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THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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No. 12.

DECEMBER, 1900.

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**Articles: Original and Selected.**

ADDRESS OF WELCOME—CONVENTION OF PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC.

Rev. W. I. SHAW, LL.D., D.C.L., Chairman of the Protestant Committee of the Council of Public Instruction.

To excel under great difficulties is one of the greatest of virtues. I highly admire the feeling of the young Queen of Holland, Wilhelmina, like in many respects to our own Gracious Sovereign at her accession in 1837, Wilhelmina, queen of a noble race, notwithstanding their basely degenerate descendants in South Africa, when at her coronation two years ago she said she prayed God that Holland might be as great as it is possible for a small nation to be; so we earnestly desire our Protestant educational system in Quebec may be as great and good as it is possible for our Protestant minority of 200,000 to make it. So in the name of the Protestant Committee of the Council of Public Instruction, the chief administrative authority of our Protestant educational interests in this Province, I welcome you in your annual convention now and here assembled. I greet your honoured President, the Principal of our great university, who ever since his coming to Canada has thrown himself most zealously into the work of advancing the interest of our schools, and I welcome the hundreds of

teachers from all parts of our Province, as they have met to spend these three days in pleasant educational fellowship.

First, I have much satisfaction in greeting you in view of the fact that the great work you represent is growing. We have to-day 103 more teachers employed than we had five years ago, and of our 1,417 teachers only 64 are now without diplomas, and in a few years under our new regulations every teacher will have had a professional training at our Normal School, of whose work we have so much reason to be proud, a condition of things such as is not found in the most of the United States. Even in the matter of salaries there is a perceptible advance in the average, though there is still cause here for humiliation. The lowest average is that of women in Elementary Schools, \$183, which is \$23 higher than five years ago. The highest is that of men in the Superior Schools, \$854, which is \$163 higher than five years ago. If the measure of the interest of a thrifty community in education is the compensation paid to its teachers, I know not where to find much occasion for pride—not even in Ontario with its splendid school system, not even in Massachusetts, nor New-York, for in all these choicest parts of our Continent educationally, there are still hundreds of places where the people are mean and the salaries meaner, and average salaries generally even in better States and Provinces, are not any more than the compensation paid to common laborers. In these things there is some improvement in Quebec, but we must still agitate for further improvement, 1st, by way of increased legislative grants; 2nd, in school boards, where they are able to do better, and 3rd, and especially and most loudly among the people themselves, who are generally contented with the disgraceful condition I have described. Still there is some improvement being made in the various parts of our system and work, and because of this improvement I have pleasure now in greeting you.

Again I have satisfaction in welcoming you, because you have come together to stimulate each other in one of the noblest of professions. Your business is *to produce the highest type of Christian citizenship*, not by sectarian instruction, but in part by ethical teaching based upon a devout recognition of God and the grand verities of our Christian faith, the great principles of honour, justice, veracity, kindness, honesty and patriotism. Says Milton: "The

end of all education is to repair the ruin of the soul, to know God aright, and out of that knowledge to love Him and to imitate Him." I recognize, of course, the need of practical training in such knowledge as shall be valuable in after life, but having said that much, I must demur to the idea that the teacher's whole work is confined to what is of practical utility. So far as I can interpret the universe, it has in it more beauty than utility, though by the wisdom of the Creator it shows a wonderful combination of both. I do not wish that our scholars should become mere dreamers, but I resist the imperious demand of the commercial spirit of our times, which would confine our work to what is called the 3 R's. I wish that our scholars should appreciate what is beautiful in nature, in art and in literature. I am glad that nature study is attracting increased attention among educationists, and I entertain the hope that it may soon have a more prominent place in our courses of study, to improve the taste, to impart elementary scientific knowledge and to begot reverence for the Creator. The opening of a rose may be to a child the parting of the veil of God's temple and its fragrance the very incense of devotion. Slow, sleepy, indulgent Elis may not readily understand that in such studies the child Samuel has heard the very voice of God. I am more than ever convinced that the highest purpose of our schools will be met when it produces the combination so much to be desired, of *morality, culture and intelligence*. You, my fellow-teachers, are familiar with the three exercises to which you wish to bring your scholars: observation, reflection and expression. Let these activities be directed properly, and the result will be expression not merely in correct and elegant language, but also in honorable deeds and beautiful characters. We welcome you, teachers, because of the high dignity of your office, which even an angel might covet.

Again I have satisfaction in greeting you, because I have sympathy with you in the difficulties of your profession. For example here is a difficulty not uncommon, though by no means the most trying. I doubt not you all have a most commendable ambition to improve yourselves and your work. I know the dilemma you are sometimes in. I think I can read your thoughts. Shall I be progressive and aim at new methods and emphasize some important

phase of my work and then be pronounced a faddist and a crank, or shall I quietly and patiently go through my daily routine with monotonous fidelity and then be called dull and non-progressive? What will school boards say, what will parents think about this matter? So many a teacher is in a strait betwixt two. My advice is aim first at plodding, but cheerful and hopeful fidelity, and then do not be afraid to launch out, when after reading, and much thought and conference with more experienced teachers, you discover some improvement of method. *The methods of education are not stereotyped for eternity.* I will sympathize with every one of you that is ambitious to secure some improvement, provided you first win the credentials of a patient and successful toiler in daily work, and show, by a proper use of the professional literature within your reach, that you are ambitious to improve. *No lawyer, no doctor, no theologian can live and thrive, merely on his old college curriculum.* The excellent instruction you received at our Normal School is but an initiation into studies of child life and of literature in pedagogy, whose fields of enquiry are unlimited, and probably no one would impress that upon you more forcibly than the learned Principal of the Normal School, whom we all delight to honour. Similar to the difficulty of this dilemma is that coming from the inconsistencies of public criticism. In the same week you will hear complaints that you teach so little and that you teach so much, the enquiry, why do they not teach as much as in some other favored place named, and at the same time the complaint against loading the child's arms with school books and his brain with an overwhelming mass of instruction. Some would have the school-room a mere play room, where under bright, cheerful influence a little knowledge now and again may be distilled and salutary moral influences may be exerted. Others demand a return to the fabled period of their youth when a school was conducted with the utmost monastic severity, and so you must run for ever the gauntlet of this inconsistency of public opinion. But greater than the difficulties I have described and more direct and immediate are the painful difficulties caused by disorderly children, for whose faults those very parents are to be censured, who most severely censure you—and the narrowness of school boards and the meanness of their pay—and the

apathy of the public, and the disappointment you sometimes experience in seeing one whom you regard as inferior in training and experience promoted over your heads—and the lonely, tearful hours of weariness and discouragement embittered by blows you feel you do not deserve. There are enough difficulties to dishearten nine-tenths of you if you allow them to do so. But I trust you have wisdom and moral strength to come out of the dark shades of discontent into the bright warm sunshine of courage and good-will. I know your difficulties, and knowing them I greet you the more cordially as you assemble in this interesting annual gathering.

PRESIDENTIAL ADDRESS—CONVENTION OF PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC.—(*Concluded.*)

DR. PETERSON, OCTOBER 1900.

Recognizing the difference that exists in the gifts and capacities and special aptitudes of our students, we have introduced the elective system into the universities; our high schools, especially on this continent, have long shown a distinct tendency to depart from the old ideal of a general education without professional anticipations; and now the further demand is made that professional preparation shall be begun even in the elementary school, where consideration should—it is urged—at once be given to the final purposes of the individual in practical life. It is not pretended that the little people themselves know what they want to turn to in later years; but their parents ought to know, and their country has need of men, and women too, who are NOT to be teachers, or preachers, or doctors, or lawyers, but who are to form the new class of workmen called up by the changed conditions which have arisen in the organization of industrial society. Must we then take it as proved that because of the need for specialization that is created by that division of labour which is now so marked a feature of modern life, professional education must be begun at the earliest possible stage, even at the expense of general training? and that the penalty of disregarding the demand thus made will be the inevitable defeat of the individual in the struggle for

existence which day by day becomes ever keener and more keen because of the great and growing complexity of modern life? Is the end of education to obtain something which may as speedily as possible be turned to practical and profitable use? Surely the general education which modern enthusiasts for special branches are apt to decry is something more than a vague possession, which may be disparaged as useless, because it cannot be turned to immediate practical advantage. Rather is it part of the indispensable equipment of those who are to take rank as responsible citizens in free and self-governing communities. The German view has much to recommend it,—that the higher the level on which the professional specializing begins, the more effectual it is. Hear again Professor Munsterberg: "We are not only professional wage-earners: we live for our friends and our nation: we face social and political, moral and religious problems: we are in contact with nature and science, with art and literature: we shape our town and our time, and all that is common to everyone,—to the banker and the manufacturer, to the minister and the teacher, to the lawyer and the physician. The technique of our profession, then, appears only as a small variation of the large back ground of work in which we all share: and if the education must be adapted to our later life, all these problems demand a uniform education for the members of the same social community. The division of labour lies on the outside. We are specialists in our handiwork, but our heart work is uniform, and the demand for individualized education emphasizes the small differences of our tasks, and ignores the great similarities."

It is at all events a comfort and consolation that no scheme of what may be called Technical Elementary Education — no scheme that has been seriously put forward—attempts to eliminate the study of good literature altogether from the school programme. That form of schooling, no matter what it may have been, which fails to instil and implant a taste for good reading, has in great part failed to achieve its end. Such a taste, once acquired, goes far to inspire and direct all later intellectual life, and to qualify its possessor to enjoy his leisure as well as his work. It is indeed a fatal theory that what is great in literature must be beyond the reach of the average mind. Rather is it the case that the

teacher has no more potent aid to rely on in his work than the inspiring influence of beautiful thoughts expressed in beautiful language. Some of you know what importance I attach to the study and repetition of poetry in all forms of a school. But we must take care that it shall be real poetry,—the poetry which gladdens and ennobles life, lifting us through “thoughts that breathe and words that burn” to a higher plane of thought and feeling than that on which we habitually stand. Matthew Arnold used to maintain that the acquisition of good poetry is “a discipline which works deeper than any other discipline in the range of our school studies; more than any other, too, it works of itself.” “Perhaps it is some suggestiveness of thought, or some stirring of emotion, or some quickening of imagination, or some music for the ear, some pattern of beauty in language, which refuses to be analysed and which sinks into the consciousness, there to effect an inward change.”—Professor Dowden. Certainly nothing could be more just and discriminating than the canons which Arnold laid down, in one of his school reports, for the choice of poetry for young readers: “That the poetry chosen should have real beauties of expression and feeling, that these beauties should be such as the children’s hearts and minds can lay hold of, and that a distinct point or centre of beauty and interest should come within the limits of the passage learnt; all these” he says “are conditions to be insisted on.”

Let us then hold fast to the conviction that the curriculum of every school, no matter what new-fangled notions it may advocate, ought to comprise—doubtless among many other things—“some acquaintance with good literature, and the learning by heart of choice passages from the best authors.” This at least is one of the faculties which ought not to be allowed to run to waste, through absence of opportunity and of the right means of cultivation. We do not want to have another Darwin, holding the world with his marvellous generalisations in the realm of science, and yet lamenting, towards the close of his life, the loss he had sustained by the gradual elimination of his faculty of appreciation for what is best in poetry: “If I had to live my life over again,” he says “I would have made a rule to read some poetry and listen to some music at least once every week, for perhaps the parts of my brain now atrophied would then have been kept active through use. The loss



of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and more probably to the moral character by enfeebling the emotional part of our nature."

A keen appreciation of the value of such studies need not in any way interfere with approval of another departure which is being made in our Canadian schools this session,—in a quite opposite direction. I am sure it will be appropriate if at this convention we record our gratitude to Sir William C. Macdonald for the great generosity by which he has enabled our energetic friend, Professor James W. Robertson, Commissioner of Agriculture, to make an experiment on a large scale in the way of introducing Manual Training into our Public Schools. No advocate of literary training would claim that literary education forms the whole of education. We want to educate the whole child, not a part of him only, and simple manual work, unconnected with any of the occupations to be followed in after life, is very helpful, as has been said. The object of Manual Training has been very properly defined as ["not so much any one trade as the combination of qualities which will enable him to turn with facility from one occupation to another," in accordance with the changing customs of industrial society, in developing tactical skill and general "handiness."] One of our most eminent citizens always insists in conversation that the true end of education is to "teach people what to do with their hands and their feet," and though the definition may itself be too narrow, it shows that its author has felt the need of supplementing the existing school training, in which the purely intellectual faculties are too exclusively cultivated. For after all manual training can never take the whole place of intellectual discipline. The judgment and memory must still count for something. Mental culture is the most essential of school aims. Manual Training will play a worthy part if, by training hand and eye, it develops some mental faculties that would otherwise not be called into full play,—and if it should be found to be actually helpful in producing more skilled artisans by means of the foundations laid at school. Professor Robertson looks for great results from the institution of the classes, in the benefits of which I am glad to say that Montreal is to have a share. His expectation is that the training now to be given may help to make children more contented with the occupations in which bodily labour plays an important part, and may

even help to stop the influx of people who want to leave rural homes for cities and clerical and professional pursuits. The same hopeful view is taken of the subject in England by Sir Joshua Fitch, though he would be one of the last to emphasize too strongly the value of manual exercise or to make too great claims for it, especially where it is not duly co-ordinated with the discipline which aims at mental culture. "A legitimate argument," says Dr. Fitch "in favour of more hand-work in schools may be found in the fact that by it we may, if it is wisely managed, overcome the frequent and increasing distaste of many young people for manual labour. In progressive countries there is often a vague notion that such labour is in some way servile and undignified, and less respectable than employments of another kind ..... [How are we to awaken a true respect for the dignity of labour?]" Mainly ..... by associating manual work with intellectual work: by recognizing in our systems of education that all art, even the humblest, rests ultimately on a basis of science, and that hand-work, when guided and controlled by knowledge becomes ennobled and takes a high rank among the liberal employments of life, even among the pursuits of a gentleman."

So much for the curriculum. If I have said more on this subject than about the training of teachers, it is because I remember having discoursed on this latter theme at some length before an audience of the teachers of Montreal. It might be difficult to say more on this head without making invidious comparisons and perhaps unduly depressing some of my audience. But it is a duty to say (with President Eliot) that young persons "who take up teaching as a temporary expedient are unsatisfactory material. The schools need the life work of highly-trained and experienced teachers." It is to the credit of the Protestant Committee, in this connection, that they are endeavouring to secure some degree of continuity in the schools by giving favourable terms to those of them who succeed in retaining their teachers for a period of at least three years. It is when we compare ourselves with other nations that we become most deeply conscious of our shortcomings and imperfections. The proportion of male teachers in our schools is abnormally low—certainly as compared with Germany; and this fact might be shown to be significant of much. Then as to qualifications. Professor Münsterberg tells us that from his

ninth year he had no teacher, in any subject who had not completed three years' work in the graduate school": and you will better realize what this means when you recall the fact that the leaving certificate which gives the right of entrance into a German university is about on a level with an ordinary college B.A. on this continent. Thus it is that in Germany the most elementary teaching is given by men who are experts in their own special department and who never require hastily to learn one day what they must teach the next,—men too who have the inspiring enthusiasm for their subject which springs from profound scholarly interest and knowledge. Some people take a very narrow view of the range of attainments required for teaching in elementary schools. If the circumstances of a country prevent it from doing better, we must acquiesce: but let us not forbear to state what we believe would be better. I had a good deal of correspondence with the Scottish Universities' Commission on this subject, and the minutes of evidence have just been published in a Blue Book: and even in that country of educational light and leading, there is a more or less sorrowful acceptance of the fact that it is useless to speak of a university education—even in part—for any more than the merest handful of those who are to become elementary teachers. My own idea would be to make every aspirant in this Province for a teacher's certificate of any grade qualify first by attendance at university classes for two whole sessions, *i. e.*, up to the Intermediate Examination. But that is unfortunately not possible under existing conditions.

I have left myself very little time to touch on a few practical points, in regard to each of which I desire to make a very brief reference.

First, then our University Entrance Examinations, held in June and September. It is the fashion, now-a-days, to decry examinations, but we have yet to find an adequate substitute for them; a time may come when it will be enough for the principal of a Quebec school to say that so and so is fit to enter the University, but I venture to doubt whether that time has yet arrived. We know, of course, that there is a great part of your work that cannot be measured by examinations. Your results in the matter of forming taste and character, in inspiring a love for good books, and in inciting to self-improvement, cannot be adequately tested in this way. Examiners can only

measure what is measurable. But it is well understood that those results which are non-measurable are "generally secured incidentally and most effectively in those schools in which the intellectual level is highest, and in which work of the ordinary educational type is most honestly and systematically done." And after all, that part of education which "takes the form of direct instruction, and is capable of being tested by individual examination is, though not the highest part, yet a very substantial factor in the education of the child." The conduct of the A. A. examinations is to be henceforward vested exclusively in McGill University, and it will be the duty of all concerned to see that they are conducted with care and efficiency. We must maintain a uniform standard, and we must guarantee sound work. The questions set must be well fitted to test a sound education, and must not encourage cramming or "mere information." I hope the time may come when such examinations may be conducted, in the main, on unprescribed work. The Report of the Education Committee of the General Medical Council of Great Britain, recently issued, contains recommendations to the effect that, in classics and modern languages, questions on prescribed books should form not more than a third of the papers, and that at least a half of the marks should be allotted to "unseen" translations and prose composition. The practice of setting language papers on unprescribed work, mainly, has been attended with excellent results wherever it has been introduced. There can be little doubt that it adds to the efficiency of preliminary examinations: "It relieves the competent teacher from the burden of special preparation of individual pupils in different books prescribed for various examinations, to the detriment of the general education of his classes, and it prevents the incompetent teacher from achieving results by wrong methods."

Next, I had intended to touch on the work of the Art for Schools Association in England, but as Mr. S. F. Robins has undertaken to speak of "The Adornment of the School Room," it will be well not to trench on his subject. I shall only say that I hope the Protestant Committee may find it possible to do something towards this desirable end. Edward Thring, of Uppingham, whose life has lately been written by a Canadian Headmaster whom we all honour,—Geo. R. Parkin—held that it was "doing honour to les-

sons" to surround them with as many dignified and beautiful accessories as possible. He knew, too, that "picture-decoration may be made to serve as an unconscious lesson in good taste," but it helps to stir the imagination, and at the same time gives the scholar "a store of pleasant memories for the enrichment of his after life."

And now, ladies and gentlemen, a few words by way of conclusion. I am glad that the teachers of the Province of Quebec cultivate, equally with their fellow-teachers elsewhere, the valuable opportunities of mutual intercourse that are afforded by meetings such as these. They are full, I am sure, of stimulus and encouragement to each and all of you, and they do much to develop that corporate spirit, that consciousness of brotherly unity, which is so essential to good feeling and mutual improvement. It is true that we labour under the disadvantage in Canada of not having any national organization of education. Education is with us a provincial and not a federal obligation. There is no such thing as free trade in education throughout the Dominion; in some provinces, indeed, it is a highly protected industry. I think we have good reason to doubt whether this policy of protection is really helpful to educational interests. It is not altogether a good thing to have teachers all of one type, unless that type should happen—and the chances are much against it—to be a really ideal one. The teaching profession in Ontario, for example, is confined entirely to Ontario people; among the 300 or 400 graduates at work in its High Schools and Collegiate Institutes there is only one graduate of McGill—the rest are all Ontario. Whether this is a good thing for Ontario, I shall not undertake to say; but one thing I do say, and that is that this is not a hopeful way of building up the educational interests of a nation.

But while you are thus deprived of the dignity and prestige of meeting as national representatives of the teaching profession, you can each do all that in you lies to magnify your office, and to go on advancing in status and influence by continuing to deserve the confidence and support of the community in the midst of which your work is carried on. Remember that the next generation belongs to your pupils. They are, along with you, about to enter on a new century, which will see many changes. Prepare them worthily to play their part in whatever may be before them. I do not

need to remind you that it is not merely through the set lesson that you are able to reach them. Your highest function, after all, is not to pour more or less useful information into their minds, but broadly to educate them, and to give them the power of applying intelligently what they know. Training is as important as teaching. Continue then to take a broad view of your work and your duties. You have unrivalled opportunities for the formation of character—for inculcating in your pupils the sense of duty and responsibility, the instincts of reverence and obedience, the habits of civility, courtesy and truthfulness. That is an important part of your work, of which, I am sure, you will not allow yourselves to lose sight. In words that were used long centuries ago, it may be said to-day that the greatest and highest end and aim of education (as of all good government) is “to make virtuous and good citizens, to secure the happiness arising from blamelessness of life, to lead to the perfection of man’s social and moral nature, and to encourage those great and noble deeds which dignify and adorn a country.”

### Correspondence.

The following gymnastic exercises should be held in a well ventilated room. They should be changed for others in about a month and a half.—V. M. Holmström.

### SCHOOL GYMNASTICS.

- I. Fundamental position taken at the command—“Attention.”

Heels together, feet at an angle of  $90^{\circ}$ , knees straight, hips carried backward, chest forward and well expanded, shoulders held back and down, head erect, chin drawn in, arms along the sides, palms flat on outside of thigh and drawn slightly backward, weight of body carried well forward on the balls of the feet.

- II. Close standing position taken at the command—“feet close”—“feet open.”

From position No. 1, the feet are turned straight forward, their insides touching. When changing, the balls of the feet are raised, not scraped on the floor.

- III. Wing standing position (standings with hands on hips) position command "hips firm" — "position." From I the hands grasp the middle of the waist, fingers in front, thumbs behind, palms resting on hips, elbows slightly backward.
- IV. Bend standing position command— "Arms upward bend" — "downward stretch." From I, forearms are slightly bent until hands, with bent wrists and fingers, are at the sides of shoulders, elbows kept down, not drawn back.
- V. Wing standing, double heel elevation commands— "hips firm" — "heels lift" — "sink" — "position." The first movement is rapid, the second slow.

*(To be continued.)*

### Official Department.

#### DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 2<sup>nd</sup>, 1900.

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

Present :—The Rev. Wm. I. Shaw, LL.D., D.C.L., President ; George L. Masten, Esq. ; Professor A. W. Kneland, M.A., B.C.L. ; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec ; Samuel Finley, Esq. ; H. B. Ames, Esq., B.A. ; Principal Wm. Peterson, M.A., LL.D. ; W. S. MacLaren, Esq. ; W. J. Watts, Esq., Q.C., M.P.P. ; Gavin J. Walker, Esq. ; C. L. Cotton, Esq., M.D., M.P.P. ; the Rev. E. I. Rexford, B.A. ; Principal S. P. Robins, LL.D., D.C.L. ; John Whyte, Esq. ; James Dunbar, Q.C., D.C.L. ; E. W. Arthy, Esq.

An apology from Justice Lynch for enforced absence was read.

Prayer was offered by the Reverend Dr. Shaw.

The Chairman feelingly alluded to the dark cloud of sorrow under which the Committee met in view of the death of the Hon. F. Marchand, Premier of the Province, and submitted the following resolution, which was seconded by the Lord Bishop of Quebec, and unanimously carried :

*Resolved*,—That we hereby record our expression of profound grief in view of the recent death of our honored and beloved Premier, the late Hon. F. G. Marchand. We meet at this time with a consciousness of deep sadness, because of the fact that our Province has lost one of its most worthy and esteemed statesmen, a man whose political career was without blemish, and who served his country with diligence, ability, fidelity and honour. We record with satisfaction the fact that in matters affecting education he showed a most broad minded spirit and every respect for the rights and interests of the Protestant minority, so by his words and example inculcating the spirit of harmony which must be maintained in this Province as a guarantee of its peace and prosperity.

“We beg to assure Madame Marchand, and his family, of our deepest sympathy with them in their sad bereavement, while we know that the darkness of their sorrow is relieved by the assurance and certain hope afforded by our common Christian faith, in which the departed so consistently lived and died.”

It was ordered that a copy of the above be sent to Madame Marchand.

Moved by Rev. Elson I. Rexford, seconded by the Lord Bishop of Quebec, and unanimously resolved:—

“That this Committee desires to place on record its deep sense of the loss which the cause of education in this Province has sustained in the death of the late Venerable Archdeacon Lindsay, M.A., who for many years was an honored member of this Committee. Connected with public educational work in this Province from its first organization, he watched with peculiar interest the gradual development of an educational system, in connection with which he had rendered valuable service.

“That this Committee desires to express its high appreciation of his sterling qualities as a Christian gentleman, who while holding definite opinions of his own, had a generous regard for the rights and opinions of others, and to convey to the members of the family an expression of sincere sympathy with them in their bereavement.”

The minutes of the last two meetings were read and confirmed, and the Secretary reported upon the state of business arising therefrom.



The application for the raising of Magog Model School to the rank of an Academy was considered, after which it was unanimously resolved "That the request of the Magog Model School, to be elevated to the Academy grade, be not now entertained, in view of the fact that this school has not fulfilled the conditions required of academies by this Committee."

The annual report of the Inspector of Superior Schools was read, received and referred to a sub-committee consisting of Rev. Dr. Shaw, Dr. Robins and Rev. E. I. Rexford, who were requested to have it printed in whole or in part for distribution.

A memorial from Bishop's College in reference to the distribution of the superior education funds, was submitted.

The report of the Sub-Committee on the distribution of Superior Education Funds was submitted and adopted in the following form:—

Your sub-committee begs to report that it held two sessions yesterday for the purpose of examining the tabulated returns of the June examinations prepared by the Inspector of superior schools and of arranging a scheme for the distribution of grants for submission to this Committee. The following members were present at both sessions, viz:— Rev. Dr. Shaw, Alderman H. B. Ames, Superintendent E. W. Arthy and Elson I. Rexford. Your sub-committee also had the valuable assistance of the Secretary of the Department and of the Inspector of superior schools. The latter reported that he had prepared the estimates and tabulated returns strictly in accordance with the instructions issued for his guidance. The work of your sub-committee was greatly facilitated by the convenient form and systematic arrangement of these returns. In its deliberations your sub-committee took cognizance of a memorial from the authorities of the University of bishop's college, and was pleased to be able to recommend compliance with the prayer of the petition.

Your sub-committee had under its consideration several special cases, and in this connection desires to recommend (1) that the school boards at Aylmer, Three Rivers, Bedford, St. John's, Como and Mystic be informed that these schools will require to present more satisfactory returns if the grants are to be continued; (2) that the schools at Ber-

thier be placed on the special list for this year and that the authorities be informed that in future the grant will be less than the amount raised in the municipality by taxation for school purposes ; (3) that the special grant hitherto given to Haldimand be transferred to Gaspé Basin for the future ; and (4) that the school at Hull receive the same grant as last year.

The Secretary of the Department reported the amounts available for distribution as follows :—

Marriage License Fees less \$200 for management.....	\$6,543 00
Interest on Marriage License Fund.....	1,400 00
Interest on Jesuits' Estate Grant.....	2,518 44
Share of Legislative Grant..	9,333 32
	<hr/>
Total revenue.....	\$19,794 76
Permanent charges.....	1,850 00
	<hr/>
	\$17,944 76

Your sub-committee recommends (1) that one-half of the Marriage License Fees be distributed among the elementary schools of poor municipalities ; and (2) that the other half be given to institutions of superior education, and that the grants to the two universities be the same as last year, namely :—

McGill University.....	\$2,075 00
University of Bishop's College.....	1,125 00
	<hr/>
	\$3,200 00

From the report of the Inspector of superior schools it appears that there are twenty-two academies and three special schools entitled to rank on the academy list. Your sub-committee recommends that the first fifteen academies and the three special schools receive a basal grant of two hundred dollars each, and that the basal grant of the last seven be one hundred and fifty dollars each.

Your sub-committee recommends that the forty model schools reported receive a basal grant of fifty dollars each, and that Paspebiac, New Richmond, Gaspé Basin, Chicoutimi, Berthier be placed on the special list of model schools with a grant of one hundred dollars each, Hull with a grant of one hundred and seven dollars, and Arundel and Fort Coulonge with a grant of fifty dollars each.

In distributing the equipment grant a maximum of 1,100 marks is assigned for the points taken into consideration for this grant by the Inspector of superior schools. Your sub-committee recommends that schools gaining 1,000 marks receive \$50, 900 marks \$40, 800 marks \$25, and 700 marks \$15. Your sub-committee recommends that the amount available for bonus grants, after providing for the basal and the equipment grants be distributed in two sections, as follows:—In the case of the first fifteen academies, one section in proportion to the grand total of marks, taking one hundred and fifty dollars as the maximum grant, and one section in proportion to the average percentage, taking forty dollars for perfect percentage. In the case of the model schools, a similar plan is recommended, taking fifty dollars and ten dollars for the two sections.

In accordance with the suggestion of the Inspector of superior schools your sub-committee recommends that in future special credit be given to schools retaining their teachers for three years.

The following is a summary of the grants in accordance with the foregoing recommendations:—

Universities .....	\$3,200 00
Academies :	
Basal grants.. .....	\$4,050 00
Bonus grants.....	1,695 00
Equipment grants ...	795 00
Special grants.....	600 00
Total..... ..	7,140 00
Model Schools.	
Basal grants.....	\$1,950 00
Bonus grants.....	365 00
Equipment grants.....	1,230 00
Special grants.....	707 00
Total..... ..	4,252 00
Poor Municipalities .....	3,271 50
Total amount distributed.....	\$17,863 50
Amount available for distribution.....	17,944 76
Unexpended balance .....	\$ 81 26

A detailed statement of the distribution in reference to each school is given in a tabulated statement presented herewith, copies of which have been prepared for each member of the Committee.

Respectfully submitted.

Signed on behalf of the sub-committee.

ELSON I. REXFORD,  
Secretary.

WILLIAM I. SHAW,  
Chairman.

Moved by Rev. Elson I. Rexford, seconded by Alderman Ames, and

*Resolved*,—That the list of grants now submitted by the sub-committee on grants be adopted and submitted for the approval of the Lieutenant Governor in Council.

#### ACADEMIES.

	Grants.	Bonus.	Eq. Grant.	Total.
Huntingdon .....	\$200	\$185	\$50	\$435
Sherbrooke.....	200	171	50	421
Lachute.....	200	147	50	397
Stanstead.....	200	128	50	378
Waterloo.....	200	113	40	353
Danville.....	200	116	40	356
Knowlton.....	200	113	40	353
St. Francis.....	200	109	40	349
Cookshire .....	200	110	40	350
Shawville.....	200	107	40	347
Orms town.....	200	94	25	319
Valleyfield.....	200	93	50	343
Granby.....	200	86	40	326
Coaticook.....	200	64	50	314
Cowansville .....	200	59	40	299
Aylmer.....	150	.....	25	175
Lennoxville .....	150	.....	25	175
Three Rivers.....	150	.....	25	175

	Grants.	Bonus.	Eq. Grant.	Total.
Bedford. ....	\$150	.....	\$25	\$175
Inverness.....	150	.....	25	175
Sutton.....	150	.....	25	175
St. Johns.....	150	.....	.....	150
	<u>\$4,050</u>	<u>\$1,695</u>	<u>\$795</u>	<u>\$6,540</u>

## SPECIAL ACADEMIES.

Compton Ladies' College.....	\$200
Dunham Ladies' College.....	200
Girls' High School, Quebec .....	200

## MODEL SCHOOLS.

	Grants.	Bonus.	Eq. Grant.	Total.
St. Lambert .....	\$50	\$48	\$40	\$138
Clarenceville.....	50	36	40	126
Sawyerville .....	50	34	40	124
Mansonville.....	50	32	25	107
Montreal W.....	50	29	40	119
Faruham.....	50	28	40	118
Portage du Fort.....	50	27	25	102
Gould.....	50	29	40	119
Bury.....	50	25	40	115
Buckingham.....	50	26	25	101
Scotstown.....	50	.....	40	90
St. Sylvester.....	50	25	25	100
Hatley.....	50	26	25	101
Barnston.....	50	.....	40	90
Hemmingford.....	50	.....	15	65
Stanbridge East.....	50	.....	40	90
Kinnear's Mills.....	50	.. ..	25	75
Lacolle.....	50	.....	15	65
Clarendon.....	50	.....	25	75
Compton .....	50	.....	40	90
Magog.....	50	.....	25	75
Frelighsburg .....	50	.....	40	90
Ulverton.....	50	.....	25	75
Leeds.....	50	.....	40	90
Lachine.....	50	.....	40	90
Windsor Mills.....	50	.....	25	75

	Grants.	Bonus.	Eq. Grant.	Total.
St. Andrews.....	\$50	.....	\$25	\$75
Fairmount.....	50	.....	40	90
Levis.....	50	.....	40	90
St. Hyacinthe.....	50	.....	40	90
Bishop's Crossing....	50	.....	25	75
South Durham.....	50	.....	40	90
Megantic.....	50	.....	15	65
East Angus.....	50	.....	25	75
Mystic.....	50	.....	25	75
Rawdon.....	50	.....	25	75
Como.....	50	.....	25	75
Waterville.....	50	.....	40	90
Marbleton.....	50	.....	25	75
	<u>\$1,950</u>	<u>\$365</u>	<u>\$1,230</u>	<u>\$3,545</u>

## SPECIAL MODEL SCHOOLS.

Paspebiac.....	\$100
New Richmond .....	100
Gaspé Basin.....	100
Chicoutimi.....	100
Berthier.....	100
Arundel.....	50
Hull.....	107
Fort Coulonge.....	50

The Rev. E. I. Rexford introduced his motion regarding the extension of the course of study in superior schools. After discussion the question was referred to a sub-committee with the request that a tentative course of study be prepared for consideration at the November meeting. The sub-committee consists of the Rev. E. I. Rexford, convener; Dr. Cotton, Mr. Masten, Prof. Kneeland and Mr. Arthy.

On application of Principal Peterson, it was resolved to contribute \$500.00 towards the expenses of the A.A. examinations.

The Secretary read a report regarding the opening of manual training classes in Waterloo and Knowlton Academies and in McGill Normal School under the McDonald benefaction. The Secretary was instructed to convey to Sir Wm. McDonald an expression of the committee's ap-

preciation of the value to education and to the country of such work as he has been the means of extending.

The Secretary read a report concerning school decoration and placed upon the table certain publishers' catalogues. Dr Peterson was requested to select a number of pictures for the Secretary to order as samples from the Art for Schools Association.

A sub-committee was appointed consisting of Mr. Arthy, Dr. Robins, Dr. Cotton and Mr. Maclaren to report upon the question of preparing a regulation under which diplomas or admission to the Normal School may be refused to candidates who suffer under such physical defects as seriously to diminish their usefulness as teachers.

Moved by Prof. Kneeland, seconded by Dr. Robins and  
*Resolved*,—That the report of the Inspector of superior schools concerning academy work in model schools along with the petition of Mr. McBurney and others, be referred to a sub-committee consisting of Dr. Robins, Mr. Arthy and the mover (convener), for a report to be presented at the February meeting of this Committee, and that this sub-committee be also requested at the same time to report upon the question of the conditions under which schools may assume the status of superior schools.

Petitions from various (3) local branches of the W.C.T.U. were read, and a sub-committee consisting of Dr. Shaw, Mr. Rexford and Alderman Ames was requested to draw up a statement for transmission to interested persons in order to show the position of the Protestant Committee in regard to the teaching of temperance and hygiene in our schools.

It was resolved that hereafter all applications to this Committee for diplomas be submitted by the Secretary to the Central Board of Examiners for report before submission to this Committee.

The Superintendent submitted the annual reports of the Inspectors of common schools, which were laid upon the table.

A letter from Mr. Honeyman, respecting his salary as temporary headmaster of the Boys' Model School, was read, when it was resolved, that he should receive salary for eight months in all.

Inspector Gilman's account for \$21.80 was accepted for special expenses connected with teachers' conferences.

The Secretary reported that he had received for deposit to the credit of the Committee the sum of \$2,185.02 as the balance due for Protestant education to January 1st, 1900, on the \$50,000 grant. Prof. Kneeland and Messrs. Walker, Whyte and Maclaren were appointed as a sub-committee to submit suggestions for the expenditure of this sum of money.

Mr. Arthy submitted a report on behalf of the supervisors of the June examinations, which was received and adopted.

The report on charts for the teaching of morals was presented by the Chairman and adopted.

The sub-committee on "Flag Day" submitted a report which was received and referred to Dr. Peterson, Alderman Ames, Dr. Robins and Mr. Arthy, in order to give the matter further consideration.

The sub-committee on Text-Books reported progress.

The Hon. Mr. Justice Lynch presented his resignation as member of the Committee, because of his inability to give the necessary time for the performance of his duties as such. After it was known that Judge Lynch's decision was final, the resignation was accepted with regret.

By unanimous resolution the Hon. H. Thos. Duffy, B.A., Q.C., M.P.P., was elected to fill the vacancy.

It was decided to postpone the election of an additional associate member till a subsequent meeting.

The Secretary reported the number of diplomas issued, and the number of admissions to the Normal School, during the past year.

It having been pointed out that the A.A. course of study had been modified since its approval by the Committee at the May meeting, Principal Peterson said that the A.A. Board would set optional papers where necessary, especially in Books I. and II. of Cæsar's Gallic Wars.

The Superintendent of Public Instruction submitted to the Committee all correspondence with the Rev. T. B. Jeakins and with the Hon. the Attorney-General of the Province since the issue of the Superintendent's judgment in the Waterloo investigation. This correspondence was



read, as was also a letter from Mr. Jeakins to the Committee. On motion of Dr. Dunbar, seconded by Mr. MacLaren, it was unanimously resolved that Mr. Jeakins be informed that his letters disclose absolutely no reason for re-opening the investigation.

Moved by Prof. Kneeland, seconded by Mr. Masten, that the Protestant Inspectors of elementary and superior schools be required henceforth during the month of April, annually, to send to the Secretary of the Protestant Committee of the Council of Public Instruction a statement showing (a) the name in full of all teachers employed during the scholastic year in their inspectorates; (b) the diploma held by each teacher; (c) the Board or Normal School granting such diploma; (d) the number of years each teacher has taught since receiving his diploma, and (e) the number of years which each has taught continuously in his present position.

A letter from Inspector Kerr having been read respecting the division of the Gaspé district of inspection, it was resolved that the County of Bonaventure form the western district and the County of Gaspé the eastern district. The Secretary was instructed to ask the approval of the Lieutenant-Governor in Council according to law.

Certain text-books, which were submitted by Mr. Briggs and Mr. Renouf, were referred to the text-book sub-committee for report.

The rough minutes were read, and the meeting adjourned to the last Friday of November, unless called earlier by the Chairman.

G. W. PARMELEE,  
Secretary.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th of September, 1900, to appoint the Reverend John Macrae Sutherland, of New Carlisle, school inspector for the new district of Gaspé, comprising the county of Bonaventure, less the townships of Cox, Hope and Port Daniel, and the Reverend Isaac Newton Kerr, of Shigawake, also school inspector for that

part of the district of Gaspé, comprising the county of Gaspé and the townships of Cox, Hope and Port Daniel, in the county of Bonaventure.

*Appointment of School Commissioners.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 10th of October, 1900, to make the following appointments, to wit :

*School Commissioners.*

County of Gaspé, Grande Grève.—Mr. James Price, to replace Mr. John Robert, whose term of office has expired.

County of Ottawa, Cantley.—Messrs. Thomas Barrett and Peter Lynatt continued in office, their term of office having expired.

County of Témiscouata, St. Eusèbe de Cabano.—Messrs. Joseph Morneau, son of Joseph ; Prime Martin, Louis Bossé, Prudent Corbin and Ludger Sénéchal. New municipality.

*Erection of a New School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 10th of October, 1900, to erect into a separate school municipality, under the name of "Saint Michel No. 10," in the county of Yamaska, the following territory, to wit : from No. 650 to No. 693 inclusive ; also Nos. 695, 542 and 543, of the cadastre of the parish of Saint Michel d'Yamaska. This territory as yet not forming part of any school municipality.

This erection shall come into force on the 1st of July next, 1901.

*Changing Name of School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 13th of November, 1900, to substitute the name of "Sainte Marie de Saint-Polycarpe" to that of "Bourbonnais," in the county of Soulanges, for the school municipality, erected by order in council of the 23rd April, 1898, bearing the No. 229.

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