

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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No. 10.

OCTOBER, 1901.

VOL. XXI.

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**Educational Experiments.**

SOME RESULTS OF TEACHING HISTORY IN THE  
PROVINCE OF QUEBEC EXPERIMENTALLY  
SHOWN.

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My recent paper comparing the programmes of study in the several provinces of the Dominion, as read before the Dominion Association, referred thus to the teaching of history :

“History is perhaps best begun, as in the third form of the Ontario public schools, by local history. By such a beginning the same advantages are gained in the troublesome and extensive subject of history as result in the sister subject of geography from the introductory study of topography. It is well carried on by biographical sketches and striking historical incidents, as laid down in the programme of the North-West Territories and in that of Manitoba, best as to arrangement in time in the former, best as to mode of statement in the latter.”

“After reading with much care the historical programmes operative in the Dominion, I am convinced that observation has not misled me in the conclusion that the average Canadian school-boy is ill-furnished with historical information. Of the remote past he gets no glimpse. Canadian history is a thing of yesterday. The history of Great Britain goes back but two thousand years. As Scripture history is in all the provinces except Quebec ignored, and in at least one of them is definitely excluded,

while Greek and Roman histories are reserved for High School grades, the pupils of our elementary schools are too frequently amazingly ignorant of the primitive formative millenniums that preceded Christ. I fear it must be charged against the majority of our elementary schools in this Dominion that they send out their pupils without any clear conception of the course of time, and of the relation of great critical events and of significant historical personages to time. History is too large a subject for any system of schools. It is too large for any student. But surely every pupil who completes the course of the elementary school should have such a bold generalized scheme of the history of the world as may enable him to place aright amid the march of events the results of his subsequent casual readings in biography and history. If he can do nothing more extensive, the teacher, unless forbidden by school law and regulations, might read, supplying dates and explanations, the masterly bird's eye view of history given in 14 verses of the 2nd chapter of Daniel. My conviction is strong that the pupils of the Quebec schools, if their teachers are faithful, have a distinct advantage over those of other public schools in the Dominion, in that Scripture history is a part of the Common School Curriculum."

A somewhat lurid light is thrown on the question, "Are teachers faithfully using their opportunities for teaching their pupils the general course of history?" by the results of an examination held by me within the last few days. The following ten questions were submitted to fifty-nine students just admitted from all parts of the Province of Quebec as teachers-in-training to the Advanced Elementary class of the McGill Normal School, all of whom must have passed the examinations of the second grade of the Academies; submitted also to forty-nine teachers-in-training of the Model School class, of whom twenty-three hold teachers' diplomas, ten have actually taught in Quebec schools, and twenty-six hold A. A. certificates of the University.

The questions were these, not however arranged, as they are in this copy, in chronological order. About how many centuries ago did each of the following persons live: Abraham? Moses? Alexander the Great? Julius Cæsar? Christ? The Apostle Paul? Alfred the Great? Cromwell the Protector? Milton? Napoleon?

Bearing in mind historical uncertainties and the possibility of reckoning either from the beginning or from the close of life, or from any intermediate date, the greatest latitude of answering was permitted; for example, thirty-seven, thirty-eight and thirty-nine centuries were all taken as correct answers to the first question. The papers were carefully read and marked; but the results were very disappointing. One person in the Model School class answered nine questions correctly; one, eight; four, seven; seven, six; eleven, five. About one-half of the class answered half the questions or more. The average of the class was 4.4, one person having answered none correctly and two only one. Still less satisfactory was the answering of the Advanced Elementary class. One person answered eight questions; eight, six; nine, five. Thus about one-third of the class answered half the questions, or more; five answered no question and six answered only one. The average of the class was almost 3.6 answers.

Of the persons who failed to answer one or more of the questions, those in most hopeful case were those who knew that they did not know. So from the two classes, one hundred and eight persons in all, thirty-seven made no attempt to say how long ago Abraham lived; a still larger number, forty-five, confessed by silence that they could not approximately state the antiquity of Moses. Six persons answered the question about Abraham correctly and four that respecting Moses. The erroneous answers gave as much as two hundred and twenty centuries and as little as twenty-four centuries as the time that has elapsed since Abraham, and from one hundred and eighty centuries down to eighteen centuries and a half since Moses. All but one answered the question about Christ; but only one half of them answered correctly. Evidently most of those in error were misled, by the fact that this is the twentieth century, into believing that Christ lived twenty centuries ago. But one said that Christ lived one hundred centuries, and another thirty-four centuries ago. Three were persuaded that he lived only eighteen centuries ago. The only remaining biblical question concerns the Apostle Paul. Sixty-two persons answered correctly, ten made no attempt at an answer, twenty recognizing the fact that Paul was almost contemporary with Christ, followed in their answers the mistakes they had already made in rela-

tion to Christ. Of the rest one made Paul precede Christ by three centuries, and seven set him from two to five centuries later than Christ.

Three noted conquerors are named in the questions. Alexander the Great, rightly placed by eleven students, is ignored by thirty-four; is removed too far back five centuries by two; three assign him to the same century with Christ, one even giving him and Christ a common death-year; thirty-nine bring him well within the Christian era, of whom eleven apparently through some confusion with the Russian Alexanders, place him only from one to two centuries ago. Julius Cæsar is more considerately treated. Seventy-eight persons give him his right place in time; almost all the rest displace him only by a century or two, except that one student brings him within five centuries of our own time, and one removes him to the venerable antiquity of one hundred centuries ago. Napoleon, who died but eighty years ago, is placed in his proper century by little more than one-half of the whole number examined; eight do not make any reply; five think he lived three centuries ago; five, four; two, between four and five; three, five centuries; one, seven; and one nine and a-half centuries ago.

The remaining three names belong to England, two names renowned in arms and government and one in literature. Thirteen students declined to say when Alfred the Great lived, but thirty-nine replied to the question correctly. Many of the rest approximated to within a century or two of the correct answer, but one thought he lived three centuries ago; one, four centuries; one, four centuries and a half; one, five centuries; four, eighteen centuries ago; eight from nineteen to twenty centuries; one, twenty-two centuries; one, twenty-eight; and one, one thousand centuries, although we must suppose that this answer resulted from some confused recollection that this is the millennial year of Alfred's death. Forty-nine students knew approximately the time of Cromwell the Protector; ten thought it unwise to risk an opinion on the subject; of the rest of the two classes one person thought he lived one hundred and seventy-five years ago, but there was a strong tendency to place him too far away in time; thus six thought he lived five centuries ago, six six centuries ago, and three seven centuries ago. Milton's name is

passed in silence by nine teachers-in-training. Twelve understate his remoteness from our own time : seven think he lived one hundred years ago ; one is confident that he was alive only fifty years ago. Twenty-one overstate the time that has elapsed since his life began and ended ; three place him five hundred years back ; two, six hundred, and one seven hundred. Sixty-three place Milton in his own century.

That egregious mistakes will be made by individuals in such an examination is to be anticipated ; but that so many serious mistakes should be made by classes of teachers entering on a course of training suggests the need of serious inquiry, first into the wisdom of our courses of study, and then into the qualification and diligence of our staff of instructors. How is it that more than five per cent of the pupils who have recently left the second and third grades of our academies are unable to answer a single one of the questions so submitted, cannot within a hundred years, state the position in time of personages that fill so large a place in the thought of the world ? Why should it be impossible for another eight per cent to reply correctly to more than one question of the set of ten, when among them are these two : " How many centuries ago did Christ live ? did Napoléon live ? " It is scarcely credible that another eleven per cent could not answer three of these questions, that an additional twelve per cent failed to answer four, that more than one-third of the whole number examined were unable to answer one-third of the questions ; in fact, the average answered less than one-fifth of them.

The most disquieting result is that so many students can have taken our school courses until attaining the age of at least sixteen years without learning to think in true time relation. It is not from the point of view of the educationist a very serious matter that this or that fact is forgotten by a pupil ; it is matter of grave concern if the pupil has not learned to think connectedly and to arrange his facts aright in the great categories of time, space and causation. We are not very much surprised that some pupils misplace facts of profane history in relation to one another and to those of sacred history. We can excuse the pupil who makes Julius Cæsar a contemporary of Alexander the Great, or that other who assigns to the same century, Alfred the Great and the Apostle Paul, or even the

three who think Christ and the great Alexander to have been contemporaneous. But in these days of schools that teach biblical history, of Sunday Schools in which the Bible and the catechism are the text-books, and of weekly sermons by professional experts in the book of books, how is it that a teacher of two years' standing can place Abraham and Moses in the same century? that a teacher of one year's standing can place Paul three centuries before Christ, and Christ half a century before Moses? that a pupil who has passed the second grade academy examination can place Abraham one hundred years before Christ, Paul two hundred years after Christ, and Moses two hundred years after Paul? that another of similar standing can put Christ fifty years before Abraham, seventy-five years before Moses and Alfred the Great, and these in turn seventy-five years before Julius Cæsar? and that another shall arrange Christ, Abraham, Moses, and the Apostle Paul in this order chronologically at intervals respectively of one hundred and seventy-five years, seventy-five years and fifty years? One teacher of two years' standing answers two of the above questions, one of one year's standing is equally successful, but a third who has been an acceptable teacher for two years, answers none.

### Editorial Notes and Comments.

—THE sounds of joyous welcome to the Heir Apparent to the Crown of Great Britain and to his Most Gracious Consort have been ringing over all the Dominion from the Atlantic to the Pacific. An event unparalleled in the history of the Dominion has been taking place during the past few weeks, the absolute abandonment of a whole people to welcome their royal guests who in all human probability will become the future King and Queen of the great British Empire.

It is with much satisfaction that we note the high position that education holds in the community, as testified to by the honors that the King has been graciously pleased to bestow upon the Principals of three of our Universities. Upon Dr. Peterson, Principal of McGill University, Montreal, upon the Reverend George Grant, Principal of Queen's University, and upon Rev. Olivier Mathieu, Principal of Laval University, Quebec, the titles of Companions

of the Most Distinguished Order of St. Michael and St. George have been conferred. All educationists rejoice in these favors, not only because of the great worthiness of the recipients, but because of the distinct honor thus placed upon education in general.

—THE festivities in connection with the visit of the Duke and Duchess of Cornwall and York were saddened by the terrible calamity that threw into deep mourning the great Republic to the south of us. In her time of rejoicing Canada did not forget the nation that was grief-stricken, because wicked men, without provocation, had ruthlessly slain their leader.

—IN discussing "The Teaching of English Literature," a writer in *The Pilot* recently contributed some good sound common sense remarks on the subject. He confesses, what many teachers think, that examinations do not bring to the front the students who really enjoy and appreciate the author read. The boy who shows the greatest depth of thought in regard to one of Shakespeare's plays is often the boy who can neither spell nor use English correctly. His comments upon the play are not to be found in any *authorized notes* on the subject, and are therefore not admitted to count for marks. He has ideas, but as they do not coincide with those of men of great learning and deep research (though they are the best that the child mind could produce), they are ruled out. Children are encouraged to learn by heart the views of others on some literary work instead of expressing what they themselves see. A case is cited among several referred to by the author: "The question, if I remember right, was the character of Hamlet, or some point in his character (whichever it was I did not set it, though I looked over the answers). I came across one answer very mature in thought and expression. "What a remarkable child!" I said to myself. Then I came across another, identical with it in thought and expression except for a hideous blunder towards the close. This was enough. The same passage came under my eyes over and over again, sometimes with a hideous blunder, sometimes without. It was our old friend 'Gervinus' whom the astute teacher of a seminary for young ladies, anticipating the question, had made these candidates learn by heart." The author adds: "The results of such methods are not merely

negative; at the best they beget an aversion to literature, or a misconception of what literature means; at the worst they teach young minds to vent opinions in mangled forms, instead of gathering impressions for themselves. Much of our criticism is simply epidemic, a moral and intellectual cholera, and I deprecate the cultivation of its bacteria in the young."

—No teacher in the Province who can attend the meetings of the Provincial Association of Protestant Teachers, to be held in Montreal October 10-12, can afford to absent himself.

The mental uplift that comes from contact with applied enthusiasm can be obtained in no other way so well as in attendance at this meeting. It is not to the point for a teacher to say that he is not interested in the subjects laid down in the programme, for good pedagogical principles are exemplified in the teaching of each and every subject, and the enthusiasm of the live teacher is contagious. If your work is dragging and lacking in life, come and catch the inspiration of noble thought for noble work.

Elementary teachers will find Friday morning's work in the Elementary section of especial value. Model lessons are to be given in the important subjects of arithmetic, geography and grammar, by teachers of experience and recognized skill. The many other excellencies of the programme are printed in another column.

—WE heartily commend the enterprise of Mr. W. H. Johnson who sent to each subscriber to the *Bulletin of the American Bureau of Geography*, a neat little box containing specimens of lead and zinc from the Kansas-Missouri-Arkansas, mining camps, to illustrate his article, in the above mentioned magazine, on "The Lead and Zinc Fields of the Ozark Uplift." Each specimen is in a compartment of its own and is accompanied by a little strip of paper containing a minute analysis of the rock. On the inside of the cover of the box is a typical scene in the Kansas-Missouri-Arkansas mining region.

This idea might be utilized by teachers in an exchange of natural products of the various parts of the Dominion, for the purpose of making object lessons more useful and interesting. The teachers residing in the asbestos regions might make up little boxes, showing the various forms of

asbestos and some at least of the uses to which it is put in commerce, to exchange with the teacher who lives near the cotton industry. So we might go on. We shall be pleased to publish a list of objects that teachers would like to exchange, and would do what we could to facilitate the exchange.

—THERE was a misprint in the date of last month's Record. The words July-August ought to have read August-September.

—DR Farrell, of Halifax, Nova Scotia, the Canadian Delegate to the Congress on Tuberculosis, held in Berlin last May, sends to us a copy of the proceedings of that Congress. We have already brought before the notice of teachers the importance of sunlight, fresh air, good food and happiness in preventing the contraction of the disease, and the part that the teachers can play in wiping out the "White Scourge." Any teacher desiring to do a little gratuitous good work along this line may accomplish her object by spreading abroad the tidings sent to us by this Congress that the food supply of many children is so limited that they have not strength to withstand the disease. Dr Farrell says:

"While much was said at the Congress about milk as a source of contagion, there did not seem to be sufficient attention given to the great value of milk as a food. Good pure milk, properly taken and digested, is one of the most valuable foods we have. It is one of the very few articles of diet which contains all the elements for the nutrition of tissue, and when pure and rich it is invaluable as a food, both for the prevention and cure of consumption. A pint of good milk has more value as a nutrient and tissue builder than a bucketful of soup, beef-tea bovril or meat extract of any kind. It is a food *par excellence* for the young. To have its full value it must be not only rich in cream but it must be pure. In case there is danger of infection in the milk, it should be Pasteurized, that is, treated twice at least to a temperature of 160° F.

There are two ways in this country by which children are robbed of their milk supply. One is the habit of giving young children tea as a drink at their meals, just as it is taken by their parents. The habit is injurious in two ways: the tea, as it is generally made, may be harmful and it

prevents the child taking so much milk. Another habit among farmers, which may not be very common, but which occurs often enough to be noticeable, is to take the largest amount of cream possible from the milk to make butter for the market and to feed the children on skim milk. By these means a great wrong is done to the child; its tissues are ill-nourished and it becomes an easy prey to the tubercle germ.

### Current Events.

—THE following are the officers of the Dominion Educational Association: President, Dr. D. J. Goggin, Regina, superintendent of education for the N. W. T.; Vice-Presidents, the heads of education for the different provinces; Directors, Principal Scott, Toronto; F. H. Schofield, Winnipeg; Dr. S. P. Robins, Montreal; G. W. Parmelee, Quebec; G. U. Hay, St. John, N. B.; Dr. J. B. Hall, Truro; Prof. Robertson, Charlottetown; F. H. Cowperthwaite, Vancouver; Secretary, W. A. McIntyre, Winnipeg; Treasurer, J. T. Bowerman, Ottawa.

### PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC.

OUTLINE PROGRAMME OF CONVENTION, OCT. 10-12, IN  
HIGH SCHOOL, MONTREAL.

#### *Chief items.*

Wednesday, Oct. 9, 8 p. m.

Meeting of Executive Committee.

Thursday, Oct. 10, Morning, 10-12.

Routine business, Reports, etc.

Afternoon, 2-5.

Bookkeeping, Principal McBurney, B.A., Granby.  
Educational Waste, Principal Ford, Coaticook.

Evening, 8-10.

Addresses of Welcome, Ven Archdeacon Evans, D.C.L.,  
and others.

President's Address.

Music, etc.

Friday, Oct. 11, Morning, 9-12.

Section (a), Superior Schools—

- { The Teaching of the Classics—Miss Robins,  
B.A., McGill Normal School.
- { Round Table Talk—conducted by Principal  
Dresser, M.A., Richmond.

Section (b), Elementary Schools—

- { Grammar—Miss Nolan, Holton.
- { Geography—Miss Ross, Montreal.
- { Arithmetic—Miss McKechnie, Danville.

Afternoon, 2-5.

Manual Training. C. Johansson, Esq., McDonald Manual Training School, Montreal.

Some Notes on the Teaching of Modern Languages, Prof. Gregor, Ph. D., Montreal.

The Metric System, Prof. N. N. Evans, M. A. Sc., Montreal.  
Discussion opened by Lieut.-Col. Burland, B.A. Sc.

Evening, 8-10.

Physical Features of Canada, Ill'd Lecture, Prof. Adams, Ph. D., Montreal.

Saturday, 9-12.

Yukon and Alaska, Ill'd Lecture, Rev. E. I. Rexford, B.A., Montreal.

N. B.—Teachers who arrange for their own billets, as well as those who require them, should notify Miss Peebles, Montreal.

W. A. KNEELAND,  
Corresponding Sec'y.

—THE *School Journal* of New York, in reviewing the last 100 years in education, says:

“The greatest achievement is, no doubt, the establishment of the free common school for the universal education of the people. Deep-rooted prejudices had to be overcome, one by one, before the upbuilding could be begun. The thought that the poor are as much entitled to a good education as the rich had not entered the public conscience a century ago, the several leaders were valiantly fighting for

its practical recognition. To-day it is universally recognized that the education of the masses is the paramount necessity in a democracy."

It places chief among the builders of the common school Luther, Comenius, Basedow, Thomas Jefferson, Horace Mann and Pestalozzi. Luther established the idea of civic obligation and state authority in public education. Comenius outlined the first complete scheme of education, extending from the mother's school to the university. Basedow began the conversion of the world to the principle of a secularized public instruction. Thomas Jefferson introduced the idea of the complete system of the free education of a people at public expense. The adoption of a plan for the universal education of the people in common schools, free to all was largely the result of Horace Mann's heroic advocacy.

The next great step was the liberalization of education for women.

—BABYLONIAN LIBRARY DISCOVERED.—The University of Pennsylvania has been supervising the excavations in Babylonia for a period of ten or twelve years, and during that period many valuable discoveries have been made. The finds of the past year, however, have far surpassed in value those of all previous years. The great temple of Nippur has been found and the great library partially unearthed. Seventeen thousand tablets covered with cuneiform writing have been taken out, and 150,000 more are known to be in rooms yet to be excavated. Prof. Hilprecht, who is leader of the exploring party, says: "These tablets are of special value because of their national character. They contain the myths and accounts of the ancient wars of the Babylonians and their rules of grammar, mathematics and astronomy.

The city of Nippur has been identified with ancient Calneh (see Genesis, chapter X, verse 10), and the history of the Babylonians carried back to 7,000 years before Christ. It is thought that a translation of the many tablets recently discovered will even extend their history to a yet earlier period. Besides the temple and library, a grand palace, with a frontage of 600 feet, has been unearthed. This was covered beneath some 70 feet of debris. It is thought to be the dwelling of the priest-kings of Nippur.

—*The Pathfinder.*

—GERMS IN MODELLING CLAY.—It will soon be easier to tell what familiar articles are free from disease germs—if any are—than what are dangerously infected with them. The health inspector of Montclair, N. J., now reports that he finds the modelling clay used in common by pupils in the kindergartens and elementary schools an active agent for carrying disease microbes. The germs of typhoid, diphtheria, etc., are able to live in the clay a number of weeks, he finds, and the only way to sterilize it is to bake it at a high temperature for 45 minutes or more.

—THE ministerial decree for the simplification of French syntax has been withdrawn. It is expected that a second decree bearing the stamp of approval of the French *Académie* will soon be forthcoming.

—CLASSIC ART REJECTED FOR THE SCHOOLS.—The board of regents of the University of the State of New York has prepared a list of one hundred works of art—paintings, sculpture and architecture—for use in the public schools of the state. Many famous classics are omitted. Some of these were left out because they would be objectionable to Hebrews, some because they were too nude, and others because they did not represent the artist's best ability. The choice of the list was based on the views of seventy-five persons, representing all classes of patrons of the public schools. Among the works excluded are the madonnas, Da Vinci's "Last Supper," Meissonier's great war piece "1807," because it suggests war. The others rejected include "Venus of Milo", Praxiteles' "Hermes" and Rosa Bonheur's "Horse Fair", the latter because the critics considered it "second rate".—*Our Times*.

—"I've kep' school", said a Kentucky mountaineer, whose eyes were opened by a visit to Berea College, "but I can't say I've ever taught." With more adequate provision for training and an ever-rising standard of qualification, the pedagogical profession is taking on a new dignity and power. All the more important is it not to rush things, for the finest results must depend on full tides of vitality. In twelve states associations of teachers met during the recent holidays. Schoolroom work is wearing to brain and nerve, and it is open to question whether it is wise to pack the vacations with shop-work, however attractive or handsomely done.—*Youth's Companion*.

**Model Lessons.****THE FOUNDING OF MONTREAL**

By Miss Isabel Brittain, B A., High School, Montreal.

*Books of Reference.*

Kingsford's "History of Canada", vol I.

Parkman's "Jesuits in North America" chapters XV and XVIII.

Bourinot's Canada, pp. 133-137.

Winsor's "Cartier to Frontenac."

To pupils who live in the Province of Quebec or indeed in Canada, what could prove more interesting than a lesson on the founding and early life of the Metropolis of their country.

To teach this lesson do not allow the pupils to use a text-book at all ; but, as important names are mentioned from time to time, write them on the board, and allow the pupils to copy them with a word or two of explanation.

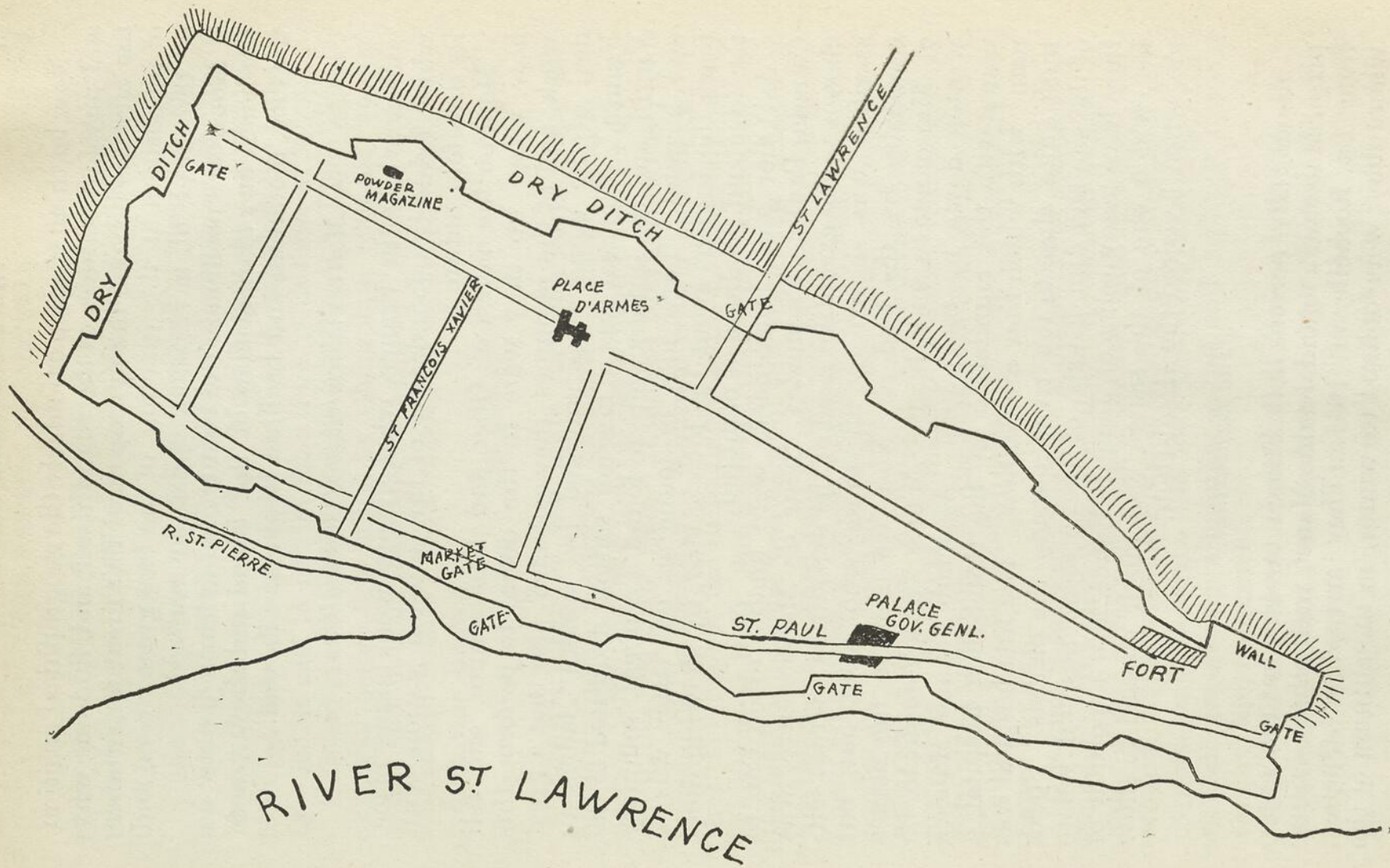
If the lesson is taken up in Montreal or its neighbourhood, mention such names as Place d'Armes, Place Royale, Hôtel-Dieu, Maisonneuve and Mance, which they are familiar with ; and tell them that there are most interesting facts in Montreal's early history in connection with each of these names. This will give them something to look forward to.

**LESSON PROPER.***Geography of Lesson.*

Draw on the board, before the pupils, a map of the river St. Lawrence about as far up as Lake Ontario, marking with especial distinctness the river Ottawa, and the island of Montreal. Direct the attention of the class to the physical features of the land on either side of the river, and note the great perseverance of the early explorers in continuing their journeys, when they saw the rugged and barren nature of the lower St. Lawrence.

Mark on the map places where settlements had previously been made, viz. :—Quebec, Three Rivers, Tadousac, and the Richelieu and L. Champlain, because of their exploration. From this outline and their previous study they have an idea of the condition of the country, as regards its settlement, before Montreal was founded.

Map of Montreal about 1750.



Now let them study particularly the geographical position and physical features of the island itself, and find out why the city has become the metropolis. The great importance of its position at the junction of the two great rivers, and at the head of navigation, must be realized.

Montreal's position in the country being learned, draw on the board an enlarged map of the island and show where the city, mountain and Lachine Rapids are located.

*Motives which led to its foundation.*

Meanwhile, in France, what events were taking place, which led to the foundation of this mission station with its threefold nature?

Mention the names of Olier and Dauversière, and tell how wrapt up they were in the desire to perform this work, and of the resources they collected, also that a great deal of the money was supplied by wealthy ladies in France. Montreal was a mission station dedicated to the Virgin, and the settlers were to found a convent, seminary and hospital. Their idea in founding the latter was to teach the Indians about the love of God, by showing them the love and goodness of mankind.

As Olier and Dauversière were unable to go out to Canada, Paul de Chomedey, Sieur de Maisonneuve, was chosen as the executive head of the expedition. Great self-sacrifice was shown by all those who went out, but especially by the leaders. Now we come to the names of Maisonneuve and Jeanne Mance, which ought to be written down by the pupils. Associate Jeanne Mance's name with the foundation of the Hôtel-Dieu hospital, a name with which they are familiar. The first hospital was built quite close to the river, outside the pickets. Speak of the site and dimensions of the present hospital where they have many relics of Jeanne Mance, also a portrait of her, which one of the sisters was much pleased to show me, when I visited the Hôtel-Dieu.

*The Expedition.*

About sixty persons left France to carry out this enterprise, Maisonneuve and Jeanne Mance with others, sailing from La Rochelle in 1641. They arrived at Quebec, where they were obliged to winter, in the autumn of the

same year. Here the dangers and difficulties of their undertaking were clearly presented to them by Montmagny, the Governor at Quebec.

Undaunted, Maisonneuve determined to press on ; and in the spring of 1642, he, with his followers, sailed up to Montreal, accompanied by Montmagny and a rich and talented lady, Madame de la Peltrie, who left the nuns at Quebec, to cast in her lot for a time, with those at Montreal.

Maisonneuve landed at Pointe-à-Callières or Place Royale, as it was before this called by Champlain who had spoken of this spot as a suitable site for a colony. This is now Custom House Square ; show its position on the enlarged island which was drawn.

### *Montreal.*

The first act of the new arrivals was the celebration of mass, performed by Father Vimont, and in connection with this, and the voyage up the river, read to the pupils pp. 207-210 from "Jesuits of North America." This account of the birthday of Montreal is so beautifully given, that they cannot fail to be impressed. Fortunately, while constructing their fortifications, they were unmolested by Iroquois who were unaware of the settlement. Later on the inhabitants were kept in continual dread by these Iroquois, who showed great persistency in attacking small parties and individuals. Tell how an act of kindness in receiving a refugee Algonquin revealed the settlement to the enemy. Describe the difficulties under which agriculture was carried on, and the exploit of Maisonneuve, which is supposed to have taken place on Place d'Armes Square, hence the name.

This spot is marked to-day by a magnificent statue of the founder of the city, with a smaller representation near the base, at one corner, of Jeanne Mance binding up a child's wound. Give a short account of the figures at the other three corners, and describe the four *bas-reliefs* and the scenes they depict, giving altogether a full and accurate description of the monument.

Show to the class a picture of the monument or of Maisonneuve and Jeanne Mance, or what will be much better, if the pupils live in the city, take or encourage them to visit the monument and make a study of it. They will be amply repaid, looking at it from the point of

view of its historical associations, and also as a work of art. At the same time visit the Place Royale, although the spot is much changed, as the little stream, at the mouth of which Maisonneuve landed, now courses in a sewer beneath the street.

The pupils having taken down the date of the founding, and four or five names mentioned during the lesson, are now in a position to prepare a home lesson on the subject, which might be of this nature.

Let them write out or prepare to write out, a short account of the work, under such heads as position and physical features of Montreal, motives which led to its founding, nature and object of the colony, when and by whom founded.

In teaching and learning this lesson let our object be to live and feel for the time being with the people who participated in the founding. Breathe the atmosphere of 1641. One is so apt to forget that those people, although it is more than two hundred years ago, lived and thought and felt as we do. Anything which will help to bring us back to that period is invaluable. For this special lesson a visit to the woods would be very helpful, but if this is impracticable, Parkman will be a wonderful aid. He seems to breathe the air of the age of which he speaks, and as we come up the river with Maisonneuve and his party, we can hear quite plainly the songs of the birds and the lapping of the water against our boats.

### **Practical Hints and Examination Papers.**

#### REMINDERS TO TEACHERS.

—IT is work alone that educates. The early stages of work with the child, we call play. Play is often very hard work indeed, but delightful work to the child, for he directs it. Can we not use this truth in education and hand over more of the directing to the child, that the work done may become more pleasant.

—“ONLY the complacent, non-progressive teacher shuns contact with contemporaries, or can afford the absence of professional intimacies.”

—IT never rains roses ; when we want more roses we must plant more trees, says George Elliot. When the

nation wants a truer estimate of life among its people, it must sow a more generous spirit of education in the common schools. The end of life is not the making of money nor the gaining of fame and distinction; neither is the end of education the seeking of prizes, diplomas, degrees and percents.

—HELP children to cultivate the habit of cheerfulness.

—ALL good work is purposeful.

—KNOWLEDGE given to the child is often too much condensed. Condensation should not come first but last.

—TRY earnestly to love every child who sits in your schoolroom. You may leave if you do not enjoy the work, but the child must stay and endure.

—EFFECTIVE teaching cannot be accomplished by the teacher who is a mere copyist.

—TOO MUCH GRIND.—In many an urban street and avenue, boys and girls on their way home from school, in these spring afternoons are seen carrying thick and weighty bundles of books. Is it not possible that they are expected to study to excess outside of school hours? Is there not now and then a tendency to do too much stuffing in too short a time in our methods of education?—*New York Tribune*.

—THE *London Academy* is a good authority on English style. It says: "Seruo is an industrious journalist in Naples, and if ever a writer reflected his environment, she does." Few writers would so boldly use "his" and "she" in connection with each other. In other words "his" becomes of common gender. Many people, in order to avoid using "his or her" in such a sentence as "Every teacher will use his or her discretion," blindly use "their." This is of course wrong; but it seems to me "his" can be used generically in such cases with propriety and advantage. A queen is ruler of a kingdom, not of a queendom. The masculine can be inclusive of the feminine. Was not Eve made from Adam's rib?

—TRAIN your pupils to recite in good English, but do not worry them by interruptions while they are speaking. Make a note of incorrect or inelegant expressions. It would be a good plan at the beginning of the next lesson

on the same subject to have the *corrected* expressions on the blackboard and have a short drill on them.—*Educational Review*.

—WRITE these sentences and commit them to memory in order that you may be able to use them correctly in conversation :

It is I.	Is it I?	Whom do you wish?
It is he.	Is it he?	I see who you are?
It is she.	Is it she?	For whom must I call?
It is they.	Is it they?	Who goes there?
It is for me.	Is it for me?	With whom shall I go?

—*Teachers' Institute*.

Replace the dash, opposite each of the following nouns by a suitable verb, and similarly supply a subject for each verb given below :

Emma	_____.	_____ write.
Sheep	_____.	_____ sings.
Meat	_____.	_____ roll.
People	_____.	_____ wash.
Worms	_____.	_____ cuts.
Lord Strathcona	_____.	_____ scratch.
Kitchener	_____.	_____ drink.
Men	_____.	_____ crawl.
Thought	_____.	_____ read.
Knowledge	_____.	_____ thinks.
Paste	_____.	_____ scream.
Teachers	_____.	_____ teach.

Another exercise in composition is to note the many ways in which a person's name may be written, try your own name in the manner appended :

William Makepeace Thackeray.  
 William M. Thackeray.  
 W. Makepeace Thackeray.  
 W. M. Thackeray.  
 W. M. T.

—TEACHERS who have in view an object lesson on "slate pencils" will find useful the following clipping from one of our exchanges :

THE MAKING OF SLATE PENCILS.—Formerly all slate pencils were cut bodily from the solid slate, just as it is dug from the earth. Pencils made in this way would general-

ly contain more or less grit, which would cause the pencil to scratch. To overcome this objection a process was introduced whereby the slate is ground to a very fine powder and bolted through fine silk, all the gritty particles being thus removed. The powder is then made into a dough by moistening it, and formed into the final shape by being forced through dies under heavy pressure. The pencils are made in lengths of three feet or more, and then cut up while still soft. They are then allowed to dry in the open air and are finally annealed in a kiln. Pencils can be made in this way from the small fragments and waste from commercial slate, the material thus costing nothing. It is a good proof that the new method has supplemented the old when a single concern at Chattanooga, Tenn., made last year 20,000,000 pencils of this kind.

—"EDUCATION!" exclaimed Dr. Samuel Hanson Cox, an eminent Presbyterian minister of the last generation, "Education! What an idea! Generalized, it covers all time, affects all eternity!" Education! It is the transforming influence of the world. It is the difference between the United States and Mexico, between England and Turkey. It is the basis of our Christian culture. It takes the Indian of the plains, and puts him into the shop of the mechanic. It takes the negro from the cabin, and makes him the owner of a plantation. It carries the Bible to the cannibal and makes him a child of the Kingdom

Education seizes the pencil, and the world stands in admiration before the Last Supper and the Sistine Madonna, Da Vinci and Raphael.

Education takes the chisel, and from the marble block appears the glorious Jupiter of Phidias and the majestic Moses of Michael Angelo.

Education of the hand and heart, of the mind and soul! Unceasing, endless, infinite, eternal! No subject too profound for its grasp, no thought too exalted for its touch.

Moses and St. Paul, Plato and Demosthenes, Luther and St. Augustine, Newton and Shakespeare, Goethe and Mendelssohn, Edwards and Emerson.

Could I in stature reach the pole,  
Or grasp creation in my span,  
I'd still be measured by my soul:  
The mind's the stature of the man.

Prof. W. W. Davis in the *Lutheran Observer* :

—THE interests of father, mother and teacher with regard to the child should be identical, along many lines. If teachers would constantly say to themselves, "If this were my own child what would I like done with it," there would be less friction between teachers and parents.

—MAKE SOMETHING STICK.—Much is said now-a-days about making school work pleasant, about making children happy, about exciting and cultivating interest in study, about escaping the bondage to the text-book, etc. This is all well, and full of hope for the future. I want merely to say that the teacher must not be carried off his feet, and come to feel or to lead his children to feel, that there is no work to be done, no difficulties to be overcome, no unpleasant things to face and conquer, no necessity for storing away what is learned in such a careful, methodical, perhaps laborious way, that it can be readily and accurately recalled when it is wanted.—*School and Home Education.*

### Books Received and Reviewed.

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

—LONGMANS, GREEN & Co., NEW YORK.—Chatty Readings in Elementary Science. We can most heartily recommend these books for supplemental reading in science, and for school libraries. The books (three in number so far) are graded as to difficulty. The printing, coloring and engraving, are all good, and the subject matter is most interesting and useful. The simple reading of these books would tend to arouse the curiosity of children in regard to nature.

—B. F. JOHNSON PUBLISHING CO., RICHMOND, VIRGINIA. Johnson's Physical Culture. Price 25 cents. This is an admirable little work, especially valuable for small country schools.

—UNIVERSITY PUBLISHING Co., NEW YORK, BOSTON, NEW ORLEANS.—The Courtship of Miles Standish and other poems. The press work is clear and the binding good. For a critical study of this poem of Longfellow, the Standard Literature series is very good. Price, paper 12½ cents, cloth 20 cents.

**Correspondence.**PROVINCIAL ASSOCIATION OF PROTESTANT  
TEACHERS OF QUEBEC.

*To the Editor of the* EDUCATIONAL RECORD :

Permit me through your columns to announce to teachers commissioners and others, the Annual Convention of Protestant Teachers to be held in the High School, Montreal, on Oct. 10, 11 and 12, 1901. Attention has already been called to the very interesting programme; we now add a few words of instruction to those who are coming:—Purchase an ordinary first-class ticket to Montreal, and at the same time ask the Station Agent for a "Standard Certificate form." Present this to the treasurer in Montreal, on Thursday, 10th, for signature. When buying a ticket for the return trip, show this signed certificate to the Station Agent in Montreal 15 minutes before train time, and the rate for return will be one-third. The R. & O. Nav. Co. will issue return tickets at one and one-third fare, good to leave 8th, 9th and 10th, and return up to 15th Oct. Lady teachers requiring billets must apply to Miss Peebles (McGill Normal School) *on or before* Oct. 9th, or the High School on the 10th Oct., and must see her at the High School *before* 11 a. m. on Saturday, 12th, so as to get the rebate allowed, which is 50 cents a day towards board and lodging.

Thanking you for your courtesy,

I am, dear Mr. Editor,

Yours faithfully,

W. A. KNEELAND,

Corresponding Secretary.

Riverside School, Montreal, Sep. 16, 1901.

**Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, May 17th, 1901.

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

Present:—The Rev. W. I. Shaw, LL.D., D.C.L., in the chair; George L. Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; the Rev. A. T. Love, B.A.; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; H. B. Ames, Esq., B. A.; Gavin J. Walker, Esq.; the Rev. E. I. Rexford, B.A.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; James Dunbar, Esq., K.C., D.C.L.; E. W. Arthy, Esq. and W. L. Shurtleff, Esq., LL.M.

The meeting opened with prayer by the Rev. A. T. Love.

The minutes of the last meeting were read and confirmed.

Apologies were submitted for the absence of Dr. Peterson and Mr. Maclaren.

The Chairman introduced Mr. Shurtleff, who replied to the welcome extended to him.

The Secretary made his report upon the state of business, and read a letter from his Excellency the Governor General in acknowledgement of the resolution of the Committee in relation to the death of Her Majesty Queen Victoria.

It was moved by Dr. Robins, seconded by Mr. Finley, and

*Resolved*,—“ That having observed with deep regret the demise of the late Reverend Abbé Verreau, who, from the establishment of Normal Schools in this Province, in the year 1857, occupied with marked success the important position of Principal of the Jacques Cartier Normal School, the Protestant Committee of the Council of Public Instruction desires to put on record its appreciation of the educational labours of the eminent ecclesiastic now removed from his life-long service, to express by the transmission of this resolution to the Honourable the Superintendent of Public Instruction, and to the press, its high estimate of one, who, in the history of our native land has become a recognized authority; and to offer a tribute of profound sym-

pathy with his personal friends in their sorrow at the loss of an amiable and much respected friend, whose faithfulness in duty has been a continual inspiration to his co-labourers."

A letter from Mr. C. S. Holiday was read, when it was moved by Mr. Rexford, seconded by Mr. Arthy, and

*Resolved*,—"That the Inspector of Superior Schools be instructed to prepare an alternative paper in French for Grade II Academy on the Progressive French Reader, Part II, the first seventy pages."

Mr. J. A. Nicholson's application for a special paper in French for one pupil was not entertained.

The Secretary was instructed to say, in reply to an enquiry from Mystic, that owing to the small number of model school pupils now and for some years attending the Mystic model school, and considering the proximity of Bedford academy, the Committee thinks it best, in the general interests, to remove the Mystic school from the model school list.

A letter from Mr. Dewar was read asking for the payment of a grant of \$50.00 to Chelsea, which lapsed in 1898. The Committee resolved that in the circumstances the payment could not be made.

A letter from Mr. E. W. Arthy regarding text-books, and one from Inspector Parker respecting teachers' diplomas, were read and laid on the table.

Letters from the Messrs. Grafton and from Mr. Renouf, asking for the authorization of certain text-books, were read and referred to the sub-committee on text-books.

It was moved by Mr. Whyte, seconded by Mr. Walker, and

*Resolved*,—"That the Secretary of the different municipalities obtain from the teachers the date of the visits of the Inspectors and the length of time spent in the school, and that the Secretaries communicate the same to the Department with their reports.

The Secretary reported that there was a vacancy on the Protestant Central Board of Examiners in consequence of the departure to England of the Rev. Dr. Adams. It was

*Resolved*,—"That the Lieutenant-Governor in Council be requested to confirm the recommendation, hereby made, of John W. McOuat, B.A., of Lachute, to fill the vacancy just mentioned."

The Secretary asked for an interpretation of the resolution of the February meeting in regard to the examination to be provided in the Normal School for such pupils as wish to take the grade II academy examination in order to enter the Normal School.

It was declared that after this current year all pupils must take grade II examination in the Normal School or elsewhere, and that the special certificates from certain schools in Montreal shall not thereafter be accepted in lieu of this examination.

The Secretary laid on the table:—(a) A map marking the site of each superior school in the Province. (b) A catalogue of specimen text-books now on file in the Department. (c) A list of Protestant teachers with a statement of the length of their services in their present positions, and in the Province, respectively.

The Secretary was instructed to send the catalogue to the Chairman of the Text-Book Committee for his information, and to send him samples of any books mentioned therein, should he desire them for examination.

The Secretary was further directed to lay on the table, at each meeting of the Committee, a list of such specimen copies as may be added to the present collection, in order that the Committee may ask for the examination of any book that it may seem desirable to adopt.

Bell's Latin Course, already received, is to be examined by the Text-Book Committee.

A letter from Mr. M. Hutchinson, K C., was read. The Committee resolved,—“That since the question raised therein as to the permission to issue debentures for school purposes relates by law to the Superintendent of Public Instruction and the Lieutenant-Governor in Council, the Committee does not judge it expedient to make any recommendation in regard thereto, especially in view of the fact that the time at the disposal of the Committee does not give opportunity for a full consideration of such questions.”

A statement was read by the Secretary, showing that the sum of fifteen hundred dollars had been paid to the Committee by the Government on the 21st of June, 1900, in order to remunerate him for additional work done in connection with the revision of the school law during the past few years. It was resolved that the said sum be transferred to the Secretary.

The Rev. E. I. Rexford read the report of the sub-committee on the course of study, which, after being considered, clause by clause, was adopted.

Professor Kneeland read the report of the sub-committee on June examinations, which was adopted, and reported on behalf of the sub-committee concerning bursaries for candidates for elementary diplomas as follows :

(1) That fifty bursaries of \$20.00 each be provided, of which ten shall be reserved for distribution by the authorities of the McGill Normal School.

(2) That of the remaining forty bursaries, five be allotted to each of the Protestant Inspectorates of the Province, save that for the counties of Gaspé and Bonaventure, there shall be five allotted to both.

(3) That candidates shall not be residents of Montreal or its suburbs.

(4) That they shall have furnished to the Secretary of the Protestant Committee, before the May meeting thereof, a statement from the head of the school, endorsed by the Inspector of Superior Schools or by the Inspector of Common Schools in Gaspé and Bonaventure, that the candidates for the bursary are naturally fitted for the work of teachers and are in good health. This condition may be waived in the distribution of the ten reserved bursaries above mentioned

(5) That a sub-committee appointed at the May meeting, annually select from the number of applicants from each Inspectorate those whose cases appear to them the most deserving, and report to the Protestant Committee at the September meeting. This sub-committee shall have power to adjudge such bursaries as may not be awarded in one or more Inspectorates, to such surplus candidates from other Inspectorates, as may appear to them most deserving.

(6) That in case any candidate entitled to a bursary under the above regulations, should elect to enter the advanced elementary school class of the Normal School, his bursary shall be augmented from the funds of the McGill Normal School, by a sum sufficient to render it equal to the bursary paid to members of that class.

(7) That these bursaries be paid by the Principal of the McGill Normal School under the same regulations as govern the payment of bursaries to those holding advanced elementary and model school diplomas as far as these are

applicable ; and to this end that the sum appropriated be credited to, and deposited in the Bank with the Bursary Fund of the McGill Normal School.

The sub-committee on text-books reported in favor of authorizing Renouf's Easy Exercises in English, a book designed to precede West's Smaller Grammar, and Grafton's New Elementary Geography which is designed to precede The New Canadian Geography. The latter book is to receive authorization only on condition that it be made fully satisfactory to the sub-committee. The report was adopted.

The Rev. Dr. Shaw reported on behalf of the sub-committee on the examination of documents submitted by applicants for diplomas upon extra-provincial diplomas. The report was adopted as read.

The examination papers for June, prepared by the Inspector of Superior Schools, were laid on the table, when it was moved by Mr. Whyte, seconded by Mr. Walker, and

*Resolved*,—"That the examination papers laid on the table to-day by the Inspector of Superior Schools be referred to a special sub-committee consisting of Mr. Arthy, Professor Kneeland and the Rev. E. I. Rexford, to confer with Dr. Harper concerning some changes to be made in compliance with the report submitted to this Committee last September by the supervisors.

The list of deputy examiners, as prepared and submitted by the Inspector of Superior Schools was approved, and his interim report upon nine academies and thirteen model schools, which have been visited since the February meeting, was laid on the table after the reading of the Chairman's summary.

The financial statement was submitted by the Secretary :

*Receipts.*

1900.

Nov. 19th—Balance on hand.....	\$3,692 90
March 4th—Deposit Government Grant.....	1,500 00
	<hr/>
	\$5,192 90
	<hr/> <hr/>

*Expenditure.*

1900.			
Dec.	6th—G. W. Parmelee, salary .....	\$	62 50
Dec.	20th— <i>Chronicle</i> Printing Co., minutes and extra tabular statements.....		18 00
1901.			
Jan.	7th—J. M. Harper, express, postage, etc.		228 68
Jan.	9th—J. M. Harper, salary .....		300 00
March	1st—G. W. Parmelee, salary .....		62 50
March	9th—James Perry, for 6 tables for use of June Examiners .....		14 25
March	30th— <i>Chronicle</i> Printing Co., 100 copies minutes of November meeting..		7 00
May	1st—J. M. Harper, salary .....		300 00
May	17th—Balance on hand.....		4,199 97
		\$	<u>5,192 90</u>
	Balance on hand as per B. B.....	\$	4,214 22
	Outstanding cheque .....		14 25
	True balance.....	\$	<u><u>4,199 97</u></u>

*Special Account.*

1901.			
April	17th—City Treasurer of Montreal.....	\$	<u>1,000 00</u>

*Contra.*

1901.			
April	17th—Dr. S. P. Robins, for Normal School.....	\$	<u>1,000 00</u>

A sub-committee for the preparation of the superior education grants for next meeting was appointed, to consist of the chairman and the teachers' representative, *ex-officio*, and Messrs. Rexford, Love and Masten.

There being no further business, the rough minutes were read and the meeting adjourned till Friday, the 4th of October next, unless called earlier by order of the Chairman.

G. W. PARMELEE,  
Secretary.

## TEACHERS' PENSION FUND.

## REVENUE AND EXPENDITURE ACCOUNT FOR 1900-01.

	<i>Revenue.</i>	\$	cts.	\$	cts.
4 p.c. on grant to Public Schools.....		6,400	00		
4 p.c. " " " Superior Schools..		2,000	00		
2 p.c. on salaries of Profs. in Normal Schools.....		593	39		
2 p.c. on salaries of School Inspectors		715	92		
2 p.c. on salaries of Teachers in schools under control.....		17,491	76		
2 p.c. on pensions paid during the year.....		812	91		
Stoppages paid by teachers them- selves.....		49	42		
Interest on capital to 1st July, 1900.		9,258	97		
Annual grant from Government.....		5,000	00		
Balance in hand from last year....		744	71		
Total ..		43,067	08		

*Expenditure.*

Pensions paid out of annual Revenue	41,816	00		
Refund of Stoppages .....	256	87		
Cost of management.....	307	56		
Pension of Elise Ouellet, reimbursed	11	47		
Balance in hand . . . . .	675	18		
Total .....	43,067	08		

*Capital Account.*

Amount of capital 1st July, 1900.....		185,890	20	
Stoppages on pension for capital....	1,043	68		
Other stoppages.....	8	16		
Total.....	1,051	84		
Pensions paid out of capital...\$341 23				
Refund of stoppages out of capital.....	52	41		
		393	64	
Balance belonging to capital.....		658	20	
1st July, 1901—Total capital to date.....		186,548	40	