in everyday conversation; so universally are they used. At the same time, their use is hardly to be advocated.

But the glory of the English language can only be appreciated in combinations of all these fearful and wonderful deviations from its rigid rules.

“*Them* people *tuk* him some sparrow-grass, and he liked it good, he has *ett* it all.”

“I struck *agen* the *longg* pole, and *I’m lots* tired, though it *ain’t hurtin’ but very little*.”

“*I wisht* yous could go up to see the *yaller line*, his paws is *awful strongg*, and he *gets that mad* and roars just like a *engine*.”

“He *allus sot* in that *cheer*, and *he’d be for sayin’* ‘that *cheer bees* yourn and *t’other bees* hern, but, *says he*, ‘I never see the *wan* to come up to mine,’ *says he*.”

“I *hed an awful good time*, but I *ain’t goin’ for to come no longer*, for *I ain’t doin’ nothin’ and I don’t want to be blamed for it*.”

“The banks of the river are *over-flown*, and he was *near drowned*, and I *thot I’d a died laughin’*.”

“*You’s’ll* be sorry for not *waitin’ on them*, though *they does* walk terrible slow, to be sure.”

“*It’s somewheres*.” “*T’ain’t neither*.”

“May I have the *lend* of your book? I *can’t* do *them* exercises without it.” “I *hev* mine *wrote*.”

“I never *did see sich* things as *them*. *They is* terrible nice.”

“*How’s* you all *doin’ to home*? *You’s* not *growed* much *sence I seen* you.”

Rut why multiply instances? It will be easily seen that any attempt at grace or eloquence cannot but be entirely futile with such material to work upon. One would almost as soon use profane language as indulge in many of the expressions just quoted. We must give our earnest care to the foundations.

and the superstructure will rise readily enough and in due proportion. Then, when every school graduate can write grammatically, logically, and clearly, the writers of our age must see to it that they hold their own. For our boys and girls *think*, and with some amount of originality too; what they lack is power of expression, and this we hope to enable them to acquire.

Practical Hints and Examination Papers.

VALUABLE SUGGESTIONS:—1. Small pupils should not be kept idle on the benches. Exert your ingenuity to give them employment.

2. Do not permit small pupils to sit on benches so high that their feet cannot touch the floor.

3. Make no noisy assertions of authority; and do not threaten. Be quiet, but firm; be dignified, but not distant. Let pupils feel that your friendship is desirable. Talk little but do what you say you will.

4. Allow no loud talking or boisterous conduct in the room at any time.

5. Avoid wearing a frown. Do not lose self-control.

6. Announce but one rule—Do Right, and let any violations of this receive its just punishment.

7. Appeal in general, not to fear, but to the reason and manhood of pupils.

8. Explain to your pupils that regular systematic work is the condition necessary to success, that such work is impossible amid confusion, that any disturbance, such as whispering, leaving seats without permission, loud studying, noisy feet, getting drinks, etc., violates the rule of right, by depriving others of the quiet necessary for close study, and must be avoided.

MANAGING THE BAD BOY.—Give the bad boy a chance to reform. Show him at the beginning of the term that you believe in him and trust him, no matter what evil reports you may have heard concerning him.

Take him into your confidence and, above all, give him something to do for you; sooner or latter, you will find that you have “managed” him, without his suspecting it in the least.

Miss T. received a message in school one day calling her to another teacher’s room.

“Turning to the “bad boy” she said:—

“Joe, you may take charge of the room while I am absent.”

With an amusing assumption of dignity, he marched up to the desk and took charge.

Entering the room noiselessly on returning, she found the room in perfect order, and Joe took his seat with the air of one who has

performed his duty well, as she dismissed him with a "Thank you, Joe, you have done well."

Another afternoon a boy had finished his work before the rest of the class, and he was not one of the kind that will occupy their spare time with something useful of their own accord. So, seeing him idle, she addressed him.

"Willie, I have some copying here that I haven't time to do myself. You can write nicely, will you do it for me?"

Of course he would and did, working away a long time quite patiently. And he did it nicely, too. The best of it was, the rest of the boys thought he was highly honored and besieged her for "copying" to do.

USEFUL EXERCISES:—1. Through a man's farm of 1,000 acres, lying in the form of a square, runs a railroad in a straight line diagonally. What does the right of way cost at \$200 an acre, the strip taken being 100 ft. wide?

2. A cylinder of iron one foot in diameter and 2 feet long is drawn out until it is four times as long; what is the diameter now, the form being preserved?

3. The peak of Teneriffe is 12,232 feet high; what per cent. of a mile is the height?

4. A square court, whose edge is 42 yards, is paved with 28,224 square tiles; find the surface of each tile.

5. A pond whose area is three acres is frozen over with ice to the uniform thickness of 6 inches. If a cubic foot of ice weighs 896 ounces, find the weight of the ice in tons.

6. A liberty pole is 180 feet high. Its diameter at base and top being three feet, what is the length of a cord passing once around the pole from a point directly opposite at the top?

7. One cylindrical cistern is 10 feet in diameter and 20 feet deep; a second is 20 feet in diameter and 10 feet deep. Give contents of each in barrels.

8. What fraction of a pound avoirdupois is a pound troy, and what fraction of an ounce troy is an ounce avoirdupois?

9. How much more will it cost to fence 10 acres of land in a rectangle, the length of which is 4 times its breadth, than if it were in the form of a square, the cost of the fence being \$2.50 a rod?

10. There are two concentric circles, one 10 feet in diameter, the other 50 feet in circumference. What is the difference in their areas?

—HINTS FOR THE READING CLASS.—Have a conversation about the events narrated, historical incidents connected with the lesson, and meanings of terms.

Require the thoughts of a single paragraph either from a pupil who has just read or from one who has listened. Occasionally require a pupil to give a sketch of the whole lesson, or to write one on the blackboard.

Bring into the class newspaper articles, short stories ; ask one pupil to read and another to tell what he has heard read. Cultivate the imagination. This may be done by writing on the blackboard a sentence like the following :

“Undaunted, on the vessel’s dock
The gallant soldiers stand.”

Ask the pupils to tell what the lines suggest to them, the number of soldiers, their dress, weapons, size and shape of the vessel, objects of interest on the deck, the appearance of the ocean, etc. Mention single objects, as a flag, a house, a horse. Encourage the pupil to give a full description of what the word suggests to him. Thus, if the word be *horse*, one pupil will see in his “mind’s eye” a piebald racer driven at full speed over the track of a race course ; another will think first of a plodding truck horse, dragging a wagon load of timber ; a third will see his own favorite pony careering over a neighboring pasture.

—PECULIARITIES OF OUR LANGUAGE.—Only 1 word having no vowel. Only 1 word (of one syllable) having four consecutive vowels. Only 1 word (of two syllables), not a compound, with an equal accent on both. Only 1 word having the syllable *ti* under the accent, and immediately followed by a vowel. Only 3 words ending in *ceed*. Only 3 words having the termination *cion*—as a final syllable. Only two words that are remarkable—either phonetically or diacritically—without prefacing a consonant. A score or more of words ending in *ly* that do not change to *ies* in forming the plural. 2 words containing all the vowels (a-e-i-o-u) in their regular order.

Correspondence, etc.

DEAR MR. EDITOR.

Can we country teachers not do something to enlist the sympathies of the parents of our pupils. What do you think of the “Parents’ Reception” plan. I saw it mentioned in a teachers’ paper and this is the report of it, which perhaps you will be kind enough to insert. The invitations read : “The parents of all children attending our Model Department are especially invited ; and you are at liberty to bring with you any other parents who may feel willing to come. The purpose of the meeting is partly social and partly for conference on matter of common interest, viz., the education of children.”

And this is what the local paper said about it. “The school-room proved to be an admirable place for such a gathering. Pictures and art volumes were spread on the tables and abundant floral decorations added their contributions to the pleasure of all. After a few pieces of music admirably rendered by Misses Bennett and Bray, Mr. Salisbury took the floor and for half an hour talked upon the philosophy and methods of education which the school was

endeavoring to carry out. At the close he invited comments, and a short discussion followed on the well covered ground. On adjournment all felt that the evening was a most pleasant and profitable one, and had proved itself worthy of becoming an established feature."

Yours respectfully

A TEACHER.

THE TONIC SOL-FA METHOD OF TEACHING SINGING THE BEST SYSTEM FOR SCHOOLS.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR.—I trust that the readers of the RECORD will not deem it an impertinence on my part to attempt to set forth the claims of a system of singing so thoroughly established and widely used as the one mentioned at the head of this paper. In fact, my object is not so much to uphold it as a system of music, as to speak of its special adaptation to school-room work. Without any further preface then, the Tonic Sol-fa or movable "Doh" system is particularly suitable to those who have a correct ear and who desire to cultivate their taste without going into an elaborate course of sol-feggi exercises. I do not say for one moment that the "Staff notation" and the "fixed doh" system are not the best; but would say, like Washington Irving, who declared that "the system of government in England is the very best——for Englishmen;" that it is the best system——for musicians; consequently the "movable doh" system is the best for those who have not time to become musicians, yet have the desire and ability to learn to sing by note even from the staff.

There is scarcely a church member who does not like to be able to sing a new tune—or an old one for that matter—by note, without the instrument, and there are hundreds who have studied music for years who cannot sing a line until they have opened the piano, and made it speak the sounds represented by those otherwise dumb characters called notes which are written on the stave.

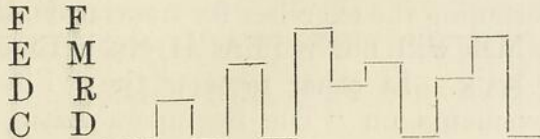
Those who have a correct ear for musical sounds, and will study the Tonic Sol-fa system for one year will be able in that time to sing at sight any ordinary hymn tune or song, without a mistake, and what is far more important, without the aid of an instrument, in whatever key is most suited to their voices. Under the "fixed doh" system this cannot be done either in so short a time or in any key. Therefore the Tonic Sol-fa is the best system where speed is concerned.

Again, the number and variety of subjects forming the course of study in our Protestant schools renders it necessary to limit the time given to each subject so that this system is a material help in this respect.

It is only necessary to learn one scale, the pitch of the tonic is immaterial since all major diatonic scales are alike in structure. In

fact, I might go further and say that it is enough to learn the first four sounds, the tonic, the super-tonic, the mediant and the sub-dominant of a scale, for the second half or upper part of the scale is an exact reproduction of these four intervals in another key or pitch.

The first step in school is to teach these intervals and then to practice them in all directions, something like that represented by this line:—



When this has been thoroughly mastered, call the fifth note "doh" that is modulate into the key G and continue the same exercise. This will prove the similarity between the two parts of the same scale and will teach the intervals in the entire scale with the single exception of that from "fah" to "sol" which it can be explained is the same as from Doh to Ray—But more next month.

Yours truly

Farnham, Que.

ERNEST SMITH.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper Box 405, Quebec, P.Q.]

In the November number of the *Atlantic Monthly* is an article of especial interest to teachers. "The Academic Treatment of English," by Horace E. Scudder, is an eloquent appeal for "good English," in which he speaks at length of the connection between clear expression and clear thought. Among the many other articles of interest may be noted: "Tammany points the Way," a paper relating to municipal government, by Henry Childs Merwin; "Boswell's Proof-sheets," by Dr. George Birkbeck Hill; "The Growth of American Influence over England," one of a series of International Papers by J. M. Ludlow; and a discussion of "Hadrian's Ode to his Soul," by William Everett. The *Atlantic Monthly* is published by Messrs. Houghton Mifflin & Company, Boston. *Art Education* is the name of a new periodical devoted to the interests of "manu-mental" training, published by Messrs. J. C. Witter & Company, New York. The first number is full of good reading on all matters relating to Art Education, and has a most attractive appearance.

ELEMENTARY BIOLOGY, by Emanuel R. Boyer, A.B., and published by Messrs. D. C. Heath & Company, Boston, is a Laboratory Manual designed for school use. The author has combined the study of animals and plants as parts of one subject, Biology, and, in view of

his work being intended for younger students, has endeavoured to make the laboratory studies as *inductive* as possible. Part II., relating more especially to plant types, could be used to advantage in the Botany classes in our Superior Schools.

FIRST LATIN BOOK, by William C. Collar, A.M., and M. Grant Daniell, A.M., and published by Messrs. Ginn & Co. The authors of the well-known "Beginners' Latin Book" have in this new work endeavoured, principally by shortening the exercises for translation, to give a school course in Latin which will not require as much time as was required by the former book. In other respects the "First Latin Book" has many improvements on "The Beginners' Latin Book," which has been, and is still, so deservedly popular.

COMPOSITION FROM MODELS, by W. J. Alexander, Ph.D., and M. F. Libby, B.A., and published by the Copp, Clark Company, Toronto. It must be confessed that composition is sadly neglected in our schools and colleges, and that, when it is taught, it is in a manner which is productive of little good. We have seen a student, after spending four years at college, fail at length through inability to write a properly constructed and intelligible sentence in his own language. Professor Alexander of Toronto University, and Mr. Libby of Parkdale Collegiate Institute, Toronto, believe that every child should be taught how to express rightly his thoughts, and that, not by the old method of assigning as an exercise some vague theme, without hint or instruction, except it be a few general grammatical rules, but rather by a newer method which furnishes the pupil with the theory of composition, tells him what to avoid, what to strive after, and sets before him models he may safely work upon. The aim of "Composition from Models" is not to make authors, but "the cultivation of the power of putting one's thoughts on paper, in a clear, concise and correct manner, so that the reader may readily understand what the writer wishes to say." It treats of narrative, descriptive, and expository compositions, and gives valuable hints on punctuation, arrangement, paragraphing and kindred points. We feel sure that the book will be welcomed by the educational world.

THE JACOBAN POETS, by Edmond Gosse, Hon. M.A., Trinity College, Cambridge, and published by John Murray, London, England. This book is one of a series of University Extension Manuals, edited by Professor Knight. By Jacobean poets the author means those who, though commonly attributed to what is known as the Elizabethan period, in reality flourished during the reign of James I. Among the poets thus assigned to a new period are Ben Jonson, John Donne, Beaumont and Fletcher, Heywood and Philip Massinger. Mr. Gosse writes of them in a delightful manner, making the information he imparts more interesting by the quotation of numerous passages of great literary beauty.

Official Department.

Department of Public Instruction,
Quebec, September 28th, 1894.

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

Present :—R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; Sir William Dawson, C.M.G., LL.D.; the Venerable Archdeacon Lindsay, M.A.; George L. Masten, Esq.; the Rev. W. I. Shaw, LL.D.; A. Cameron, Esq., M.D.; Prof. A. W. Kneeland, M.A.; the Rev. A. T. Love, B.A.; Samuel Finley, Esq.; E. J. Hemming, Esq., D.C.L.; the Very Rev. Dean Norman, D.D.; the Rev. Dr. Cornish; the Rev. E. I. Rexford, B.A.; S. P. Robins, Esq., LL.D.

The minutes of the last meeting were read and confirmed.

1. The Chairman reported in connection with the matter of salaries, that he had been officially informed by the Secretary, that the salaries of Mr. Paxman, Inspector Parker and Inspector McOuatt had been increased to one thousand dollars, to date from July 1st, 1894. He stated also that nothing had been done to provide for contingencies, or to adjust some other financial matters that had been previously submitted to the Government.

It was then moved by the Rev. Dr. Cornish, seconded by the Rev. Principal Shaw, and resolved :

“That a sub-committee consisting of the Chairman and Mr. Rexford, be appointed to prepare a statement of the grounds of the necessity of provision being made to enable this Committee to meet existing contingent expenses, together with other matters connected with the previous application of this Committee on this matter, and that this statement be placed in the hands of a delegation to be convened at Montreal, at the call of the Chairman, to wait upon the Government, the said delegation to consist of all members who can attend.”

2. The report hereto annexed was presented by the Rev. Principal Shaw, on behalf of the sub-committee on the distribution of grants. Moved by Sir William Dawson, seconded by Mr. Finley :

“That the clauses of the report in relation to Universities and Colleges be adopted, with the exception of the grant to Morrin College, which for the present year shall be \$1,500, in consideration of its circumstances, as stated at this meeting.”

At the request of Dr. Robins, the Secretary was instructed to record the vote. The names being called, the vote was as follows :—

For:—Archdeacon Lindsay, Rev. Dr. Shaw, Mr. Finley, Mr. Masten, Rev. Mr. Love, Rev. Dr. Cornish, Rev. Dean Norman, Sir William Dawson, Dr. Heneker.

Against:—Dr. Robins, Prof. Kneeland, Rev. E. I. Rexford, Dr. Cameron.

Carried.

Report of sub-committee on Distribution of Funds for Superior Education.

The sub-committee has proceeded in making proposed grants to Academies and Model Schools, to do so in harmony with existing regulations. We feel, however, that there are some points in which improvement can be made in the system observed. We therefore recommend that this sub-committee be authorized to formulate such changes in the system of distribution as they may deem wise, and

to report the same to the Protestant Committee of the Council of Public Instruction not later than the February meeting.

We find that the amount at our disposal for distribution is as follows :—

Marriage License Fees.....	\$ 7,464.00
Interest on Marriage License Fund.....	1,400.00
Protestant Compensation Fund.....	2,518.44
Superior Education Fund.....	9,466.67
	\$20,849.11
Less Charges on Marriage License Fees....	\$200
Part of salary, Inspector Superior Schools..	700
Grant to Teachers' Association.....	200
Allowance to Assistant Examiners.....	200
	1,300.90
	\$19,549.11

We have carefully considered the reports of the Inspector of Superior Schools and such statements as have been submitted from Universities and Colleges.

We recommend the grants for Universities and Colleges for the current year as follows :—

UNIVERSITIES AND COLLEGES.

1. From Marriage License Fees.

McGill University.....	\$2,500
University of Bishop's College.....	1,250
Morrin College.....	1,250
	\$5,000

From Superior Education Fund.

McGill University.....	1,650
University of Bishop's College.....	1,000
St. Francis College.....	665
Stanstead Wesleyan College.....	650
	\$3,965

Note.—It is unanimously recommended that for the year 1895-96, and thereafter, Morrin College be subject to similar conditions to those governing other Affiliated Colleges, that is to say as an Affiliated College of the first class, presenting students to McGill University for degrees at the close of the four years' course, it shall receive annually the sum of one thousand dollars, and in addition thereto fifteen dollars annually for each undergraduate who shall have passed the several sessional examinations. If after the year ending June, 1895, the annual attendance of undergraduates during three consecutive years be reduced below the number of sixteen, such grants shall forthwith cease.

This relates to actual matriculants, and not to partial or occasional students.

We recommend that the limitation of grants to Special Schools under resolution of the Protestant Committee, of date November 20th, 1891, page 366 "Record," 1891, be removed, and that such

Special Schools, if coming under provision of regulation 65 in the Regulations of the Protestant Committee, be aided under the same provisions as academies or model schools as regards ordinary grant, bonus, and grant for equipment.

(Signed) W. I. SHAW,
For Sub-Committee.

Dr. Shaw then moved the adoption of that part of the report which relates to academies and special and model schools.

Moved in amendment by Dr. Cameron, seconded by the Rev. Dr. Cornish : " That the grant for bonus to Huntingdon Academy be increased from \$300 to \$350, making total grant \$600. Carried.

After this amendment, the academy and other grants were confirmed, as recommended by the sub-committee :

Grants from the Superior Education Fund, made by the Protestant Committee, September 28th, 1894.

UNIVERSITIES AND COLLEGES.

1. From Marriage License Fees.

McGill University.....	\$2,500	
University of Bishop's College.....	1,250	
Morrin College.....	1,500	
		————— \$5,250

2. From Superior Education Fund.

McGill University.....	\$1,650	
University of Bishop's College.....	1,000	
St. Francis College.....	665	
Stanstead Wesleyan College.....	650	
		————— \$3,965

ACADEMIES.

	Grant.	Bonus.	Equip.	
Huntingdon	\$200	\$350	\$50	\$600
Sherbrooke	200	125	50	375
Cote St. Antoine.....	200	125	50	375
Lachute	200	125	40	365
Waterloo	200	125	40	365
Coaticook	200	75	50	325
Granby.....	200	75	40	315
Cookshire	200	50	25	275
Sutton	200	50	25	275
Bedford	200	50	25	275
Aylmer	200	50	25	275
Danville	200	50	25	275
Inverness	200	75	..	275
Knowlton	200	50	..	250
St. Johns.....	200	..	25	225
Shawville	200	..	25	225
Cowansville	200	..	..	200
	—————	—————	—————	—————
	\$3,400	\$1,375	\$495	\$5,270
				————— \$5,270

SPECIAL SCHOOLS RANKING AS ACADEMIES.

	Grant.	Bonus.	Equip.	
Compton Ladies' College..	200	75	40	315
Stanstead	200	50	25	275
Girls' High School, Quebec.	200	..	..	200
St. Francis.....	200	..	..	200
	<u>\$800</u>	<u>\$125</u>	<u>\$65</u>	<u>\$990</u>
				\$990

MODEL SCHOOLS.

	Grant.	Bonus.	Equip.	
Ormstown	50	100	40	190
St. Lambert.....	50	50	40	140
Berthier	50	75	..	125
St. Andrews.....	50	50	25	125
Waterville	50	25	40	115
Frelighsburg	50	25	40	115
Lennoxville	50	50	..	100
Mansonville	50	25	25	100
Bury	50	25	25	100
Lacolle	50	25	25	100
Stanbridge East.....	50	40	..	90
Dunham	50	..	40	90
Levis	50	..	40	90
Sawyerville	50	25	..	75
Lachine	50	..	25	75
Hull	50	..	25	75
Hemmingford	75	..	..	75
Richmond	50	25	..	75
Windsor Mills.....	50	..	25	75
Rawdon	50	25	..	75
Magog	50	..	25	75
Mystic	50	..	25	75
Hatley	50	..	25	75
South Durham.....	50	25	..	75
Ulverton	50	..	25	75
Farnham	50	..	25	75
Kinnear's Mills.....	50	..	..	50
Scotstown	50	..	..	50
Valleyfield	50	..	..	50
Bryson	50	..	..	50
Clarendon	50	..	..	50
Portage du Fort.....	50	..	..	50
Gould	50	..	..	50
Marbleton	50	..	..	50
Bolton Centre.....	50	..	..	50
Clarenceville	50	..	..	50
	<u>\$1,800</u>	<u>\$575</u>	<u>\$580</u>	<u>\$2,955</u>
				\$2,955

SPECIAL SCHOOLS RANKING AS MODEL SCHOOLS.

New Richmond.....	\$100	
Haldimand	100	
Paspebiac	100	
St. Sylvester.....	75	
Fort Coulonge.....	75	
Leeds	75	
Buckingham	50	
Sorel	50	
Como	50	
	<hr/>	
	\$675	
	<hr/>	\$675

GRAND TOTAL.

Universities :—

McGill	\$4,150	
Bishop's College.....	2,250	
	<hr/>	\$6,400

Colleges :—

Morrin	\$1,500	
Stanstead	650	
St. Francis.....	665	
	<hr/>	\$2,815

Academies	5,270	
Special Academies.....	990	
Model Schools, \$2,955; Special Model Schools, \$675....	3,630	

Grand Total.....\$19,105

3. Miss Marion Taylor's application for a first-class academy diploma, was granted under regulation 56. The application of Mr. A. E. Coombs was held over for further information, and that of Mr. W. F. Watson was rejected.

4. A letter from the Women's Christian Temperance Union, Montreal, was transmitted by the Hon. L. O. Taillon, Premier, for report, when it was moved by the Rev. A. T. Love, seconded by Dr. Hemming, and resolved :—"That without passing judgment upon the general question of women being members of school boards, we are of opinion that no action should be taken in the matter referred to in the resolution of the Women's Christian Temperance Union of Montreal, submitted to this Committee by the Honorable the Premier, inasmuch as, 1st. We have no evidence that there exists at this date any widespread demand for the change of the constitution of the Protestant Board of School Commissioners of Montreal, now proposed, and, 2nd. We are of opinion that if legislation is enacted for the admission of women to school boards, it should be made applicable to the schools throughout the entire Province."

5. An invitation to the members of the Protestant Committee to attend the Annual Convention of the Provincial Association of Protestant Teachers, to be held in Montreal on the 18th, 19th and 20th of October, was read and accepted.

6. The Secretary of the University Board of Examiners stated by letter that the Board had decided to add to the Latin courses, the second book of Caesar's Gallic Wars, and translation at sight from

easy Latin authors, and to demand a fee of one dollar from all candidates for the A.A. The Board proposed also to increase the marks for creditable answering to seventy-five percent.

The consideration of the question of fees was postponed to next meeting, and upon motion of the Very Rev. Dean Norman, seconded by Mr. Masten, the other recommendations were concurred in, with the understanding that candidates be allowed to use a dictionary when translating at sight, and that the additions to the course of study take effect in June, 1896.

7. The Secretary read a letter from Messrs. Curtis & Gregor, concerning the "Progressive French Reader," Part 2, stating that they were prepared to issue a new edition free from typographical and other errors, if the book would be continued on the list of authorized books, and recognized in the A.A. examinations; and a letter from the A.A. examiners refusing to examine from the book in its present state.

Moved by Dr. Shaw, seconded by the Rev. A. T. Love, and resolved :--

"That with a view to amicably adjusting the differences between this Committee and the University Board of Examiners as to French Text-books to be used in the A.A. examinations, a sub-committee consisting of Sir William Dawson, Dean Norman and the mover, be appointed to hold a conference with the University Board of Examiners on this subject."

8. Dr. Hemming read an interim report of the sub-committee appointed to consider his motion. The report was adopted and the powers of the sub-committee were continued as prayed for.

9. A letter from the Lord Bishop of Montreal, asking for the recognition, as formerly, of Dunham Ladies' College, which begins work again this year, was read and referred to the sub-committee on grants. The Inspector of Superior Schools is to be instructed by the Secretary to visit and examine this school.

10. Applications from Berthier and St. Andrews' schools to be raised to the rank of academies, and of Buckingham, St. Hyacinthe and Montreal Junction to be ranked as model schools, were held over till after the visit of the Inspector this year.

Cookshire Model School was advanced to the rank of an academy.

11. After the reading of a letter from the Hon. H. G. Joly de Lotbiniere, LL.B., concerning the care of trees, the Secretary was instructed to make arrangements to bring the subject to the notice of teachers and pupils, through the inspectors.

12. The Superintendent reported that he had caused an investigation to be made through the English Secretary, of the charges of collusion and copying in the Central Board examinations in 1893. The charges were sustained by the admission of one candidate that he had copied, and of the other that he had permitted copying. He recommended that the action of the Central Board in withholding the academy diplomas which the candidates would otherwise have taken, be approved. The recommendation was adopted.

13. On account of the lateness of the hour, the reports on Institutes, Central Board of Examiners, "Educational Record," and Professional Training, were deferred till next meeting.

14. The report of the text-book sub-committee was read and adopted.

15. It was moved by the Rev. E. I. Rexford, seconded by Dr. Cameron,

"That 'Gladman's School Method,' and 'The Manual of School

Law,' which will be ready on the 1st of January, 1895, be prescribed for the use of elementary and model school candidates in the next examination." Carried.

16. Principal Robins reported that the number of students in McGill Normal School this year, reaches 170. In view of the financial position of the school as affected by the very large number of students entering, it was moved by the Venerable Archdeacon Lindsay, seconded by Dr. Robins, "That the Rev. E. I. Rexford, and Dr. Robins be a sub-committee to prepare a statement respecting the needs of the Normal School, for the information of the committee appointed to interview the Government, in order that this committee may present the case to the Government." Carried.

17. The following financial statement was examined and found correct :—

1894.		RECEIPTS.	
May 11.—	Balance in hand.....		\$2,327.00
June 29.—	Marriage License Fund Interest.....		1,400.00
	Jesuits' Estate Interest.....		2,518.44
	Superior Ed. Fund for Ass't Examiners.....		200.00
	Unexpended balances.....		4.22
	“ “		1,589.33
	City of Montreal, for Normal School.....		1,000.00
			<hr/>
			\$9,038.99
1894.		EXPENDITURE.	
May 21.—	J. Dougall & Son.....	\$	14.00
May 28.—	Salary of Secretary.....		62.50
	Inspector's Salary.....		125.00
June.	—Assistant Examiners.....		240.00
	Transferred to Superintendent.....		3,918.44
August.	—Central Board.....		200.00
	John Dougall & Son.....		136.00
	McGill Normal School.....		1,000.00
	Balance		3,343.05
			<hr/>
			\$9,038.99
			<hr/>
	Contingent Debit Balance, R.W.H.....		\$1,021.39

18. The rough minutes having been read, as usual, the meeting adjourned till Friday, November 30th, or earlier, on the call of the Chairman.

G. W. PARMELEE,
Secretary.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

List of Diplomas granted to Candidates, 1894.

FIRST CLASS ACADEMY.

Taylor, Marion. Chalk, B.A., Walter.

SECOND CLASS ACADEMY.

Brown, B.A., Ernest Nicholson. McNaughton, Wm. Gilbert.
Lufkin, Elizabeth J. Woodworth, Charles Byron.

FIRST CLASS MODEL.

Marsh, Alice Maude.

SECOND CLASS MODEL.

Ahern, Kate.	Mackenzie, Jane Amelia F.
Angus, B.A., Frances R.	Maither, Mary Louise.
Baxter, Phoebe Grace.	Miller, Levi Thomas.
Blair, Cora Gregg.	Moe, Margaret.
Brown, Jessie.	Moe, John.
Cameron, Bessie.	Parsloe, Elizabeth M.
Carruthers, Annie L.	Pridham, Mabel Agnes.
Dean, Alice Maude.	Rennie, Elizabeth.
Dobie, Elizabeth A.	Rennie, Mary F. G.
Elliott, Lillie Ina.	Riddle, Ruperta.
Fee, James Erwin.	Ross, B.A., Jessie Katherine.
Findley, John Henry.	Ross, Annie.
Fraser, Jane L.	Rothney, Wm. Oliver.
Gagnon, George Henry.	Rowat, Mary Ina.
Gordon, Minnie Isabelle.	Ryan, Geo. H. W.
Hargrave, B.A., Edith.	Silver, Cora Mildred.
Harrigan, Elizabeth.	Smith, Agnes Ross.
Howe, Ethel.	Solomon, Marion Amelia.
Lyman, Helen Willard.	Stephens, John Grongar.
Lynch, Miriam E.	Stewart, Andrew.
McClatchie, Edith.	Vaughan, Frederick Walter.
McGovern, Jas. Joseph.	Walker, John J.
McNair, Jas. Duncan.	Welch, Emma A.
McNaughton, Mary C.	Whitney, Agnes Mary.

FIRST CLASS ELEMENTARY.

(Granted after five years' teaching.)

Andrews, Mary.	Lloyd, May.
Chase, Sarah E.	Patton, Janet.
Coulter, Katie Maria.	McJanet, Eleanor Levina.
Dalms, Maud O.	Spearman, Ella Jane.

SECOND CLASS ELEMENTARY.

(With optional subjects, French, Algebra and Geometry.)

Ames, Calvin Alfred.	Chadsey, Mary E.
Anderson, Jane Law.	Cotton, Alice A.
Anderson, Mary A.	Crack, Isaac E.
Archer, Garland F.	Curley, Minnie F.
Assels, Flora M.	Davis, Laura A.
Atkinson, Clarinda J.	Dinsmore, Dora Adeline.
Bachelor, Mabel Alberta.	Doddridge, Elizabeth Evelina.
Ballantyne, Agnes.	Connelly, Beatrice M.
Banfill, Frederick C.	Dunn, Euphemia E.
Black, Grace Ethelwin.	Elliott, Alice E.
Boyd, Bertha C.	Freeland, Matilda L.
Buck, Cora Maud.	Giddings, Bertha J.
Bustard, Margaret Louisa.	Goodall, Ellen.
Castle, Bertha Jane.	Greenlay, Minnie May.
Catton, Elizabeth.	Hall, Jessie Marion.

Hamilton, Jessie G.	McElroy, Duff S.
Harvey, Dora.	McGie, Laura May.
Hastings, Ivy Myrtle.	McIver, Mary Ann.
Heath, Minnie Gertrude.	McKenzie, Jennie Maud.
Howard, Gertrand V. Wm.	McKenzie, Jessie.
Howatson, Margaret Lilian.	McMurray, Annie M.
Hull, Edith C.	McNaughton, Amanda C.
Hunter, Helen.	Pehleman, Clara.
Jamieson, Lizzie.	Philbrick, Alice Frank.
Jamieson, Agnes Ann.	Robertson, Elizabeth Gall.
Johnson, Leonora E.	Robinson, Thomas Reid.
Jomini, Sara.	Robson, Mary.
Judd, Mary R.	Rogers, Margaret Ann.
Kerr, Eva C.	Ross, Isabella.
Kezar, Maud L.	Sever, Agnes Jane.
Lawrence, Edwin Edgar.	Simons, Julia Florence.
Le Gallais, Eva Jane.	Smith, Ida Beatrice.
Lenfesty, Sarah Jane.	Smith, Annie May.
Lindsay, Cora Blanche.	Sparrow, Edith.
Loynachan, Elizabeth.	Stevens, Jas. G. Wm.
Lyster, Eliza.	Stevenson, Ann.
Mackay, Martha Ellen.	Stinson, Gertrude M.
Marsh, Lena G.	Stone, Effie A.
Martin, Samuel Robt.	Terry, Florence.
Miller, Mabel A.	Todd, Minnie.
Miller Jessie Zilla.	Turner, Edith Eveline.
Moore, Fred. S.	Webb, Adelbert.
Morrill, Rosa Lee.	Westover, Jessie S.
Munroe, Mary Margaret.	Willard, Alberta May.
McBain, Florence.	Wilson, Agnes Frances.
McCallum, Mary.	Wilson, Charlotte.
McCallum, Margaret E.	Wilson, Lottie Mary.
McCourt, Mary Wood.	Wilson, Edna.
McCullough, Sarah L.	Woodington, Jennie Victoria.

SECOND CLASS ELEMENTARY.

Anderson, Rachael.	Edey, Emily Jane.
Bangs, Fannie M.	Ellis, Eva May.
Bycle, Ada.	Ellis, Warren W.
Bradford, Charlotte Belinda.	Hallett, Emma.
Brill, Daisy Annie.	Harbour, Louisa Emma.
Brown, Laura Jane.	Harbour, Charlotte.
Cameron, Louisa.	Hawk, Hattie J.
Campbell, Elma K.	Horn, Loella M.
Clark, Mabel.	Jack, Isabella.
Carey, Mary Jane.	Johnson, Emily Amelia.
Cass, Minnie Elizabeth.	Johnston, Melissa M.
Cchoon, Mary Ann.	Jones, Evalena M.
Cunningham, Helen Jennie.	Knowlton, Mary Elizabeth.
Dale, Electa Selena.	Le Baron, Annie Olive.
Dann, Caroline.	Leroy, Maud Motherwel.
Dow, Isabella.	Lyster, Isabella.
Dowd, Adeline A.	Moran, Georgina.
Dowd, Laura Ellen.	Morrison, Mina C.
Dresser, Annie Maria.	McClutcheon, Katie W.
Dresser, Bertha A.	McCullagh, Annie E.
Dunn, Ellen.	McDonald, Mary Alice.

McKay, Olive A.	Simpson, Frances May.
McKenzie, Annie.	Sly, Elizabeth.
McKenzie, A. M.	Smart, Amelia Jane.
McKillop, Hannah.	Stewart, Minnie E.
McOuat, Bella Jane.	Taylor, Margaret Elizabeth.
McVicar, Elizabeth.	Taylor, Katie Elma.
McVitty, Isabella.	Therrien, Alice.
Newton, Christina J.	Thompson, Gertrude Eva.
Perry, Hattie Helena.	Thompson, Minnie.
Rennie, Janet Hadassah.	Tonks, Maude L.
Riddle, Rosanna Jane.	Walker, Eva.
Rodger, Janet Helen.	Weed, Mary Jane.
Rogers, Isabella.	Whitcomb, Ellen Jennie.
Ross, Christina.	Whitehead, Marion.
Rowe, Annie.	

THIRD CLASS ELEMENTARY.

(To be exchanged for second on passing in one or two subjects.)

Andrews, Gertrude Eleanor.	Laware, Susan Elizabeth.
Armstrong, Mary.	Laycraft, Maria.
Buchanan, Bertha E.	Lyster, Lillie Maud.
Campbell, Alma R.	Marshall, May F.
Chapman, Francis W.	Marston, Fannie M.
Christie, Rebecca Barclay.	May, Mary Louise.
Clauson, Eleanor McClintock.	Miles, Agnes J.
Cleveland, Eva M.	Mitchell, Harriet A.
Coombs, Laura.	Mitchell, M. E.
Corrigan, Isabella Agnes.	Mooney, J. Estella.
Curtis, William W.	McIver, Christina Margaret.
Day, Mary Emma B.	Palmer, Edna L.
Dixon, Pearl A.	Parker, Mary Anne.
Emerson, John E.	Powell, Ida May.
Erwin, Elmina V.	Robinson, Helen.
Fairservice, Mary Almira.	Rogers, Wm. Arnott.
Gainsby, Jessie May.	Small, Winnifred.
Gordon, Mary J. F.	Smith, Margaret W.
Graham, Elizabeth.	Spear, Minnie Eva.
Griffith, Edith A. A.	Sykes, Mary E.
Hammond, Jennie M.	Thacker, Emma Elizabeth.
Hawley, Grace M.	Thomson, Maude.
Hicks, Julia A.	Thompson, Robert Jas.
Hiliker, Betsy Ann.	Vear, Mary Ann.
Hovey, Alice Mabel.	Wood, Ellen.
Johnson, Gertrude Sharon.	Woodington, Eva.
Joyal, Allen Jas.	Yates, Solon Seth.
Knight, Effie Almira.	

THIRD CLASS ELEMENTARY.

Ardill, Eliza Jane Ford.	McCullough, Annie.
Burton, Lizzie.	McDonald, Ida.
Elliott, Elizabeth Ann.	McKeage, Sarah E.
George, Nora Amelia.	McTaggart, Chas. Arthur.
Graham, Richard Watson.	Oliver, Hattie Josephine.
Halliday, John LeRoy.	Rennells, Florence Almira.
Hough, Alberta.	Sager, Mary Edna.
Hunt, Martha Mae.	Saunders, Annie.
Mitchell, Mahala Edith.	Stewart, Jennie A.
Murdoch, Ethel M.	Scobie, Maggie E.