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ESSAY WRITING.

How should style be taught? This is one of the great problems confronting all teachers. It is comparatively easy to instil a knowledge of French or History or Mathematics, because the elementary difficulties in these subjects present themselves at once. Certain facts have to be grasped, certain names and words learnt, certain methods explained. But with English it is different. One cannot give phrases and vocabularies to be conned by rote, and if one did, the pupil would be no nearer his goal than before. One frequently meets a student who has read widely and accustomed himself to different modes of expression, who yet cannot string a score of sentences into an effective paragraph. And for this reason. The main difficulty in writing a clear style consists in having clear ideas. Matthew Arnold once said to Mr. G. W. E. Russell, "People think I can teach them a style. What stuff it all is! Have something to say, and say it as clearly as you can. That is the only secret of style". And we shall find that nearly all faults of expression are really faults of having "something to say". Even in the case of great writers such as Jeremy Taylor and Burke the tendency towards extravagance and eccentricity of style arises from the fact that their "something to say" was too unformed, too inchoate, too indistinct in the mind, just as Addison's style is sometimes

insipid and over correct, because his ideas are occasionally commonplace. But when we descend to students, these imperfections of thought undermining the power of expression become far more marked. It is quite usual to read over work whose literary merit is *nil*, and yet be at a loss to lay one's finger exactly on those passages which are weak. The mere technicalities of writing—dividing of thought into paragraphs, avoidance of personal pronouns, proper use of punctuation, etc.—are easily learnt, and yet the pupil cannot express himself well.....because he has nothing to express. There is a vague impression floating in his mind, but it has never taken definite form. Even the subtle art of using the right word in the right way is really the even more subtle art of thinking the right thing in the right way. Mr. William Morris, writing on the mystery of style, says "Rachel weeping for her children *because they are not*," is infinitely more impressive than any phrase like "because they are dead" could have been; and why? "Because they are dead" would convey a latent impression of the children still existing as corpses—an impression which is narrowed and distracted by ideas of a merely gruesome kind, ideas of corruption and decay. "Because they are not" suggests only the awful and tremendous mystery of annihilation—obliterated existence—and leaves no room for smaller, lower ideas or emotions. This is sublimity. "This is style". Even here the literary instinct, which prompted the phrase "because they are not," had for its basis a full and complete sympathy and association of self with the subject. It was a question of "having something to say".

So the fundamental difficulty of writing, is a difficulty of having ideas: and the real problem of teaching English is the problem of teaching how to think clearly. And it seems to us that this habit of thought and insight can be formed only by constant practice in essay-writing; but above all in essays which stimulate a desire to read, and which create an interest in important questions. For this reason we are glad to learn that a University, too often overlooked in this Province, is doing good work in teaching English. Bishop's College has now instituted a course of essay-writing for every member of its Art's-faculty under Mr. Routh's direction. There had formely been essay-lec-

tures for the honours'-men and also for the 1st year ; but the course for the whole body of Arts-students is an innovation. It is, perhaps, worth while noticing the methods they employ. A subject is given out every week. Mr. Routh then goes over each essay with its author, commenting on the style and diction, and then gives a lecture on the subject selected for the theme. He endeavours to choose topics which are indispensable to a right understanding of the needs of a growing nation like Canada, thus making higher education minister to the more practical needs of life. Amongst other subjects war, finance, progress and education have been discussed at Bishop's during the last term.

Interesting correspondence has lately appeared in the *Sherbrooke Daily Record* regarding the aims and the methods of Bishop's College, Lennoxville, of which we may give a summary later.

The facts brought out in the various letters are not new to those who have some acquaintance with the workings of the University, but they show that it is necessary to correct some popular misconceptions.

Perhaps the one which has been most damaging to the University is that, being a church institution, it is narrow in its spirit and inefficient in comparison with undenominational institutions. A letter from Mr. C. W. Ford in the *Sherbrooke Record* bears strong testimony to the falseness of such conclusions. He says, that, although a Methodist he has received nothing but consideration and kindness from the Principal and the Professors, and has not yet experienced his first "ragging" from the students. He continues:—"As regards the religious instruction, which is insisted on, I consider this one of Bishop's strong points, and highly commendable to the University. The text-book is the Bible. The teaching is not doctrinal, but spiritual, and I for one will be thankful all my life for the broad, liberal, yet orthodox views I have received. It has been hinted, also, that the educational standard was low, and that anyone could get through the Arts course at Bishop's. In this, I, myself, was also (agreeably) undeceived. Not only have I run across men who have been turned down year after year by the College, but I find that I am obliged to study to get over the work, as I never

studied in all my previous scholastic training. If anyone has any doubts on this point I invite him to try the course for one year, and then I shall expect him to acknowledge himself "hard worked."

As a matter of fact the Arts course in Bishop's is a good one and is entirely independent of the Theological course. As an Eastern Townships institution it deserves the support of the Eastern Townships people. Its advantages ought to be more widely known. There are three very distinct points of excellence in which it differs from other Canadian universities.

First.—It is a residential college, and as such is capable of offering the culture of college life which the classroom alone does not afford. Second.—Its Arts course extends over three years instead of four, the year ending in June instead of ending in April as in other colleges.

There seems no reason in our present social conditions for finishing the college year in April and extending the course over four years. In the third place, the smaller attendance gives the Professor a far better opportunity for studying the individual needs of his students and assisting when aid is needed.

To some people there is another advantage in attending Lennoxville, and that is the absence of the many distractions incident to city life.

It would perhaps be better for all concerned if the staff of Bishop's could become better acquainted with the people of the Townships, and thus advertise indirectly the advantages of the institution. Naturally they shrink from anything that looks like self-advertisement.

THE MACDONALD INSTITUTE in connection with the Ontario Agricultural College, Guelph, provides long and short courses for teachers and others in nature study, home economies, and manual training. We extract from a recent announcement the following facts, which may be of immediate interest to some of our teachers in the province;—

"After the present year our course will extend from September until June, and will include all branches of the subject as far as forge, lathe and bench work in metals. For the proposed special course of the present year, however, the term will be only four months, extending from Easter until the end of July, and only cardboard modelling and

wood-work suitable for our schools, with corresponding work in the history and theory of the subject, will be attempted.

Graduates in this special course will receive certificates on taking a short course, say three months, in metal work in any subsequent year. There will be no fee for tuition, but five dollars will be charged for materials. This department will be in charge of Mr. Evans, of the Macdonald Training Schools, who has had a thorough training and a wide experience in this work in England, Germany, Sweden and the United States, and who is a thoroughly competent and efficient instructor and lecturer in all branches of Manual Training.

The wishes of the various Provinces regarding the entrance qualifications of their teachers will be respected by us, but we would recommend that permanent professional standing be required in all cases preliminary to the course in Manual Training."

Editorial Notes and Comments.

—THERE is a tendency to isolation in the processes of education. In the ordinary mind there are a primary school, a secondary school, and a university, and these three are distinct in purpose, in methods, and in results. This view is vicious. It accounts somewhat for the antagonism so often displayed against the higher institutions of learning by those who are specially interested in elementary education.

The purpose of education too is singularly misunderstood by the multitude. Education is intended to fit one for success in life. Yet success is generally measured by the ability to make money and the preparation for making money, in a rigid adherence to reading, writing and arithmetic. No account is taken of the fact that we have a life of mingles, toil and rest, and that we should be fitted to enjoy the hours of leisure be they ever so few.

—HOME TRAINING AND SCHOOL TRAINING SHOULD SUPPLEMENT EACH OTHER.—The tendency of the modern parent is towards the idea that it is the duty of the State to educate the child and of the Church through the Sunday School to form his religious views and direct his moral conduct. In short the modern parent shirks his responsi-

bilities. He imagines that in the upbringing of his child there may be a complete division of labor, his own part being the furnishing of poor clothes and shelter

Nothing could be more dangerous to our social life than this popular view. Educators have not escaped the contagion of this heresy. We find such men as President Eliot, one of the foremost thinkers of America, holding the public schools responsible for the corruption in politics, and the sordid views of life prevalent in the United States. They are responsible in the sense that they have not been a force adequate to the task laid upon them by the public. But so is President Eliot responsible in that he has been unable to bring about a condition he so ardently desires in the life of his nation. However, no one thinks of holding him up to ridicule as a failure. The school through the teacher influences the child only a few hours a day. During those hours the child is subject to the wholesome discipline of school life, and learns to some extent to respect constituted authority. He receives impulses for good, contemplates the noble and self-sacrificing examples presented in history and story, is made to desire the better life of high ideals, and then returns to home and companions where these things are held as beautiful but foolish, especially foolish. He has worn into his very being the conviction that he is best who succeeds in making most money. The methods do not matter much, but they must be effective. If the typical child is to be saved he must have some help from his home life. He cannot stand erect morally with the continual downward pull of his associations through the many hours he spends away from school influences. The sooner parents and the public generally understand this fact the better. In the meantime it is nonsense to expect the teacher to perform miracles in the sphere of moral training.

Current Events.

—Six Nova Scotia students are applicants for the Rhodes Scholarship of 1904, and the Senate of Dalhousie University has been appointed the committee of selection. Advices received by the University authorities from London state that the trustees have decided to accept for the present

year as candidates, without a further qualifying examination, any students or graduates of McGill University, Toronto University, Dalhousie University, and the University of New Brunswick, who have fulfilled the conditions under which they are exempted by the colonial universities statute from responsions or certain other examinations at Oxford University. The effect of these instructions is to make it unnecessary for any of the candidates from Canadian universities to undergo examination.

Toronto University will present nine candidates for the Rhodes Scholarships of 1904. Their names are: E. H. Oliver, B.A., E. R. Paterson, B.A., and H. G. Wallace, B. A. (graduates); G. P. Bryce, T. B. McQuesten and E. W. Wallace (fourth year); J. F. Borland, R. C. Reade and B. A. Upsholl (third year).

As the conditions mentioned in the above paragraph apply to the above nine candidates of Toronto University, along with the candidates from the other Canadian universities, it is almost certain that none of them will be under the necessity of trying the qualifying examination, the date of which has been set for April 13. All the Toronto University candidates have taken Greek for the requisite two years, and passed all the examinations, and this exempts them from the responsions.

There is a provision, however, that in case the Senate deems it advisable to subject the candidates to any further tests they may do so.

—MONTREAL PUPILS' WORK.—Four handsome boxwood cases are fitted in the High School building with the product of the pupil's brains. When finished they will be sent to Bradford, England, to the inaugural exhibition of the Cartwright memorial hall. This exhibition will open May 1, and last until October. In the educational department will be displayed exhibits from schools all over the British Empire. The Montreal School Board was invited to send specimens of the work done there, and the selections chosen will, it is believed, represent different lines of work from any other on exhibition.

Two of the cases will show a full course in drawing based on the Prang system, taking the pupil from the simple work of the primary grades to the most advanced High School work. There will be one case of kindergarten and

transition work and one of normal training, Sloyd and sewing. The cases are the same ones sent to the Paris exhibition, but they have been refitted for this occasion.

—EMPIRE DAY.—Arrangements are being made for a celebration in Great Britain of Empire Day on May 24. Entertainments, such as lectures and concerts, with descriptive recitations from colonial literature, tableaux in representative costumes, customs in the colonies and historical events connected with them are suggested.

—PENSIONS IN NEW YORK STATE.—Senator Bailey has introduced a bill in the New York Legislature for the establishment of a general pension fund for teachers throughout the State. The bill does not affect cities of the first class or other cities which pension their teachers on amounts equivalent to those provided by the bill.

The main provisions are:—

The pension fund shall consist of one per cent of each teacher's salary; five per cent of the state's share of excise moneys; five per cent of the inheritance tax; interest on fund; donations; direct state appropriations.

Teachers may be retired after thirty-five years of service, or after thirty years, if they have attained the age of sixty-five—at one-half average annual salary for the last five years of service, but no pension shall exceed \$1,000; if incapacitated, between ten and twenty years' service, one quarter of salary, provided such teachers shall have contributed one per cent, of their salary to the fund; between twenty and thirty years of service, at five-twelfths of their salary, provided they shall have contributed one and one-half per cent of their salary to the fund.

Teachers entering the service after August 1, 1905, shall have one per cent, for the fund deducted by the proper official, and such amount shall be sent annually to the State Treasury to form part of the fund. Any teacher in the service, prior to August 1, 1905, desiring to avail himself of provisions of this act, must forward to the State Superintendent name, number of years of service, and to the State Treasurer a sum equal to one per cent of total salary for the years he has taught, and shall, thereafter, have one per cent deducted from his salary monthly.—*School Journal*.

—SOVEREIGN OF THE SEAS.—Britain's sovereignty of the seas is divided into eleven sections. From Gibraltar to the North Capes the Channel Fleet cruises to and fro, round and about our coasts. The new naval base in the Firth of Forth will lead to the division of this work by the formation of a squadron for the east coast. Next in importance comes the Mediterranean Fleet, which is composed of our most powerful vessels, and is the core of our naval system.

At the Red Sea the beat of the East Indian squadron begins, and runs to Singapore, where the China Fleet takes charge of British interests. The Pacific Squadron joins hands and patrols to the west coast of America, while a sixth squadron is allotted to Australia. From Cape Horn to the Gulf of Mexico is in the custody of the South American Fleet, and thence up to Newfoundland and beyond the North American Fleet holds sway.

Capetown is the base of the squadron which patrols the East African coast, and the other side of the Dark Continent is watched by the West African Squadron, which connects with the Channel and Mediterranean Fleets at Gibraltar. Thus British warships girdle the entire globe, and the belt is so elastic that it can be strengthened at any point where need arises.—*The Practical Teacher.*

—A GREAT work has been done by the British Government in repairing the ravages of war in the Transvaal. Seven thousand persons have been put back on their farms and furnished with the requisites for rebuilding their homesteads and resuming their agricultural pursuits; they and thousands of children who are attending the Government schools have been fed for over twelve months; thirty thousand acres of land have been ploughed; and provision has been made for widows and orphans and all who are in distress. Now that the Boer is to be regarded as a British subject, no effort is spared to make him content and happy.—*Canadian Teacher.*

—A WRITER in the *School Journal*, in explaining the essential difference between the private and the public school, says that their ideals are different: that of the public school is scholarship, while that of the private school is culture—meaning by culture, manners and conduct, as well as scholarship.

—JAPAN, with a population of less than one-third of the population of Russia, has a larger number of children in its elementary schools than Russia.

—THE Prince of Wales enjoys one privilege from which the King is now debarred. So long as His Royal Highness remains Prince of Wales he may take a seat in the gallery of the House of Commons and hear the debates. The King is not supposed to do so.

—NOWHERE in the United States have experiments with the growth of eucalyptus trees been carried to such an extent as in the little valleys along the stretch of the Pacific coast. The eucalyptus, be it known, is the tree which some scientists say is destined to save the world from a famine of wood. Those who are familiar with the tree growing records in that district are confident in its ability to perform that feat if it should ever be called upon to do so, which is not probable.

Ellwood Cooper, who owns a big ranch a few miles north of Santa Barbara, was one of the pioneers in the experimenting. His first plantations were set out twenty-five years ago. Some of the groves have been cut down three or four times and are again high in the air. Trees which have been permitted to grow for the entire quarter century are as large as oaks whose rings show them to be more than three hundred years old. In other words, the eucalyptus grows twelve times as fast as the oak, and, in fact, there is hardly a tree that it does not put to shame in this respect.

Practical Hints and Examination Papers

—HAPPY is the man who early in life finds out what he is best fitted for and who bends all his energies to preparing himself more thoroughly for the particular vocation to which his abilities can be best applied. No use spoiling a good farmer to make a poor preacher, or a good merchant to become an ordinary lawyer, doctor or teacher. If each could know for what he is best fitted and devote his energies to becoming proficient in that particular line, there would be fewer failures and far greater contentment in the world. Teachers can do much to help pupils discover for themselves what calling in life would be most suitable for

them to follow. They should strive to be helpful in this way.—*Missouri School Journal*.

“To model a statue and give it life is a noble work; to model intelligence and give it truth is still nobler.”—*Victor Hugo*.

—PERHAPS the most common mistakes of teachers are talking too loud and too much. An essential of a model recitation is that the teacher should talk little and the pupil much. Test yourself at every recitation by this question: “What proportion of the talking am I doing? Can what I say be heard and understood by the pupils who are studying at their desks?”

The teacher’s voice should be carefully measured to carry to those whom she intends to reach, and no further.—*Popular Educator*.

—THE less men think, the more they talk.—*Montesquieu*.

--LIFE is not so short but that there is always time for courtesy.—*Emerson*.

--THERE is no more potent force for the improvement of society than the school teacher. We commit our children to this force more freely and fully than to any of the other forces. The teacher stands for the other forces. The most valuable force in the school, is not the tools, but the teacher, his personality.

--THE doorstep to the temple of wisdom is the knowledge of our own ignorance.—*Spurgeon*.

--AN ounce of practice is better than a ton of theory.

--A PRETTY FLAG GAME.—A very pretty and interesting game may be played with a sheet of paper or cardboard, on which are painted the flags of all nations. The sheet may be prepared by any one that has a little talent for drawing, and though it may entail some trouble it will doubly pay for itself.

It is not hard to find colored pictures of the flags; almost any good gazetteer or big dictionary contains such a sheet. They should be copied in proper order on the paper or cardboard and colored in water colors.

When the copying is done, put a number under each flag instead of the name of the nation it belongs to, and

hang the sheet on the wall where all the players may see it. Give a sheet of paper to each player, with a list of the numbers written down the left-hand margin.

Now, allot a certain time—say half an hour—within which the players are to write opposite each number the name of the nation to which that particular flag belongs. When the time has expired each player signs his or her list and hands it to the leader, who examines them all and awards the prize to the one having the most names right.

A miniature British flag, made of silk, would be a suitable prize to offer.

—UNLESS we are masters of ourselves we cannot expect to master our work or govern our life.

—NEARLY all good work is up-hill work, therefore, when difficulties are met they should be regarded rather as a sign that we are working in the right direction than as a cause for surprise and discouragement.

—OUR greatest glory consists not in never falling, but in rising every time we fall.—*Goldsmith*.

HEALTH TRUTHS.

Rise early, go to bed early, and in the meantime work hard.

Water and bread sustain life, but pure air and sunlight are indispensable for health.

Frugality and sobriety are the best elixir for a long life.

Cleanliness preserves from rust; the best kept machines last longest.

A sufficiency of rest repairs and strengthens; too much rest weakens and makes soft.

She is well clothed who keeps her body sufficiently warm, safeguarding it from all abrupt changes of temperature, while at the same time maintaining perfect freedom of motion.

A house that is clean and cheerful makes a happy home.

Joy conduces to love of life, and love of life is half of health.

Better sleep can be obtained with a low than a high pillow. To lessen the work of the arteries that propel the blood to every part of the organism should be the aim of every one, so that the posture that most nearly places the

body in a horizontal position is the most to be desired. Bolstering up the head is always to be condemned, whether in sickness or in health, unless bodily injuries render the perfectly recumbent position impossible. It is not well to lie always on the back, as by that means the spine is kept too hot, and a feverish sleep is apt to result. The right side is the best to recline on, for the heart and the larger arteries are relieved from undue pressure. There is no room for doubt that the two hours immediately preceding midnight are the best for enjoying the "beauty sleep" of the night; but whether you retire for the night early or late, remember that you go to bed to sleep, not to make plans.

KEEP THE MOUTH SHUT.

This peremptory command is to ensure proper breathing—that is, breathing through the nose. One should never, unless absolutely necessary, breathe through the mouth. It is the duty of the nose, and it was made for that express purpose and is especially constructed to aid correct breathing. In the first place it is provided with wing hairs that trap dust and impurities that may be in the air and prevent their invading the system. The nose has also what are known as turbinated bones; these act as warming-plates to temper the air as it is inhaled. It is further provided with an apparatus for furnishing moisture to the air. All these processes are quite essential before the air is drawn into the lungs, and if the breath is drawn through the mouth many of these essentials are lost. It is an excellent plan to take a good brisk walk every morning and to compel oneself to breathe through the nose all the time; this is a first-rate hygienic practice. At first it may be difficult to do so, but it is worth persisting in, and "practice makes perfect."

Sayings of Teachers and Children.

—IN Russia teachers are none too well paid. At a scholastic meeting some one proposed the toast: "Long live our school teachers." "What on?" Asked a cadaverous-looking specimen, rising in his seat.

—LITTLE boy writing to his school master: “Every body at home is delighted with the progress I have made at your school. Why, when I came to you I knew nothing and now, even in this short time, I know ten times as much!”

—“YOU may speak,” said a fond mother, about people having strength of mind, but when it comes to strength of don’t mind, my son William surpasses every body I ever knew.

—GLADSTONE thus defined a deputation:—“A noun of number signifying many, but not signifying much.”

—DISRAELI, on being asked what he thought was the smartest thing he had ever said, replied: “It was at my first election for High Wycombe.” “As we stood side by side on the hustings, my opponent, a man of county family and influence, proclaimed that he was standing for the seat upon the constitution of the country, upon the broad acres of his fathers, upon law, property and order.” “And what does Mr. Disraeli stand upon?” cried a voice from the crowd of listeners. “I”, said Disraeli, “I stand upon my head!”

A SCHOOL commissioner was trying to elicit the name of the weapon with which Samson killed the Philistines. The children were dense. “What is this?” he suggested laying his hand on his cheek. They caught on in a moment. “The Jawbone of an ass, Sir.”

Jack: “I wonder how it was first discovered that fish was a brain food?”

Jill: “Probably by the wonderful stories that men tell who go fishing.”

—A LITTLE girl complained to her mother that she was not feeling well, and the mother thought the symptoms were those of chicken-pox. Early the next morning the child went into her parents’ room looking very serious. “Yes” she said, “it is the chicken-pox, mamma; I found a feather in my bed!”

MINUTES OF THE ADMINISTRATIVE COMMISSION OF THE
PENSION FUND FOR OFFICERS OF PRIMARY INSTRU-
TION, DECEMBER MEETING, 1903.

Sitting of December 3rd, 1903.

Present : — The Honorable the Superintendent of Public Instruction, President ; Mr. John Ahern, of the City of Quebec, Roman Catholic Teachers' representative for Quebec ; Messrs. H. M. Cockfield, B.A., and H. C. Hopkins, B.A., of the City of Montreal, representatives of the Provincial Association of Protestant Teachers ; and Mr. J. N. Perreault, of the City of Montreal, representative of the Roman Catholic Association of Teachers of Montreal.

The minutes of the last meeting of the Administrative Commission held at Quebec on the 17th and 18th of December, 1902, were read and adopted.

The following report on the receipts and expenditure of the Pension Fund for the scholastic year ending June 30th, 1903, was read :

Revenue.....	\$46,001 34
Disbursements.....	42,034 88

Surplus	\$3,966 46
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This surplus added to the surplus of the two previous years amounting to.....	\$920 41
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forms the sum of.....	\$ 4,886 87
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to credit of the Pension Fund, deposited with the Department of the Treasurer of the Province and available for the payment of pensions.

The capital of the Pension Fund on July 1st, 1902, was.....	\$187,353 88
Added to capital this year.....	906 33

Present capital.....	\$188,260 26
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This sum is deposited in the hands of the Treasurer of the Province. It cannot be used for the payment of pensions.

This sum bears interest at the rate of five per cent per year.

Read, a statement from the Treasurer of the Province, under date November 23rd, 1903, showing that the sum of \$4,886.87 is at the credit of the Pension Fund for Officers of Primary Instruction on revenue account, and \$188,260.26 at the credit of the same Fund on capital account.

Read, a report of the Secretary of the Administrative Commission indicating the persons who have ceased to be pensioners and the amount of pension which each received, as follows:—

1. Those who resumed teaching in 1903:

Marie Pinard,	aged 51 years,	pension \$40 58
Widow Eloi Lemay,	" 44 "	" 27 96

Total.....\$68 54

2. Those who have failed to produce the required annual medical certificate:

Fanny Globensky,	aged 34 years,	pension \$29 85
Rachel Hébert,	" 54 "	" 21 00

Total.....\$50 85

Pensioners who have died since December 1st, 1902, date of last report:

Hugh Dickson,	aged 88 years,	pension \$ 76 68
Daniel McSweeney,	" 83 "	" 611 40
Joseph Green,	" 82 "	" 371 98
Patrick Riordan,	" 81 "	" 366 98
Mrs. H. L. Montreuil,	" 79 "	" 59 82
Abbie Gilman,	" 76 "	" 23 28
Henry E. Martineau,	" 77 "	" 266 90
Gilbert Ferguson,	" 73 "	" 310 77
Widow Jos. Archambault,	" 63 "	" 205 00
W. P. J. Bond,	" 67 "	" 328 50
Mrs. L. S. Kennsson,	" 66 "	" 7 42
Mrs. Louise Filiatrault,	" 62 "	" 90 68
Mrs. Alex. Bouillon,	" 62 "	" 12 66
Mrs. Auguste Bilodeau,	" 54 "	" 10 80
Joséphine Gaudreau,	" 53 "	" 104 38

Total..... \$2,847 25

The Commission examined the medical certificates produced by pensioners since last year, took communication of the reports of the school inspectors who had visited these pensioners and ruled and ordered as follows :

1. The pensioners who have attained or passed the age of 56 years, and those affected by ill-health who have produced new medical certificates this year, will receive their pension for both six months of the current school year, with the exception of Mrs. Augustin Morin and Mrs. Albert Beck, who are in a condition to resume teaching and whose pensions are withdrawn.

2. Mmes. David Boulet, Delphis Couture, and Théodule Métivier-Dion are to be visited by Dr. Lepage, and should his report indicate that they are capable of resuming teaching they will receive notice of the withdrawal of their pension prior to July 1st next.

The Superintendent of Public Instruction submitted to the Administrative Commission such medical certificates and other documents as he had received since last session in regard to old applications which have been deferred or rejected at former sessions of the Commission.

The Commission having again considered these applications, decided as follows :

1. The pension of Euphémie Massé, withdrawn last year, is again granted owing to the impossibility of her resuming teaching because of illness.

2. The legal heirs of Mrs. Joseph Archambault, widow of an officer, will receive her pension for the time which has elapsed from July 1st last to the date of her decease in September last.

3. Owing to the peculiar circumstances in which Fidélie Brodeur is placed, the pension which was withdrawn in 1901 is again granted him. The arrears of pension since 1901 are also on division granted him.

4. The application for pension of Mrs. Eugène Lauzon, refused last year, is granted to count from July 1st, 1902.

5. Mrs. Joseph Gauthier, née Délicia Gagnon, will be visited by a physician indicated by the Superintendent. Should the physician's report be favorable, her application for pension will be granted.

6. The application of Clarisse Bureau for pension, refused last year, was granted to count from July 1st, 1902.

7. The pension of Delphine Girouard, withdrawn in 1902, is again granted.

8. Dr Cl  roux, of Montreal, was named to visit Mrs. Jos. Champagne, whose pension had been withdrawn in 1902. His report not being favorable to Mrs Champagne, her application for pension was not granted.

9. The pension of Louise Turcotte will be continued, in view of the report of Dr. Beaupr  , of Quebec.

10. The pension of Arsino   Chicoine will be continued, because of the certificate of Dr Eug  ne Turcot.

11. By the opinion of the Attorney General of the Province, a teacher aged 56 years or over, who was a pensioner under the old law of Public Instruction and who resumed teaching in 1901 under the provisions of the law put in force in 1899, is obliged to establish the fact that he has taught during at least twenty years, should he desire to obtain a pension.

Such is the case of Mr. W. T. Briggs, who taught during ten years only when he secured a pension in 1898 and resumed teaching in 1901.

He must complete his twenty years of teaching before having right again to pension.

12. The pension of Elise Fabiola Roy, which was granted last year for one year only, will be continued in view of the new medical certificate produced.

13. The same will apply to the pension of Mrs. Ernest Larivi  re, whose case is similar to that of the foregoing.

The Commission having examined the new applications for pension and the medical certificates and other documents relating thereto, ruled and ordered as follows :

1. Pensions are granted to the following officers who are over fifty-six years of age :

Louis Gaspard Caisse, widow Joseph Edouard Paradis, Napol  on Paquin, Malvina Rolland, Joseph Manseau, widow Louis Simoneau, Napol  on Nolin, Mrs. Achille L  vesque, Harriet A. Moore.

2. The legal heirs of Mary Harper will receive her pension for the six months during which she died, and for one month besides, owing to her indisposition during that month.

3. Pensions are granted to the following persons who have taught during at least twenty years, and who have:

established, to the satisfaction of the Commission, that they are incapable of continuing to teach owing to illness :

Mrs. Eusèbe Pelletier, Adélaïde Beaudet, Julie Odile Simoneau, Joseph Bédard, Henriette Chabot, Mrs. Louis Emmanuel Lord, Olivine Tardif, Abner John Bedee, Edward Joseph Colfer; Malvina Vermette, Marie Louise Poirier, Elizabeth Gordon, Marie Rose Camirand, Marie Caroline Faucher, Marie Emmélie Boivin, Euphrasie Allaire for one year only, and Belzémire Laliberté for one year also.

4. Marie Louise Bossinotte will be examined by Dr. P. E. Grandbois, of Fraserville, and Hermélie Dionne also examined by a physician indicated by the Superintendent. These two persons will receive their pensions if the physicians report that they are unable to teach owing to illness.

5. Mrs. Hormidas Brassard, Mrs. William Gabie, and Mrs. widow Moïse Richer will receive their pensions on establishing the fact that they have taught at least twenty years in schools under control of schools boards or subsidized by them or by the Government.

6. Sylvina O'Bready having resumed teaching, her application for pension was not taken into consideration.

7. At the request of the Federal Member for the County of Portneuf, the Superintendent of Public Instruction is authorized to pay the pension of Joséphine Richard, who was unable to submit her application before the session of the Commission, should the medical certificate to be produced by Miss Richard establish the fact that she is unable to teach owing to illness.

8. The application for pension of Mrs. F. X. Gagné and that of Mrs. Emélie Boisvert are rejected, as they are not incapable of teaching because of illness, and owing to their not having reached the age of fifty-six years, which is necessary to give right to a pension.

The Administrative Commission, after having examined the applications for refund of stoppages made by teachers who have taught over ten and less than twenty years, granted the following :

Mrs. Augustin Lagassé, Mrs. Eugénie Coasette, Mrs. Zotique Goulet, Marie Mathilde Turcotte, Edmond Delorme, Janet Loynachan, Marie Julia Ouellette, Mary Larochelle, Marie Louise Lauzon.

The application of Marie Eulalie Pelletier was rejected.

because she is not incapable of teaching owing to illness.

Resolved that the sum of two hundred dollars be granted to Mr. Couillard for his services as Secretary of the Administrative Commission during the current scholastic year. And the Commission adjourned.

F. X. COUILLARD,
Secretary.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

Quebec, February 26th, 1904.

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

Present:—The Reverend W. I. Shaw, LL.D., D.C.L., in the chair; George L. Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; Reverend A. T. Love, B.A.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D., C.M.G.; Gavin J. Walker, Esq.; Honorable S. A. Fisher, B.A., M.P.; Principal S. P. Robins, LL.D., D.C.L.; James Dunbar, Esq., K.C., D.C.L.; W. L. Shurtleff, Esq., LL.M., K.C.; H. J. Silver, Esq., B.A.; Honorable J. C. McCorkill, K.C., M.P.P.

Apologies for enforced absence were read from the Lord Bishop of Quebec, Mr. Whyte, the Hon. J. K. Ward, Mr. W. S. Maclaren, M.P., and Dr. C. L. Cotton.

The Hon. J. C. McCorkill was welcomed to the meeting by the Chairman, and took his seat.

The minutes of the last meeting were read and confirmed.

The Secretary reported (1) that Inspector John Parker had received his appointment as special officer of the Department of Public Instruction, and had entered upon his duties as such and as Inspector of Superior Schools on the second of January; (2) that second class certificates of qualification to act as inspector had been issued after examination to Messrs. Oliver F. McCutcheon and David A. Simons with the written consent of the members of the

Committee; (3) that the Government had appointed Mr. Oliver F. McCutcheon as Inspector of Elementary Schools to succeed Inspector Parker, the appointment dating from January 1st, 1904, the district of inspection and the salary remaining unchanged; (4) that owing to the absence of the Lord Bishop from the city and the impossibility of Mr. Whyte's attendance, the sub-committee on the distribution of the Poor Municipality Fund had not met, there being only one other member.

The Committee received the report, and formally approved the granting of the certificates of qualification to Messrs. McCutcheon and Simons.

The Chairman was added to the sub-committee on the distribution of the Poor Municipality Fund.

It was moved by Mr. W. L. Shurtleff, seconded by Mr. G. L. Masten, that the number of marks allowed for Latin and Greek at the June examinations be not greater than the maximum allowed for other subjects including French, and therefore be reduced from 200 to 100, the maximum for such other subjects, and that the regulation touching the same be amended accordingly.

Moved by Mr. W. L. Shurtleff, seconded by Mr. G. J. Walker, that in the opinion of this Committee the amount of Latin required to be taught in academies should be reduced by at least one quarter, and that to this end a committee be appointed to confer with the authorities of McGill University to secure such reduction in the amount required by them at the A.A. examinations.

After discussion these two motions were laid on the table till next meeting.

After discussion of a report submitted by the Secretary, in regard to necessary changes in the regulations of the Committee, it was resolved that amendments be made as follows:—

Reg. 45, 6th line:—Substitute the word "two" for the word "four."

Reg. 46:—Strike out all after the 11th line.

Reg. 78, last line:—Substitute the words "Grade III" for the words "Grade II."

Reg. 82, Sec. 1:—After the word "May" read "giving one day to the inspection of each school, or two days when so ordered."

Reg. 82, Sec. 12:--Strike out the whole section.

Reg. 84:--In the fourth line substitute "approved" for "appointed."

Reg. 89:--To read: "The examination shall be held during the month of June."

Reg. 92:--To read: "The maximum number of marks for each subject shall be as follows:--In Grade I, 50; in Grade II, 75; and in Grade III, 100."

"In the examination pupils shall not be considered as having passed in any subject unless they have obtained at least fifty per cent (and in the case of Dictation and Spelling seventy-five) of the marks attainable in that subject."

Reg. 93:--To read: "The examination papers prepared by the Inspector of Superior Schools shall have the value of each question printed in the margin."

The recommendations of the Supervisors of June examinations were considered. All that would involve a change of regulations are comprised in the amendments above. Minor arrangements were referred to the Inspector of Superior Schools for his direction.

A letter from Mr. W. B. T. Macaulay, Principal of Westmount Academy, was read, and the Secretary was instructed to say that the returns of marks to Westmount will be made in the form he desires for his convenience in connection with the preliminary and A.A. examinations, but that it is not possible to depart from the regulations in special cases.

Professor Kneeland gave notice that he will move at the May meeting of this Committee that steps be taken to harmonize the conditions of the passing of candidates writing in the preliminary A.A. examinations of the superior schools.

Mr. W. J. Gage's application for the examination of Baker's Geometry was granted, and the text-book sub-committee was instructed to examine other books on the same subject at the same time.

A letter of information from McGill was read in regard to the matriculation requirements.

Mr. Silver read an interim report on the question of the support of manual training schools.

The report was adopted, and the sub-committee was authorized to interview the Government.

The sub-committee appointed to report upon academy work in model schools submitted a report, of which the following recommendations were held over till the May meeting :—

“ Your sub-committee, having earnestly studied the whole question of academy work in model schools, have been able to arrive at but one conclusion, to wit : considering the peculiar conditions prevailing in the Province of Quebec, so far as the Protestant population is concerned, considering the fact that some model schools are better equipped for doing academy work than some academies, considering the fact that all academies include model schools which, therefore, must be looked upon as lower grades of academies, considering the fact that any regulation seeking to limit the work done in model schools to that prescribed for model grades must of necessity debar many bright pupils in districts remote from academies from any further education, and considering the fact that all superior schools must stand or fall in accordance with the measure of their usefulness to the public and the success of their operations, that some relief should be afforded to those who would suffer from a strict application of the present regulations regarding such work, your sub-committee, therefore, recommends :—

“ (1). The annulment of all existing regulations governing the work of academy grades in model schools.

“ (2). The abolition of the present distinction of superior schools as academies and model schools.

“ (3). The classifying of all such schools as superior schools.

“ (4). That the grades of such schools be termed years numbering from one upwards, the grade now recognized as first grade model being the fourth year in such numbering.

“ (5). That schools denominated superior schools be permitted to do work of as many grades as they may elect.

“ (6). That before any school be permitted to assume the status of a superior school, a report from the Inspector of Superior Schools upon the past work of the school, its staff, number of pupils, constituency, remoteness from, or contiguity to, other superior schools be required, said report to be examined by the sub-committee on June examinations,

who, in time, shall report to the next meeting of the Protestant Committee, recommending compliance or non-compliance with the request for permission to assume such status.

"(7). That, in order to discourage attempts to carry on the work of too many years in any such superior school, for the purpose of determining rank and bonus, the marks of such pupils only as shall have successfully passed the examination of their several years shall be considered.

"(8). That, in order that no injustice be done to either of the present classes of superior schools, such changes be made in the relative amounts of the various classes of grants now made, as may be found wise.

"(9). That such other changes in existing regulations and classifications be made as may be demanded by the change proposed.

"(10). That this report be received and, after discussion, be remitted to the sub-committee presenting it, strengthened by the addition of Messrs. Masten and Whyte, and that the sub-committee report thereon at the May meeting of the Protestant Committee.

Clause 10 was approved.

Further replies from McGill and Bishop's Universities regarding extra mural work for teachers were submitted, showing that while both universities desire to maintain unimpaired their present requirements as to attendance at lectures, and as to residence as well in the case of Bishop's, they were willing to make provision for teachers in special cases.

A sub-committee, consisting of Dr. Peterson, Dr. Robins and Dr. Rexford, was appointed to consider under what regulations, consistent with section 6th of regulation 20, academy diplomas might be awarded to such teachers as may have by long and successful service in the past recommended themselves to special consideration in this respect.

Moved by Prof. Kneeland, seconded by Mr. Masten, that, whereas the superior schools of the Province of Quebec, by the encouragement afforded by the liberal grant heretofore made by the Protestant Committee for equipment, are now very fairly well provided with the necessary apparatus for

carrying on their work, be it resolved,—(1) that for the present and succeeding years the maximum grant for equipment to any school now ranked as an academy be \$30.00, and to any school now ranked as a model school \$15.00, and that the bonus grants be correspondingly increased.

(2.) That in order to ensure the expenditure of equipment grants for the purposes for which they were designed, the several amounts recommended under this head be paid to the schools concerned only on production of vouchers showing that at least an equal amount has been expended during the year upon the equipment of the school.

(3.) That a small sub-committee be appointed to report upon what shall be recognized as equipment.—Carried.

The sub-committee on distribution of grants was requested to report on this matter at the September meeting.

Prof. Kneeland, convener, Dr. Rexford and Mr. Silver were re-appointed as a sub-committee to recommend assistant-examiners for the June examinations, &c.

Prof. Kneeland asked for an interpretation of the special regulation for bonuses and rank which reads,—“Fifteen marks for the percentage of pupils presented of the total number enrolled in the several grades.”

It was resolved to make the regulation read,—“Fifteen marks for the percentage of pupils presented of the average attendance in the several grades.”

The Inspector of Superior Schools, at the request of the Committee, appeared and read his interim report.

The Chairman was requested to collate, as heretofore, from the Inspector's reports such matters as may require special consideration, the Inspector at the same time being prepared to give to the Committee such information on these matters as may be desired.

Dr. Shaw submitted some leaflets issued by the “League of the Empire,” which were left with the Secretary to send to the academies and model schools for such action as they may think proper.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE
OF THE COUNCIL OF PUBLIC INSTRUCTION,
ENDING DECEMBER 31ST, 1903.

1903.		<i>Receipts.</i>	
June 30.	Balance on hand	\$	833 10
Aug. 26.	Unexpended balances.....		58 45
Sept. 17.	Unexpended balance (on acct. of Prize Book Appropriation 1902-03)		177 91
Sept. 17.	Government Grant for Contingencies		1500 00
Oct. 6.	Refund from Roman Catholic Com- mittee of unexpended balances due the Protestant Committee but paid to the R. C. Committee in error...		2,000 00
			<hr/> \$4,569 46
1903.		<i>Expenditure.</i>	
July 2.	G. W. Parmelee, Sec'y, to pay Deputy- Examiners.....	\$	700 00
July 2.	G. W. Parmelee, salary.....		62 50
July 22.	G. W. Parmelee, Sec'y, to pay Deputy- Examiners.....		24 40
Sept. 10.	Dr. J. M. Harper, to pay express, post- age, &c., account.....		242 60
Sept. 10.	Dr. J. M. Harper, salary to October...		300 00
Sept. 10.	Miss E. L. Gale, for examining papers.		2 50
Sept. 16.	G. W. Parmelee, to pay expenses of meeting with Protestant Inspectors		80 85
Sept. 16.	G. W. Parmelee, for sundry expenses.		19 15
Oct. 1.	Dr. J. M. Harper, bonus.....		1,000 00
Oct. 1.	G. W. Parmelee, salary.....		62 50
Oct. 1.	W. Vaughan, A. A. Examinations.....		500 00
Dec. 2.	W. C. Jacques, rent of room for June Examinations.....		10 00
Dec. 16.	Chronicle Printing Co., Minutes, Tab- ular Statements, &c.....		32 75
Dec. 16.	G. W. Parmelee, for Central Board of Examiners.....		250 00
Dec. 31.	Balance on hand.....		1,282 21
			<hr/> \$4,569 46

Audited and found correct.

(Signed)

WILLIAM I. SHAW,
Chairman.

The rough minutes were read, and the meeting adjourned till Friday, the 20th day of May, unless called earlier by the Chairman.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION,

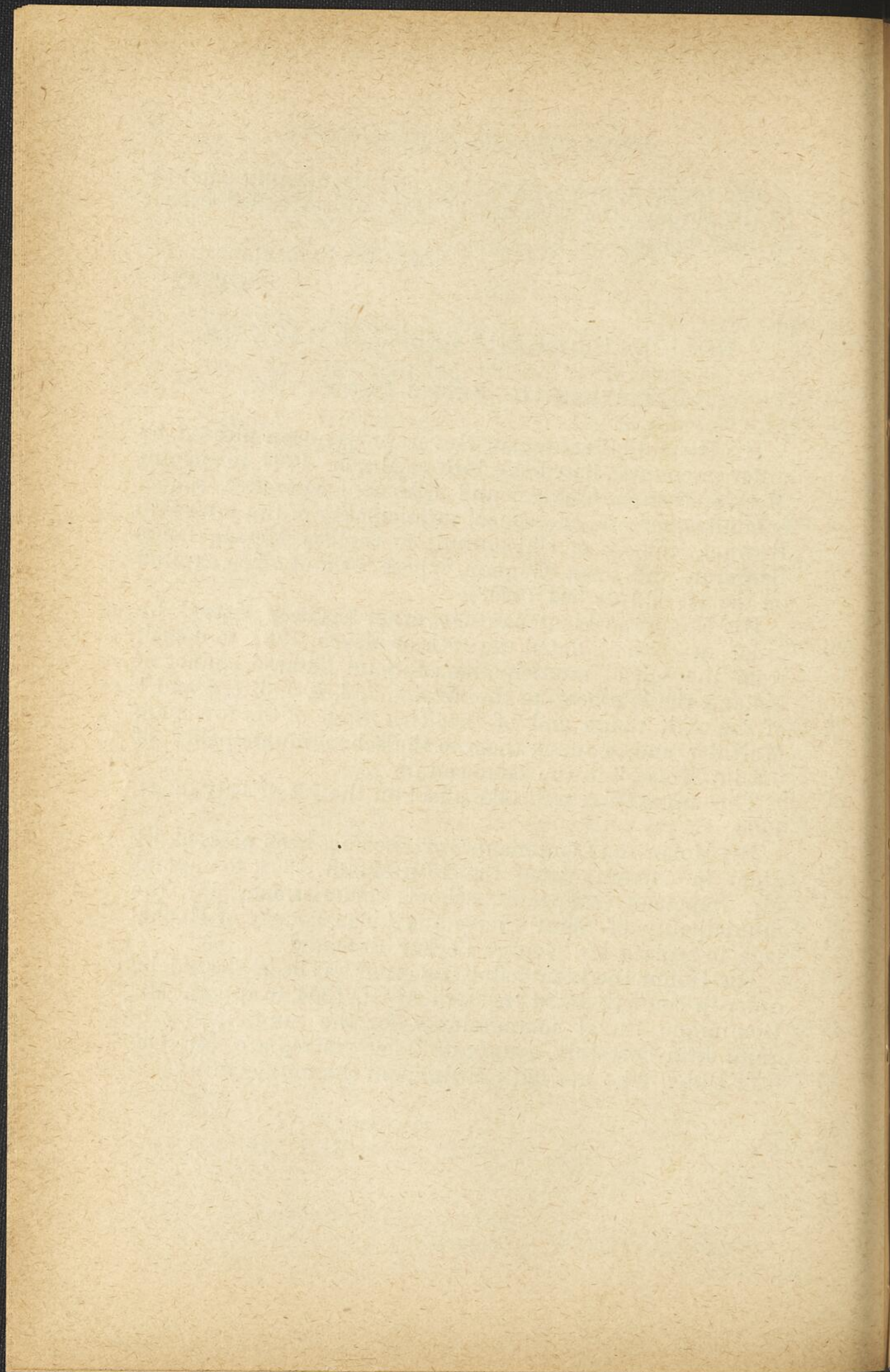
His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th of March, 1904, to appoint Messrs. Domila Claveau and Hubert Lespérance, school commissioners of the school municipality of the township Bourget, county of Chicoutimi, to replace Messrs. Louis Bergeron and Jean Gagnon, whose term of office expired on the 1st of July last (1903).

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th of March, 1904, to detach from the school municipality of Saint Damase, county of Matane, the lots bearing the Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 9 of the Xth range and of the XIth range of the township McNider, and to annex them to the school municipality of "Saint Moïse," in the same county.

This annexation will take effect on the 1st of July next, 1904.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th March, 1904, to appoint Mr. Napoléon Galipeault, school commissioner for the municipality of Saint Pierre aux Liens, county of Hoche-laga, to replace Mr. George Leclair, deceased.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 14th April, 1904, to appoint Mr. Dominique Duval commissioner for the municipality of Saint Jean Port Joly, county of l'Islet, to replace Mr. Octave Dubé, who has left the limits of the municipality.



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