

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEED-
INGS AND OFFICIAL ANNOUNCEMENTS.

VOL. XXVII.
JANUARY TO DECEMBER,
1907.

QUEBEC:
THE CANADA STAMP COMPANY
—
1907.

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A CANADIAN FLAG



FOR
EVERY
SCHOOL

THE 'WITNESS' FLAG OFFER.

No one questions the fact that every school should have a flag: the only difficulty is, that there are so many other things every school must have.

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These Naval Flags, sewn bunting, standard quality and patterns, are imported by the 'Witness' in large quantities for the Canadian schools, direct from the best British manufacturers.

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Be Now and Be Ready for Empire.

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 OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
 AND OFFICIAL ANNOUNCEMENTS.

The Protestant Committee is responsible only for what appears in the Official
 Department.

JOHN PARKER, }
J. W. McOUAT, } **Editors.**
G. W. PARMELEE, Managing Editor.

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QUEBEC

THE CANADA STAMP COMPANY

1907.

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McGill Normal School.

32 Belmont Street,

MONTREAL,

S. P. Robins, LL.D., D.C.L., Principal.

THE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st, 1906, to May 31st, 1907, must make application for examination to G. W. PARMELEE, Esq., D.C.L., Secretary of the Department of Public Instruction, on or before July 20th, 1906 on forms that can be procured from him.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1907.

VOL. XXVII.

Articles: Original and Selected.

THE NEW YEAR.

“Here

Is a year :

And what shall go in it ?

Courage, and laughter, and hope to begin it ;

Vigor to make it and patience to mend it.

Love to go through it and praise to end it.

Here

Is a year ;

And what shall come out of it ?

Many a failure and trouble—no doubt of it.

Ah, but the pride of it ? Yes, and the joys of it !

Beautiful girls of it, resolute boys of it !”

OUR SCHOOLS AND THE WHITE PLAGUE.

Some years ago the Department of Public Instruction for this province issued a very instructive pamphlet on the subject of *tuberculosis*. It contained the findings of the Berlin congress on the subject and was a complete and reliable compendium of information. Every teacher in the land should know its contents and practise its teachings, with this end in view some of its chief features are reproduced in the following summary :—

The subject was considered under four heads—

1. Dissemination of tuberculosis.
2. Its cause.
3. Its prevention.
4. Its treatment.

The disease is most readily disseminated among people, who live in crowded centres, poorly ventilated rooms, whose occupation is sedentary and who are exposed to irritating dust entering the lungs. All these causes are made more effective by reduced vitality on the part of the person exposed.

“The tubercle bacillus,” says the report, “is the direct cause of all varieties of consumption in the human subject.” The tubercle bacilli are parasites, which flourish in living animal tissue, but they soon lose their virulence outside the animal organism.

“From the *pus* of the diseased part comes all the infection. In the *pus* of the tuberculous sore, in the sputum of the diseased lung; in meat and milk, if infected, it is the tubercle bacilli, which convey the disease. Every human being infected with tuberculosis and every infected animal are centres from which the disease spreads.

In spite, however, of the number of sources of their origin and the immense production of tubercle bacilli, they are found principally in the surroundings of consumptive patients, where their production is enormous. If, however, the patient be removed the infection to a great extent ceases, *for the bacilli have but little vitality outside the living organism. Direct sunlight, putrefaction and desiccation soon destroy them.*

Hereditary tuberculosis is very rare. Experiments have shown that it occurred in about one case in sixty.

The prevention of the spreading of the disease depends almost wholly on the care that is taken by those afflicted in destroying the sputum of the diseased lungs. If this were done there would be little chance of further infection. People should be instructed in regard to the danger of carelessly spitting the excreta of the sick lungs, where it may reach the lungs of others, it should be destroyed by disinfection, or put into small paper spittoons, the whole box and its contents being burned.

The report further recommends that parents should be

taught "that the disease was acquired in the young people by breathing the germs." Every care should be taken to keep children free from infection, and also to see that they were well fed, live as much out-doors as possible and have such extra nourishment as may be necessary to strengthen their tissues and make them able to resist the disease.

Thus far the information deals with the cause of consumption, the manner of infection and how to prevent its spreading and is of much value to the sensible teacher and her pupils. Are not many of our schools *crowded centres*, with *chalk dust-laden atmosphere*, to which is often added the filthy dust of the school-room floor, when it is swept at noon by the pupils in turn? Moreover, is not the occupation of the school-room *sedentary* for both teacher and pupils and is not the atmosphere of the room both *diluted* and *polluted*? These four conditions constitute the *favourable circumstances*! required to make a *consumptive hot-bed*. All that is further required is the importation of a few germs of the tubercle bacilli. These are frequently found in some of the homes of the pupils, and their importation to the school-room is only a matter of time.

It is a sad truth that the provisions for ventilation of many of our public schools favour the disease, but no wide-awake, sensible teacher will sit still and perish without doing all she can to save her own health and that of her pupils.

First. — Let the floors be swept after school each day with a damp broom. When this is being done the windows or ventilators should be open to allow fresh air to enter and the foul, dust-laden air to go out. Next morning the blackboards should be cleaned with a damp cloth and the furniture dusted with a soft cloth moist with coal-oil. If the floors are cleaned regularly, or even every two months in winter, the best results will accrue to the school in health and cheer and wide-awake pupils.

Second. — The crowded condition can be somewhat overcome by combating its effects by ventilation. To do so, where the door and windows are the only means, it is well to give the pupils some vigorous exercise, in which all must join, thus preventing the quieter pupils from remaining motionless aside and catching cold. In this manner the *sedentary* fault is overcome as well as the *crowded*

condition and the few minutes used for this purpose are soon made up by the renewed hope and fresh vigor of the brightened pupils, whose teacher is more valuable to them than rubiès.

Moreover, if the teacher so conduct her school she will find a brighter class of pupils, less irritation, better lessons, no need for "keeping in" after school and long hours in a foul atmosphere. Let us arouse, be watchful and strenuous in the conflict for better things and a fair share of reward shall be ours.

NOTES.

In the municipality of Chatham, No. 1, in the county of Argenteuil, there were eight elementary schools in operation during the scholastic year of 1905-06. Six out of the eight teachers in charge of these schools received bonuses for successful teaching.—Five of these teachers are graduates of McGill Normal School; one holds a diploma from the Central Board of Examiners. The average length of service in the Province is $7\frac{1}{6}$ years, and the average salary paid is \$183.00. This speaks well for the teaching staff and for the School Board of Chatham No. 1.

PREPARE THIS FOR THE INSPECTOR

The time is now at hand for the school inspector to begin his annual visit of inspection to our elementary schools. In this respect each teacher should prepare before hand, as near the date of inspection as possible, the following information for use in the bulletin of inspection.

- | | |
|-----|---|
| (1) | The size of the school grounds in square feet |
| (2) | The size of the school house in cubic feet |
| (3) | A list of the maps in the school |
| (4) | Protestant Boys |
| | Catholic " |
| | Protestant Girls |
| | Catholic " |
| | <hr/> |
| | Total pupils |
| | Average daily attendance |

(5)	No. of pupils in grade	I	.....	..		
	"	"	"	II	.....		
	"	"	"	III	.....		
	"	"	"	IV	.....		
	<hr/>							
	Total pupils	.....					
(6)	French pupils studying English							
	English pupils studying French							
	(a) English pupils		(b) French pupils					
	Boys from	5-7	Boys from	5-7		
	"	"	7-14	"	"	7-14
	"	"	14-16	"	"	14-16
	"	over	16	"	over	16
	Girls	"	5-7	Girls	"	5-7
	"	"	7-14	"	"	7-14
	"	"	14-16	"	"	14-16
	"	over	16	"	over	16
	<hr/>				<hr/>			
	Total Eng. Pupils	....	...	Total Fr. Pupils	.....		
(8)	Date of visit by School Board							
(9)	Size of the school garden in sq. ft.							
(10)	Points that need attention of School Board							

By having the foregoing information ready a teacher may save much time and give the inspector a chance to do some teaching or to discuss some of the difficult features of the school work.

The teacher should also keep her register posted up to the end of the previous month and have her daily averages calculated and entered for each month, credit for this is given in the "Inspector's Note Book."

The time-table should also be contained in a frame and covered with a glass to keep it clean and respectable.

The teacher should also prepare a list of difficulties to be submitted to the inspector for his consideration and advice and endeavour to make the most of her opportunities on the day of inspection.

THE INSPECTOR'S NOTE BOOK.

This book is so made as to make three copies of the report of inspection on each school, one for the school board, one for the teacher and the original for the inspector himself

When these reports are preserved they furnish a continuous record of a teacher's work and constitute an accurate testimonial of her services. It should be the aim of each teacher to have her reports as good as possible by close attention to her *classification, discipline, time-table, course of study, registers, premises, regulations and conference*, for each of which *five points* are given in summing up the year's results.

LATIN PRONUNCIATION.

The committee on the pronunciation of Latin appointed by the Protestant Teachers' Association of this Province reported in favor of the Roman Pronunciation. At the present time this method of pronunciation prevails in a large number of our Superior Schools. Some schools still use the English method of pronunciation of Latin, and in some schools neither the Roman nor the English method is used, but a mixture of both. This arises from the fact that a teacher in a lower grade teaches the pupils the Roman method of pronunciation whilst the teacher in the higher grade uses the English method—or *vice-versa*, and the result is that the pupil becomes woefully mixed in his attempt to read Latin aloud. In the Model Schools it sometimes happens that the head teacher after drilling her pupils for two or more years in the Roman method of pronunciation resigns, and is succeeded by a teacher who uses the English method. Before the middle of the term is reached, pupils have neither the Latin nor the English system, but peculiar system of their own which is decidedly not an improvement upon either the Roman or the English system. In this issue of the RECORD will be found a copy of the rules of Latin pronunciation known as "Arnold and Conway's Restored Latin Pronunciation." These rules will assist any teacher in securing for her pupils an approximately correct pronunciation of this dead language and thus help to secure that uniformity of pronunciation which is desirable.

BONUSES FOR TEACHERS.

The conditions required in order to obtain a bonus were published in the April number (1906) of this journal.

Since which time the terms upon which the bonuses are given have been relaxed by two orders in council. The original conditions read :—

“ Considering that it is expedient, in order to encourage persons who devote themselves to teaching in this Province, to award a bonus each year to lay teachers, male and female, who have actually been engaged in teaching for more than fifteen years in schools under control of commissioners or trustees.

“ That a bonus of \$15 be paid annually to lay teachers, male and female, who shall have taught more than fifteen years without cessation in this Province, unless such cessation be caused by illness; and another bonus of \$20 shall likewise be awarded to lay teachers, male and female, who shall have taught more than twenty years without interruption in this Province, unless such interruption was caused by illness; which teachers shall have diplomas and be actually engaged in teaching in schools under control of commissioners or trustees, such bonuses shall be paid to lay teachers, male and female, as long as they continue to teach.

The conditions for obtaining a bonus have been modified by two orders in council, viz :

(1st). It is no longer necessary that a teacher shall have taught fifteen or twenty years *without interruption*

(2nd). It is not necessary for a teacher to have taught in schools under control of School Boards. In this case, however, a teacher must have a diploma and be teaching in a school under control of commissioners or trustees when application is made for the bonus.

All teachers who have a right to a bonus under these conditions should make application to the School Inspector of the district, or to the Superintendent of Public Instruction, Quebec, for necessary forms for statement of service. These forms when properly filled in should be returned without delay to the Superintendent of Public Instruction.

THE SCHOOL-ROOM DECORATION.

Much can be done by the wide-awake teacher to secure the co-operation of her pupils in decorating her class-room. A few well chosen pictures may be had from the homes of

the pupils for this purpose, especially in these days of illustrated magazines, and the fact that the pupils have contributed and helped to beautify the class-room will make them more ready to respect the decorations. The effect on the discipline will be good owing to more congenial surroundings, but a greater effect for good is to be found in the happy co-operation of teacher and pupils. It is in such circumstances that the boys and girls discover the friendly disposition of the teacher toward them and they are quite ready to respond. Herein lies the teacher's opportunity.

A further inroad may easily be made among the parents, who are often more willing to assist the teacher, than she may think they are. The teacher, who can ingratiate herself in the estimation of the parents can secure what ever she needs for her school and will become a real force for good in the community.

DO FIGURES LIE ?

Will some of our clever boys or girls harmonize the chickens and the dollars in the following problem ?

Two women had thirty chickens each, which they took to market, and agreed to divide equally the proceeds of their sale.

One woman sold her chickens *two for a dollar*, getting for her thirty chickens *fifteen* dollars.

The other sold her chickens *three for a dollar*, getting for her thirty chickens *ten* dollars.

This made twenty-five dollars realized for their sixty chickens. The merchant who was asked by the women to divide the money said.

" You sold your thirty chickens two for a dollar and you sold your thirty chickens three for a dollar. That makes *five* chickens for two dollars. Well, five into sixty goes twelve times—twice twelve is *twenty-four*. That makes twenty-four dollars your chickens have brought and gives you 12 each." Yet we see, that the women had actually twenty-five dollars in their pockets. Do figures lie ?

All that I am my mother made me." —*John Quincy Adams.*

CHARACTER.

Weight of character is one essential for high success in teaching. There is no use of a teacher trying to induce his pupils to attempt a higher standard of excellence than he has, himself, attained unto. If his pupils do attain to a noble manhood it will be on the strength of other influences than those of the school-room. As Calderwood puts it. "He cannot lift them higher than he is himself, or induce them to attempt to reach an eminence which he himself is not striving to attain. Far above every consideration as a pledge of success in professional work is the possession of high moral character."

NEW YEAR'S THOUGHTS

"Let us walk softly, friend ;
For strange paths lie before us, all untrod ;
The New Year spotless from the hand of God.
Is thine and mine, O friend ;

Let us walk straightly, friend ;
Forget the crooked paths behind us now,
Press on with steadier purpose on our brow.
To better deeds, O friend !

Let us walk quickly, friend ;
Work with our might while lasts our little stay.
And help some halting comrade on the way :
And may God guide us, friend !"

The real measure of a man's character is what he is at his best, in the direction of his idealward striving. It is what he seeks to be, rather than what he is. At his best, every man is below his highest ideal ; and below his best there is in every man that which is quite unworthy of him, and which he is persistently struggling away from.

"Rugged strength and radiant beauty
All combined in nature's plan ;
Humble toil and heavenly duty—
May ever form a perfect man."

—Mrs. Hale.

NO MATCH.

“ Scratch my head,” snapped a saucy match
To a toothpick standing by.
The toothpick heard
And with never a word
He gave him a dig in the eye.

The old match sputtered and flamed and fumed,
I forgot the words he said.
Like an angry man
His passion ran,
And like him, he “ lost his head.”

Then the toothpick said with a lengthy grin,
He was “ pointed ” as he could be,
“ You may fume and rail,
But for tooth and nail
Kind sir, you’re ‘ no match ’ for me.”

M. M. Sherrick.

People break down, not so much from hard work as from their mental attitude toward their occupation, or from some other unwholesome state induced by environment. If you love your work, and understand the higher law of being so as to draw a constant supply of strength, you can labor untiringly. If you are engaged in work distasteful to you, either change your business or change your attitude toward it. “ If you cannot realize your ideal, you can idealize your real,” says a preacher who is also a philosopher.—*H. L. Manning.*

The longer I live, the more certain I am that the great difference between men, the feeble and the powerful, the great and the insignificant, is energy and invincible determination,—a purpose once fixed, and then death or victory. That quality will do anything that can be done in this world ; and no talents, no circumstances, no opportunities, will make a two-legged creature a man without it.—*Sir S. Fowell Buxton,*

ARNOLD & CONWAY'S RESTORED PRONUNCIATION
OF LATIN.

- a—as in footpath — chasse
 ā “ father — âme
 b— “ but — bon
 bs=ps, e. q. urbs—(urps)
 c—always hard—cat, kitten — cour.
 d— den — dette
 e—(open ě)....get — berger
 e—(close ē)....bāy, bāne — passée
 f.... fox — fifre
 g....always hard—get — gâteau
 h—hard, hoard.
 i—(open ĭ)—hit — vérité
 i—(close ī)—quēēn — livre, église
 i—(consonant)—yoke — bataillon
 l....let — lit
 m....man — mère
 n....name — nom
 n....(before c, q, g,) soñg
 o....(open ǒ)—dot — reconnu
 ō....(close ō)—low — lone, — chose, chāūde
 p....pit — parler
 qu....quiz — cuirasse
 r....herring — chère
 s....always as, hiss, pace, manse — savant, russe
 t — tin, — tête
 u....(open ŭ) pull, wood, foot, — nouvelle
 u....(close ū)....wōūld -- résoudre
 u....(consonant v)....wine — nord-ōuest
 j & v introduced towards end of the Middle Ages
 x....texte — fixer

DIPHTHONGS.

- æ *side* — *email*
 œ *boil*
 ui ruin (run together) — *oui* (huic, cui)
 au *cow* — *haus*
 eu *new*

ABSTRACT of the Minutes of the Forty-First Annual Convention of the Provincial Association of Protestant Teachers of Quebec, held in the High School, Montreal, Oct. 18th, 19th, 20th, 1906.

FIRST SESSION, OCT. 18TH, 10.15 A.M.

Principal Dixon, 2nd Vice-President, occupied the chair. The minutes of the last session of the previous Convention were read and approved.

The Report of the Executive Committee was passed along with the recommendation of the Convener of the Exhibits Committee that all prizes for exhibits be abolished.

The Reports of the Library Committee and of the Finance and Audit Committee were received and adopted.

The Report of the Representative on the Protestant Committee, in which mention was made of (1) the scarcity of teachers, (2) the division of the Marriage License Fees, (3) the value of French on the Course of Study, was received and adopted.

The Report of the Library Committee was read and adopted.

The Report of the Pension Commissioners was received and adopted.

The Report of the Committee on Examinations and Course of Study was received and adopted. The points considered related to French, Physics, English and the A. A. Time Table. With regard to the latter the Committee recommended that Preliminary Arithmetic be taken in the morning and Preliminary History in the afternoon of the same day, instead of both being taken in the morning as heretofore.

A verbal Report of the convener of the Committee on the Pronunciation of Latin recommended that the Inspector of Superior Schools be instructed by the Protestant Committee to report on the pronunciation of Latin in the schools under his inspectorate. The Report was adopted and the Committee discharged.

The Report of the Committee on "Views of Canada" was then read, approved and adopted, and it was agreed that the Committee be continued.

Inspector McOuat's Report on Elementary Schools was received and adopted.

A Resolution recommending a close connection between all parts of our Educational System was read and adopted. The meeting adjourned at 12.10.

SECOND SESSION, OCT. 18TH, 2.15 P.M.

The 2nd Vice-President occupied the chair. The minutes of the last session were read and confirmed.

Nominations for the various offices of the Association then followed and scrutineers were appointed by the Chairman.

Mr. J. C. Sutherland, B.A., read a paper on the subject of Consolidated Schools, showing the advantages of Consolidation for the Province.

An address on the same subject was given by Dr. Parmelee, in which he pointed out that the smallness of some of the Elementary Schools resulted in inefficiency and that consolidation was a necessity.

Dr. F. Tracey, of Toronto University, delivered a most interesting and thoughtful address on "Ideals," which obtained the close attention of the audience. On motion of Mr. Silver a vote of thanks was given to Dr. Tracey, expressing the deep appreciation of the Association for his able address. The meeting adjourned at 4.30 p m.

THIRD SESSION, OCT. 18TH, 8 P.M.

Rev. Dr. Barclay, President, occupied the chair. The minutes of the previous meeting were read and confirmed.

An address of Welcome was given by Rev. Prof. Mackenzie. Dr. Barclay, in his reply to the address, made a strong plea for the retention of the teaching of Latin in our schools, pointing out its incomparable value as a mental discipline. He also emphasized the supreme value of character in the teacher's equipment for service.

At the invitation of the Chairman, Principal Peterson, of McGill University, addressed the meeting. He referred to the recent discussions of scholastic affairs in the public press and assured the teachers of the interest of the University in the success of their work.

Dr. Rexford was also called upon to address the meeting. He emphasized the fact that the entire educational effort of the Province was for the betterment of the position of the teachers, who should rally round this movement and avoid the division of their forces by criticising each other's work.

The gymnastic dancing under Miss Holmstrom's direction was highly appreciated and greatly enjoyed.

FOURTH SESSION, OCT. 19TH, FRIDAY MORNING.

Three sections, as follows :—

(a) Superior School Section met in the McGill Normal School at 9.40 a.m. Mr. N. T. Truell occupied the chair. Prof. Walter, of McGill, read a paper on "Pronunciation as the Basis of Language Teaching," in which he pointed out that in the teaching of French, great importance should be attached to the setting of the pronunciation during the first year of instruction, as the danger of perpetuating mistakes in pronunciation, was very great and rendered subsequent correction a hopeless task.

Inspector Parker followed with a paper on "Ins and Outs of Superior School Work," which elicited considerable discussion on the question of granting marks for Rank and Bonus among the schools and academies of the Province, and a recommendation was drafted to the effect that the regulations governing the giving of marks for Rank and Bonus be reconsidered by the Protestant Committee, especially with reference to columns "c" and "e" of the regulation form.

(b) The Elementary Section of the Convention met in the High School Assembly Hall at 10 o'clock. Dr. Barclay, obliged to vacate the chair, Mr. A. McArthur was called upon to preside. A paper on Elementary Music was read by Prof. Fletcher, of Sherbrooke. Elementary French was discussed by Madame Cornu, and the many hints given for improved methods of teaching led to an interesting discussion. Miss Block's presentation of the subject of Elementary Reading was most fascinating and elicited many eulogistic remarks from those who participated in the discussion which followed. The meeting adjourned shortly after noon.

(e) Kindergarten and Transition Section—Miss Louisa

Derick, convener, Kindergarten Room, High School. The proceedings were opened by a paper from Miss McFadden, in which reference was made to the Mother Play with reference to the Froebelian Principles illustrated by it. Miss Baillie, of the Royal Arthur School, read a suggestive paper on "Experiments in Teaching Beginners to Read," and advocated the "look and say" method with the use of phonics.

FIFTH SESSION, OCT. 19TH, 2.15 P.M.

President Barclay occupied the chair. The minutes of the previous session were read and confirmed.

Prof. C. F. Hodge, of Clarke University, gave a most interesting address on Nature Study, and showed by practical illustration how insects might be preserved. He emphasized the great benefit resulting to pupils from this interesting study.

Mr. Bain's talk on "City Window and Back Yard Gardening," was much enjoyed. His practical illustrations and instructive demonstrations proved of great interest to the teachers assembled.

Mr. Geo. D. Fuller, B.A., then read his paper on "School Gardens," and traced the development of these gardens in both Europe and Canada.

SIXTH SESSION, OCT. 19TH, 8.15 P.M.

President Barclay in the Chair. The minutes of the previous meeting were read and confirmed.

A Resolution of the Provincial Association of Protestant Teachers of Quebec concerning the scarcity of teachers and the admission of persons to the rank of teachers without professional training, was then read by the Chairman.

George Washington Stevens, M.P.P., then delivered an address on "The Nobility of the Teaching Profession." He assured the teachers of the keen interest taken by the English members of Provincial Parliament in the improvement of the teacher's position and emphasized the importance of developing the patriotism of the pupils at a time when their influence should be felt by the foreign element of the population.

Dr. Shaw spoke with hopefulnes of the educational outlook of the Province, and explained that more power must be obtained from Quebec before any improvement in prevailing conditions may be expected.

Prof. Robertson and Dr. Parmelee also spoke in a similar strain, the latter stating that the magnificent development of education in Germany had been achieved on the basis of a sound Elementary training.

In the course of the President's remarks which followed the important announcement was made that Sir Wm. McDonald had arranged to endow a Chair of Education in McGill University.

SEVENTH SESSION, OCT. 20TH, 9.25 A.M.

President Barclay in the chair.

Prof. Kneeland read the report of the Committee on Resolutions conveying the thanks of the Convention to the retiring officers, etc. The report was adopted.

A list of 46 names received by the Executive Committee for membership in the association was read by Principal Kneeland. A ballot was cast by the Recording Secretary and the President then declared these candidates duly elected.

The Report of the Judges of Exhibits was received, but its adoption was deferred to a future meeting.

The report of the Scrutineers showed that the following officers were elected:

President.....	Inspector J. W. McOuat, B.A.
1st Vice-President.....	Dr. E. I. Rexford.
2nd " "	Inspector Parker, B.A.
3rd " "	Wellington Dixon, B.A.
Vice-President (Ex-officio).....	N. T. Truell, Esq.
Recording Secretary.....	A. E. Rivard, B. A.
Corresponding Secretary.....	T. I. Pollock, B.A.
Treasurer.....	F. J. A. Bacon, M.A.
Curator of Library.....	Miss Brittain, B.A.
Pension Commissioners.....	{ H. M. Cockfield, B.A. M. C. Hopkins, B.A.
Representative on Protestant Committee..	Rev. Inspector Taylor, M.A.

EXECUTIVE COMMITTEE

H. J. Silver, B.A.	Inspector Mabon, B.A.
Miss Peebles.	J. A. Dresser, M.A.
E. M. Campbell, B.A.	C. A. Adams, B.A.
Miss Hunter, B.A.	Levi Moore, B.A.
W. . Kneeland, B.C.L.	M. A. Leet, B.A.
Miss Robins, B.A.	F. C. Banfill, B.A.
Prof Kneeland, M.A ; B,C.L.	W. J. Messenger, M.A.
Miss Griggs.	

The President then called upon Mr. Silver to read the Resolution drawn up by a sub-committee of the Executive, expressing the regret of the Teachers' Association at the retrograde step taken by the Protestant Committee of the Council of Public Instruction in granting teaching permits to persons without professional training. This was the second reading of the Resolution.

A somewhat vigorous discussion followed, in which Messrs. Truell, Ford, Prof. Kneeland, Dr. Shaw, Dr. Barclay, Miss Derick, Inspector Hewton and Mr. Silver took part. At the request of Inspector Hewton, the Resolution was read for the third time. On being put to the vote, the Resolution was carried by a majority of 59 in favor to 9 against it, and it was agreed that the voters' names be placed on record.

Dr. H. T. Barnes, of McGill University, gave a most interesting lecture on the Mysteries of Science. Dr. Barclay, the retiring President, then thanked the officials for their co-operation, which had rendered his duties light and pleasant, and was pleased to accept the vote of thanks tendered him.

Inspector McOuat, the new President, asked for the co-operation of the teachers and Executive in the discharge of his new duties, and stated that he would do his utmost to make the meetings of Convention a success.

Readable Paragraphs

"I wish I could break my wife of the habit of correcting my English in public," said one man to another. "You can." "How?" "Learn to speak correctly!"

BEYOND THAT.

Mistress.—“Norah, you don't seem to try to learn anything. Haven't you any ambition in life?”

Kitchen Maid—“No, mem. But I've saved something an' I'm going to have a gr-rand funeral whin I die, mem.”—

“Papa,” said a stockbroker's daughter, “here's a passage from Shakespere which I thing is wrong can you give me the correct quotation?” “Quotation—Shakespere.” replied the stockbroker, without looking up from his evening paper—“never heard of it—no such stock on the market!”

NOT THE ODOR OF SANCTITY.

The big touring car had just whizzed by with a roar like a gigantic rocket, and Pat and Mike turned to watch it disappear in a cloud of dust.

“Thim chug wagons must cost a hape av cash,” said Mike. “The rich is fairly burning money.”

“An' be the smell av it,” sniffed Pat, “it must be thot tainted money we do be hearin' so much about.”—Success Magazine.

“I believe I have seen you twice under the influence of liquor,” said a magistrate severely to a prisoner. “You must have been in a terrible bad way, your worship,” replied the man, to see double!”

“What's the manin' of this, sir,” exclaimed an Irish ticket-collector, travelling third-class wid a first-class ticket? You're chatin' the company, tha's what you are! Out you go!

Schoolmaster—“John Smith, you are late this morning.”

Johnny—“Yes sir; the snow and the sleet was so bad that every step I took I slipped back two.”

Schoolmaster—“Tut, tut! What exaggeration! If you slipped back two steps for every one you took forward, how did you ever get here at all.”

Johnny—(innocently). “Please, sir, I started to walk home.”

“Please, mister, will yer gimme er few coppers fer me starvin’ wife?” was the plaint of a mendicant. “Not mæ!” was the reply. “In the first place I haven’t got any coppers—in the second I don’t want a starving wife!”

A man walked into a grocer’s shop and handed to the assistant a paper containing some white powder. “I say,” he asked, “what do you think that is? Just taste it and tell me your opinion.” The grocer placed a little of the powder upon his tongue and then remark. “Well, I should say it is soda.” “That’s just what I said,” was the reply. “But my wife contended that it was rat poison. Try it again to make sure!”

State Supt. N. C. Schaeffer of Pennsylvania tells the following good story: “My family has reached the Rooseveltian standard, and my little girl said to me at supper, ‘Papa which is richer, a man with seven children, or one who has a hundred thousand dollars.’ I immediately replied: The man with seven children. Then said the quizzical miss: “Why?” I was puzzled to give a simple answer to the question so gently put, and I said: “Well, why is a father of seven children richer than the man with \$100,000?” Like a flash came the reply: ‘A man with \$100,000 wants more.’”

NOT “WAUR FOR THE COO.”—On the Riviera line near Ventimiglia the so-called “Rapide” train, after ambling gently along, stopped suddenly. An impatient passenger put his head out and asked crustily. “Is this Bordighera?” No answer. “Guard, is this Bordighera?” he shouted again. A voice came from the fore part of the train, “No monsieur, it is not Bordighera; it is a cow.” When the animal had been removed from the line the “Rapide” ambled on again. Two minutes later it once more came to a stop. “Another cow, I suppose?” shouted the testy passenger witheringly. “No, monsieur, it is not,” answered the guard placidly—“it is the same cow!”

Teacher—(To boy eating apple). Robert put that apple out of sight as quickly as you can.

Robert—(Munching vigorously). I am doing so, Sir, as fast as I can.

What a grand power is the power of thought! And what a grand being is man when he uses it aright; because, after all, it is the use made of it that is the important thing. Character comes out of thought; or rather thought comes out of character. The particular thoughts are like blossoms on the trees; they tell of what kind it is. "As a man thinketh in his heart, so he is.--*Sir Walter Raleigh.*"

Mr. Wood, a man very fond of playing jokes, met his friend, Mr. Stone, and at once inquired jocosely: "Hello, Stone, how are Mrs Stone and all the little pebbles?"

"Fine," said Mr. Stone, "all well, thank you," and then with a twinkle in his eye: "How are Mrs. Wood and all the little splinters."

What is the difference between a young lady and a postage stamp? Why a very great difference, indeed, the one is a female, the other a mail fee.

Teacher—Robbie, who finds work for idle hands, to do?
Robbie—You, Sir.

Teacher—Willie, what became of Jonah?

Willie - He was killed, Sir.

Teacher—Next

Next--He was swallowed by a whale.

Teacher—Correct, go up.

Willie—(Not up in scripture). But, Sir, I said he was killed.

"I know of nothing worse than to be called upon unexpectedly to make a speech," said a man to a friend, "I do," rejoined the other. "It's a lot worse preparing an elaborate speech and then not being called upon to make it!"

A "smart" cyclist caught sight of a board with "This Farm for Sail" painted on it. Of a woman who was chopping wood in front of the house he asked when the farm was to sail, "Just as soon as the man comes along who can raise the wind!" she answered quickly.

Official Department

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, January 8th, 1906.

On which day an emergent 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; Geo. L. Masten, Esq.; Prof. A. W. Kneeland, M.A., B.C.L.; the Rev. A. T. Love, B.A.; H. B. Ames, Esq., B.A., M.P.; Prin. W. Peterson, LL.D., C.M.G.; G. J. Walker, Esq.; J. C. Sutherland, Esq., B.A.; Prof. J. W. Robertson, LL.D., C.M.G.; P. S. G. Mackenzie, Esq., K.C., M.P.P.; the Rev. E. I. Rexford, LL.D., D.C.L.; Prin. S. P. Robins, LL.D., D.C.L.; the Rev. E. M. Taylor, M.A.

Apologies for absence were submitted for the Hon. S. A. Fisher, B.A., M.P.; John Whyte, Esq.; James Dunbar, Esq., K.C., D.C.L.; and W. L. Shurtleff, Esq.; K.C., LL.D.

The following report was read:

Quebec, January 7th, 1907.

A meeting of the sub-committee concerning the relation of the Normal School to the Macdonald College was held at this date. Present: Rev. Dr. Shaw, in the chair; Dr. Peterson, Hon. Judge McCorkill, Dr. Robertson, Dr. Robins, H. B. Ames, Esq., Dr. Parmelee and Dr. Rexford. An apology for absence was presented from the Hon. Sydney Fisher. The following memorandum of the proceedings of a conference with the authorities of McGill University and the Macdonald College was submitted.

(SEE DOCUMENT A)

The chairman also laid before the sub-committee a formal offer which he had received from the Governors of McGill University as Trustees of the Macdonald College.

(SEE DOCUMENT B)

After a full consideration and discussion of the terms of the offer it was unanimously agreed to recommend,—

That the munificent offer to undertake the normal training of teachers for our Protestant schools without cost to the Province which has been submitted by the Governors of McGill University as Trustees of the Macdonald College be accepted with profound gratitude as eminently satisfactory in its general terms, and that in order to facilitate the action necessary to consummate this agreement Dr. Peterson and Dr. Robertson be requested to seek a readjustment of one of the conditions of the proposed agreement, and that the sub-committee be continued with instructions to make all necessary arrangements for carrying this proposed agreement into effect and to report to the Committee.

(Signed) W. I. SHAW,
Chairman.
ELSON I. REXFORD,
Secretary.

DOCUMENT A.

A joint meeting of the representatives of the Corporation of McGill University, of the Protestant Committee and of the Macdonald College appointed to confer concerning the relations of the Normal Training School to the Macdonald College and concerning the training of teachers for the Province of Quebec was held at the McGill Normal School on December 27th, and continued December 31st, 1906.

Present:—Dr. Peterson, Dr. Barclay, Dean Moyse and Dr. Rexford representing the Corporation of McGill University; Dr. Shaw, Hon. Sydney Fisher, Hon. Judge McCorkill, Dr. Peterson, Dr. Robins, H. B. Ames, Esq., and Dr. Rexford, members of the sub-committee representing the Protestant Committee of the Council of Public Instruction; Dr. Peterson, and Dr. Robertson representing the Macdonald College. Rev. Dr. Shaw was requested to take the chair and Dr. Rexford was appointed Secretary.

The Chairman stated briefly the object of the conference.

An enquiry concerning the character and extent of the provisions that were being made at Ste. Anne elicited from Dr. Robertson and Dr. Peterson the following points that were submitted for the information and guidance of the conference:—

(1) That satisfactory progress was being made in the construction of the buildings of the Macdonald College at Ste

Anne de Bellevue, and that apart from unforeseen difficulties these buildings will be ready for occupation in September next.

(2). That in addition to the main buildings which contain offices, Class-rooms, Libraries, Laboratories and Assembly Hall, &c., provision is made,—

(a) For a residence for female teachers in training.

(b) For a residence for male teachers in training.

(c) For efficient courses in nature work, household science and manual training upon a scale thoroughly adequate.

(3). That a teaching staff will be provided for the Normal Training Department which, in point of strength and efficiency, will be equal to that of any similar institution elsewhere.

(4). That the Macdonald College has for one of its objects the enlargement of the opportunities and the improvement of the means for the training of teachers and the improvement of rural education generally.

(5). That upon the recommendation of the Protestant Committee and with the approval of the Government, the authorities of the Macdonald College are prepared to provide for the training of the teachers for the Protestant Schools of the Province of Quebec under the regulations of the Protestant Committee without cost to the Province, provided, however, that the sums now voted for the maintenance of the McGill Normal School which may be set free by the acceptance of this offer shall, in addition to other grants made from time to time, be continued by the Government and be devoted to the support of Protestant education under the regulations of the Protestant Committee.

(6). That tuition shall be free to qualified candidates who undertake to teach in the Province of Quebec, and that the charge for living expenses shall not exceed \$3.25 per week for residence.

(7). That the training of teachers for the Protestant Schools of the Province of Quebec shall continue to be conducted under regulations of the Protestant Committee which determine among other things :—

(a) The conditions of admission including academic training, character, age, &c.

(b) The course of study and text-books to be followed.

(c) The practical training in actual teaching.

(d) The examinations and standards upon which diplomas are granted.

(8). That there is no intention of changing materially the standards now required of teachers-in-teaching whether to meet the needs of the schools of our cities and towns or of our rural districts.

(9). That while special facilities will be provided for nature study, household science and manual training, care will be taken to ensure that this work will not be allowed to interfere with the liberal studies in the course of training hitherto followed.

(10). That careful provision will be made for practice in teaching for all candidates.

(a). By securing the establishment of a school at Ste. Anne for this purpose.

(b) By arranging for such additional facilities in the way of practice teaching as may be required in some school, or schools, in the City of Montreal.

(11). That in any arrangements that may be mutually agreed upon, the interests of the regular members of the present staff of the McGill Normal and Model Schools shall be safeguarded.

(12). That the property of the Macdonald College, including buildings and equipment, together with an endowment amounting to \$2,000,000.00, had been donated by Sir William Macdonald to the Governors of McGill University, and that the terms of donation provide that the work of teacher-training for the Protestant schools of the Province of Quebec at Macdonald College shall be carried on under the direction of a committee upon which the Corporation of McGill University, Macdonald College and the Government of the Province of Quebec shall be represented, and that the appointments to the staff of Macdonald College will be made by the Board of Governors of McGill University.

A lengthy discussion upon the subjects raised in the foregoing representations followed, in which all the members took part. The composition and functions of the Normal Training Committee provided for in Macdonald Benefaction received special consideration. It was fully agreed to recommend:—

(1) That this Normal Training Committee of the Macdonald College should consist of nine members, three of whom shall be appointed by the Corporation of McGill Uni-

versity, one of these shall be the Principal of the University and Chairman of the Committee ; two by the Faculty of Macdonald College, and four by the Protestant Committee of the Council of Public Instruction ; the appointees not being necessarily members of the appointing bodies. The members of the Committee shall hold office for five years, two retiring in rotation each year, but one each fifth year. Retiring members are eligible for re-election. The Committee shall meet at least monthly and four shall form a quorum.

(2). That this Normal Training Committee shall be charged with the immediate direction and superintendence of the teacher-training department of the Macdonald College, whose work shall be conducted, as has hitherto been the case, under the regulations of the Protestant Committee of the Council of Public Instruction so far as it affects the interests of the Protestant schools of the Province of Quebec.

(3). It shall be the duty of the Committee :—

(a) To discharge any duties which may be assigned to it by the Corporation of McGill University.

(b) To carry out the regulations of the Protestant Committee concerning the conditions of admission, course of study, text-books, examinations for teachers' diplomas, &c.

(c) To submit any proposed modifications of the regulations of the Protestant Committee for approval.

(d) To frame by-laws for the Government of the Normal Training Department, including conditions of residence.

(e) To exercise control over the members of the teaching staff, both of the Normal Training Department and of the Practice School, and to prescribe their duties.

(f) To recommend, in consultation with the Principal of the Macdonald College, eligible candidates for vacancies in the teaching staff of the Normal Training Department.

(g) To deal with cases of discipline which may arise in connection with the teaching staff of the Normal Training Department.

(h) To provide for all unforeseen emergencies.

(i) To report its proceedings at least annually to the Corporation of McGill University and to the Protestant Committee of the Council of Public Instruction.

W. I. SHAW,
Chairman.

E. I. REXFORD,
Secretary.

MACDONALD COLLEGE.

NORMAL TRAINING DEPARTMENT.

In accordance with the wishes of Sir William Macdonald as expressed in the memorandum communicated by him to the Board of Governors on 18th June, 1906, when he arranged to incorporate Macdonald College with the University system and make it rank as a College of McGill, the Board of Governors is now prepared, if the Protestant Committee so recommend, and with sanction of the Provincial Government, to provide at Macdonald College (Ste. Anne de Bellevue) for the Training of teachers for the Protestant Schools of the Province of Quebec. Such an arrangement, carried out under the regulations of the Protestant Committee, as representing the Provincial Government, will be similar to what obtains in the Training Departments of many of the Universities of the United States, which are authorized by their several Governments to provide and supervise the curriculum leading to the diploma or license to teach. It will also continue the close connection which McGill University has always maintained, through the McGill Normal School, with the training of teachers,—a new obligation being now specifically imposed on the University, namely, that through the agency of Macdonald College it shall have “particular regard to the interests and needs of the population in rural districts.” The Board of Governors understand that the Government of the Province has already expressed its willingness to continue the sums now voted for the maintenance of the McGill Normal School, which may be set free on the acceptance of this offer from the Board, and to devote these sums (in addition to other grants made from time to time) to the support of Protestant Education under the regulations of the Protestant Committee. This is regarded by the Board as an essential condition of the new arrangements now under consideration.

Under the head of material accommodation and equipment, the Board undertakes to provide and to maintain, in addition to the main buildings of the Macdonald College (containing Class-rooms Laboratories, Libraries, Assembly Hall, Offices, &c.) :

- (a) a residence for female teachers-in-training

(b) a residence for male teachers-in-training,

(c) efficient courses in nature study, household science, and manual training.

For the usual branches of the curriculum, as well as for the subjects just mentioned, the Board undertakes to provide a strong and efficient staff, having regard at the same time to such arrangements as may be agreed upon with the view of safeguarding the interests of regular members of the present staff of the McGill Normal and Model Schools; tuition to be free to qualified candidates undertaking to teach in the Province of Quebec, and the charge for ordinary living expenses to be on the lowest possible scale. The Training Department will endeavour to meet the needs of our cities and towns as well as of our rural districts, having due regard to the standards now required of teachers-in-training. And while special facilities will be provided for nature study, household science and manual training, care will be taken to ensure that this work shall not interfere with the liberal studies in the course of training hitherto followed. Moreover, careful provision will be made for practice in teaching for all candidates —

(a) by securing the establishment of a school at St. Anne's for this purpose.

(b) by arranging for such additional facilities as may be required in some school or schools in the city of Montreal.

The Board recognizes that all training of teachers for the Protestant Schools of the Province of Quebec, must continue to be conducted, as hitherto, under the regulations of the Protestant Committee of the Council of Public Instruction.

As to the superintendence and supervision of the actual work, the terms of the memorandum in which Sir William Macdonald conveyed his gift to McGill University provide that in the event of the adoption of the arrangement now in contemplation the training shall be carried out under the direction of "a Committee upon which the Corporation of McGill University, Macdonald College and the Government of the Province of Quebec shall have representation." All the appointments to the staff of Macdonald College, including by consent of the Provincial Government the Normal Training Department, are to be "made by the Board of Governors, acting in consultation with the Principal of the College."

Having regard to the fact that the Committee to be placed in charge of the training of teachers is to be an administrative body which is to do all its work, so far as the training of Quebec teachers is concerned, under the regulations of the Protestant Committee of the Council of Public Instruction, and that it is to take up the duties hitherto discharged by the Normal School Committee, (consisting of five persons appointed by the Corporation of McGill University) which has by Government regulation been charged till now with the direction and superintendence of the Normal School. (see Regulations of Protestant Committee, articles 32-34), the Board of Governors resolves that the Normal Training Committee of Macdonald College at Ste. Anne de Bellevue shall consist of eight members, of whom

One shall be the Principal of McGill University, who shall, as formerly, be ex-officio Chairman of the Committee.

One shall be the Professor of Education in McGill University.

Two shall be appointed by the Faculty of Macdonald College.

One shall be appointed by the Corporation of McGill University.

Three shall be appointed by the Protestant Committee of the Council of Public Instruction.

The several representatives of the Faculty of Macdonald College, of the Corporation of McGill University, and of the Protestant Committee shall hold office respectively for a term of three years, and shall be eligible for re-election.

In regard to the members to be appointed by the Protestant Committee, the Board of Governors wishes to express the hope that they be chosen with special reference to the needs and interests of the rural districts.

Under the regulations of the Protestant Committee, the Normal Training Committee so constituted will be charged with the immediate direction and superintendence of the Normal Training Department of Macdonald College, and it shall be the duty of this Committee acting under the Corporation of McGill University and the regulations of the Protestant Committee, (in the language of article 34 of the existing regulations applicable to the McGill Normal School) "to watch over the interests of the school and supervise the making of by-laws for its government, to

provide for all unforeseen emergencies," and generally to do all other things needful for the maintenance and advancement of the institution under its charge. The Normal Training Committee shall also report its proceedings, at least annually, to the Corporation of McGill University and to the Protestant Committee of the Council of Public Instruction.

Dr. Rexford moved and Mr. Love seconded the adoption of the report.—Carried unanimously.

It was then moved by Dr. Shaw, seconded by Mr. Sutherland, and unanimously resolved, that the Government be requested to adopt this offer of the Governors of McGill University of date January 4, 1907, as set forth in the terms of the report just read, and to secure such legislation as may be necessary to give effect thereto.

The Committee then proceeded in a body to the office of the Premier of the Province where they were received by him, the Provincial Secretary and the Hon. W. A. Weir. After full explanations of the proposals had been given the Premier declared himself and his colleagues to be willing to give effect to the offer should the members of the Legislature representing the Protestant population be satisfied with such a course of action. Steps would be taken to learn their views early enough in the session to allow the necessary legislation to be prepared.

Dr. Peterson reported that he had had telephonic communication with the Chairman of the Board of Governors of McGill, and as a result the Secretary would be authorized to make the following alterations in the terms of the offer of the Governors :—

“The Normal Training Committee of Macdonald College at Ste. Anne de Bellevue shall consist of seven members shall read “eight members”, and “Two shall be appointed by the Protestant Committee of the Council of Public Instruction” shall read “Three shall”, &c.

This is the re-adjustment which Dr. Peterson and Dr. Robertson were asked in the report of the sub-committee to seek.

Moved by Prof. Kneeland, seconded by Dr. Peterson, and resolved, that it be a recommendation to the Government that when the work of training teachers for the Protestant schools of the Province of Quebec is undertaken at

the Macdonald College, an arrangement be entered into whereby the McGill Model School shall be continued as a school to which teachers-in-training shall have access for practice in teaching, in order to supplement the facilities which are to be provided in connection with Macdonald College.

Reference was made to the necessity of providing bursaries of such a substantial kind as will induce young people to take the professional training that is to be provided in the Macdonald College.

Moved by Dr. S. P. Robins, seconded by Mr. Sutherland, and resolved, that the Principal of the Normal School be permitted to admit to all the privileges of the Normal School Training, Miss Clara Baldwin, with the right to recommend her at the close of the session, should he see fit to do so, to the Protestant Committee of the Council of Public Instruction for a special Model School Diploma.

It was resolved that the meeting already appointed for the 22nd of February should be called for that day, or earlier, or later, by the Chairman.

GEO. W. PARMELEE,
Secretary.

SOME DOGS TO SUIT.

For a teacher—Pointer,
 For a jeweler—Watch.
 For a detective—Hound.
 For an explorer—Newfoundland.
 For an Irishman—Bull.
 For a tramp—Setter.
 For a college man—Coach.
 For a baby—Toy. [Life

THE BEST.

She (*indignantly*)—Stop, sir! You shall not kiss me again! How rude you are! Don't you know any better?

He (*cheerily*)—I haven't kissed every girl in town, it is true, but as far as I have gone I certainly don't know any better—*Watson's Magazine*.

BONUSES PAID TO TEACHERS—1906.

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NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 24th November instant, 1906, to make the following appointments, to wit :

School Commissioners.

Gaspé, Cap Rosiers.—Mr. Honoré Briand, to replace Mr Eugène Fortin, absent.

Montcalm, L'Ascension.—Messrs Wilfrid Charbonneau and Camille Legault, to replace Messrs. Ephraim Legault and E. Lecasse.

Ottawa, West Egan.—Messrs. Joseph Sloan and James Downey, to replace Messrs John McGoey and William Tierney, whose term of office has expired.

Quebec, Shannen.—Messrs. Hugh McLaughlin and Francis McLaughlin, to replace the first himself Hugh McLaughlin, the second to replace Mr Thomas Holton, whose term of office has expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 10th December instant, 1906, to appoint Mr Paul Gingras, school commissioner for the municipality of Knowlton, county of Brome, to replace Mr. Earnest Fleury, resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th December instant, 1906 to make the following appointments, to wit :

School Commissioners.

Quebec, Sainte Foye.—Messrs Thomas Moore and J. B. Myrand, re-appointed, their term of office having expired,

Pontiac, township Guigues.—Mr. Damasé Lefebvre, to replace Mr. Narcisse Paquin, absent.

School Trustees.

Bonaventure, Cox.—Mr. Ambroise Joseph, to replace Mr. Pierre Lemarquand, retired from office.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 31st December, 1906, to appoint Mr. Louis Demers, a school commissioner for the municipality of Saint-Romuald, county of Levis, to replace Mr. Louis Robergé, deceased.

Books Received and Reviewed.

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

“PSYCHOLOGICAL PRINCIPLES OF EDUCATION.”

A book which every progressive teacher should read is “Psychological Principles of Education,” by Herman Harrell Horne, Phd., Professor of Philosophy in Dartmouth College. The book is published by the Macmillan Company of Canada, Ltd., Toronto, Ont., and sold for \$1.75 a copy.

The title, to some extent, indicates the nature of the book, but its practical value can only be learned by a perusal of its pages. The work is an embodiment of the soundest psychological principles, a knowledge of which is essential to successful teaching, and the teacher who makes the message of the book his *own* will teach more intelligently after. It is not a new Psychology that it presents, but rather a new treatment of Psychology. Only once does the author differ from the standard authorities, viz:—in the view taken of the James-Lange theory of the peripheral origin of the emotions. Professor Horne holds that the origin of the emotions is only partly peripheral.

The charm of the book lies in its presentation of psychological principles in such a way as to give them an immediate bearing on the teacher's work. Such chapters as those on “The essential Qualifications of a Teacher.”

“Aiding the Memory,” “Training the mind to Judge,” “Forming of Habits,” and “Securing Attention” are prolific in suggestions which every intelligent teacher must recognize as the embodiment of common sense and practicality.

The last section of the work is devoted to a discussion of religious education, in which the author endeavors to show that religious education is the natural and logical conclusion of all education, and that in which all the other elements of education unite. He emphasizes the fact that religious education is not a new type of education, but just education conscious of its true end, and that, in the words of his closing paragraph—“The aim of all education is not to fit us for future complete living, but to make us live completely now. The perfect life is not something that awaits us of a sudden, it is something we win increasingly as the moments pass.”

The chapter on religious education in the school is a valuable contribution to that subject. The question is discussed wholly from the standpoint of the American School, but nevertheless has its bearing on the problem as it presents itself in other countries. The author concludes that what the public school needs to-day is not “Religious teaching,” but “Teaching religiously.”

Professor Horne would limit the use of the Bible in public schools to that of the devotional and allow it no academical use whatever. With all due deference to the author's views we are nevertheless forced, at this point, to take issue with him and to maintain that as a text-book in Hebraic Literature and as a complement to Hellenic Literature, which occupies such a prominent place in our curriculum, the Bible should have a place among the literary studies of our schools. His objection to the use of Biblical Literature is that it cannot be taught without a discussion of the truth which it expresses, and that truth is religious and consequently not desirable in a school where a variety of creeds is represented. We note, however, that the same objection might be taken to Tennyson, Milton, Goldsmith, and many other authors whose works are to be found on our curricula. He cites as an example the Book of Job and points out that a study of that Drama could not be made without discussing its problem and suggesting an answer

—and that answer would be religious. It may be pointed out that a similar problem faces us in Goldsmith's "Vicar of Wakefield," and the same objection holds good in respect to that book. Yet we do not on that account deprive the school of a study of Goldsmith's style as presented therein. It would seem that forbidding the academical use of the Bible in public schools would not accomplish Professor Horne's object, while it would deprive literary instruction of the unique Hebraic element, without which our literary education must ever remain one-sided. Apart from this, however, we have nothing but praise for the book and most heartily recommend it to the teachers of the Province of Quebec.

THE KIPLING READER contains choice selections in prose and poetry from the books of Rudyard Kipling. Many of the selections will prove interesting to children, viz., "Mowgli's Brothers," "Tiger, Tiger," "Wee Willie Winkie." The book, which contains 208 pages, is attractively bound and is printed on good paper.

Published by the Macmillan Company of Canada. Toronto, Ont. Price 50 cents.

The Elf Maiden and other stories, Aladdin and other stories, Pretty Goldilocks and other stories, Trusty John and other stories are the titles of four books, edited by Andrew Lang, which contain stories from the Brown, Pink, Yellow, Blue and Green Fairy Books. These books are well printed, bound in red and gold, and contain many illustrations. Published by Longmans, Green and Co., 39 Paternoster Row, London.

"OLD FASHIONED RHYMES AND POEMS," selected by Mrs. Roadknight, and published by Longmans, Green & Co., London, contains old-fashioned rhymes for babies and good poems children in the kindergarten stage. Price 1s. 6d.

GOLDEN NUMBERS—A Book of Verse for Boys and Girls, selected and arranged by Mrs. P. A. Barnett. Longmans, Green & Co., London. Price 1s. 4d.

This selection of English verse has been carefully compiled with two main purposes in view:—to give young readers a taste for noble, inspiring poetry and to provide a

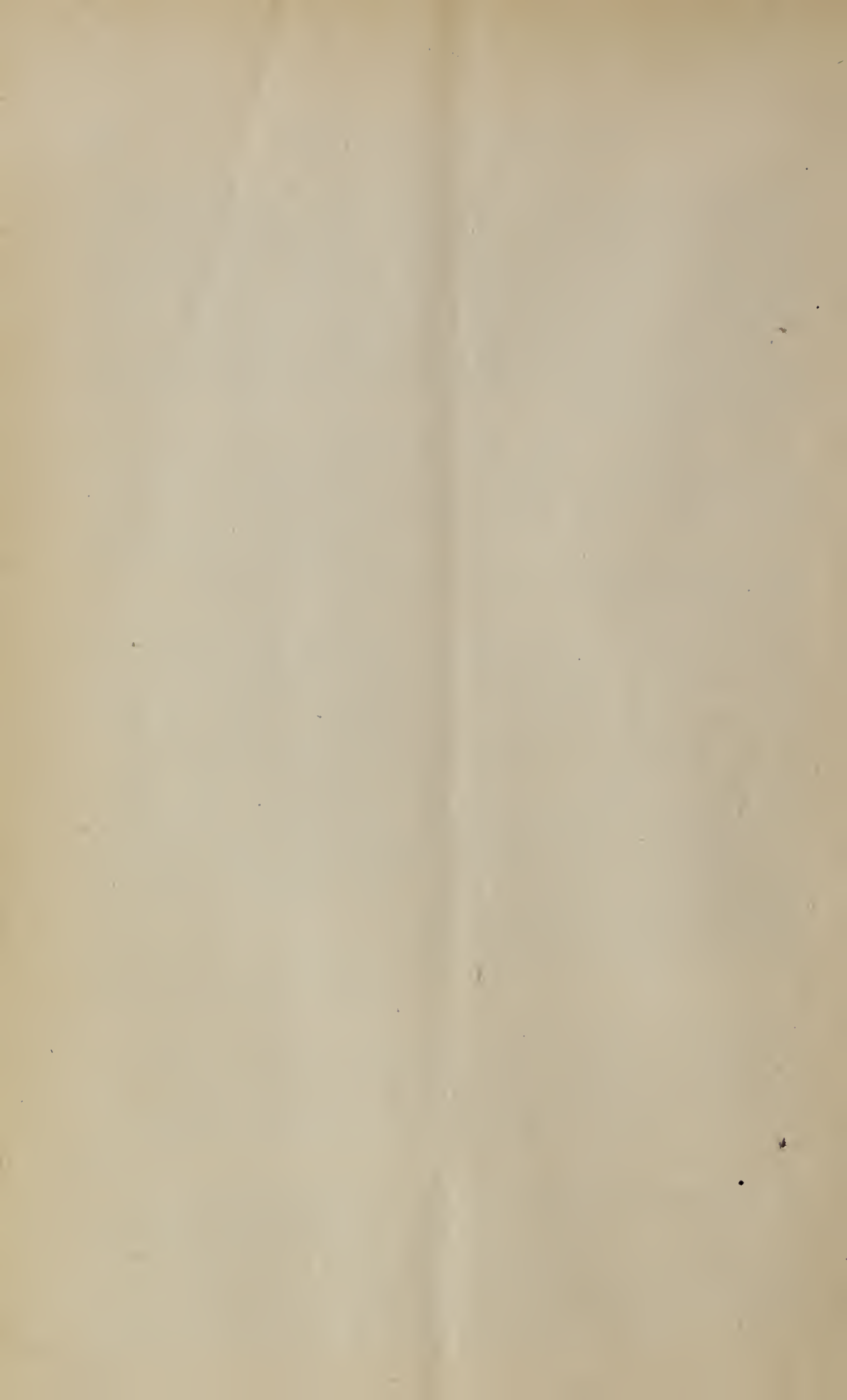
Poetry Reading Book for boys and girls of twelve to sixteen years of age. The selections chosen show that the compiler has a thorough knowledge of English poetry. A large part of the book consists of narrative poetry which appeals to boys and girls and is suitable for recitation aloud in the school-room at the Friday afternoon exercises.

The book begins with the more recent authors, Kipling, Newbolt, Yeats, etc., and works back to the Fletcher, Jonson and Shakespeare.

Two volumes of the "Swan Edition of Shakespeare's Plays" have been received, viz., "A Midsummer Night's Dream" and "King Lear." Each of these attractive little volumes contains copious notes, explanations, illustrations and a short account of the life of William Shakespeare. The price of each volume is 1s. Longmans, Green & Co.

The Macmillan Company of Canada have just added three new titles to their Pocket classic series, viz., Thackeray's "Henry Esmond," Emerson's "Representative Men," and Shakespeare's "The Tempest." The volumes of this well known series have been prepared for use in the class room and are of the highest type of excellence for this purpose. The arrangement, typography, and press-work are of the highest standard. The volumes are uniform in size and are artistically and substantially bound in dark red cloth, and in every case the work presented is given complete in one volume.

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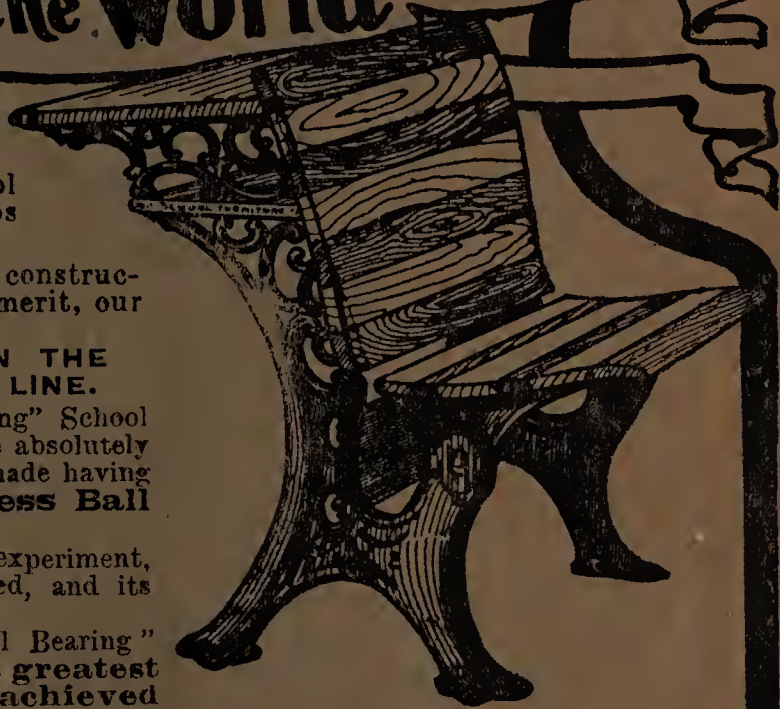
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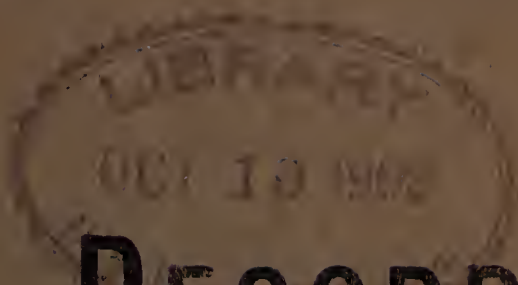
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JOHN PARKER, } **Editors.**
J. W. McOUAT, }
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THE
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No. 2.

FEBRUARY, 1907.

Vol. XXVII.

Articles : Original and Selected.

ELEMENTARY FRENCH.

We are not here this morning to discuss methods of teaching French nor to make lofty statements on their respective value, but simply to consult together and to exchange notes on the various means by which to obtain the best results during the year of an Elementary Course in our common schools.

When I was requested to say something on the subject it was understood that others better qualified than myself would help us all by confiding us the secret of their success — I say, better qualified, for only those who day by day, step by step, have led a class through, say the booklet, Part III of Oral Lessons, can speak with full authority on the subject, and therefore I trust that my few remarks, or rather hints on the teaching of French, will be followed by a discussion in which every one present will feel it his or her duty to take part.

We have to take into consideration two important facts.
1st. That the method in use in our Elementary grades (in city schools especially) is the conversational.

2nd. That the majority of teachers are *not* French born. This 2nd fact seems to defeat the end of the first. But here, let me take the opportunity to express my admiration and sympathy for those of my fellow-teachers who, without having had special advantages in French, go to work with *heroic* courage and make up their mind to succeed, whether it be difficult or not. Such manifestations of will-power and perseverance as are necessary to this end must assuredly bring as their reward a corresponding development of character. In consequence of such strenuous efforts a great measure of success has attended the work of English teachers teaching French in our schools. The number of foreign instructors is very small indeed in Canada as well as in other countries, take France for instance, where the exclusion of foreign professors from state schools became law after the Franco-Prussian war, a measure being then solely directed against Germans. At present it is partly protective in the interest of the excessive number of native teachers, and partly pedagogic—in the interest of scholars, the foreign professor being as a rule handicapped about discipline on account of his inability to express himself in the language of his pupils. In Germany we find the same exclusion—compensated by every possible advantage for the native teacher to acquire first at home, then in France or England, a practical knowledge of the language of those countries. So that if a native teacher has really mastered French, and by a residence abroad, or other means, has succeeded in speaking it with perfect ease and fluency, he is the equal of the French teacher for *all that part which does not include literature*. The spirit of literature is not to be so easily appropriated. And again a native teacher may lack those gifts which do not pertain to any one nationality, namely, the handling of a class or the power of imparting knowledge—or a Frenchman may imagine he can teach French because he speaks it admirably. Personal fitness should after all be the test. In the case of our schools I think that any painstaking English teacher, making a wise use of a necessary limited vocabulary, may achieve a good deal in teaching French, but I would like to put a strong plea in favor of pronunciation, which I am afraid is sadly deficient, so that certain words have been sometimes unrecognizable. I have heard of children taking their pa-

rents (French from France) severely to task for not pronouncing French words correctly, that is as their teacher had taught them. The paper read at the Normal School by Dr Walter on pronunciation as the basis in the study of languages was of great value to show the need of improvement in this direction. If Dr. Walter could be induced to give a course of phonetics to teachers, we might look for better things.* Having assumed the responsibility of teaching a foreign tongue, the native teacher must continually strive therefore to improve in its pronunciation and acquire that ease and fluency in speaking which alone can make her work both a pleasure to herself and her class. In this respect, I am sorry to see so few teachers availing themselves of the splendid opportunity offered by the McGill French Holiday Course, three solid weeks of French beginning at 7.30 in the morning and ending at 10 P. M., not to mention the dreams that must perforce take a French shape and haunt the sleep of the happy student—and all that for a very small sum indeed, and in the lovely surroundings afforded by McGill College grounds. For teachers isolated in the country far from any means to improve, the temptation must be great to be content with the scanty vocabulary needed for every short lesson, to repeat mechanically monotonous examples and wearisome questions. The pupils are keen enough to become aware of the real reason for such teaching, they will lose confidence in their teacher and interest in the subject. They should on the contrary feel that their teacher is keeping in reserve for their benefit a ready supply of information to be given when the essential words or points of the lesson have been taught and acquired by the whole class. Therefore I would advise the young teacher to prepare herself for any questions which may and must be asked if she has taken pains to awaken the interest of her pupils; she ought to have on hand an extra vocabulary connected with each lesson with a view to relieve the monotony of the text and inspire a wish among the pupils to know more in French on that particular subject. It might be well to encourage children to bring to school, pictures bearing some analogy with the lesson in hand; it would be a personal satisfaction to the

* Dr. Walter is now devoting part of his valuable time to a course of lectures on phonetics for teachers of French.

one who chose it for the purpose, and what is more essential, it would be a sort of revelation to the class that the vocabulary acquired in connection with a familiar picture—alas ! too familiar,—can be used with a totally new one. Another helpful feature of this exercise would be to elicit afterwards (I mean after special attention has been given to the lesson of the day) the use of words already acquired in previous lessons. The children's vocabulary should be like a river swelling as it flows on with the waters of numerous streams, and not like a slender brook threatening to run dry at the least sign of drought. There are about 300 new words and expressions contained in the Part of Oral Lessons which I was particularly requested to examine—quite a respectable amount as you see—giving scope for conversation on a great variety of subjects, and if we could say and feel that each of our pupils had those 300 words in his memory and at his tongue's end, we might be justly proud. The work done in the Elementary grade would then be a good foundation for future progress; indeed that grade is the most important on which to build a structure which will be lasting. For you must have noticed how readily young children of Primary grades learn the conversational method with the beautiful candor belonging to that age, taking everything for granted and remaining unconscious of any effort or difficulty, whilst later on comes what we in French call "l'âge ingrat"; a certain bashfulness or sometimes a rebellious spirit takes the place of the plastic yielding of children, and the French teacher has especially to deal and struggle with those obstacles. She must try to put her pupils at ease, to create for them a French atmosphere in which they will live and breathe as in a familiar element. If she succeeds in this respect the pupils may pass on to another grade, for they will have acquired at a trying time of their mental growth habit of mind indispensable to success. Then we could hope to hear in the class-rooms of higher grades more complicated and varied forms of expressions, questions of such a nature as to call forth the knowledge acquired instead of the elementary constructions which by reason of frequent usage have become the essence of weariness.

A great deal of time will necessarily be spent in correcting mistakes in language, for we aim at precision and

correctness as well as at acquiring a practical knowledge—we should therefore do everything in our power to impress on the pupils, and without taxing their endurance too much, the troublesome rules of gender and agreement—every lesson should be accompanied with a list of its nouns written on the black-board in two columns, masc. and fem., by the teacher first and later on by the pupil. When a child hesitates let us point to the word on the board, so as to avoid the pronouncing of the wrong article, which would cause a wrong impression. Let us anticipate mistakes, as much as possible, let the children hear only what is right until their ear is sufficiently trained to discriminate—in the primary and elementary grades we must establish habits.—In order to test knowledge as to gender—that stumbling block so insignificant in itself, but of so much importance with regard to correctness of speech,—we might ask the children to name all the masc. nouns referring to objects in the lesson, one pupil ready at the board to write them in the column prepared for it, or give the noun orally, the class supplying the article or the adjective. A certain amount each day of such grammatical gymnastics ought to bring good results. When studying verbs, colored chalk should be used for endings, drill on the different persons of the tense should be numerous and varied. When the whole tense has been clearly written, each word should be pronounced by the teacher and repeated by the class, then we could rub out the pronouns, asking one child to supply them, then erase the verb and have the class rewrite it—then as an oral exercise, give the sing. persons, telling the class to name the corresponding ones in the plural and *vice versa*. When repeating a whole tense, each person should be accompanied by an adequate gesture. It is hard for an adult, who has left that struggle long behind him, to realize what a strain on the mind of a child it is to conjugate correctly a simple tense of a French verb so as to be able to use the different persons intelligently and to write it out correctly. As an instance of another useful drill, say in the case of *du, de la, de l', des*, I would suggest this. Begin a sentence pointing to a certain person, or object in a picture and have the class finish it. Deal the same way with the comparison of adjectives for color, position, dimensions, etc., always suggesting and helping the

child, and having elicited the whole statement, have the whole class repeat it. Encourage also the grouping by the pupils of words suggested by each object in the picture, for instance, *petite fille, robe, poupée, vache, lait, cuir, utile,* and so on, with a view to give the pupil confidence in himself and a legitimate satisfaction with his own achievement.

Now and then relate in simple language some anecdote connected with the lesson. Relate it as a whole without interruption and have one of the best pupils give the substance in English. How much English should be used in lessons conducted by the natural method? Theoretically : none; but "il est avec le ciel des accommodements," and I have come to the conclusion that in certain cases it will be good to bring light into obscure points by a small amount of plain English. Now, though we may be more conscientious in using gestures and objects, most eager to convey our meaning by French words only, there may still lurk in our pupils' minds some confusion which it is our duty to dispel, and I do not think it a sin against the method for the teacher to read in English a lesson which happens to be more difficult to understand than the others. This summer I had occasion to take the cudgels in favor of that much maligned method. A mother was complaining to me bitterly that her boys did not understand at all what they were learning at school simply repeating like parrots a limited amount of French—these boys were running about the deck of the steamer—I managed to have a little conversation with them in French, using of course expressions which I knew they were familiar with, the result being quite a triumph for the method and a reproof to the mother. Still, as you know, it is a good thing to be criticized even by people not quite competent to do so, we do not realize to what extent we submit to routine until some rude shaking wakens us out of our complacent course. For my own part, I wish there were more opportunities for teachers to hear the impressions of others about their work. In this instance I began to wonder whether there was no foundation in that mother's remark and no means to improve in the matter; I think that occasional translation by the teacher might appeal to thoughtful pupils and help to rectify confusing impressions.

When the lesson has been thoroughly studied and the teacher has received ample proof thereof by intelligent answers, let her try to get statements from the class, let the children say something of their own accord, this will be a preparation for another exercise, namely, composition. Some of our teachers in the Model Schools have been especially successful in this respect—the so-called composition may appear to be a very poor specimen of French, still such as it is, we can judge from it what amount the child has really appropriated.

I feel as if I ought to apologize for having indulged in such minute details and technicalities, saying, may be, nothing new and omitting other points which would have better served our purpose. In the subject we are considering to-day however we must bear in mind not only the great lines of thought, the philosophical principles involved, but also the patient work like that of a painter's brush, touch after touch, adding daily to the picture, making out of rudimentary elements a harmonious whole. You will agree with me, I trust, on the necessity of caring for details, and forgive me, if I seem to have unduly insisted on that point. May these few remarks lead to some valuable comments and information from those present who have at heart the advancement of French in our schools.

SOME CRITICISMS OF OUR METHODS OF TEACHING.

BY PRINCIPAL CHS. D. RICHARDS, A.B.

[Read before the York County Teachers' Institute, Fredericton, October
11, 1906.]

One of the striking characteristics of present-day Canadian sentiment and Canadian expression is that of self-gratulation upon the wonderful advancement which we are making in all the various phases of life. This is especially noticeable in respect to our commercial and industrial activity. It is a favourite theme of writers and speakers, and everywhere it touches a responsive chord in the spirits of all loyal Canadians.

Co-existent with this commercial and industrial progress there is also an intellectual advancement, which, while re-

ceiving less general public attention, may be considered with an equal measure of pride and gratification.

We, as teachers and as a part of the educational life of New Brunswick, may reasonably claim that we are not behind in this general advancement. The schools of to-day are so far ahead of those of a quarter of a century ago that even the most blind and stubborn of our chronic grumblers cannot but admit their superiority.

But while thus in a broad and general sense we easily perceive a marked improvement, it is not fitting that we should calmly fold our arms, and, with pharisaical complacency, flatter ourselves that there is no further need of, or opportunity for, improvement. Because, on the whole, our schools are better to-day than twenty-five years ago, it does not follow that in all matters of detail they are superior. Far from it. And even were we thus inclined to rest contented with what has been accomplished, to let well enough alone—a supposition which I know is far from being true—such a course would not be possible. On all sides we meet with an array of critics, who are not sparing in their criticisms, those who are as ready to tear in shreds the fondest theories of our experienced leaders in educational thought, as are others to wound the feelings of our new and untried teachers with their frequently unreasonable and meddling criticisms.

It is my purpose now to consider more particularly some of our methods of teaching, and to point out in relation to them what are, in my judgment, our improvements, and, on the other hand, what are some of our chief weaknesses. I cannot, nor do I desire, to make reference to all of them, and there probably will be no natural sequence in the order in which I place them.

First of all, then, I shall call attention to the training of the power of observation. Education has been defined as the harmonious development of all the powers of child nature. We are concerned here, of course, only with the education of the child. Taking that definition as a criterion, I believe that it is only within the last twenty-five years that any very great effort has been made—I do not say how successfully—to meet its requirements, that is, to reach all the faculties of the child. The power of observation is one of the earliest faculties, as it is one of the last

that we are systematically training. The natural sciences are the subjects which, more than any others, are instrumental in this development. The practical work which the examination of a buttercup or the preparation of hydrogen necessitates, is undoubtedly educative. In connection with this, I must say that I think we ought to welcome with pleasure the introduction of a comparatively new feature of school work, namely, Manual Training and Domestic Science. They provide a splendid training for the eye and hand, in neatness and accuracy, and, in addition, they have the advantage of being practical.

And yet we are all conscious of the strenuous opposition with which the introduction of these branches is being met. The opposition, also, is not altogether from outside; many teachers, if not actually opposed, are at least lukewarm in their support. This is but natural; they see in it an addition to the already crowded curriculum. But these subjects have come to stay, and all that can be done is to make a re-adjustment or correlation on the subjects so as to provide time for these.

In the second place, it seems to me that the one faculty upon which we are exerting our greatest attention is the reason. To-day we teach mathematics. We need only to compare the present Unitary Method with the old system of Proportion or the Rule of Three. From the earliest steps in number work to the most complex problems in geometry or algebra, every process is carefully reasoned out and explained. Not only in mathematics, however, are we applying the principles of reason. In grammar as well do we find scope for the use of this power. In my opinion, the analysis of a long and complex sentence affords nearly, if not quite, as good an opportunity for exercising the reason.

But it is in the realm of mathematics that reason is pre-eminently dominant. In the teaching of geometry, the deductive method is giving way to the inductive. This is a subject which, for at least seventy-five per cent of our pupils, will have no practical value. It is valuable only from an educative standpoint, and as such should indeed be taught in the way most fitted for the greatest development of power, of reason and of original thought. This

surely is the inductive method. And yet, whether the inductive or deductive method is used, it is almost entirely reasoning. Algebra, again, has but little practical value. Here, also, the reason is developed.

Arithmetic, on the other hand, while affording opportunity for training in reason, has an eminently practical value, a fact which I fear we too often lose sight of in our teaching. We treat it much the same as we do geometry and algebra, forgetting that, in this subject, the "how" is of just as great, if not of even greater, importance than the "why."

It is in regard to this subject and the results obtained in its teaching that we meet with some of our greatest criticisms. We are all familiar with them: that the boys of to-day cannot add a column of figures correctly and quickly; that it takes them twice as long to work a simple commercial problem as their fathers, who had only two or three years schooling, etc. And we know, too, that in many cases these are not idle or unjust criticisms

I do not mean to say that we do not need to have solutions written out. I believe we should, and carefully written, also. But what I do say is, that we might very well give more attention to the teaching of practical arithmetic. I believe that it is right that pupils should understand the reasons for their various operations at some time or other. I can understand that a pupil ought not to be permitted to subtract 29 from 75 in the old way; 9 from 5 you can't, borrow one from the 7, makes 15 from, 9 from 15 leaves 6, and so on. But I believe that a great deal of time can easily be wasted in continual repetition upon the various reasons for things which might more profitably be spent upon drill in practical work. It may be all very well to manufacture two or three of the multiplication tables, but it seems to me a sheer waste of time to go thus through the whole list. And again, I do not see that it makes so much difference whether a pupil says the tables one way or the other, provided he can say them. The main object is that he should know them, and know them thoroughly; and once he does, it is of little importance in using them which way he learned them. The great essential in arithmetic is to know how to work practical questions quickly and accurately; and to acquire this ability continuous repetition and drill is needed.

In what I have said in reference to the teaching of arithmetic, I do not wish to be understood as detracting from its value as a purely educative subject, as a means for the development of the reason. Much in the present method should meet with our heartiest approval. But at the same time I do desire to emphasize what seems to me a tendency to carry this method too far, and to emphasize also the need of a greater consideration of the practical side of the subject.

Further, I have felt that there is a growing tendency to apply the reasoning method almost exclusively to each and every subject of the school curriculum. This gives a splendid training for the one faculty, but it means a corresponding deficiency of development in other faculties. Chief among those powers of the pupil, which I believe are thus being sacrificed, is the memory. I am strongly of the opinion that our present day school may well learn a lesson from the past. We are not making the demands upon the memory which formerly were made, and which I believe we ought to make.

Some of our subjects, such as History and Geography, while permitting the use of reason to a great extent, are primarily memory subjects. These subjects give us certain facts relative to the earth and man's existence upon it. A question naturally arises here : Considering the great number of facts which history and geography present to us, what ought to be the minimum to be required of our pupils who complete the ordinary school course ? To read our newspapers and literature, to take an active interest in national affairs, to be an intelligent citizen, it is indispensable that one should have a wide and accurate knowledge of the world's geography, and, though possibly to a less degree, of the world's history. This, then, is the answer, and what does it mean ? That our pupils should be expected to know accurately the most important physical features, political divisions, towns and cities, industries and products of all countries, and to know the history of their own country thoroughly, and of the world somewhat more generally, but still accurately.

Next we may ask : How is this knowledge to be obtained ? And I would answer : I care not so much *how* it is obtained, provided it *is* obtained. The reason may be

brought into use in many instances, but the memory must be the main resort in the end. Constant drill in memorizing is the keynote.

Here, again, let us employ the reason, the eye, the hand, or any other power which may seem suitable ; let us show the sequence of events when such a sequence is not beyond the comprehension of the pupil ; but let us not forget the purpose to be aimed at in the teaching of these subjects, and the chief powers to be developed ; let us not sacrifice results in order that we may adhere closely to the old time-honored maxim, a maxim which has become almost a fetich : "We must proceed from the known to the unknown."

Were it not that our powers at Teachers' Institutes are somewhat prescribed, I should like to say a few words regarding our text-books in history and geography. At any rate, I trust I shall not be over-stepping my privilege to any very great extent in stating, in all deference to those who have chosen these books for our use, my own serious opinion, an opinion which I believe is shared in common with many teachers throughout the country and throughout the province, namely, that our present text-books in these subjects, far from being an improvement upon the old, are indeed inferior to them.

I am conscious that my suggestions regarding the place of reason and memory in the teaching of mathematics and of history and geography may not be entirely orthodox, may not meet with universal approval. But I believe that very few will be inclined to dissent when I say that in the domain of Literature our schools are sadly deficient in memory work.

The old Greeks and Romans were accustomed to memorize practically all of their poetry. John Bright, the great English orator and statesman, could recite with ease Byron's "Childe Harold;" Macaulay knew by heart the greater part of English and indeed a great deal of classical poetry. Ruskin, the greatest master of English, has said that his command of the language was due to having had to learn, when a boy, long passages of the Bible and of poetry. Scores of others might also be mentioned. However, I readily realize that what was a necessity with the Greeks and Romans, when writing was so little in use,

what was a possibility in the last century in England, when the natural sciences were almost unheard of, and mathematics were as yet in their infancy, is scarcely possible with us in this day, when our energies are divided among so wide and varied a range of subjects. But surely much more could be accomplished in this direction than is being accomplished.

Our literature abounds with poetry expressed with grace and charm of language, resplendent with exquisite beauty, glowing with lofty sentiment, or thundering forth in tones of stirring and powerful inspiration. And it is a fact, I believe, and a most regrettable one, that our pupils are woefully ignorant of these elevating and inspiring poems. They may have a dim and hazy knowledge of them, but they have not that accurate knowledge and personal appreciation of their beauty which is only derived from closest study or memorizing.

I have laid emphasis heretofore upon the practical element in teaching, but I do not wish to under-estimate another purpose to be sought, namely, the ethical and moral training. And surely it is to the study of literature that we may look for the greatest aid in this development. Poetry provides us a means of learning and retaining much of the best and noblest thought which has ever been expressed. We cannot, at least so easily, memorize prose. There is in the very nature of poetry, in its rythmical flow, something which materially assists us in remembering.

Who of us does not feel better and stronger in being familiar with, in being able to recite, if you will, many of our best poems? We may read Southey's "Life of Nelson," with all its beautiful description; we may know thoroughly the history of Nelson's life; but these will never give us the thrill of pride and inspiration that we received from those two short poems of Thomas Campbell, "Ye Mariners of England," and "The Battle of the Baltic." We may read the history of the rural life of England, but what can equal Gray's "Elegy" in its accuracy of description of this very life? And it would be difficult perhaps to estimate the ethical and moral value of this poem, aside from its purely literary merit. Can any history or story so vividly portray for us the peaceful lives and unhappy wanderings of those unfortunate people, the exiled Acadians, as Long-

fellow's "Evangeline?" And how many others we might add to these!

We occasionally hear the statement, that we have no Canadian literature. Fortunately this is, I believe only partly true. We are developing a literature of prose. We have some writers of world-wide fame, such as Roberts, Sir Gilbert Parker and Ralph Connor. But as regards poetry, the criticism is possibly a just one. It is probably true that poets are born, and not made; and it may also be true that the age of poetry is passing away. But may it not also be that a greater study and a more thorough knowledge of existing poetry would be an inspiration to succeeding generations to emulate the past? Is it not worth while making the effort?

There is just one other phase of school life to which I would invite your attention—a phase in which, I believe, lies one of our greatest weaknesses. It is summed up in the one word—"Work." If the school of the old days had one special merit, it was this,—that it was a serious place, it was a place for work. The birch rod and the leather thong of the schoolmaster may not have been the embodiment of the best educational methods, but they at least succeeded in turning out men who would work. To-day our schools are lacking in this spirit of earnestness. From the earliest days everything is made so easy and plain for the pupil, all the difficulties are so clearly explained, that he has come to consider school simply as a place where he may remain more or less passively still, and be filled, at least filled sufficiently to enable him to pass certain examinations, and receive at the end of his career a high school or other certificate.

I do not so much mean that more work should be done, though that, I believe, is very possible, as that more serious work should be done, and by the pupils. Teachers do too much; the pupils too little. The latter should be made to realize that there is a certain amount of hard grinding, and they should be expected to do this. It is not always necessary or important that they know why; it is sufficient that they do it. It will be a splendid training in diligent application such as will be of inestimable value to them in after life. They are not too young to begin. I believe we often err in making much of our work too easy, and

not demanding enough work, simply for the pure work's sake. How much greater is our appreciation of that which we have obtained by hard, consistent plodding? Memory work in literature is applicable here. It does not matter that the pupil may not understand all that he is asked to memorize. He will retain it, and later he will understand, when he will not have the time or opportunity for learning. There are marked differences of opinion as to the amount of work to be required from the pupils. I am of the opinion that our demands are too small, rather than too great. Above all, let us impress upon the pupil the idea that school is a place not for play, but for work; let us begin the training which will fit him to become an active and useful citizen. Milton has defined education: I call that a complete and generous education that which fits a man to perform skilfully, justly and magnanimously all the offices, both public and private of peace and war. This has been generally accepted as a sound and comprehensive definition. To meet the requirements which it suggests, good, hard, earnest work is necessitated.

It is quite possible, indeed very probable, that some of the ideas which I have expressed are not altogether in harmony with accepted pedagogical principles. But I am little concerned as to that. My purpose has been to bring before the Institute some ideas which may be suggestive of thought and discussion, and thus lead, in some degree at least, towards that purpose for which we are assembled here—the improvement of our present methods of teaching.

YUSSOUF.

A stranger came one night to Yussouf's tent,
Saying, "Behold one outcast and in dread,
Against whose life the bow of power is bent,
Who flies, and hath not where to lay his head;
I come to thee for shelter and for food,
To Yussouf, called through all our tribes 'The Good'."

"This tent is mine," said Yussouf, "but no more
Than it is God's; come in, and be at peace;
Freely shalt thou partake of all my store

As I of His who buildeth over these
 Our tents His glorious roof of night and day,
 And at Whose door none ever yet heard Nay."

So Yussouf entertained his guest that night,
 And, waking him ere day, said: "Here is gold;
 My swiftest horse is saddled for thy flight;
 Depart before the prying day grows bold."
 As one lamp lights another, nor grows less,
 So nobleness enkindleth nobleness.

That inward light the stranger's face made grand,
 Which shines from all self-conquest; kneeling low,
 He bowed his forehead upon Yussouf's hand,
 Sobbing: "O Sheik, I cannot leave thee so;
 I will repay thee; all this thou has done
 Unto that Ibrahim who slew thy son!"

"Take thrice the gold," said Yussouf, "for with thee
 Into the desert, never to return,
 My one black thought shall ride away from me;
 First-born, for whom by day and night I yearn,
 Balanced and just are all of God's decrees;
 Thou art avenged, my first-born, sleep in peace!"

—*James Russell Lowell.*

OUR SCHOOLS vs. THE WHITE PLAGUE,

A PUPIL'S HANDS vs. HIS LUNCH.

In a former issue we published an article based on the statements of a report of the Berlin Congress on the subject of *tuberculosis*. The following extract is taken from the same report and is of value to our pupils as showing another form of danger too common in many schools:—
 "I refer, says the writer, to the common habit of taking food
 "during meals, or at other times without washing the
 "hands. It may be said, that among refined people this
 "does not occur, but even among these only a few are
 "careful, and outside of this limited number of people no
 "attention is paid to the point. Numbers of working

“ people neglect this precaution and even among the better
“ educated many are careless ; the bank clerk or the broker
“ takes his lunch, while he is counting dirty bank bills,
“ which passing as they do from hand to hand, are often
“ loaded with disease germs ; the merchant and the store-
“ keeper leave their counting room and shop to take a hur-
“ ried lunch after handling all sorts of things that may be
“ infected, so that the neglect of this simple act of cleanli-
“ ness may often be the means of conveying disease.”

Teachers know better than any one else, how true the foregoing picture is of the school boy and his lunch. One regulation (113) requires the school board to provide “ a supply of good water and everything that is necessary for the comfort of the pupils and the success of the school.” This may surely include a *wash basin and a few roller towels* to enable the poor children to observe the ordinary rules of health and decency. If, however, the board does not provide these articles, there need be no delay in obtaining them through the contributions of the pupils, to whom the parents would readily give the few cents required to purchase an outfit.

Several schools, that now have a toilet outfit, secured it in this way, first by a talk with the pupils and then by an appeal through them to the parents. In addition to the sanitary aspect of the subject, there is much to be gained by the pupils in habits of neatness and cleanliness of person, and much to be gained by the teacher in the conduct and in the school work of her pupils.

Let us live up to the light of our times, wash our hands and be clean.

The Kansas State Board of Health has made a new move against tuberculosis. Letters are being mailed to every physician asking for information about all cases of tuberculosis which have come under their observation, and requesting their co-operation with the State Board in the fight against consumption.

Dr. Crumbine, Secretary of the Board, has issued a pamphlet containing the following rules :

“ All persons in State and County employ are positively forbidden to spit upon the floors.

“ Rooms, hallways, corridors and lavatories shall be freely

aired and effectually cleaned at least once a day, and not during working hours.

“Dust must be removed as completely as possible by means of dampened cloths or mops. It should never be needlessly stirred up by a broom or duster, as this practice only spreads the dust and germs.”

Practical Hints and Examination Papers.

GRADE I. GEOGRAPHY.

We publish the following as a suggestive outline for Grade I. elementary in geography. The course of study prescribes “Elementary terms, Divisions of land and water, map of school neighborhood.”

ELEMENTARY TERMS,—*Island, cape, mountain, valley, volcano ; lake, sea, river, swamp, spring, waterfall, canal, bay.*

DIVISIONS OF LAND AND WATER,—Continents : *Europe, Asia, Africa, North America, South America and Australia.* Oceans : *Atlantic, Pacific, Arctic, Antarctic and Indian.*

MAP OF SCHOOL NEIGHBORHOOD.—The school-house and the point of the compass. The roads in the vicinity, where they lead to Name of the township. Name of the county. When the class is bright and advanced, an outline map of the county might be undertaken, showing the *townships, mountains, lakes, rivers, roads and villages.* This work in geography out to be taken up in Part II. only and in brief lessons during second half of the year.

FOR REVIEWS.

The following outline from Brooke’s Art of Teaching is given as a good guide to the complete study of any country. When the subject has been fully taught as it is given in the text-book, it will be found a very helpful plan to review each country under the separate headings given, herein.

Teach regarding each country :—

- | | | |
|-------------|---|-----------|
| 1. Position | } | Position. |
| | | Extent |
| | | Contour. |

2. Natural Features { Land.
Water.
Climate.
3. Products { Natural { Animal.
Vegetable.
Mineral.
Artificial { Animal.
Vegetable.
Manufactures.
4. People { Appearances.
Customs
Pursuits
5. Their Works { Cities and Towns.
Public Works.
Buildings.
6. Institutions { Government.
Education.
Religion.

POINTS FOR THE TEACHER.

Talk but little.

The recitation is an opportunity for the child to talk.

Speak kindly to an angry pupil.

See nothing, yet see everything.

Let the rule, "Do right," be your only rule.

Know your lesson so thoroughly that a text-book is unnecessary in the recitation.

Some pupils expect you to scold them. By all means disappoint them.

Sarcasm is a dangerous weapon. Use it not.

Have something to tell your pupils every day. They will enjoy it.

Be slow to anger and plenteous in mercy.

Be cheerful. Let a smile speak the joy, peace and contentment that fills your heart.

The school-room is a home. Be sure that its mission is not a failure.

Expect good lessons, good behaviour, cheerful obedience, prompt and accurate work.

It takes pluck to be wise and courageous.

Every child needs the teacher's individual care and attention.

Know each child's home life. It will open the way to his heart.—*School Education*.

Encourage children to make, with their own hands, the gifts which they offer to their friends. They should be the outcome of personal exertion, not merely something given to them to be given away again, which has cost them nothing in pains or labor. If they cannot give their own handiwork, they should, at least, be required to earn the money which they spend in presents. It gives them some idea of the value of money, and teaches them in a degree how difficult it is to get and how fatally easy to spend.

DISCIPLINE.

The best discipline is devoid of all harshness in its application, is sympathetic in its treatment of pupils and is kind and considerate toward all. Its manner is unassuming, natural and pleasant, while in operation it produces harmony and the happiest relations between the teacher and her pupils.

Those teachers, who possess the disposition requisite for such discipline, are always successful in winning the confidence, esteem and co-operation of their pupils. The pupils in turn win a similar relationship to their teacher and the school life is sweet and worth living. Strive to loosen the tension, be less official and more natural and you will enjoy teaching better and get better results.

FIRST GRADE NUMBER GAMES.

Ten or fifteen are the highest numbers that children in the first grade should work with. Simple counting games and games in adding and subtracting may be used with good results.

One very good plan is to take the nursery rhymes and fables that are familiar to nearly every child, and have them enacted by the children, bringing in, if possible, practice in counting. One of the rhymes which may be used in such a way is the one beginning "one, two—button your shoe; three, four—shut the door," etc. Have the

children go through every motion indicated by the phrases. It will not take long for them to learn to count rapidly.

A simple game for practice in addition is this: A child may group as many as ten or fifteen children in two's, three's, one's, four's, etc. The object is for another child to add them by groups, giving results only as he goes along. For example. if the groups are in this order: three—two—four—one—three: the pupil adds this way, "three, five, nine, 10, 13." This is merely a suggestion, for the idea may be carried out in several ways.—*School Education*.

It has seemed to me that the jugglery of figures is often thrust upon the little ones before they have much real idea of number. At first they need to express their views about things in good, plain English. No time need be wasted upon zero, or one, not much on two. All that there is can soon be compassed; three and four present few difficulties. The pupils should be encouraged to talk, and talk freely, not in any set phrase, and have their mistakes pleasantly corrected—*George Howland*.

KINDNESS TO ANIMALS.

The minister of the interior of the Government of Holland has sent out a circular to the heads of all schools in that country asking them to co-operate with the Government in a movement to protect animals and birds. He wishes it to be impressed upon the minds of school children that it is mean and cowardly to be cruel to animals. To comply with the minister's request school principals and inspectors are holding conferences with all classes of teachers as to the best method of accomplishing the desired end. Laws are also in preparation to punish more stringently than heretofore all who are guilty of cruelty to animals.

The minister ordered large colored plates of the useful birds and of the insects they destroy to be distributed throughout the country with pamphlets showing the value of the birds in agriculture and forestry. It is explained how impossible it is for the man to cope with the minute

insects that prey on the plant life, and that only the birds can save many valuable trees and much vegetation from destruction.—*American Primary Teacher.*

SUPERIOR SCHOOL EXAMINATIONS.

WEDNESDAY MORNING, JUNE 13th, from 9 to 11.

LATIN (GRADE II. MODEL SCHOOL.)

(All the questions are to be answered.)

1. Translate into English:—

Regina puellis *mensas* dat Puella arma Marci videt et laudat. *Patres* boni pueris et puellis vinum nunquam dant. Oratoris sermo facetus me, te longa verba, delectant. Puer *caput* latum, *pedes* magnos, aures parvas, habet. Hostes *equos* calcaribus incitant, et magnum in nostros impetum faciunt. Sapiens *rebus* in adversis bonam spem habet. 20

2. Give the declension, gender, and genitive singular of the words in italics. 18

3. Translate into Latin:—

Marcus praises the Queen of Italy. The slaves give the letters to the merchants every day. Balbus urges on my horse with a spur. A great number of citizens pay taxes to the king. Many birds are singing on the top of the oak. In winter old men are always at home. 25

4. Decline together the following, making the adjective agree with the noun in gender, number, and case.

(a) Clara vox.

(b) Flumen latum.

(c) Pes claudus. 15

5. (a) How many declensions have Latin nouns? (b) How do you distinguish nouns of the first declension? (c) How is the nominative singular of most nouns formed? (d) What is the ending of the genitive singular of nouns of the third declension? 16

6. Decline in full a feminine noun of the fourth declension.

WEDNESDAY MORNING, JUNE 13th, from 9 to 11.

LATIN (GRADE III, MODEL SCHOOL.)

All the questions are to be answered.

1. Translate into English :

Dum tamen ille fugit. Perseus caput Medusæ monstravit; ille autem, simul-atque hoc vidit, in saxum versus est. Perseus igitur tergum vertit, et in speculum inspiciebat; hoc modo ad locum venit, ubi Medusa dormiebat. Post hoc prælium Hercules copias suas ad urbem reduxit. Duodecim annos in servitute Eurysthei tenebatur, et duodecim labores, quos ille imperaverat, confecit: hoc enim uno modo tantum scelus expiari potuit. 20

2. Translate into Latin : —

At the sixth hour of the day the enemy return: I have been two years in Rome, three in Athens. Some praise this thing, others that. Be silent boys! the matter will hear your shouts. Our men will have laid waste the enemy's lands. The poet whom all men praise is not always the best. 25

3. Translate:— Tum desuper in monstrum impetum subito fecit; et gladio suo collum *ejus* graviter vulneravit. Could *suum* be used instead of *ejus* in the above extract? If so, how would it affect the meaning of the sentence? When must *his* or *her* be expressed by *ejus*? When by *suus*? 15

4. (a) What is a cardinal number?
 (b) Is *unus* ever used in the plural?
 (c) How many degrees of comparison have adjectives?
 (d) How is each formed? 10

5 Give the genitive singular and the accusative plural (all genders) of *Hic*, *ille*, *is*, *ipse*, *qui*. Give opposite to each the English equivalent. 15

6. Name the mood, tense, voice, number, and person of the following verbs and give the English equivalent:—
amabo, *amate*, *monuero*, *regam*, *rexi*, *amor*, *amabor*, *amatus-ero*,
audiar, *audior*. 15

WEDNESDAY MORNING, JUNE 13th, from 9 to 11.

LATIN (GRADE I. ACADEMY.)

All the questions are to be answered.

1. Translate into English :—

Post breve tempus Pellias, veritus ne regnum tanta *vi* et fraude occupatum amitteret, amicum quendam Delphos misit, qui oraculum consuleret.

His rebus cognitis, Medea *rem* ægre tulit et regni *cupidine* adducta, constituit mortem regi per *dolum* inferre.

Laomedon, *his* rebus commotus, *oraculum* consuluit: deus ei precepit, ut filiam Hesionem monstro objiceret.

Dixit *patrem* matrem mortuos esse.

Hocmodo leo brevi *tempore* exanimatus est; nulla enim respirandi facultas *ei* dabatur.

Post paucos *annos* accidit ut Pelias magnum sacrificium facturum esset; nuntios in omnes partes dimiserat et certum *diem* conveniendi dixerat.

2. Explain the construction of: — *veritus ne, ... accidit ut, ... His rebus cognitis, Dixit patrem, ... mortuos esse, nulla enim respirandi facultas ei dabatur.*

3. Write the genitive singular; and give the gender and case of the words in italics in question I.

4. Give the mood, tense, number, person, and the principal parts of *consuleret, constituit, dixit, dabatur, præcipit.* 25

5. In Latin how is a direct simple question asked? Mention the most common interrogative words. What is an indirect question? How is it asked? What is the mood of the verb in indirect questions? 25

6 Translate into Latin :—

I do not think it is an easy thing to conquer the enemy. We ought to remember these matters. We will open the window that we may hear the orator speaking. After advancing three miles we came to the enemy's camp. He was not, was he, aware of the matter? Do not, friends, blame the slave; he could not read what you wrote. We will not go into the camp lest the soldiers throw their darts at us.

WEDNESDAY MORNING, JUNE 13th, from 9 to 12.

LATIN (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Translate into English :—

A. Cæsar cum ab hoste non amplius *passuum XII milibus abesset*, ut erat constitutum, ad eum legati revertuntur ; qui in itinere congressi magnopere, ne longius progrediretur ornabant. Cum id non impetrassent, petebant, uti eos equites, qui agmen antecessissent, præmitteret eos que pugna prohiberet, sibi que ut *potestatem* faceret in Ubios *legatos mittendi* ; quorum si principes ac senatus sibi iureiando fidem fecisset ea condicione, quæ a Cæsare ferretur, se usuros ostendebant ; *ad has res conficiendas sibi tridui spatium* daret.

B. Translate into English :—

Huic deus optandi gratum ; sed inutile, fecit muneris *arbitrium*, gaudens altore recepto. Ille, male usus donis, ait effice, quicquid *corpore* contigero, furvum vertatur in aurum. Adnuit optatis nocituraque *munera* solvit Liber, et indoluit, quod non meliora petisset.

Ille, caput flavum lauro Parnaside vinctus, verrit humum Tyrio saturata murice *palla* ; instrictamque fidem gemmis et *dentibus* Indis sustinet a læva, tenuit manus altera plectrum, artificis status ipse fuit. Tum stamina docto pollice sollicitat, quorum dulcedine captus Pana iubet Tmolus citharæ submittere cannas. 50

1. In extract A, account for the case of *passuum, milibus tridui spatium, pugna*.

2. *potestatem legatos mittendi. ad has res conficiendas.*

Explain these constructions and write each in another way.

3. "fecisset"—Why singular ?

4. *abesset*—Mood ?

Is the Indicative ever used after *cum* ?

Write in Latin :—When he speaks we keep silence. 35

3. (a) In extract B, give the gender and case of word in italics. 10

(b) Name the mood and tense of *vertatur*, *solvit*, *tenuit*, *petisset*, *submittere* and give the principal parts of each verb. 20

4. Write in Latin:—The middle of the night; What news? Who did it? I will do what you bid me. 20

5. Write short Latin sentences to illustrate (a) the Dative of purpose. (b) the Dative of interest, (c) the Genitive of possession. 15

6 Translate into Latin:—

I hope to come to Rome to-morrow that I may see you. It is of importance to the enemy to know how great are our forces and who is the general. When we have written our letters, we will come to you. I believe that they have chosen a suitable place for the camp. Is it friendly to ask such questions? The money must be given back to-day. He said that he did not know whether it was raining. He named the city which he had founded, Rome. If he speaks, I will listen. When I come into the country, my mother will rejoice. 50

MONDAY AFTERNOON, JUNE 18th, from 2 to 4.

SCRIPTURE (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1 (a) Who wrote the Acts of the Apostles?
 (b) What great promise is given in the first chapter?
 (c) How was it fulfilled? 10

2 Name *two* of the principal characters mentioned in the Acts of the Apostles. 4

3. What was the offence charged against Stephen. 4

4. Three men named Simon are mentioned in this book. Give a brief account of each. 12

5. Write a brief account of Paul's third missionary journey. 18

6. Who was :—(a) Theudas, (b) Dorcas, (c) Damaris, (d) Apollos, (e) Eutychus, (f) Tertullus ? 12

7. Relate Peter's vision at Joppa. What lesson did it teach ? 15

8. Locate the following places, and mention an important event that took place at each :—

(a) Melita, (b) Athens, (c) Damascus, (d) Troas, (e) Phillipi. 15

9. (a) Where was the Apostle Paul born ?
 (b) Who was his teacher ?
 (c) To what Jewish sect did he belong ?
 (d) What was his name before his conversion ?
 (e) What trade did he learn in his youth ? 10

10. In connection with what events were the following expressions used :—

- (a) "Lord, lay not this sin to their charge."
- (b) "Understands thou what thou readest?"
- (c) "It is the voice of a God, and not of a man."
- (d) "What did this babbler say?"
- (e) Almost thou persuadest me to be a Christian."

MONDAY AFTERNOON, JUNE 18TH, from 2 to 4.

SCRIPTURE (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. Relate the miracle in connection with which the following words were used :—“Fear not, from henceforth thou shall catch men.

2. Relate the parable in connection with which the following words were used :—“Rejoice with me ; for I have found my sheep which was lost.” What lesson does the parable teach ?

3. What does Christ say about :—

- (a) little children.
- (b) a rich man.
- (c) the Pharisees.
- (d) your enemies.
- (e) them that curse you. 10

4. In connection with what events were the following expressions used :—

- (a) " We have seen strange things to-day."
- (b) " This is my beloved Son, hear him."
- (c) " Master, what shall I do to inherit eternal life ?"
- (d) " God be merciful to me a sinner."
- (e) " I find no fault in this man." 15

5. Who was :

- (a) Barrabas, (b) Pilate, (c) Zaccheus, (d) Annas, (e) Cyrenius, (f) Simeon, (g) Zacharias, (h) Anna, (i) Joseph of Arimathæa, (j) Mary Magdalene ? 20

6. At the crucifixion of Christ, by whom were the following words uttered ?

- (a) " Father, forgive them."
- (b) " He saved others, let him save himself."
- (c) " If thou be the king of the Jews, save thyself."
- (d) " If thou be Christ, save thyself and us."
- (e) " Remember me when thou comest into thy kingdom." 20
- (f) Certainly this was a righteous man."

7. What lessons does Christ teach by the following parables :—

- (a) The prodigal son,
- (b) The ten pounds,
- (c) The rich fool.

The examination questions for grade I. Model may be found in the September number of the RECORD.

FRIDAY AFTERNOON, JUNE 15th, from 2 to 4.

GREAT EVENTS (GRADE II. ACADEMY).

All the questions are to be answered.

1. In the reign of what Roman Emperor did the first great persecution of Christians take place ? What were the real and assigned causes, and what were the results of the persecution ? 15

2. Mention some of the causes to which the Fall of Rome may be attributed. 10

3. In what wars did the following battles take place, and with what results :—(a) Tours, (b) Sempach, (c) Châlons. 15

4. Who were the Huns, Goths, and Vandals? Name some of their chief kings and leaders. 15

5. Mention one notable event in connection with each of the following names :—Justinian, John Zimisces, Wittikind, Stephen of Vendôme, Peter the Hermit. 15

6. Give an account of the spread Mohammedism. 10

7. (a) Who were the Albigenses? (b) Explain their doctrines. 10

8. Assign events to the following dates :—33, 70, 455, 1099, 1315. A.D. 10

FRIDAY AFTERNOON, JUNE 15th, from 2 to 4.

GRECIAN HISTORY (GRADE II. ACADEMY.)

All the questions are to be answered.

1. What was the condition of the Helots in Greece? 5

2. (a) What caused the invasion of Greece by Xerxes?
(b) What was its result, and how was that result brought about? 15

3. (a) Who was Pericles, and for what was he famous?
(b) What was the Strategus? Name one. 10

4. (a) What caused the Peloponnesian Wars?
(b) Name three of the most noted leaders on each side. 15

5. What great battle was gained by Miltiades? by Themistocles? Describe each. 10

6. Name the chief victories of Alexander the Great. 10

7. Write explanatory notes on :—

- (a) The "Thirty Tyrants."
- (b) The "*First Philippic*."
- (c) The "Long Walls."
- (d) "Nomothetæ."
- (e) "Ostrakism."

20

8. (a) By whom, and when, was Greece made a Roman province?

(b) Mention some of the causes to which the downfall of Greece may be attributed.

UNIVERSITY SCHOOL EXAMINATIONS.

QUEBEC.

BRITISH HISTORY.

GARDINER'S OUTLINE.

Thursday, June 14th, 1906. Morning—10.30 to 12.

1. Write a short account of the principal English voyages of discovery under the Tudors (1485-1603), mentioning five great navigators and indicating the direction of their voyages.

2. Give the chief provisions of the *Petition of Right*, the *Grand Remonstrance* and the *Self-Denying Ordinance*.

3. Outline the leading events of the Jacobite rebellion of 1745.

4. Mention the chief naval victories of Great Britain in the Great War (1793-1815), naming the Commander of the British fleet on each occasion.

5. Name four important measures of reform carried by Mr. Gladstone's first Ministry (1868-1874), with a few words of explanation of the purpose of each.

6. Tell where each of the following is situated and indicate the historical event with which the name of each is associated,—Pinkie, Namur, Quiberon, Tilsit, Tel-el-Kebir.

SUPERIOR SCHOOL EXAMINATIONS.

FRIDAY AFTERNOON, JUNE 15th, from 2 to 4.

BRITISH HISTORY (GRADE III. MGDEL SCHOOL.)

1. (a) What races effected settlements in England prior to the 12th century ?
- (b) Why was Alfred surnamed the Great ? 10
2. Who introduced Christianity into Britain ? When ?
3. Describe briefly the difference between Saxon and Norman armies, equipment, and tactics at Senlac, and between the English and French at Crecy. 18
4. (a) Name *two* kings that were deposed.
- (b) Give the causes that led to the deposition of each.
- (c) What was the fate of each ? 12
5. Name with dates the first and the last battle of the Wars of the Roses 10
6. For what are the following persons famous ?
- (a) William Wallace, (b) Joan of Arc, (c) Wolsey, (d) Babington, (e) Frobisher. 15
7. What two great principles are embodied in the Great Charter ? 12
8. Write short explanatory notes on :—
- (a) “ Drake singes the King of Spain’s beard,”
- (b) “ But never for a moment ceased the fight of the one and the fifty-three.”
- (c) When Adam delved and Eve span who was then a gentleman.” 15

FRIDAY AFTERNOON, JUNE 15th, from 2 to 4

CANADIAN HISTORY (GRADE II. MODEL SCHOOL.)

(All the questions are to be answered.)

1. Give the date of the Treaty of Paris. What territory did England gain by this treaty? 10
2. Mention a historical event that brought each of the following names into prominence :—
 - (a) Pontiac.
 - (b) Benedict Arnold.
 - (c) Burgoyne.
 - (d) Robert Gourlay.
 - (e) Louis Riel. 15
3. (a) When did the Thirteen Colonies declare their independence?
 (b) When, and by what treaty did England acknowledge their independence? 15
4. Who was the hero of each of the following battles :—
 (a) Queenston Heights, (b) Beaver Dams, (c) Moravian Town, (d) Chateauguay, (e) Lundy's Lane? In what war were these battles fought? When, and where was the treaty signed that closed the war? 15
5. Write short explanatory notes on any *four* of the following :—
 - (a) The Great Immigration.
 - (b) The Maine boundary Dispute.
 - (c) The Ashburton Treaty.
 - (d) The Jesuits Estates Bill.
 - (e) The Clergy Reserves.
 - (f) The Reciprocity Treaty, 1854. 20
6. Mention some of causes of the Rebellion of 1837. Name the principal rebel leaders. Where did the first outbreak take place? 15
7. Three men by the name of McKenzie have been rather famous in Canadian History. In what way and when, respectively? 10

SUPERIOR SCHOOL EXAMINATIONS, 1906.

REPORT OF THE EXAMINERS IN GREEK, LATIN, SCRIPTURE,
HISTORY, AND GRADE I. MODEL ENGLISH.

Your examiner has a few general remarks and suggestions to make, before beginning his report, in regard to faults in the papers and how they may be remedied.

1. *Writing*.—This important part of a pupil's training seems to be sadly neglected in the majority of the schools. There is a lack of uniformity to such an extent that in some answers the vertical and slanting methods are both represented, while many papers are written in a crabbed slovenly way. The teachers should be reminded of this again, and asked to take more pains with their pupils.

2. *Spelling*.—Here, too, there is room for improvement generally, and in some schools there is great need of it. Pupils ought to be able to spell the names of terms which they meet in their studies every day, not to mention simple English words.

3. *Arrangement and wording of answers*.—Many of the answers sent in are crowded and jumbled up together, so that it is difficult for an examiner to find the stray marks. A new line with a line omitted should be taken for each of the different parts of a question, and the several sheets ought to be arranged in proper order before they are fastened together. Some of the answers were too long; but the majority were too short, especially where a concise sentence instead of one word is required to answer the question. This will come up again under one of the papers.

It is gratifying, however, to note that the above remarks do not apply to all the papers; for there were a good number of neat, orderly, well written answers sent in, so that there are no excuses for so many untidy ones.

A few remarks now as to the general character of the work done by each grade in the following subjects, will be in order:—

GREEK.

There were only two papers, both of which showed a fair knowledge of the few pages covered. The translation

of the English sentences into Greek, however, was properly done.

LATIN.

The Latin papers on the whole were better than those sent in last year; but there is still much to be desired before they come up to a high standard.

GRADE II. ACADEMY.

Translation A. was generally well done, except the last sentence, the idioms of which were not rendered correctly by many of the pupils.

In B. the first three and the last three lines were translated correctly by only comparatively few — "*gaudens altore recepto*" was translated in various ways; while too many made Pana the subject and Tmolus the object of the sentence.

There seems to have been a misprint in the numbering of the next question which perplexed some. What should have appeared in print was 2. (1) (2) (3) (4). Only the pupils who had a good training answered this question satisfactorily. There was great diversity of opinion as to how "when he speaks we keep silence" should be rendered in Latin.

The majority answered question 3 very well. Questions 4 and 5 were stumbling blocks over which many unwary pupils tripped, and some fell. Here again the rules governing the use of Latin idioms were disregarded. No. 6 fared no better than 4 and 5 and the remarks just made apply here.

GRADE I.

The translation asked for in question 1, was fairly well done by the greater number of competitors; but the "*amicum quendam Delphos misit, qui oraculum consuleret*" and "*contulit mortem regi per dolum inferre,*" were not clearly understood. Too many also failed to bring out the force of the moods and tenses of the verbs in the passage.

On the whole, No. 2 was pretty well answered, except by the pupils of the poorer schools.

Nos. 3 and 4 were answered in a very satisfactory manner.

No. 5 fairly well answered also.

No. 6, however, was beyond the depth of the average pupil. Very few seem to have mastered the constructions sufficiently to turn more than $\frac{3}{4}$ of the sentences into correct Latin.

GRADE III. MODEL.

1. Generally well answered, except that the correct rendering of *ille* and the Imperfects in the passage were seldom given. The force of the different parts of the verb should receive more attention.

2. Very few succeeded in turning these sentences into decent Latin.

3. Was dealt with in various ways: comparatively few translated the passage correctly, and fewer still were at all clear as to the proper use of *suus* and *ejus*.

4. Badly answered. Very few were able to define a Cardinal number clearly; while there was much uncertainty about the use of *unus* in the plural.

5 and 6, with a few exceptions, were well answered.

GRADE II.

I. The last two sentences seemed to perplex many of the pupils. *Sapiens* was generally translated as if plural. In the third sentence *boni* was translated as if it agreed with *pueris et puellis*, instead of with *patres*. A good many got mixed up on the fourth sentence also.

2. Very well answered on the whole.

3. Very few were sufficiently familiar with the language to enable them to translate some of the sentences into good Latin. The first three, however, seemed to give less trouble than the others. Instead of translating "a great number" by *multi*, these renderings were given: *magnus numerum*, *magna numera*, *magni numeri*, &c., &c., the first two followed almost invariably by the verb in the plural. The fifth sentence was generally badly butchered, very few mastered it, some were all right but the verb.

In No. 6 a good many used the preposition before *hieme*; others gave *domo* or *domum* for *domi*.

4. Was well answered by nearly all those who tried it, except that a few put *vocis* for *vocis*, and some put *ium* for

um in the Genitive plural, while a few did likewise in the Gen. plural of *pedum*. The (c) part of question 5 seemed to puzzle those who answered the other questions correctly, and but few attempted it. Perhaps it was a little too far advanced for this grade; at any rate it was not understood.

6. Several gave *exercitus* for a feminine noun; others *cornu*; others still nouns of the 3rd or 6th declension, and a few declared there were no feminine nouns in the 4th declension.

SCRIPTURE. *

GRADE III. MODEL.

It is surprising how few were able to answer the (C) and (c) parts of question 1 correctly; not more than 10 p.c. of the answers sent in received full marks.

2. Barnabas, Stephen, Philip, Silas, Agrippa, and even our Lord were given as alternatives for St. Peter and St. Paul in many answers sent in to this question.

3. Only about half of the pupils were clear as to the charge against Stephen.

4. A good many got badly mixed up with the "three Simons," going so far as to introduce some strangers of the same name.

5. The pupils of several schools seem to have been loaded and primed all ready for this question; but a good many let it alone altogether, and some wrote a disconnected list of names of places in a haphazard sort of way.

6. The majority seemed ready for (a) and (e). A good many gave St. Paul the credit of having raised Dorcas.

(c) puzzled many—such answers as "Damaris was a man" were quite common; and only the well-trained pupils answered this part correctly.

(d) There was a difference of opinion in regard to Apollos.

Tertullus was a well-known character.

7. Generally well answered.

* There has been a falling off in the Scripture papers this year; the answers do not come up to last year's average.

8. The location of the places was not so well known as the events connected with them.

9. The greater number of the answers were correct for a, b, c, d; though a few said Jerusalem for (d).

There were several different trades given for (e), among which may be mentioned "persecuting the Christians."

10. Was also generally well answered, except the (d) part.

GRADE II.

1. Answered well by most of the pupils.

2. Very few answered the 2nd part of this question satisfactorily. So many seemed to miss the point of our Lord's application to the self-righteous Pharisees, whom He meant by "just persons who need no repentance."

3. The (b) and (c) divisions of this question were answered in a variety of ways; but the wording of the question gave scope for different ways of answering it.

4. Generally well answered, except the (a) part; some, too, connected (b) with our Lord's Baptism. This answer, as a rule, was too brief to be clear. Brevity is commendable when it can be attained with clearness, not otherwise. Each of these divisions should have been answered by a brief but clearly worded sentence instead of one or two words.

5. Very few knew who *Oyreneus* was; and no wonder, as there was a misprint, it should have appeared on the paper Cyrenius; otherwise the question was popular, and saved a good many from failure. Here again many of the answers were too brief to get full marks. E. g. a common answer to (b) was "Pilate was a governor"; whereas the correct answer is, Pilate was the Roman governor of Judea who sentenced our Lord to be crucified, or something similar to it.

There are few correct answers to No. 6; four out of the six were all the majority able to give accurately.

7. This question was answered in a very unsatisfactory manner by at least 75 p.c. of the pupils. Teachers should be sure that they understand the parables themselves, and then take pains to apply them.

GRADE I.

Question 1 was generally well answered; but the answers to (c) and (d) were not as clear as they should have been.

The (c) part of No. 2 was left blank by a good many.

3, 4, 5, 6. The remarks made under these questions in grade II. apply here also. Teachers ought to instruct the younger pupils especially as to the proper method of answering such questions as these.

ENGLISH.

GRADE I. MODEL.

Questions 1 and 2 were answered in a satisfactory way.

The answers to the 3rd part of question 3 were not as clear and concise as they should have been. The same applies to the answers to No. 4, which though in several instances prolix, did not refer to some of the most important details connected with the carrying out of Portia's scheme.

5. There was a diversity of opinion in regard to Shylock's sentence; the majority giving only part of it.

6. There were few really good answers sent in to this question: some were rambling, others too brief.

7. Most of the answers were correct.

8. Was fairly well answered, but the answers, as a rule, were not as concise and nicely worded as they should have been.

Not more than 10 p c. of the pupils sent in really good answers to No. 9. In the majority of cases the statements given were made into a compound sentence, including 5 simple sentences; others tried a complex sentence, while others still introduced different words from those given.

HISTORY.

Before making any remarks as to the special character of the examinations a few words of a general nature may not be out of place.

It may be said then, that there appears to be a great improvement in writing, although it has not yet arrived at perfection. This improvement is a decided boon to the examiner, enabling him to more correctly value a paper and requiring less time for the purpose.

An improvement in neatness is also to be remarked showing that the pupils, generally, have been trained to do well that which is worth doing at all. Many schools have obtained specially ruled paper which adds to the appearance of the work.

Special attention has been drawn by the Inspector of Superior Schools, to spelling. Here the work is very good. Few schools can be reported as other than good. Proper names even were in most cases correctly spelled in all grades, while very few errors, indeed can be reported in ordinary words.

In regard to method, there is, in many cases, something to be desired. Pupils should be trained to answer the question asked, and that only. It is no uncommon occurrence for a pupil to answer a question correctly enough, but clothed in such a mass of unnecessary words, and with so many events connected only in time mentioned, that it takes the examiner three or four times as long to value it as should be required. "Short explanatory notes" does not mean several sheets of paper covered with information, nor does it mean one fact only. Scholars should be more carefully trained in picking out salient points and putting them down in good English.

GRADE II. ACADEMY.

The students in this grade have the option of "Greecian History" or Collier's "Great Events." A careful record kept by your examiner shows the following facts.

The number of schools taking Grecian History was 15 and the number of candidates 65 of whom 25, or 38.4 p.c. failed. The number of schools taking Great Events, was also 15, and the number of candidates 66, of whom 11, or only 16 $\frac{2}{3}$ p.c., failed. In Grecian History then, 38.4 p.c. fail, while in Great Events but 16 $\frac{2}{3}$ p.c. are unsuccessful. This must mean one of three things: 1st. The limits in the one must be greater than in the other, or 2nd, G. H. must be less interesting than G. E., or 3rd, the examination in G. H. must be more difficult than in G. E.

Of these, number three, only, has come under my attention and in regard to it I would say that, in my opinion, the questions asked on the two papers are on subjects which are of equal relative importance, equally emphasized in the text-books in use, and would appear of equal interest, covering a great range of work in such a manner as to prove that a successful candidate knows his work thoroughly.

GRECIAN HISTORY.

Questions 2, 4, 5 were well done.

“ 1, 4b, 6, 7 fairly well done.

“ 3 and 8 were badly done. The answers lacked POINTS of information, probably because the text-book does not give many.

GREAT EVENTS.

Questions, 1a, 2, 4b, 5, 8 were well done.

“ 3, 7. Fairly answered.

“ 1b, 4a, 6 Badly “

GRADE I. ACADEMY.

Here 59 schools sent up 319 candidates of whom 179 or 56.1 p.c. failed. This is, I believe, a little better showing than usual. The questions seem to be very fair indeed.

No. I. The discoverers were well known, but not the discoveries.

Nos. 2 and 4 were well done.

No. III. Frequently confused with James II.

Nos. V. and VI. Badly done.

GRADE III. MODEL.

Here 69 schools sent up for examination, 528 candidates of whom 188 or 35.6 pc. failed.

Questions 1, 2, 5, 6, were well done.

“ 3, 4a, 7 and 8 fairly well answered.

“ 4 B. C. hard.

GRADE II. MODEL.

There were 77 schools in this grade, sending 706 candidates, of whom 221, or 30.1 p.c. failed.

Questions 1; 2 a, b c; 3a, b; 4; 5, c, f; 6 well done.

“ 2, c, d; 5 a, b, d, f; 7 badly done.

GRADE I. MODEL.

Spelling here was bad, and, frequently, writing also.

Questions were equally well answered; with the exception of numbers 4, and 6, which seemed more difficult

In this grade 47 Model Schools sent up 316 candidates, of whom 240 or 76 p.c. were successful.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Boundaries of School Municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th of January, 1907, to annex to the school municipality of Saint Luger, in the county of Beauce, the lots known on the official cadastre of the township Marlow, as numbers 1 and following to 15 inclusively, of the 11th range of this township, and those known as numbers 1 and following to 12 inclusively, of the 12th range of this township, which do not form part of any municipality.

This annexation will take effect on the first of July next, 1907.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd January, 1907, to make the following appointments, to wit:

School Commissioners.

Temiscouata, Saint-Epiphane.—Messrs. Charles Theriault, Louis Dionne, Jean Beaptiste Marquis, André Caron and Louis Emard, *père*, in the place and stead of Messrs. Ephrem Lapointe, Joseph Roy, Joseph Beaulieu, Pierre Pelletier and Alfred Chouinard, resigned.

School Trustees.

Quebec, Stoneham.—Mr. Samuel Bourke, in the place and stead of Mr. James Smith, absent.

Readable Paragraphs

HINTS ON DRESS.

- A miller should wear a sack coat.
- A toper, a swallow-tail.
- A woodsman, a cutaway.
- Sailors should wear white caps.
- Firemen, long hose.
- Poor ball players, muffs.
- A housemaid should wear a linen duster.
- A snake charmer, a boa.
- A musical lady, an accordion skirt of organdy, with fluted trimmings.
- Railroadmen should wear large, broad ties.
- Horsemen, four-in-hands.
- A chimney sweep, a black soot.
- Golfers should wear cuff links.
- Rejected lovers should wear blue mittens.
- Milkmen's wives, watered silks.
- Circus men, rings.
- A pedestrian, leggings.
- A bad boy, red cuffs.
- Brokers, stocks.

—Nixon Waterman in Ridway's.

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THE EDUCATIONAL RECORD

OF THE PROVINCE OF QUEBEC

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OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

The Protestant Committee is responsible only for what appears in the Official
Department.

JOHN PARKER,
J. W. McOUAT, } **Editors.**
G. W. PARMELEE, **Managing Editor.**

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QUEBEC

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1907.

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McGill Normal School.

32 Belmont Street,

MONTREAL,

S. P. Robins, LL.D., D.C.L., Principal.

THE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st, 1906, to May 31st, 1907, must make application for examination to G. W. PARMELEE, Esq., D.C.L., Secretary of the Department of Public Instruction, on or before July 20th, 1906 on forms that can be procured from him.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 3.

MARCH, 1907.

VOL. XXVII.

Articles : Original and Selected.

AN ENGLISH VIEW OF AMERICAN SCHOOLS.

When Sir Alfred Mosely brought his delegation of English teachers here to study our schools, the assumption was that the trip would result in great benefit to the school methods in England. It is not by any means clear that all the benefit is to flow eastward across the Atlantic. We may learn some things from the criticisms of our English visitors. That they will not approve indiscriminately of everything they saw is made clear by the letter of one of them to a newspaper in Plymouth. This visitor is the head master of the Hoe Grammar School at Plymouth, and one paragraph from his letter may well be taken to heart by the men who control the schools of the United States. It follows :

‘The organization and equipment of the schools of New York, which come under the control of the Board of Education, are such as may well excite the envy of less favored cities. Every facility is afforded for instruction, social life and recreation. The only serious question that can be asked is whether the children of so many privileges have not so much done for them as to make it difficult for them to do a great deal for themselves. On this point there are decided misgivings on the spot.’

The last part of that paragraph should be taken in connection with the description, by a class teacher in New

York, of the way in which she prepares her pupils for graduation. She said : 'I cut up all the things they are to learn as fine as possible, and do everything I can to enable them to commit enough of the facts to pass. I do all the thinking, because there is no time to make them think. Then I try to give them the results of that thinking as well as I can.'

That teacher was not defending that method. She knew that some of the children she passed were stupid and ignorant ; indeed, she complained bitterly that they would not learn to think ; but she insisted that hers was the only way which made it possible to pass the required percentage on to the next grade. Her statement connects with the criticism of the Englishman that the children 'have so much done for them as to make it difficult for them to do a great deal for themselves.'

Now, the object of education is not to acquire facts, but to learn to think. When the mental powers are well developed, the more facts they have to work on the better. But the prerequisite of a widely diverse knowledge is that the mental powers shall be keen and able to act vigorously upon the subjects presented. A boy who has learned to think clearly and keenly may be thrown out of school, but he will encounter facts enough in life to exercise his thinking upon, and he is prepared to be a prosperous and useful citizen. That is the secret of the success of the thousands of boys who have come to the city from farms with far less 'schooling' than is given by our grammar grades, and have risen to positions of eminence. Their minds were trained, partly by the circumstances of their country life, and partly by the drill on elementary arithmetic and spelling in a district school, and they kept grinding to a sharper and sharper edge on the hard problems of life. Those men often lacked 'culture,' and when they acquired wealth enough to make 'culture' appropriate for them, its lack became conspicuous. But they had the essential of education—an awakened and well trained mind.

The ideal of our present course of study is to give a glimpse into all phases of life ; to give political and economic knowledge enough for intelligent citizenship and to implant a liking for 'culture' that shall lead to reading and the

study of music and pictures after school ends. It is a lovely and noble ideal, but the only child who can grasp all the opportunities which the course of study opens to him is one with a keen and active mind. You must grind your ax before you can chop wood, and the time spent in grinding it is not wasted.

Now, the almost universal complaint in the high schools is that the children who come there have not learned how to study ; that is, have not learned to think. The first year in the high schools is largely devoted to developing that power and making the pupils good students for the rest of the course. That is fine, for the high-school children, but how about the thousands who go out into the world yearly without any high school ? They have not learned to think, and when they attempt any work, they will blunder around in the hopeless, helpless way that so many of the school examination papers reveal. In the words of this Englishman, they have had so much done for them as to make it difficult for them to do a great deal for themselves. Does it pay to take eight years from a boy's life to make him a muddle head ? That is the question which the Englishman would have liked to ask if he had not been too polite. There is no reason why we should not ask it of our own school authorities and keep repeating it until we get an answer.—*Brooklyn Eagle*.

UNDER THE PURE FOOD LAW IN THE UNITED STATES.

The pure food law passed by Congress last spring has been in operation since Jan. 1. Already the effects of it are amazing. The masquerade of alcohol, opium, cocaine, and other injurious drugs as nerve tonics or cures for stomach and lung diseases is at an end. Concoctions of spirits are no longer called whiskey, or base syrups known as black-berry or strawberry jam, honey, refined molasses, or currant or raspberry jelly. In each case the manufacturers must alter their alluring labels before Oct. 1 next, so that they tell nothing but the truth, and in the meantime must place a statement of the contents of their products—in a conspicuous place upon the packages.

The results of these new regulations are more far reaching than is generally supposed. Much 'rye whiskey,'

the popular tippie in many drinking places, must now be marked 'Imitation,' to show that it is composed chiefly of French spirits, prune juice, and drugs. The trade in nostrums and patent medicines is utterly demoralized. Some dealers must change the names of their mixtures or the title of the manufacturing concern, and all must advertise that fact, if such is the case, that their preparations contain alcohol or 'toxic' substances—that is, opium, cocaine, or other poisons.

A housekeeper went to a middle-class grocery store one day recently to buy provisions.

'I want a jar of strawberry jam,' she said.

The grocer handed it to her. On the bottle of bright red syrup was 'Strawberry' in large letters and a label stating that the 'jam' consisted of 45 per cent. of apple juice, 48 per cent. of granulated sugar, and 1 per cent. of coloring matter and flavor. There were no strawberries in it.

'I want some of your best syrup—the kind we use for buckwheat cakes,' was the shopper's next request.

The grocer handed her a can of syrup of the familiar size and shape. The label on it seemed strange to her. The name of the brand appeared in the middle as usual, but over it was 'Corn Syrup' in big type and under it this explanation: '30 per cent. cane syrup, 70 per cent. corn syrup.'

The housekeeper wanted some maraschino cherries to serve with grape fruit. The grocer had two varieties, plain and colored.

The cherries in one bottle were a sickly yellow. 'These were put up to comply with the Pennsylvania law,' the grocer remarked. He pointed to the label on the back which read: 'These cherries are free from any coloring matter whatever.' The other cherries—the red sort—were not nearly so brilliant in hue as the ones the housekeeper had been buying. On the back of the bottle was a label saying: 'These cherries are colored with carmine, a harmless color.' In a word, the brilliant red cherries sold a few months ago were treated with a coal-tar dye, which is forbidden by the new law.

Disconcerted and somewhat disgusted, the housekeeper abandoned her idea of buying the cheaper goods and asked for the best canned string beans—'the very best.' The grocer handed her a can of French beans with a gilt label.

'These are not doctored or colored?' she asked.

'They are the very best,' the grocer replied.

She studied the label carefully. On it was stamped a line saying that the beans had been 'colored with sulphate of copper.'

'The pure food law is a good thing,' said a large wholesale grocer. 'An American doesn't consider the real value of an article he buys, but is influenced chiefly by the appearance of it. Then, too, if a housekeeper wants to save money the first thing she economizes on is her table. She will save a dollar in her kitchen and put it on her back. For example, her grocer asks 5 cents more for a jar of blackberry jam than Mr. Smith, the dealer around the corner. "Mr. Smith's blackberry jam looks just as nice as this," the housekeeper says, "and it's 5 cents cheaper." She goes around the corner and buys Mr. Smith's jam. Her grocer must cut down his prices or lose her trade. He cuts down the prices and buys jams that are colored, adulterated, or mere shams, so that he can deal in jams at something like a profit.'

Most of the cereals are what they pretend to be, but many of the 'patent' flours will feel the rigors of the new law. Husbands who want 'old-fashioned buckwheat cakes' and receive a nondescript, soggy, flannel-like griddle cake can now learn from the label of the grocer's box that his wife has bought for buckwheat a mixture consisting chiefly of wheat or corn flour.

Salad oil may or may not be what it seems. Most of the best stores import pure olive oil. The next best grades of imported olive oil contain peanut and cottonseed oil to increase the bulk. The fact must now be stated on the label. The so-called 'salad' oil will hence forth appear as base 'pressed cottonseed oil.' 'Mocha' and 'Java' coffee will be less palatable when the housewife reads on the box that the brown powder is made of ground coffee, chicory, and baked peas or beans. Brown sugar and vinegar will no longer masquerade as 'Vermont maple sugar'

People who have tomato catsup on their tables must pay a higher price for it or do without. The ordinary catsup, the ciders, and many of the pickles formerly contained sodium benzoate as a preservative. The amount used in a pint bottle was about one tenth of 1 per cent., or a one-twelve-

hundredth part. This was not enough to hurt any one the grocers say, but under the new law the acid must be eliminated. Without it catsup or cider will turn sour in a few days after the bottles are opened. The only alternative of the manufacturers is to boil the catsup, thus adding from 10 to 15 cents a bottle to the price.

The busy bees must work night and day if they hope to supply the demand for real honey. Heretofore even their combs have been imitated in wax and filled with artificial sweets. Now this masquerade honey will not seem to be so tempting when the jars and combs are labelled: 'Honey compound—75 per cent. corn syrup, 25 per cent. honey.'

The pure food reform with the grocers is about ended. The wholesale dealers knew on May 1, last, that the new law would surely be passed, and they have been working ever since to meet its requirements. Goods which were clearly in violation of the law were sold last summer and autumn at a sacrifice. All the manufacturers were notified at once to change their preparations or labels or put on their goods the ingredients of the liquors, syrups, and confections. The foreign dealers were directed to do likewise. Imported foods are examined by the Federal authorities, and their approval is considered a sufficient guarantee of Government approval.

The candy manufacturers are still in the midst of their reforms, and sweetmeats are taking on odd colors and titles. Such tasty substances as shellac, refined methylene, or denatured alcohol may be used to make candies glisten, and vaseline will still add to the rich, oily flavor; but such adulterants and dyes as terra alba, or 'white clay,' barytes, talc, and chrome, and other mineral substances must be discontinued. Chocolate creams and caramels will now bear such warnings as 'Artificial vanilla' and 'Maple flavored' to show that they are anything but what they seem.

Passing to the liquor trade. Great fortunes have been made by blending cheap whiskies, syrups, and drugs so that the resulting liquor has a flavor equal to the finest brands. One dealer tells of a carload of raw whiskey which was taken from Cincinnati to Kentucky and brought back two days later as 'ten year old Bourbon.' The 'rye' which is the standard tipple in the saloons is usually made of French spirits, prune juice, caramel, sherry, and 10 per cent. of real rye.

All this is ended now. The labels will announce precisely what the whiskey bottles contain. If the buyer sees the word 'blend' on the label he will know he is buying a mixture of two whiskies of the same kind—four year and ten year old rye, for example. If the whiskey is called a 'combination' the liquor will be two whiskies of different kinds, like Bourdon or rye or corn and wheat whisky. The baser sort—the French spirits, prune juice, etc.—is now frankly 'imitation whiskey.'

The operation of the new law in the grocery and liquor stores is trifling compared with the widespread effects of the act on the manufacturers of patent medicines. In the big wholesale establishments chemists have been working for weeks, some of them day and night, to bring their stocks up to the requirements of the law. Manufacturers who masqueraded under the name of a physician are no longer allowed to do so. Many names of medicines or of concerns have been discarded because the medicine or title was not what it pretended to be. Thus the remedies of 'Dr Brown' are no longer credited to that mythical physician, but are made merely by the 'Smith Drug Company.'

Claims that nostrums are 'nerve tonics' or cures for intestinal, lung, or heart diseases when they are not must be eliminated from the labels and advertisements. A nerve tonic once believed to be an extract of a harmless vegetable must be labelled as iodide of potash. One soothing syrup which is frankly labelled 'Poison' in England must show the ingredients—alcohol and opium. 'Jamaica ginger' is not so tempting to the abstemious when they read on the label that it consists of 95 per cent of alcohol and 5 per cent. of ginger. Mothers will hesitate to give their babies that old household remedy, paregoric, when the label on the bottle says it contains 45 per cent. of alcohol and two grains of opium to every fluid ounce. The label of a 'cholera mixture' now bears the damaging statement: '70 per cent. alcohol and 9.2 grains of opium to every fluid ounce.'

An important phase of the reform was divulged by the experience of a shopper recently. He went to a drug store and asked for a preparation of camphor he had been using for years as a headache cure. The druggist could not sell it to him.

'The wholesale dealers have demanded a guarantee of the manufacturers,' the clerk said, 'and the latter have not furnished it.'

Further inquiry brought out the fact that not only in the drug, but in the grocery trade the wholesale dealers are demanding written contracts from the manufacturers agreeing that all the goods furnished hereafter shall comply with the terms of the new law. The wholesale dealers issue a similar guarantee to the retail dealer.

The losses incurred by dealers in fraudulent or harmful medicines will be enormous. Not only must they supply new labels by Oct. 1, but many of them can no longer use the elaborate lithographs so often seen on fences and blank walls, for this printed matter contains false representations or the names of mythical doctors or companies. Many of these bills, pictures, and labels are therefore worthless, and must be destroyed at a loss of thousands of dollars.

Already ingenious plans to evade or gloss over the law have been put into effect. Some of the medicines are packed in boxes bearing the information that they 'have received the approval of the Secretary of Agriculture' under the new law. In some cases this statement is based on no other authority than the fact that the manufacturers have received a letter from the Department of Agriculture saying that the formula of their medicine has been received and noted, and that it (the formula, not the medicine) seems to comply with the provisions of the law.

HONOR IN SCHOOL LIFE.

It often requires patient effort to establish honorable relations in a school-room, but the results are abiding and repay the teacher well in her immediate relations with her pupils. A school governed by honor soon possesses a public sentiment, that makes for that true culture, which results in nobility of character and sterling manhood.

In such a school it is the rarest punishment to fail in conduct and lose the class esteem. The chastisement in such cases is as silent and still, as the small voice of conscience alone can be, but it is, nevertheless, intense and real; the more real and more intense, because it is self-imposed.

SUSPENSION.

This is a serious punishment and ought to be used only as a last resort. It frequently happens, that an inexperienced teacher assumes the functions of the School Board regarding the suspension of pupils, and the public, not being aware of the law, permit the decrees of the teacher to regulate the school. A few instances of this, which have given rise to serious complications, both to the board and the teacher, make it wise to quote the law on the matter.

Article 167 of the regulations of the Protestant Committee enacts :

“ When the ordinary discipline of the school fails to secure becoming conduct in a pupil, the teacher *shall* notify the parents of the fact. If no improvement takes place the teacher may then suspend him from the school for a period not exceeding *five school days*. If the suspension be for refusal to do some definite act that may rightfully be demanded it may be extended until the offender returns and does that which he had refused to do.”

Article 168 further enacts :

“ *Whenever* any teacher suspends a pupil, he shall at once notify the parents or guardians in writing, stating the length of time for which the pupil is suspended and the reason for such suspension.”

(1) From the foregoing articles it is evident that a teacher *must notify the parents* and give them a chance to exercise their authority and influence upon the pupil, *before any suspension takes place*.

(2) If the teacher suspends a pupil without any appeal to the board, she may make it *definite* or *indefinite*.

(a) Suspension is definite when a time is set for its duration, which time must not exceed *five school days*. This definite may become indefinite, if the pupil still refuse to do what was required,

(b) Suspension is indefinite, when it has been imposed only until the pupil complies with some definite request. It may be terminated at any time by compliance on the part of the pupil. It is always necessary that the teacher notify the parents, presumably, that they may use their influence and that the pupil may not play truant while under suspension.

(3) If suspension fails to reform a pupil's conduct the teacher may appeal to the School Board for his expulsion and further suspend him until the case has been settled by the Board. Again the parents must be notified. If the teacher is sustained the *suspension becomes expulsion*, if not it is ended. It will be observed, therefore, that *no teacher has the power of expulsion*. Another mistake frequently made is, that the chairman of the School Board assumes the functions of the Board and acts on his own authority and thus illegally. Again it frequently happens that the manager plays the part assigned to the School Board and sooner or later finds himself in trouble as a consequence.

This arises from the tendency of School Boards to make *by-laws* bestowing powers on individuals, that the law does not permit.

The resolution of the School Board, passed after hearing both sides to the dispute, is the only authoritative guide to the disputants and is final.

The less the *law* is involved, however, in the discipline of the school the better will be the relationship of the pupils and public to the school.

MAKE THE MOST OF HIM.

The rougher the block may be and the more gnarls there may be in it, the more beautiful it is when it comes under the *lathe*.

The experienced workman will carefully examine every feature of the timber before he puts on the belts and sets his machinery in motion, well aware, that a false application of his chisel may cross the grain of his timber and spoil its symmetry.

If this be true of the labor bestowed on a mass of wood, that its individuality may be preserved and appear as its chief beauty, is it not incumbent on those charged with the education of children to exercise similar care, when dealing with, that may seem to be, a rough and gnarled youngster.

Let us save the individuality of our pupils and make the most of them for their benefit and our lasting credit.

A WORD TO THE BOYS.

If you have anything to do, do it at once. Don't sit down in the rocking chair and lose three-quarters of an hour in dreading the job. Be sure that it will seem ten times harder than it did at first. Keep this motto, Be on time in small things as well as great. The boy who is behind time at breakfast and school will be sure to get "left" in the important things of life. If you have a chronic habit of dreading and putting off things, make a great effort to cure yourself. Brace up! Make up your mind that you will have some backbone. Don't be a limp, jelly-fish kind of a person. Depend upon it, that life is very much as you make it. The first thing to decide is, What are you going to make it? The next thing is to take off your coat and go to work. Make yourself necessary somewhere. There are thousands of boys and young men who wouldn't be missed if they would drop out of it to-morrow. Don't be one of this sort. Be a power in your own little world, and then, depend upon it, the big world will hear from you.—*Standard*.

HOW ANIMALS SWIM.

The general opinion that man alone has to learn to like the water and to swim, is not wholly true.

The monkey and the ape have no love for the water and will only enter it when compelled to. Even then their swimming is a scramble and their mental condition that of extreme disgust and terror.

Camels can swim best, when partially supported, but make a poor shift, if left to themselves.

Llamas and giraffes are no good in the water and soon drown, if required to swim for their lives.

Hares, rabbits and squirrels are also poor swimmers and will never enter the water unless they cannot help it.

On the other hand, most of the rodents are, not only good swimmers, but capital divers also. The house rat, the muskrat and the beaver are quite fearless in the water and under it. The immense elephant is fond of the water and can swim well, high or low. His long nose permits him to submerge his body and yet have a good chance to get plenty of air. In this respect he has the same general

plan as a submarine boat, with its funnels in the air. He will often spurt and swim for thirty-six hours at a time. What joy he must have in a hot day!

Pigs swim well, but their fore legs are so short and their toes are so sharp on these front feet, that there is much danger of them cutting their throats, if they have to swim far. Many wild pigs are now found on the islands of the South seas, which are descended from shipwrecked pigs, that saved themselves by swimming to shore.

Cats and lions and their ilk detest water and will have none of it, if they can help it, but, if necessary, they can all swim well, like our good old friend, the dog.

The sheep gets along well, if she must, but never enters the water voluntarily. Her chief handicap being her fleece, which at first serves her as a life-buoy, but later becomes water-soaked and drags her down to a watery grave. Even though she gain the shore she can never get out of the water, but will perish in the mire at the margin of the stream.

The chief characteristics of the best swimmers are confidence and composure. In the case of man his consciousness of danger deprives him of both these qualities and he has trouble in keeping himself afloat until he has gained them by practice and experience in the water. In this respect his intelligence is against him.

THE RURAL CAUSE.

In the municipalities of Mille Isles, Côte St. Gabriel and Morin, in the County of Argenteuil, there are *six schools* in a distance of *ten miles*, which contain 202 pupils, or an average of 34 pupils per school. So far as numbers and economy are concerned, there is no need of consolidation in this section of the province, but what of the higher interests of so many bright and ambitious pupils, 98 p.c. of whom can never aspire to anything better than an elementary education. Among these pupils there are a lot of bright and competent boys and girls, who would rejoice in the opportunities afforded by the higher classes of a consolidated school, the territory, however, is rough, local prejudices obtain. The concentration plan is only practically understood and the prospects are that the present 200 shall enjoy only the benefit of a rural course.

DISPOSITION.

A cheerful, hopeful, vigorous disposition is always intensely attractive to children, whether it be in the school-room or on the play ground. Those who possess this disposition are always influential and can generally rule by their mere presence.

Happy are the pupils who study under such a teacher. To them school life is a constant delight and obedience a second nature, "As iron sharpeneth iron, so the countenance of a man that of his friend." The presence of a happy disposition inspires everybody with joy and gladness.

TAKING PUPILS DOWN.

There may be to some dispositions a sweet satisfaction in sarcastic treatment of pupils, but it is extremely costly and always tends to undermine that confidence, which every pupil ought to have in his teacher. Such forms of expression, also, develop in the pupils an untruthful and combative disposition, which is the opposite of that very true culture, that should accompany a pupil's education. The regulations require *kindness, judiciousness and firmness* as qualities of the relationship between teachers and pupils.

NEXT CONVENTION, 1907.

The Executive Committee of the Provincial Association of Provincial Teachers has already been considering the programme for the next Convention. The date has been fixed as October 10th, 11th and 12th, 1907, and the place of meeting will be the High School Hall on Peel Street, Montreal.

The forenoon of the second day will be divided into sections, kindergarten, elementary and superior schools, all of which are to meet in different parts of the High School building.

"Superior School Examinations" will be the subject of a paper by Prof. A. W. Kneeland, who has had much to do in arranging for these examinations each year. The "English Course (AA)" will also be considered. The person to present the subject has not yet been found, but

it is likely that one of the University staff examining in English will be secured.

The subjects of "Geography," "History" and "Mistakes in Discipline" will be taken up in the elementary section, but the persons to introduce these subjects will be announced later.

The kindergarten section has been placed in charge of Miss Hibbard, of Montreal, who will give it every attention, and those interested in this department may look forward to a profitable meeting.

One of the grandest features of the convention programme is an excursion by convention to visit the McDonald College at Ste. Anne de Bellevue. Dr. Robertson has expressed his readiness to welcome the teachers and to show them the attractions of the College and its surroundings.

The usual addresses are being arranged for, and will be more fully announced in a later issue of the RECORD.

TRUE TEACHING.

Teaching how to study is of infinitely greater importance than hearing recitations. If a child can study he will learn without further aid. Good luck may help him out in recitations, even though he knows precious little about studying. A recitation should always be conducted primarily to discover how the child has studied rather than what he knows. The touchstone for good teaching is ability to teach a class how to study, not simply this lesson, but any lesson, not simply one subject, but any subject. The art of studying is the highest art attained in school.—*Canadian Teacher*.

TEACHERS' SALARIES.

Few of the weekly papers of Ontario have displayed the courage shown by the Gravenhurst *Herald* in dealing with the question of teachers' salaries. It is undoubted that a good deal of opinion in the rural districts has been hostile to the legislation of last session, whereby a minimum salary schedule was established. This has been recognized by the Government, and the law will be modified. But the Gravenhurst *Herald* has approved of the minimum salary clause, and has stuck to its guns in spite of a rather an-

gry letter from a trustee of the neighborhood. It shows that the average salary paid in Muskoka is from \$250 to \$275 per annum. This is for teaching 120 days, and reduces to a rate of 34 cents per hour for the actual time spent in the class room. Before a teacher can qualify for this salary he must spend three years in High School and a year at the Normal. This at a low average of expenditure will cost about \$1,000. Therefore, a man or woman must study for years and spend \$1,000 in order to get \$250 a year.

Again, when a teacher passes the Normal he is supposed to be an expert. The *Herald* says "Where can Trustee show me an expert, either mechanic or farmer, who is willing to work six hours a day and 120 days a year, for 34 cents an hour." The *Herald* says the trustees do not realize the importance of an education. All they learned at school fifty years ago was "the three R's," and that, they believe, should be sufficient now-a-days. "If the same men were building a barn," says the *Herald*, "would they employ the first and cheapest man who turned up to do the framing? No, they would not. Yet, when it comes to framing the mind of a child who in after years may become an important factor in his country, the work is entrusted to anyone who comes along if the salary he asks is small enough."

The arguments of the *Herald* cannot be controverted, and its facts cannot be denied. This country has paid its teachers salaries so small that the profession has been decimated by withdrawals, and we are now face to face with a teacher-famine. Trustees and rate-payers alike must awake to the gravity of the situation.—*Toronto News*.

VISITING TEACHERS.

The 77th Annual Convention of the American Institute of Instruction will be held in Montreal in July, 1st to the 4th, 1907.

This gathering is in response to a joint invitation by the Protestant Board of School Commissioners of Montreal and the Provincial Association of Protestant Teachers. Upon receipt of the acceptance of the invitation a joint conference of the representatives of these two bodies was held and the

following local executive was appointed to make all necessary arrangements for the convenience and the comfort of the members of the Institute :

Dr. W. I. Shaw, convener.

Insp. J. W. McOuat vice-convener.

Dr. Peterson, W. J. Messenger, Chas. McBurney, Dr. G. W. Parmelee, Dr. Barclay, Thos. I. Pollock, secretary, and the following conveners and vice-conveners, each of whom is a member of the local executive :

Accommodation :

E. M. Campbell (convener).

M. I. Peebles.

Bureau of Information.

W. Dixon (convener).

A. W. Kneeland.

Halls :

Rev. Dr. Rexford (convener).

Insp. Jas Mabon

Press :

F. J. A. Bacon (convener).

N. T. Truell.

Excursions :

W. A. Kneeland (convener).

Insp. E. M. Taylor.

Music :

W. H. Smith (convener).

E. M. Smith.

Reception :

H. J. Silver (convener).

Miss Hurlbert.

Miss Hunter,

Advertising Agent :

Jas. McBride,

30. St. John Street,

Montreal.

It is expected that from 1,200 to 1,500 members of the Institute will attend the convention, and that a most profitable programme will be provided, which it would be well for our teachers to share in as far as possible.

CURIOS INSCRIPTION.

In an old church in Europe, built several hundred years ago, it is related that under the ten commandments were inscribed in capital letters the following :

P R S V R Y P R F C T M N ;
V R K P T H S P R C P T S T N.

For a long time no one could decipher the meaning which had been lost, so ancient was the venerable edifice. At length a gentleman told his friends that he had solved riddle, and insisted that they also could do the same thing.

To assist them, he informed them, that in order to read the inscription they must insert a certain vowel, and only *one* vowel in its proper places, and this done, the inscription would make two lines of poetry, and would form an important injunction in reference to the commandments engraved above.

The readers of the RECORD may exercise their ingenuity in supplying the missing vowel which, when inserted in the proper places, will render the riddle intelligible.

THE DEEPEST GOLD MINE.

Australia now possesses the deepest gold mine in the world. The shafts at the New Chum railway at Bendigo, Victoria, have been sunk to a depth of over 4,300 feet, and the quartz there tapped has been sampled and crushed, with the result that a yield of gold equal to an ounce per ton has been obtained. The operations in the mine have been tested by government officials in view of the fact that never before in the world's history has gold been obtained from so low a depth as three-quarters of a mile.—*Chicago Journal*.

DRAWING.

This is an important subject, but one that does not receive a due share of attention in many schools. Too often the pupils' work displays an ignorance of the simplest principles of the subject and has been executed with indifference to the very things they were supposed to learn.

This should be prevented by proper attention being given to the drawing lessons each time it is taken. It should be the teacher's part to draw, as well as the pupils, the figure under construction. Her effort on the blackboard will always interest her pupils and inspire them with a hopefulness in the possibility of their own success. In her blackboard exercises the teacher ought to explain how to produce certain effects and how to avoid common blunders found in every pupil's work. It is no use, whatever, to set a class to draw unless constant and careful supervision is exercised over their work.

Moreover, it is quite a mistaken course to suit portions of a regularly constructed course and pass over to parts that seem easier of execution. The pupils' success in the later figures depends upon their attention to the work in earlier outlines. It is a poor index to the success of school in drawing to find pages omitted. No matter what the cause may have been, that kept a pupil behind his fellows, his own proficiency depends on the regularity of his work, and he should complete the former figures before the latter.

It is required, that the figures provided by the text-book in drawing be done first, as a preparation for the other work, that may be suggested by the teacher as practice for her pupils.

As a rule, the school that excels in drawing, excels also in neatness of other exercises such as arithmetic, writing and maps, and the time devoted to the subject is well repaid in general effects and better results.

BONUSES.

We are informed by the inspectors, that, frequently, teachers fail to obtain a bonus and a certificate of good work on account of their own careless disregard of the conditions required for a bonus standing. In other words, they procure good results in many respects, but ignore the requirements in other respects.

One teacher, who had done good work, failed to prepare any *time-table* at all and thus threw away the *five* points given for a time-table neatly framed. This caused a drop also in the marks for *regulations* and ruined her chances, which were otherwise good, for securing a bonus stand-

ing. In a close competition every point counts and no teacher should omit anything that tends to improve her chance of success. The *daily register* should be neatly marked and posted at the close of each month. The daily average for each month should then be found and noted at the foot of the monthly column. This will always keep the register ready up to date and enable the inspector to obtain his statistics without delay. The *premises* can be improved by a little attention to wall decoration in which the pupils can co-operate. The teacher's influence will also be seen in the tidiness of the school-room and in the disposal of the pupils' personal belongings such as coats, caps, mitts, &c., and in the disposal of their books upon their desks.

The *regulations* prescribed by the Protestant Committee and by the inspector should be carefully observed. Of these the course of study is the chief regulation and it ought to be fully taught. It is one of the chief duties of the inspector to see that the course of study is adhered to, and credit can only be given when the work prescribed therein has been accomplished. The course of study is the teacher's best guide, and by close adherence thereto her chances are best. Every teacher holding a diploma and teaching in a *rural* school is eligible for a bonus, and often those who presume their chances are *nil*, are the teachers who are modestly doing excellent work. Let every teacher arouse herself at once, examine her last year's report to see what the marks are given for and then set her house in order to take a bonus in for 1907.

SANITATION.

Since a good physical condition is essential to the best results in study, it follows, that perfect sanitation is an essential condition of the school premises.

In the past it has been the chief concern in respect to sanitation, that the school site should be high and well drained. There are, however, many other conditions, which affect the sanitation of the school to a great extent. Two of these are found in imperfect ventilation and in insufficient out-house provision. It is only necessary to visit the rural schools in the winter months to experience the results of insufficient ventilation and to find the out-house uncared for and frequently inaccessible on account of snow.

The results are two-fold stagnation in the systems of the pupils and the consequent mental sluggishness, that discounts the best efforts on the part of the teacher. Pupils are inattentive and their minds are neither receptive, nor retentive and good work is impossible. In many respects the youths of the district were better in ignorant freedom, than huddled together under such baneful circumstances seeking an education.

Why do not school boards attend to such matters, since so much of the comfort of their homes depends upon the health of their children ?

EYESIGHT TEST FOR THE GERMAN RAILWAY MEN.

According to some new regulations the employees of the railways in Prussia—which are government institutions—must have their eyesight tested when they enter the service, again when they enter on another branch of work which makes greater demands on the eyesight, and again when appointed to any official position. Besides this the eyesight must be tested anew every five years, at which time the men are also to be examined for ocular and constitutional affections, and also for injuries to the head. In certain branches of the service the employees are allowed to wear glasses to bring their vision to the proper standard, but artificial aids are not permitted to switchmen and bridge tenders, signal men, locomotive engineers and stokers, conductors or despatchers.—*Jewellers' Circular Weekly*.

THE LOSS OF RECESS AS A PUNISHMENT.

When our legislators enacted, that there should be a recess during each half of the school day, it was never contemplated that pupils should be deprived of the privilege for every trifle in discipline. There can be no greater mistake in the management of a school than the practice so much in vogue of incarcerating the most restless and troublesome pupils in the school-room during recess. In many cases the very cause of the trouble is too long, and too close confinement in an atmosphere that has lost its invigorating properties. To the wise teacher, therefore, the

proper cause to pursue would be to insist on every pupil sharing in the benefits of these fresh air outings. In no case is a teacher justified in detaining a pupil at recess and refusing permission to leave the room afterwards. By so doing untold injury may accrue to the pupil, that will more than outweigh all the benefits received under such methods of instruction.

It is a safe motto to follow the regulation and empty the school-room, not only of pupils, but also of the foul atmosphere induced by their presence. Nor should the teacher continue at her desk while the pupils play, for the recess is of as much value to the teacher as to her pupils, whose happiness depends as much on the condition of the teacher's lungs and nerves as it does upon the condition of their own. We would ask the teachers to examine their practice in this respect and to grant recess to every pupil and find some other means of discipline than retention at recess.

OVERSIGHT AT RECESS.

Very often, when pupils are found to linger about the school-room at recess time and prefer in-door inaction to out-door exercise and play, the reason will be found to be due to lack of oversight of the pupils. This allows the rougher and baser dispositions to assert themselves and monopolize the games and demean the sport. There is quite as much need for the teacher's presence amid the pupils' games as there is in the hours of study. Any teacher may soon convince herself of this truth by a few days of observation and by recalling her own experiences in younger years. There is in every good teacher the missionary disposition which longs to see right triumph over wrong, and how can a teacher better help in the conflict than by supervising the relations of her boys and her girls at play. In doing so she will find many surprises, that is, she will find some of her pupils conduct themselves, as she had never expected, but it is much better, that these painful truths came before her as soon as possible, for her judicious and kindly treatment of the erring child, will be more effective than the influence of any other person in the community. That is a happy school, where the teacher with judicious tact cares for the interests of all.

TO AND FROM SCHOOL.

The school law requires the teacher as well as the parents to supervise the conduct of the pupils on their way to and from school. This means, that, while the pupils from each home are subject to their parents or guardians, the whole body of pupils are subject to the government of the school. This is a proper relation and should be taken advantage of by the teacher more frequently to protect the weak from the oppression of the strong and thoughtless. It is a common thing to find the *meanness*, which the discipline has suppressed at school, asserting itself on the way home. This is more easily done on the road as there are few others present, and those, who are present, may participate in the *meanness*, or may be frightened into silence by the threats of the bully in the case. Too often the teacher dismisses such complaints as *tattling*, and the poor sufferer has still further to endure such tyranny as makes school life miserable and school work impossible. The bully is always a poor scholar and has always a spite at the younger and smaller, who surpass him in study. It may not have been the bully's fault, that he is backward and ignorant, neither is it the more intelligent pupil's fault, that he has better results in study. It is the teacher's place, therefore, to see, that justice is done and that the relations of the pupils toward each other are manly, frank and noble. This topic has been provided for in the course of study during the first half hour of each day, but such good lessons are not always heeded by boys and girls and it is well that the teacher adopt some plan of supervision over her pupils on the way to and from school.

THE NEW DAY.

Every teacher knows what it is to go home from school heartily weary of the day's troubles and labours, but every teacher knows, also, what it is to come back to school in the morning refreshed and ready for another day's labours. How wise it would be, if we could enter upon each day's schoolwork, as if there had been no disturbed relations between ourselves and our pupils on previous days! If we were to conceive of each day as a *new day* with new

and better chances for noble service, because of our faithfulness on the previous days, what an inspiration the thought would afford us! How we would see to it, that what we did *to-day* would pave the way for better things to-morrow. If teacher and pupils could meet each other every morning with the *new day* idea and forget all irritable relations, how much pleasanter and more profitable the school relations would become.

It should be the teacher, who leads the way in such matters, yet every teacher, who tries such methods, will find her pupils close seconds in the race.

SINGING

“Why don't you sing more in your school?” “We haven't time,” is the answer. Bless you, time is worth little without energy. Two stanzas of a joyous song between classes will aid materially in giving the mind, renewed vigor. Attention even by the well disciplined can be fixed upon a subject but for a short time without a “let up.” With children and youth the impulses must be frequent. Many teachers by puttering, pottering, dawdling methods fritter away enough time to sing a half dozen songs a day. Learn to use the odd moments. Plan your work, work your plan. Some teachers would have the song sung and school back at work again while other Aunt Nancies are “getting ready.” Pupils don't need to “put away the books” form in line, wait for an organist. Few are the schools in which either teacher or some pupil cannot “pitch the tune” and start the well known song without pitch pipe, tuning fork, or instrument. Put life, movement, rhythm as well as harmony, melody, and expression into the song. The spare moment and the psychologic moment are both gone, if we wait for the accompanist to get to the instrument, find the selection, arrange her skirts, “feel of her belt in the back” or adjust her hair. Mind we are not now talking of the regular singing hour, planned for educative purpose; nor yet of the longer period or more formal song service that should go with every opening exercise. There are two distinctive purposes and forces in school music, the educative and the vitalizing. Too many schools use so much time in teaching the technique that there's on

time left for inspiring, invigorating, life-giving singing. Some music teachers apparently have no music in their souls. Their stock in trade is sharps, flats, chromatic scale, transposition, beating time. They sing just as little as they can and hold their job. No sensible person doubts the great disciplinary value of music, but every sane person puts much higher its emotional, life giving, character building force. Let us sing.—*Moderator-Topics.*

NOBILITY.

ALICE CARY.

True worth is in *being*, not *seeming*, —
 In doing each day that goes by
 Some little good—not in dreaming
 Of great things to do by and by.
 For whatever men say in blindness,
 And spite of the fancies of youth,
 There is nothing so kingly as kindness
 And nothing so royal as truth.

We get back our me'e as we measure—
 We cannot do wrong and feel right,
 Nor can we give pain and gain pleasure,
 For justice avenges each slight.
 The air for the wing of the sparrow,
 The bush for the robin and wren,
 But alway the path that is narrow
 And straight, for the children of men.

'Tis not in the pages of story
 The heart of its ills to beguile,
 Though he who makes courtship to glory
 Gives all that he hath for her smile.
 For when from her heights he has won her,
 Alas ! it is only to prove
 That nothing's so sacred as honor,
 And nothing so loyal as love !

We cannot make bargains for blisses,
 Nor catch them like fishes in nets ;
 And sometimes the thing our life misses,
 Helps more than the thing which it gets.

For good lieth not in pursuing,
 Nor gaining of great nor of small,
 But just in the doing, and doing
 As we would be done by, is all.

Through envy, through malice, through hating,
 Against the world, early and late,
 No jot of our courage abating—
 Our part is to work and to wait.
 And slight is the sting of his trouble
 Whose winnings are less than his worth ;
 For he who is honest is noble,
 Whatever his fortunes or birth.

MAKING A MAN.

Hurry the baby as fast as you can,
 Hurry him, worry him, make him a man.
 Off with his baby-clothes, get him in pants.
 Feed him on brain-foods and make him advance.
 Hustle him, soon as he's able to walk.
 Into a grammar-school : cram him with talk.
 Fill his poor head full of figures and facts,
 Keep on a-jamming them in till it cracks.
 Once boys grew up at a rational rate,
 Now we develop a man while you wait.
 Rush him through college, compel him to grab
 Of every known subject a dip and a dab,
 Get him in business and after the cash,
 All by the time he can grow a mustache.
 Let him forget he was ever a boy.
 Make gold his god and its jingle his joy.
 Keep him a-hustling and clear out of breath,
 Until he wins—nervous prostration and death,

Nixon Waterman, in the *Christian Endeavor World*.

A BOY'S ESSAY ON HORNETS.

A hornet is the smartest bug that flies anywhere. He comes when he pleases, and goes when he gets ready. One way a hornet shows his smartness is by attending to his

own business, and making everything who interferes with him wish they had done the same thing.

When a hornet stings a fellow he knows it, and never stops talking about it as long as his friends will listen to him. One day a hornet stung pa (my pa is a preacher) on the nose, and he did not do any pastoral visiting for a month without talking about that hornet.

Another way a hornet shows his smartness is by not procrastinating. If he has any business with you he will attend to it at once, and then leave you to think over it yourself. He don't do like the mosquito, who comes fooling around for half an hour singing, 'Cousin, Cousin,' and then when he has bled you all he can, dash away yelling, 'No kin' A hornet never bleeds you ; but if he sticks you, you will go off on a swell.

I don't know anything more about hornets, only that Josh Billings says : ' A hornet is an inflammable (Josh was a poor speller) buzzer, sudden in his impressums, and rather hasty in his conclusions, or end.'—*Epworth Herald*.

HAPPINESS.

A hermit there was
 Who lived in a grot,
 And the way to be happy
 They said he had got.
 As I wanted to learn it,
 I went to his cell,
 And this answer he gave,
 As I asked him to tell ;

'Tis being, and doing
 And having, that make
 All the pleasures and pains,
 Of which mortals partake,
 To be what God pleases,
 To do what is best,
 And to have a good heart,
 Is the way to be blest'.

—*Selected.*

A HINT FOR BOYS.

That the cigarette is a deadly poison may be scientifically proved. A few months ago, says a physician, I had all the nicotine removed from one cigarette, making a solution of it. I injected half the quantity into a frog, with the effect that the frog died almost immediately. The other half was administered to another frog, with like effect. Both frogs were full-grown and of average size. The conclusion is evident, that a single cigarette contains enough poison to kill two frogs. A boy who smokes twenty cigarettes a day has inhaled enough poison to kill forty frogs. Why does the poison not kill him? It does kill him. If not immediately, he will die sooner or later of some malady which scientific physicians everywhere now recognize as the natural result of chronic nicotine poisoning.

—*League Journal.*

RULES OF POLITENESS FOR CHILDREN.

1. To be polite is to have a kind regard for the feelings and rights of others.
2. Be as polite to your parents, brothers, sisters, and schoolmates as you are to strangers.
3. Look people fairly in the eyes when you speak to them, or they speak to you.
4. Do not bluntly contradict any one.
5. It is not discourteous to refuse to do wrong.
6. Whispering, laughing, chewing gum, or eating at lectures, in school, or at places of amusement, is rude and vulgar.
7. Be doubly careful to avoid any rudeness to strangers, such as calling out to them, laughing, or making remarks about them. Do not stare at visitors.
8. In passing a pen, pencil, knife, or pointer, hand the blunt end toward the one who receives it.—*Pacific.*

LOVE FOR BOOKS AND STUDY.

Were I to choose, I would infinitely rather my pupils should come to the high school with a fondness for study and love of books and the knowledge of how to use them.

than that they should have spent several years in half learning technical grammar. They would enter upon their work with more appreciation and zest.—Prin. C. C. Ferguson, Somerworth, N. H.

If the teachers would sometimes say a kindly word to members of the board of education it would be a graceful act. They serve without pay and deserve more thanks than they receive.—*Ohio Educational Monthly*.

WHICH ARE YOU ?

State Supt. Andrew S. Draper, of New York, says :

“There are two men, so far as politics are concerned, for whom I am sorry. One is the man in politics who has no other means of getting a living and no other entertainment than the excitement of the political campaign, and the other is the man out of politics who has never had the exhilaration of following a flag, the hilarity of whooping it up for a party ticket, the supreme joy of figuring up the returns on election night and finding that enough saints have, in the course of the day, recorded themselves upon—what seems to him—the Lord’s side of the fight”.

It matters little where I was born.

Whether my parents were rich or poor.

Whether they shrank from the cold worlds’ scorn

Or walked in the pride of wealth secure ;

But whether I live an honest man,

And hold my integrity firm in my clutch,

I tell you brother, plain as I am,

It matters much.—From the *Swedish*.

Let us show the children not so much how to employ their hands, alone, but how to control their tongues and thoughts, in short how to listen, how to assimilate what is heard. Then, instead of haphazard answers, in the frantic effort to be first to give the solution to a problem or the answer to a question, there will be more careful thought, more logic used, an even balance maintained, and more self-poise cultivated—and self-poise is an inveterate enemy of nervous prostration !—*Educational Exchange*.

The remedy for cheerlessness is cheerfulness—like begets like—sunlight will always dispel a shadow—a cheerful teacher will have a cheerful school. Pictures and decorations on walls contribute their part, but the most delightful picture to be found in any school is the company of happy, contented and zealous children, reflecting the same spirit it found in their teacher.—*Canadian Teacher*.

THE RIGHT TO PLAY.

Mr. Riis pleads for the child's right to play. He thinks one boys' club worth a thousand policemen's clubs, and believes there should be many places for children to play aside from the streets. Ball playing is an old and valuable game. It teaches the boy to see, think and act for himself, to combine with others in team work, and to rise promptly and resolutely to an emergency. The educational value of a good game of this kind is too much overlooked. Where there are few or no play spaces, and suppression or interference crushes the play instinct of the young, the tendency is strongly to the bad. It places the young in a wrong attitude toward government and society, and stores up future evil for the community.

Multiply playgrounds in all communities, and let every school have access to a suitable place for play.—*Canadian Teacher*.

ACADEMY ENTRANCE.

It may be of interest to our readers to read the following programme of entrance work to be done by pupils desiring to enter Lachute Academy from the elementary schools of Argenteuil and contiguous parts.

Local centres are also provided for in distant places for the convenience of pupils who desire to write for entrance. The outline has been prepared by Principal McBurney and has been sent direct to the elementary teachers concerned.

ANNOUNCEMENT OF ENTRANCE EXAMINATIONS TO LACHUTE ACADEMY 1907.

The present announcement is intended to give some idea of the nature and scope of the Entrance Examinations to Lachute Academy, and is issued in the hope that with this

guide the results will be not only more satisfactory to the candidates and teachers preparing them, but to the authorities of the Academy as well. The Examinations will be held in the Academy, at Lachute ; and, to give candidates a better chance than heretofore, they will occupy four days. The exact date will be announced later, and a time-table sent to each school sending in names of candidates.

Names of candidates must be sent in to the Principal of Lachute Academy, together with their ages, Post-Office Address, and Parish, or Municipality to which they belong, on or before May 1st, '07.

The Examination will give entrance to Grades I, II or III Model, according to the standing taken ; but as the natural entrance from the Elementary Course is into Grade I Model, it follows that candidates must be thoroughly grounded in the Elementary work before being permitted to enter Grade III Model. The questions will be so arranged as to difficulty, that the same set of papers will be used for all.

To obtain an entrance into Gr. III Model, the candidate must take not less than 50 per cent in each subject, and at least an average of 60 p. c. ; to enter Grade II Model, 40 p. c. must be taken in each subject, and an average of 50 p. c. ; to enter Grade I Model, $33\frac{1}{3}$ p. c. in each subject, and an average of 40 p. c. Any pupil, who, though having passed, does not keep up the work of the Grade will be placed in a lower grade.

G. H. Perley, Esquire, Member of Parliament for the county of Argenteuil, has offered a Scholarship equal to \$15, being free tuition to the pupil from each of the Municipalities in the county who takes the highest standing in this entrance examination on the following condition :

(1) Should the winner fail to attend the Academy the full session, or absent himself from the June examinations, except in case of sickness, for which a doctor's certificate shall be produced, the scholarship will be awarded to the pupil of next highest standing, from the same municipality, who does attend.

(2) The monthly fees will be collected from the winner of a Scholarship as from the other pupils, but they will be refunded on the last day of the June examinations in 1908.

The following is the work upon which the examination will be based. It will be found to cover only part of the

work laid down on the Course of Study for Elementary schools, and in no case to go beyond it :

1 SCRIPTURE KNOWLEDGE.

The Life and Words of Christ, as found in the Gospel of St. Luke.

TO BE COMMITTED TO MEMORY : Matt. Chap. VI.

2 READING.

Royal Crown Readers, Book IV.

Special attention must be given to clearness, and pleasantness of tones, correctness of pronunciation, accuracy in accentuation, and general sympathy with the subject.

3 ENGLISH.

There will be two examinations in this subject, an oral and a written. Candidates will be required to know the subject matter contained in the Readers, the location of places mentioned in any of the stories, the commoner Latin roots, and the meaning of all words. They will be asked to write out one of the stories as a test in composition ; in which special attention will be given the proper construction of sentences, fluency of expression, spelling, punctuation, and the arrangement of paragraphs. They must also be able to write a good business, or social letter, having the proper heading, direction, address, and closing.

The following poems are to be committed to memory :—
[a] By pupils studying Royal Crown Readers Book.

THE STORM SONG.

The Daisy
The Soldier's Dream.
Frost.

4 DICTATION AND SPELLING.

Two selections for Dictation will be taken ; one from each of the readers, so that one of them will have been studied by all. A list of words for spelling will be selected from the two readers.

ENGLISH GRAMMAR.

The examination in this subject will cover the work laid down in Renouf's "Easy Exercises in English," Parts I, II, III & IV. While the whole of this is most important, attention is specially directed to Analysis and Parsing, the Accidence of Nouns, tenses of the verb, difference between Active and Passive Voice, and the use of the various Relative Pronouns.

5 ARITHMETIC.

The work in this subject will include the Four Simple Rules, H.C.F., L.C.M., Fractions, Decimals, Simple examples in Percentages, and the Tables. The examination will not, therefore, cover all the work laid down in the Course of Study for Grade IV, but no pupil will be allowed to enter a grade higher than I Model who has not an accurate knowledge of the work to the end of Decimals.

There will be three papers : a paper in ordinary Arithmetic, a paper in Mental Arithmetic and a paper in Rapid Arithmetic. While no particular text-book is recommended for this subject, pupils should have daily practice in Grafton's "Primary Exercises in Arithmetic", Nos. 7 & 8, in addition to the work in their regular text-book.

6 GEOGRAPHY.

North America in detail with special study of Canada ; Outline study of South America ; Europe in detail with special study of British Isles.

7 HISTORY.

An accurate knowledge of the History of Canada under British Rule, and an outline of French Rule with special study of the Seven Years' War.

8 FRENCH.

The examination will cover Curtis' Oral Lessons in French, Parts I, II & III. Those who wish to enter Grade III Model must have a thorough knowledge of the French covered by this work.

Paper and ink will be furnished to candidates for this examination by the School Board of the Academy.

Any representations made to the Principal, in connection with these examinations, by teachers or others interested in them, will receive his most careful attention.

SUPERIOR SCHOOL EXAMINATIONS.

REPORT OF EXAMINERS IN GEOMETRY, MENSURATION, AND GEOGRAPHY.

EUCLID, GRADE II. ACADEMY.

The papers, of this grade, in this subject, were in respect to matter generally good. As regards form there is room for improvement. More practice, in writing propositions, according to the form found in the text-book, is required, in the schools. The figures should be neatly and carefully drawn. The citing of propositions was weak.

Very few pupils received full marks for No. 1 question. The quoting and explaining of the corollary to the 5th proposition, and the explaining of Postulate 3, were attempted by few, and in many cases, when tried, were wrong. No. 2 was answered correctly by most of the pupils, although some quoted the enunciation of the 13 II. Bk., as showing that two angles of every triangle must be acute.

Some in answering No. 3 proved the 48, I. Bk, some omitted part of the proof where the 14, I. Bk. is cited, and others were unable to draw the figure correctly.

No. 4 was thought by some to be 10, II. Bk., while others mixed it up with 5, II. Bk.

The drawing of the figure for No. 5 was the chief difficulty. Some bisected the line before producing it, while others forgot that it is a rectangular parallelogram that must be constructed equal to the given figure.

The "b" part of No. 6 was proved by most of the pupils. A large number also obtained the "a" part of the question, the proof in some cases being quite round about.

EUCLID, GRADE I. ACADEMY.

The papers in this grade were fair as regards matter. The form in very many cases was very poor. No attention

whatever was given, by the pupils of many schools, to writing out the propositions according to the required form ; pupils should have more practice, while in school, in writing out on their scribblers, the propositions, taking Hall & Stevens text-book as their guide for form. So many also wrote the propositions without citing any of the proofs required, that it would almost seem as if some schools neglected this altogether.

In question No. 1, definitions of vertically opposite and adjacent angles were found difficult.

In No. 2, some pupils did not know what axioms were used in 2, I. Bk.

No. 3 was taken to be the 10th proposition, while others answered it by proving 12, . Bk.

No. 4 was generally well answered, some few showing that they did not know what were the vertically opposite angles.

No. 5 was also well answered, a few not being able to draw the figure correctly.

No. 6 was attempted by almost every pupil and a great many proved it correctly.

MENSURATION, GRADE II. A.

The work in mensuration was generally well and neatly done. Questions, 1, 2 and 3 were worked by most of the pupils. Some failed on No. 4, owing to the figure not being drawn and studied. A few used the wrong formula in doing No. 5. Not more than half a dozen pupils succeeded with No. 6. The question is in the authorized text-book, and the reason must be that some other text is used in the schools.

GEOGRAPHY.

Generally speaking, in writing, arrangement of papers and neatness most of the schools showed marked improvement. The writing, though by no means as regular as it might be, was at least neat with very few exceptions.

Clarenceville may be mentioned specially as an example of particularly nice work in all grades.

On the other hand, *many schools* were disgraceful as regards writing and neatness while showing considerable

knowledge of the subject. Comparatively there were few failures in any grade. This may be accounted for by the fact that all the questions were concisely put, and could not fail to be clearly understood.

Except in Grade II. Academy the work called for little or no method.

In this grade, however, the answers savored largely of the text-book, and there was little or no variety or originality.

In other grades where tabular form was possible, it was made use of, of course with exceptions.

Some schools crowded too much work on one page.

GRADE II. ACADEMY.

- Ques. I. (a) Generally correctly answered.
 (b) Often misunderstood or imperfectly done.
 (c) Ditto.
- Ques. II. (a) Usually correct.
 (b) Ditto.
 (c) Often confused with latitude.
 (d) Nearly always correct.
- Ques. III. (a) Correctly done.
 (b) Often omitted or answered poorly.
 (c) Correctly answered.
- Ques. IV. (a) Generally right.
 (b) Often misunderstood.
 (c) Correctly done.
 (d) Often confused with other winds.
- Ques. V. (a) Correctly given.
 (b) Ditto.
- Ques. VI. Second half of this question badly given as a rule.
- Ques. VII. (a) Badly answered.
 (b) Very often imperfectly given.
 (c) Some pupils complained that they had never heard of a "cuesta" or that it was not in their text book,

GRADE III. MODEL.

- Ques. I. As a rule this was given correctly, though many pupils got confused in the continents.
- Ques. II. Nearly always correct.
- Ques. III. (a) Very seldom given precisely.
 (b) Correct.
 (c) Seldom precisely located.
 (d) Some striking and comical reasons given for this.
- Ques. IV. Nearly always correct.
- Ques. V. Various reasons given with the main reasons often omitted.
- Ques. VI. Badly done as a rule.
- Ques. VII. (a) Often misunderstood.
 (b) (c) (d) Correct.
- Ques. VIII. Badly answered very often.

GRADE II. MODEL.

- Ques. I. IV. V. VI. and VII. Were well done,
 II. Was often incorrectly given.
 III. Also badly done very often.
 VIII. Locations were seldom precise, most pupils being content with giving the country in which the city was to be found.

GRADE I. MODEL.

- Ques. I. Maps were generally well done.
- Ques. II. IV. VI. and VII well given.
- Ques. III. (a) Often confused with Anticosti.
 (b) (c) (d) Correct.
- Ques. V. Very often wrong, especially capitals.
- Ques. VIII. Badly answered very often.

1906

SUPERIOR SCHOOL EXAMINATIONS.

MONDAY MORNING, JUNE 18TH, from 9 to 11.

GEOMETRY (GRADE II. ACADEMY.)

(All the questions are to be answered.)

1. (a) Define *adjacent angles*, a *right angle*, *vertically opposite angles*, an *axiom*.

(b) What is a *corollary*? Quote the corollary to proposition 5, Bk. I; and shew how its truth follows from that proposition.

(c) Quote and explain the *third postulate* (d) When are triangles said to be *equal in all respects*? 20

1. Why must every triangle have *at least two acute angles*? Quote the enunciation of the proposition from which this inference is drawn. 10

3. In a right angled triangle the square described on the hypotenuse is equal to the sum of the squares described on the other two sides. 15

4. If a straight line is bisected and produced to any point, the rectangle contained by the whole line thus produced and the part of it produced, together with the square on half the line bisected, is equal to the square on the straight line made up of the half and the part produced. 20

5. To describe a square that shall be equal to a given rectilinear figure. 15

6. (a) If two points P. Q. be taken in the equal sides of isosceles triangle ABC, so that BP is equal to CQ, shew that PQ is parallel to BC.

(b) ABCD is a parallelogram, and P is any point within it; shew that the sum of the triangles PAB, PCD is equal to half the parallelogram. 20

MONDAY MORNING, JUNE 18th, from 9 to 11.

GEOMETRY (GRADE I ACADEMY.)

All the questions are to be answered.

1. Define a *plane surface*, an *acute angle*, *vertically opposite angles*, *adjacent angles*, a *right angle*. 10
2. (a) What is an *axiom*? Quote the axioms referred to in proposition 2.
 (b) Distinguish between the meaning of the following statements :
 (i) then *AB is equal to PQ* ;
 (ii) then *AB shall be equal to PB*. 15
3. To draw a straight line at right angles to a given straight line, from a given point in the same. 15
4. If two straight lines intersect one another, then the vertically opposite angles shall be equal. 15
5. To describe a triangle having its sides equal to three given straight lines, any two of which are greater than the third. 20
6. Shew that the straight line which joins the vertex of an isosceles triangle to the middle point of the base is perpendicular to the base. 25

THURSDAY MORNING, JUNE 14 th, from 9 to 11.

MENSURATION (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Find the side of a square whose area is equal to the sum of two squares on sides of 28 ft. and 45 ft. 45
2. It takes 12 minutes to run round a square enclosure at the rate of $5\frac{1}{2}$ miles an hour ; what is its acreage ? 15
3. Find (in square inches) the area of the quadrilateral ABCD in which $AB=13$ inches, $BC=20$ inches, $CD=17$ inches, $DA=10$ inches, and the diagonal $AC=21$ inches. 15

4. In a circle of a radius of 85 feet there are two parallel chords whose lengths are 72 feet and 102 feet respectively; find their distance apart. 15

5. How many spherical bullets each 1 inch in diameter, could be moulded from a rectangular block of lead 11 feet long, 8 inches wide and 5 inches thick ?

6. From a sphere of a radius of 5 inches a zone is cut by parallel planes, whose distance from the centre on opposite sides are 4 inches and 3 inches ; find the volume of the segment. 20

THESDAY MORNING, JUNE 12th, from 9 to 11.

PHYSICAL GEOGRAPHY (GRADE II. ACADEMY.)

(The answers must be written on a quarter sheet of foolscap, fastened at the upper left-hand corner. A margin of about an inch should be reserved on the left side of each page, with the number of the question alone written in it. Do all your work neatly.)

[Any five questions constitute a full paper.]

1. (a) Describe the general form of the earth.
 (b) State the relation of its mountain heights and ocean depths to its diameter.
 (c) Does the earth's form favor travel and transportation ? How ?
2. (a) What is the solar system ?
 (b) How are the planets distinguished from the stars ?
 (c) What is longitude and how is it measured ?
 (d) State some of the practical uses of meridians and parallels.
3. (a) What is the composition of air ?
 (b) How can barometers be used to measure mountain heights ?
 (c) Describe the aneroid barometer.
4. (a) How are winds named ?
 (b) How is their strength described ?
 (c) How is rain caused ?
 (d) What are monsoons and how are they caused ?

5. (a) What are ocean currents ?
 (b) How do ocean currents influence the distribution of temperature ? Give examples from Labrador, Great Britain, Alaska, Peru.
6. What is meant by the climate of a country ?
 Describe the climate of the trade-wind belt at sea ; of the north temperate zone on the lands.
7. (a) Describe a belted coastal plain.
 (b) What is meant by relief ?
 (c) What is a *cuesta* ?

MONDAY MORNING, JUNE 18th, from 9 to 11.

GEOGRAPHY (GRADE III. MODEL SCHOOL.)

(All the questions are to be answered.)

1. (a) What oceans lie between North America and Asia ? (b) What continents lie on the west and south-west of Asia ? 8
2. (a) Which is the coldest coast of Asia ? (b) On which side of the Asian highland is the plain of Siberia ? (c) Name three rivers which cross this plain. 10
3. (a) What part of the world has the greatest rain-fall ? (b) What is the highest mountain range in the world ? (c) Where is the Dead Sea ? (d) Why is it so salt ? 6
1. (a) What two great rivers have made a large part of the eastern part of Asia ? (b) What is the leading crop of the flood plain of India ? (c) Name the principal seaports of India. (d) Name the principal exports of India. 16
5. (a) Why is Japan often called the "Great Britain of the Pacific ? 4
6. Draw an outline of the map of Africa—using three straight lines—and indicate thereon the parts claimed by Germany, Portugal, and Great Britain. 15
7. (a) Why are the rivers of Africa not navigable far from the coast ? (b) What race inhabits most of Africa ? (c) What seas almost sever Africa from Europe and Asia ? (d) What isthmus connect the two land masses ? 16
8. (a) In what respect is Australia like Africa ? (b) Name the largest city of Australia. (c) Name the principal exports. 15

MONDAY MORNING, JUNE 18th, from 9 to 11.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. What seas and mountains bound Europe on the South? 16
2. Which half of Europe consists largely of highlands?
Of plains? 10
3. (a) What countries border on the North Sea? (b)
Where is the Irish Sea? (c) The Strait of Gibraltar? 16
4. Draw the general outline of Europe, using three or
four straight lines. 10
5. In what zone are the British Isles? Name the three
great ports through which most of the foreign commerce
of the British Isles is carried on. 12
6. (a) Name five of the most important minerals found
in Great Britain, (b) Name the principal imports. (c) Of
what do the exports mainly consist? 16
7. (a) Name a mountain range in Italy, (b) a river in its
northern part, (c) a celebrated volcano, (d) one of its buried
cities, (e) a city built on a cluster of small islands. 10
8. Where, and for what noted is each of the following
cities? Londonderry, Cork, Paisley, Moscow, Rome; Man-
chester, Hamburg, Paris, Brussels, Lyons? 10

Books Received and Reviewed.

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

INFANT SCHOOLS.

THEIR HISTORY AND THEORY.

“Infant Schools,—Their History and Theory” is the title of a book which comes to us from Messrs. Longmans, Green & Co., 39 Paternoster Row, London; and is sold by them for 4s. and 6d. a copy.

The book is the product of two authors and, as indicated by the title, is divided into two parts—the history of Infant Schools and the theory of Infant Schools. Part I. is the work of David Salmon, Principal of Swansea Training College, and Part II. that of Winfred Hindshaw, B.A., Mistress of Method in the same institution.

Since the importance of the Kindergarten as an institution is now universally admitted, a knowledge of the history of its evolution and a knowledge of the theory which underlies its methods ought to be of value as well as of interest to all teachers. Principal Salmon deals with the former of these in a very interesting and instructive manner by outlining the educational careers of those men who during the last century took a leading part in the development of the Infant School system. The work of Owen, Buchanan, Wilderspin, Stow, Pestalozzie and Froebel are all in turn reviewed.

In Part II. Miss Hindshaw deals with the theory of Infant Education, discussing the principles of Child Psychology in their bearing on the Kindergarten teacher's work. The psychology is sound and quite in keeping with the best authorities. A chapter which perhaps deserves special mention is that on "Froebel's Theory of Education" in which she presents and discusses Froebel's philosophy in its relation to his educational ideals.

FIRST BOOK IN LATIN, by James Inglis and Virgil Prettyman. In the preparation of this book it has been the aim of the authors to provide for the first year Latin student a series of lessons which will afford an adequate preparation for the reading of Cæsar. The book comprises sixty-five lessons, which, according to the authors, should be mastered in twenty weeks. Some of the features which render the book valuable to teacher and pupils are:—(1) The gradual development of the principles of inflexion and syntax without assuming much knowledge of English grammar on the part of the student. (2) The introduction of connected reading. (3) Conversational exercises based on the connected Latin. (4) The vocabulary which comprises about six hundred and fifty words based on the latest and most systematic analysis of vocabulary of Cæsar. The Macmillan Co. of Canada. Price 60 cents.

THE HESPERIAN is a well edited magazine which is published quarterly by Alexander N. De Menil of St. Louis, Mo. Each issue contains a well selected variety of original matter together with many excellent illustrations which make it a welcome guest to its numerous readers. Price 50 cents a year.

NOTES ON THE CARE OF BABIES AND YOUNG CHILDREN, by Blanche Tucker. Longmans, Green & Co, London. Price 1sh.

This little book, written by Miss Tucker, will furnish teachers with one more means of imparting to their pupils information which will be of great use to them in after life. Every mother should possess a copy of this book.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 23rd of January, 1907, to erect into a school municipality, by the name of "Temiscamingue-North", the territory found in the county of Pontiac, comprising the township Nédelec and the Indian reserve of Temiscamingue North, which do not form part of any school municipality, and the lots from number 55, inclusively, to number 74, inclusively, of each of the ranges III, IV, V, VI and VII of the township Guigues. These lots are to be detached from the school municipality of Guigues, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of January, 1907, to appoint Mr. Nelson Laffoley, school commissioner for the school municipality of Mont Louis, county of Gaspé, in the room and stead of Mr. Cléophas Lapointe, absent.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of February, 1907, to appoint Mr. Edward Philip Luke, of Philipsburg, school commissioner for the school municipality of Philisburg, county of Missisquoi, in stead of Mr. Fred. W. Crawley, deceased.

His Honor the Lieutenant-Governor has been pleased by order in council, dated the 18th February instant, 1907, to detach from the school municipality of Saint Jude, in the county of Saint Hyacinth, the lots bearing the numbers on the official cadastre of the parish of Saint Jude, 812 and following to No. 910 inclusively, and the Nos. 1019 and following to 1029 inclusively, and to erect this territory into a distinct school municipality, by the name of "Salvail".

The foregoing erections will take effect on the 1st of July next, 1907.

Readable Paragraphs

SUCCESSFUL DIPLOMACY. — A gentleman entered a post-office in a small Highland town and handed a packet for registered post across the counter. "We can't take that—it's not sealed," said the young lady in charge snappishly. "But I haven't got any sealing wax," explained the gentleman. "Couldn't you seal it?" "Certainly not," replied the girl; "it's not our business to seal packets for the general public." "Ah, well," said the gentleman, "I'll just wire my friend that the packet won't reach him!" So he wrote his telegram and handed it to the girl. The message ran, "Beautiful and charming girl in post-office here will not take packet because not sealed." The young lady promptly said she would seal the packet!

QUITE TWO-TWO. — "Ring the breakfast-bell, please, Norah; there it is," directed Mrs. Johnson, indicating a bell on the hall-table. Norah, a maid fresh from the Emerald Isle, rang the bell. Later on Mrs. Johnson told her to sound the dinner-bell. "Sure, an' where is it, mum?" inquired Norah brightly. "On the table in the hall of course," replied her mistress. "'Tis a mistake ye are making, mum," said the new maid—"that is the breakfast-bell, as ye tould me yourself this mornin'!"

The destruction of 1,000 pianos by the piano makers was certainly a fine show of bass burning.

Most of the mother-in-law jokes are written by unmarried men for reasons not necessary to mention.

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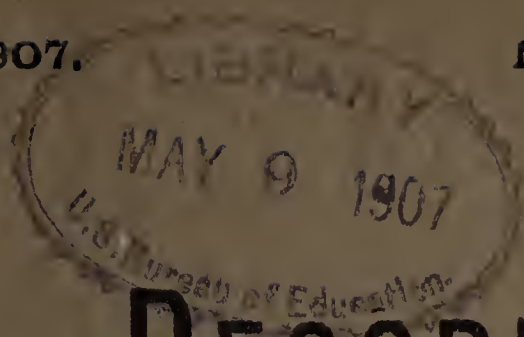
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THE EDUCATIONAL RECORD

OF THE PROVINCE OF QUEBEC

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS AND OFFICIAL ANNOUNCEMENTS.

The Protestant Committee is responsible only for what appears in the Official Department.

JOHN PARKER, } **Editors.**
J. W. McOUAT, }
G. W. PARMELEE, **Managing Editor.**

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QUEBEC

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All Communications to the Managing Editor, Quebec.

McGill Normal School,

32 Belmont Street,

MONTREAL,

S. P. Robins, LL.D., D.C.L., Principal.

THE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st, 1906, to May 31st, 1907, must make application for examination to G. W. PARMELEE, Esq., D.C.L., Secretary of the Department of Public Instruction, on or before July 20th, 1906, on forms that can be procured from him.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 4.

APRIL, 1907.

VOL. XXVII.

“ Hark, how the blackbird whistles!
Hark, how the song-sparrow trills!
What are they calling, with snowflakes falling,
And April cold on the hills?”

Editorial Notes and Comments.

The June Examinations in the Superior Schools will begin at 9 a.m. on Wednesday, June 12th. The Time-Table will be found in this issue of the RECORD.

A change, which will be welcomed by teachers and pupils, has been made in the time for holding the examinations in Arithmetic and British History in Grade I. Academy. Heretofore, the examination in these subjects was held in the forenoon. Pupils were compelled to write for three hours without intermission. According to the new time-table pupils will write on British History in the forenoon, and on Arithmetic in the afternoon of the same day. Pupils will have an interval of more than three hours in which to rest—preparatory to writing on Arithmetic—a subject which most pupils find sufficiently difficult in this grade.

The Corporation of McGill University at a recent meeting unanimously passed the following very appropriate resolution of appreciation in favor of Dr. Robins, who is about

to retire from the principalship of the McGill Normal School :

“That in view of the recent resignation of S. P. Robins, LL.D., D.C.L., from the principalship of the McGill Normal School, we hereby record our deep sense of loss to the educational interests of our province and Dominion, caused by his retirement from a position of such educational importance and commanding influence. We regard the work of Dr. Robins, extending well over half a century, as a most important factor in the history of our country. We highly esteem the eminent talents and attainments he has brought to this work and still more the honorable type of character he has shown, marked by conscientious devotion to duty, fearless independence in defence of his convictions and warm sympathetic interest in the thousands of students he has had to train.

“In his position as principal of the Normal School, he has formed a worthy connecting link between the primary and secondary schools of our province and McGill University, of which he is so distinguished an alumnus. As members of the corporation of the University we express the hope that by the divine blessing Dr. Robins may long be spared to a life brightened by the remembrance of so successful and honorable a career and by the fact that multitudes of teachers honor him for the inspiration which his life and teachings have brought into their heavy tasks.”

Whilst the entire Province is contributing towards the erection of a suitable memorial to perpetuate the heroism of the late Miss Sarah Maxwell, who gave her life for her pupils in the Hochelaga fire, the people of the County of Argenteuil are taking steps to present Miss Campbell with a gold medal in recognition of her work of rescuing her entire class from the flames upon that fatal day. Miss Campbell is a native of Argenteuil, and in honoring her the people of her native county are doing themselves honor in publicly recognizing a heroic deed, which has won universal approbation.

The Hon. W. A. Weir, who is the popular representative of the county, will make the presentation.

Messrs. John Dougall & Son, the enterprising publishers and proprietors of the Montreal *Daily Witness*, have re-

opened their Flag Department, and are now ready to award first quality bunting flags, Canadian ensign to any school in the Dominion as a premium for subscriptions to the *Witness* publications. Every public school in the Dominion should have a flag, and many schools have obtained a flag through complying with the conditions governing the Flag competition instituted by the publishers of the *Witness*. By a little exertion on the part of teacher and pupils a school flag can be procured without any outlay. The conditions upon which any school may procure a flag, will be found in the advertising columns of the RECORD. Secure a new flag for Empire Day.

EMPIRE DAY

MOTTO.

ONE KING—ONE FLAG—ONE FLEET—ONE EMPIRE.

During the reign of the late good Queen Victoria, who reigned for 63 years, the Empire grew to its present greatness, and it has been thought that her birthday, which was on the 24th of May, should be kept as a holiday in all parts of the British Empire. In our own country, May 24th is observed as Victoria Day, and the last school day before May 24th as Empire Day. The object of Empire Day is the development of the Empire idea. In order to promote this worthy object, the lessons, recitations and exercises in all our public schools on the last teaching day preceding Empire Day should bear directly upon the history and resources of Canada and the British Empire, and tend to promote a spirit of patriotism and loyalty, which will make better boys and better girls, nobler men and women, better citizens of this great Empire, of which we form a part.

On Thursday, May 23rd, let the old flag be raised on every school house, let teacher and pupils join heartily in the Empire Day celebration, "which in itself is an outward sign of the inner awakening of the peoples who constitute the British Empire to the serious duties which lie at their door."

In order to assist teachers and pupils to celebrate the day in a fitting manner, a small pamphlet containing suggestions for Empire Day accompanies this issue of the RECORD.

It is to be hoped that teachers will make use of the suggestions contained therein, and that every school will take part in the celebration.

GOD SAVE THE KING.

The following letter with reference to the observation of Empire Day has been received from the Earl of Meath :

83, LANCASTER GATE,
London, W.,
18th March, 1907.

TO THE EDITOR.

EMPIRE DAY MOVEMENT.

Sir,

May I be permitted through your columns to draw the attention of your readers to the near approach of May, and to express a hope that no time may be lost by them in making due arrangements for a proper observation this year of Empire and Victoria Days.

It may interest them to know that last year these days were observed by over eight million loyal subjects throughout the dominions of the King-Emperor. It is to be hoped that many more will this year take part in these celebrations, which cannot fail to lead to the growth of the friendliest feelings between British subjects throughout the world, of increased loyalty to their common Sovereign, and ultimately to a closer union between all portions of his vast Empire.

Desirable as is the due celebration of "Empire Day," it is well to remember that its outward observance is of small value when compared with the overwhelming importance of the inner spirit of the movement. This inner spirit may be described as the subordination of selfish or class interests to those of the State and of the community, and the systematic imbuing of minds of all British subjects, especially of the young, with a sense of the gravity of their civic and Imperial responsibilities, and with a burning desire to perform manfully and self-sacrificingly the duties which lie nearest to them, and which they owe to their fellows and the State.

That such consecration of individual powers for the general good is not yet universal, can hardly be controverted—that it ever will be so is extremely doubtful—

but no harm, but only good, can arise from a movement to stimulate a stronger sense of patriotic duty amongst British subjects, with a view not to the injury of others, but to the increased happiness of the 400 millions who owe allegiance to King Edward VIIth, and through them to that of the rest of the human race.

The most effective way of bringing the above ideas to a practical solution is naturally to be found by influencing the rising generation throughout the schools of the Empire, and, with this view, it is of the greatest importance that the assistance of all educational authorities shall be evoked, and the sympathies of teachers throughout the King's dominions be aroused in support of this great national movement. It is hoped that the moral keynote of a high ideal of Imperial and civic duty will be struck by the Clergy of the Empire of all denominations in their sermons and addresses on the Sunday preceding Empire Day, so as to prepare their congregations for the due appreciation of the inner meaning of the celebration of May 24th.

The promoters of the Empire Day movement also trust that, where possible, mayors and municipal authorities will make the demonstrations on Empire Day and Victoria Day a matter of civic concern.

Should further information be desired, leaflets explanatory of the aims and objects of the movement, including an "Empire Day Catechism" and "Address to Children," and a "Children's Song" by Rudyard Kipling, can be obtained from the Secretary of the "Empire Day Movement," at 83, Lancaster Gate, London, W.

I am, Sir,

Your obedient Servant,

MEATH.

The Dominion Educational Association will meet in the city of Toronto, Ontario, July 10th, 1907.

A Provisional Programme has already been issued. The complete programme will follow shortly, and will contain all necessary information as to rates, side-strips, accommodations, registrations, &c., &c.

Among the topics which will be discussed at the general meetings are :—The Nation's Need, The School and the

making of a Nation, The Old and the New Training, Education for Rural Life in Canada. In addition to the general meetings the Convention will divide into sections, and those interested in the work of any particular section will be at liberty to attend its meetings.

The Higher Education Section will be presided over by Mr. R. A. Thompson, Hamilton; the Inspection and Training Section, by Mr. S. E. Lang, Winnipeg; the Elementary Section, by Mr. E. Montgomery Campbell, Montreal, and the Kindergarten Section, by Miss McIntyre, Toronto,

After the close of the present scholastic year Protestant teachers in training will receive instruction in the new Normal School at Ste. Anne de Bellevue, founded and equipped through the munificence of Sir William Macdonald.

The Provincial Legislature by Act of Parliament has confirmed and ratified the agreement for the transfer in accordance with the expressed wishes of the Protestant Committee, and the sum of \$16,866.67 annually, voted by the Legislature for the support and maintenance of the McGill Normal School will, henceforth, be devoted to Protestant Education in this Province.

The trustees of this college undertake:

(1). To provide and maintain, at their own expense, upon the property at Ste. Anne de Bellevue class-rooms, laboratories, libraries, assembly hall, offices and other rooms, fully equipped and in every way suitable for the purposes of a school for the training of teachers according to the present requirements of the Province,

To carry on therein, at their own expense, a school for the training of teachers for the schools under the control of the Protestant Committee, the teaching and training to be given by said school to be in all respects equal to the present standard and requirements of the Province and to be carried on in accordance with the regulations made from time to time by the Protestant Committee; such training to include efficient courses in the study of nature, in household science, and in manual training;

To provide and maintain without expense to the Province of Quebec, upon said property, a suitable residence

for the female pupils of said school and a suitable residence for the male pupils thereof;

To give free tuition to such of the pupils as may give to their satisfaction an undertaking to teach in the Province of Quebec, and to supply board and lodging to resident pupils as cheaply as can be done without loss.

Articles: Original and Selected.

PLAN YOUR WORK.

In the average elementary school in the country will be found pupils in all grades from the A. B. C. class to those taking grade IV. elementary. This fact renders the work of the teacher in charge more difficult and more trying than it is in a graded school. A teacher must plan her work systematically from day to day in order to compete successfully with the numerous difficulties she will encounter. Half an hour spent in planning the work for the next day will save more than double the time in the next day's work.

A teacher who looks up the work of each class for the coming day is prepared to answer without hesitation any difficult question that may be asked. A teacher who does not prepare her work for the next day, too frequently replies "I will look that up and give the explanation to-morrow," and then she will forget all about it until the time comes for the answer and the interested pupil reminds her of her promise. This does not have to occur very often until the pupils lose faith in the ability of their teacher and her usefulness in that district is soon gone. Make good use of the blackboard. If your school is not supplied with a sufficient number of square feet of good blackboard surface, do not give the School Board any rest until your school is supplied with good blackboards. Slate blackboards are the best, but these, of course, are too expensive to be placed in the average rural school. Hyloplate boards come next and are almost as good as slate, though not so durable. Blackboards made of wood, preferably basswood or pine, and painted with slating paint are quite serviceable. Blackboard cloth, specially prepared, when tacked upon an even, smooth surface makes a good substitute, but the poorest blackboard which causes teachers

and pupils most annoyance is a poorly plastered wall painted black.

Many of our progressive and up-to-date teachers make use of colored crayons in conducting recitations in certain subjects on the curriculum. Many teachers, however, in the rural districts are not able to procure these luxuries of the school-room, and are not even aware that the ordinary white chalk crayons can be transformed into colored crayons at a cost within the reach of all. All that is required is a few empty bottles, a cup, a pint of boiling water and a few packages of Diamond Dyes. Moisten the dye with a little cold water, then add a pint of boiling water. When cool pour into a bottle and keep for use. Place as many crayons as you require (white, soft-finish) in the cup, pour on the dye to cover them. Let it stand ten minutes, then pour back into the bottle for future use. Place wet crayons in a warm place and leave for ten or twelve hours. When dry they will be fit for use.

Any of the following colors work well, yellow, blue, green, crimson, violet.

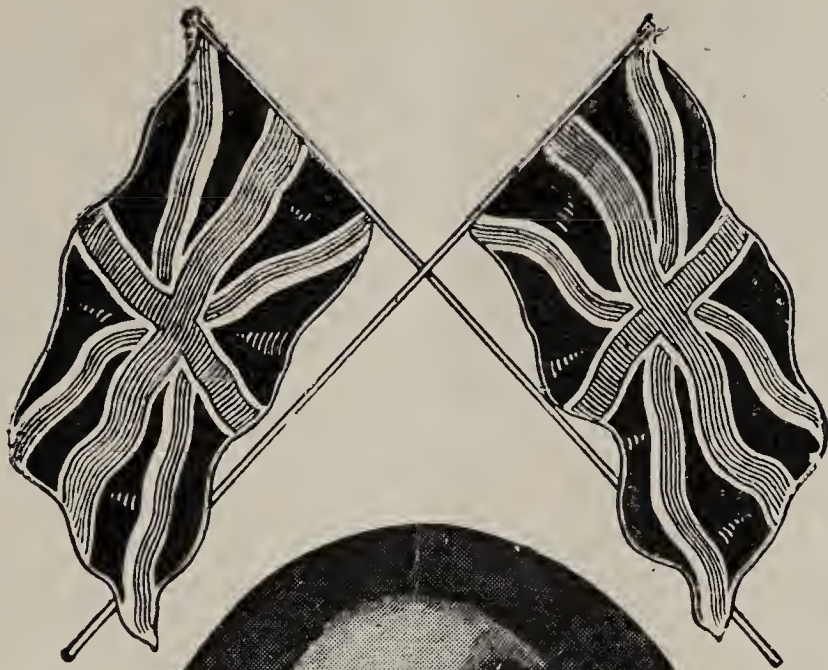
SUNSHINE.

FOR THE PUPILS.

How often we hear people speak in admiration of the rainbow and its beautiful colors, yet how few people realize that the colors of the rainbow are nothing more than analysed daylight. When all these beautiful bands of color are mingled, they produce our beautiful white daylight, that gives color to everything around us.

There is no color in any object, as would appear, but every object gets its color from the compound light of the sun. The only part the object has to play in determining its color, is to absorb all other colors of the rainbow, excepting those which it reflects to our eyes and which we then attribute to the object itself.

We must, therefore, ascribe all the colors of earth to the beautiful colors of our sun's light, which the Creator declared in the beginning, "That it was good." Let us notice also, that when the Divine Architect had created light, He had not yet created any life to enjoy its warmth, nor any eyes to behold its beauties. In the mind of the



SUGGESTIONS FOR EMPIRE DAY,

MAY 23RD, 1907.

SUPPLEMENT TO APRIL NUMBER OF RECORD.



EMPIRE DAY

MAY 23RD

It is especially desirable that Empire Day should be observed in an appropriate manner in all our public schools, so that the rising generation may become better acquainted with the greatness and the possibilities of the Empire of which we form a part.

Teachers are requested to avail themselves of the opportunity offered to impress upon their pupils the fact that the Empire was won for us through the sufferings, exertions, heroic deeds and self-sacrifice of our ancestors, and to inculcate those virtues which conduce to the making of good, loyal, and true citizens.

(1.)

SONG.

UP WITH THE UNION JACK.

Empire Songster, Page 27.

(2.)

RECITATION.

THE COLOURS OF THE FLAG.

What is the blue on our flag, boys?
The waves of the boundless sea,
Where our vessels ride in their tameless pride
And the feet of the winds are free ;
From the sun and smiles of the coral isles
To the ice of the South and North,
With dauntless tread through tempests dread
The guardian ships go forth.

What is the white on our flag, boys?
 The honour of our land,
 Which burns in our sight like a beacon light
 And stands while the hills shall stand ;
 Yet, dearer than fame is our land's great name,
 And we fight, wherever we be,
 For the mothers and wives that pray for the lives
 Of the brave hearts over the sea.

What is the red on our flag, boys?
 The blood of our heroes slain
 On the burning sands in the wild waste lands
 And the froth of the purple main,
 And it cries to God from the crimsoned sod
 And the crest of the waves outrolled
 That He send us men to fight again
 As our fathers fought of old.

We'll stand by the dear old flag, boys,
 Whatever be said or done,
 Though the shots come fast, as we face the blast,
 And the foes be ten to one ;—
 Though our only reward be the thrust of a sword
 And a bullet in heart and brain,
 What matters one gone, if the flag float on
 And Britain be lord of the main.

— *George Frederick Scott.*

SONG.

THE MAPLE LEAF.

Empire Songster, Page 6



(4.)

RECITATION.

THE PIPES AT LUCKNOW.

[The Indian Mutiny, or revolt of the native soldiers (1857) against British rule, has been called "the greatest fact of all Anglo-Indian history." Terrible massacres took place at Cawnpore and elsewhere, and Delhi was besieged by a British force for months. The defence of Lucknow against the attacks of the mutineers is one of the most remarkable episodes of the Indian Mutiny. Sir Henry Lawrence had taken care to fortify the British Residency, and in this the British garrison with the help of the women and even the children, managed to withstand the attacks of the besiegers until relief came. First General Havelock succeeded in forcing his way into the Residency, and afterwards complete relief was brought by Sir Colin Campbell (1857).]

PIPES of the misty moorlands,
 Voice of the glens and hills,
 The droning of the torrents,
 The treble of the rills!
 Not the braes of broom and heather,
 Nor the mountains dark with rain,
 Nor maiden bower, nor border tower,
 Have heard your sweetest strain!

Dear to the Lowland reaper
 And plaided mountaineer—
 To the cottage and the castle
 The Scottish pipes are dear:
 Sweet sounds the ancient pibroch
 O'er mountain loch, and glade:
 But the sweetest of all music
 The pipes at Lucknow played.

E.

Day by day the Indian tiger
 Louder yelled, and nearer crept;
 Round and round the jungle-serpent
 Near and nearer circles swept,
 "Pray for rescue, wives and mothers—
 Pray to-day!" the soldier said:
 "To-morrow, death's between us
 And the wrong and shame we dread."

Oh, they listened, looked, and waited,
 Till their hope became despair ;
 And the sobs of low bewailing
 Filled the pauses of their prayer.
 Then up spake a Scottish maiden,
 With her ear unto the ground
 “ Dinna ye hear it?—dinna ye hear it ?
 The pipes o’ Havelock sound !”

Hushed the wounded man his groaning ;
 Hushed the wife her little ones ;
 Alone they heard the drum-roll
 And the roar of Sepoy guns.
 But to sounds of home and childhood
 The Highland ear was true—
 As her mother’s cradle-crooning
 The mountain pipes she knew.

Like the march of soundless music
 Through the vision of the seer,
 More of feeling than of hearing,
 Of the heart than of the ear,
 She knew the droning pibroch,
 She knew the Campbell’s call :
 “ Hark ! hear ye no Macgregor’s—
 The grandest o’ them all !”

Oh, they listened, dumb and breathless,
 And they caught the sound at last ;
 Faint and far beyond the Goomtee
 Rose and fell the piper’s blast !
 Then a burst of wild thanksgiving
 Mingled woman’s voice and man’s ;
 “ God be praised !—the march of Havelock !
 The piping of the clans !”

Louder, nearer, fierce as vengeance,
 Sharp and shrill as swords at strife,
 Came the wild MacGregor’s clan-call,
 Stinging all the air to life.
 But when the far-off dust-cloud
 To plaided legions grew,
 Full tenderly and blithsomely
 The pipes of rescue blew !

Round the silver domes of Lucknow,
 Moslem mosque and Pagan shrine,
 Breathed the air to Britons dearest,
 The air of "Auld Lang Syne."
 O'er the cruel roll of war-drums
 Rose that sweet and homelike strain ;
 And the tartan clove the turban,
 As the Goomtee cleaves the plain.

Dear to the corn-land reaper
 And plaided mountaineer—
 To the cottage and the castle
 The piper's song is dear :
 Sweet sounds the Gaelic pibroch
 O'er mountain, glen, and glade ;
 But the sweetest of all music
 The pipes at Lucknow played !

— *Whittier.*

(5.)

SPEECH, OR ESSAY.

CANADA :

- (a) Its territory.
- (b) " productions.
- (c) " people.
- (d) " aims.

(6.)

SONG.

MY OWN CANADIAN HOME.

Empire Songster, page 9.



(7.)

MEMORY GEMS.

Never the lotus closes, never the wild fowl wake,
But a soul goes out on the East wind that has died for
England's sake.

The mighty West shall bless the East,
And sea shall answer sea,
And mountain unto mountain call
Praise God, for we are free.

For there is neither East nor West
Border nor breed nor birth,
When two strong men stand face to face,
Tho' they come from the ends of the earth.

Admirals all they said their say
(The echoes are 'ringing still)
Admirals all, they went they went their way
To the haven under the hill.
But they left us a kingdom none can take
The realm of the circling sea—
To be ruled by the rightful sons of Blake,
And the Rodneys yet to be.

Admirals all, for England's sake,
Honour be yours and fame!
And honour as long as waves shall break
To Nelson's peerless name!

Forward, the Light Brigade!
Was there a man dismayed?
Not though the soldier knew
Some one had blundered:
Their's not to make reply,
Their's not to reason why,
Their's but to do and die;
Into the Valley of Death
Rode the Six Hundred.

I have fought for Queen and Faith like a valiant man
and true;
I have only done my duty as a man is bound to do,
With a joyful spirit I Sir Richard Grenville die!
And he fell upon their decks, and he died?

Canada wants men—not walking effigies,
 Who smirk and smile with art polite, and sport
 The borrowed vesture of their richer friends ;
 But men of souls capacious who can plant
 The standard of their worth on noble deeds
 And dare respect their conscience and their God.

LOVE OF COUNTRY.

Breathes there the man with soul so dead,
 Who never to himself hath said,
 This is my own, my native land !
 Whose heart hath ne'er within him burn'd,
 As home his footsteps he hath turn'd,
 From wandering on a foreign strand !
 If such there breathe, go, mark him well ;
 For him no minstrel raptures swell ;
 High though his titles, proud his name,
 Boundless his wealth as wish can claim ;
 Despite those titles, power and pelf,
 The wretch, concentred all in self,
 Living, shall forfeit fair renown,
 And doubly dying shall go down
 To the vile dust from whence he sprung,
 Unwept, unhonour'd and unsung.

(8.)

SONG.

RED, WHITE AND BLUE.

Empire Songster, page, 3.



(9.) **SPEECH OR ESSAY.****PATRIOTISM.**

- (a) What it is not ; what it is and involves. How cultivated.
- (b) Reasons why one should love his country.
- (c) Patriotism as a motive to good citizenship.
- (d) The duty of living for one's country as well as of dying for it, if need be.
- (e) Citizenship ! What it is to be a good citizen. Personal responsibility as a citizen for the moral character of the state or community.
- (f) The duties of a citizen. The motto of a good citizen :—

“ My country, right or wrong ;
When right, keep her right ;
When wrong, to put her right.”

(10.) **THE CHILDREN'S SONG.**

*Land of our Birth, we pledge to thee
Our love and toil in the years to be ;
When we are grown and take our place,
As men and women with our race.*

Father in Heaven who lovest all,
Oh help Thy children when they call ;
That they may build from age to age,
An undefiled heritage.

Teach us to bear the yoke in youth,
With steadfastness and careful truth ;
That, in our time, Thy Grace may give
The Truth whereby the Nations live.

Teach us to rule ourselves always,
Controlled and cleanly night and day ;
That we may bring, if need arise,
No maimed or worthless sacrifice.

Teach us to look in all our ends,
 On Thee for judge, and not our friends ;
 That we, with Thee, may walk uncowed
 By fear or favour of the crowd.

Teach us the Strength that cannot seek,
 By deed or thought, to hurt the weak ;
 That, under Thee, we may possess
 Man's strength to comfort man's distress.

Teach us delight in simple things,
 And mirth that has no bitter springs ;
 Forgiveness free of evil done,
 And love to all men 'neath the sun !

*Land of our Birth, our Faith, our Pride,
 For whose dear sake our fathers died ;
 O Motherland, we pledge to thee,
 Head, heart and hand through the years to be !*

— *Rudyard Kipling*

These verses may be sung to the tune of "Sun of my Soul," etc.

(II.) **RÉCITATION BY THE ENTIRE SCHOOL.**

RECESSIONAL.

God of our fathers, known of old—
 Lord of our far-flung battle line—
 Beneath whose awful hand we hold
 Dominion over palm and pine—
 Lord God of Hosts, be with us yet,
 Lest we forget—lest we forget.

The tumult and the shouting dies—
 The captains and the kings depart—
 Still stands Thine ancient sacrifice,

An humble and a contrite heart.
 Lord God of Hosts, be with us yet,
 Lest we forget—lest we forget.

Far-called our navies melt away—
 On dune and headland sinks the fire—
 Lo, all our pomp of yesterday
 Is one with Niveveh and Tyre !
 Judge of the nations, spare us yet,
 Lest we forget—lest we forget.

If, drunk with sight of power, we loose
 Wild tongues that have not Thee in awe—
 Such boasting as the Gentiles use,
 Or lesser breeds without the law—
 Lord God of Hosts be with us yet—
 Lest we forget—lest we forget.

For heathen heart that puts her trust
 In reeking tube and iron shard—
 All valiant dust that builds on dust,
 And, guarding, calls not Thee to guard—
 For frantic boast and foolish word,
 Thy mercy on Thy people, Lord !

—*Rudyard Kipling.*



Creator, however, the light was good, because it would fulfil all the benign purposes of the divine will in blessing and beautifying the world and in delighting the soul of man, the climax of creation, who had not yet been created.

Truly our beautiful sunshine with all its composite colors is one of earth's grandest gifts from its Creator.

OUR SKY.

FOR THE PUPILS.

How beautiful our spring sky appears an hour or more after sunset, with its mild atmosphere and its beautiful groups of stars! Were there no atmosphere, or had our atmosphere not the properties which it has, we would have *no sky*. Our heavens would be yet black, and the sun, moon and stars would appear as points of light shining out of dense darkness.

If we had not our beautiful atmosphere to diffuse the sun's light, it would be light only in the direct rays of the sun, and we could have no daylight in our homes. Moreover, we could have no coloration after sun set, nor any twilight in the evening, as darkness would settle as soon as the sun had set. On the other hand, the myriads of beautiful stars have no essential part in our existence, but, how lonely we would be with the lonely sun by day and the poor old moon by night.

Truly the Creator had more than utility in mind, when he made such a glorious firmament for the happiness of mankind.

REPORT OF INSPECTOR J. BALLANTYNE FOR THE SCHOOL YEAR OF 1905-06.

SIR,

I have the honour to submit my annual report on the Protestant schools of the Magdalen Islands for the year ending 30th June, 1906.

A teachers' conference was held this year at Grand-Entry on the 15th of January and was attended by representatives from every Protestant school district on the islands, some of the representatives travelling a distance of fifty miles. This date may seem a little late to hold a conference, as according to law the conference should be held

in the first half of the scholastic year, but after October sets in it is not very easy to travel over these islands, and in that month all the schools were not in operation and the meeting was deferred till above date, so that as many teachers and trustees as possible could attend and have better travelling on the ice.

Addresses were given by the Rev. Mr. Prout on the progress of the Protestant schools on the islands since his incumbency ; by Mr. A. Sutherland, teacher of Grindstone school, on the relation of the teacher to the pupils with the parents and *vice versa* ; by Mr. P. G. Cotton, teacher at Grosse Isle, on patriotism to the school and the country. Miss E. Taker, teacher at East Cape, read a paper by W. Dixon, B.A., from the Educational Record on some ideals of teachers, and an address was given by the inspector on teachers' conferences, their object and their use.

At the afternoon session a general discussion on the above subjects was participated in by trustees and people, as well as the Rev. Mr. Prout and the teachers, which showed that the people are taking a greater interest in educational matters than heretofore.

The holding of these conferences in a different school district each year instead of in one in the centre of the islands, although it entails extra travel and work on the inspector, tends to waken the interest in school matters in these outlying districts hitherto dormant, and the attendance this year proves that they are thoroughly appreciated.

Only four schools were in operation during last year. Entry Island and Old Harry schools being closed unavoidably. The former by modern school desks ordered not arriving till last steamer of the season and not being transported to the island till opening of navigation in the spring ; the latter by the serious illness of the teacher engaged compelling her to leave the islands for the winter to receive medical attendance in an hospital. Of the other schools, Grindstone and Grosse Isle had energetic and capable teachers from Nova Scotia ; Grindstone having Mr. A. Sutherland, a duly licensed teacher of Grade D. from the Board of Education of Nova Scotia, and Grosse Isle a graduate of Kings' College, Windsor, N. S. For the services of the latter the people are indebted to His Lordship Bishop Dunn, of Quebec, who contributed largely to his support. East Cape and Grand Entry were supplied by teachers

belonging to the islands, to whom permits were granted, as reported. It is rather unfortunate that trustees and commissioners here have failed so far to get duly licensed teachers from the Province of Quebec, although well advertized for, as I think the salaries offered for a full term, \$200 to \$250, will compare favorably with other parts of the province more favorably situated. Probably one reason is our isolated position and navigation being closed for over four months of the year. I can assure any teachers who may be disposed to come but for these drawbacks that they will be agreeably surprised with the islands and that they will have honorable support from trustees and inspector. Increased interest has been manifested during the past year by commissioners, trustees and people in school matters, as the following will show. Grindstone school is a commodious and substantial building finished inside and out and well equipped with modern desks, maps and books and a fine new hyloplate blackboard the entire width of the school-house behind the teacher's desk. In June last a fine wire fence with swing gate was erected around the playground. This is the first of the kind on the island and adds greatly to the appearance of the school-house. I am in hopes to see this example followed by at least one other Protestant school this year. Grosse Isle built and opened a fine new school-house capable of accommodating fifty pupils and fully equipped with modern desks, with teacher's desk and chair, and although the inside of the building is not yet complete, strenuous efforts are being made to have this done before school opens in September. A division of this municipality is being asked for the by Old Harry district and consented to by the commissioners for the purpose of enabling Old Harry and Grand Entry on the south side of the bay to establish and maintain one good school between them and Grosse Isle to maintain one good school on the north side. This plan has my hearty support, and I trust that when the papers in connection therewith reach you that they will have due consideration. Grand Entry has a fine little school-house completely finished inside and out and seated with modern desks to accommodate twenty-four pupils. Old Harry school-house is finished inside and out, but not fitted with modern desks. Entry Island school-house has been finished inside and out, painted and seated with modern desks to accommodate

twenty-four pupils. I would like very much to see this school supplied with a duly licensed teacher (male or female) from the Province of Quebec during the year, as they have never had a duly licensed teacher in this district; the salary offered, \$20.00 per month, should facilitate matters.

It is a source of great pleasure to me to be able to report these improvements as they have all taken place since my appointment. Three years ago there were but 18 modern desks in any school on the islands and not one Protestant school finished or equipped. A reference to the bulletins of inspection already forwarded, I think, will show that the pupils have kept pace with the commissioners and trustees as far as their studies are concerned. Empire Day was celebrated at Grindstone school and the official programme carried out with the Dominion flag flying over the school house and a very enjoyable and instructive time was spent. The school-house was well filled with visitors, both English and French, all of whom expressed themselves as delighted with the innovation, the first of the kind ever held on these islands. The pupils entered heartily into the work and did their parts in a very creditable manner.

Supplementary grants were received by Grindstone, Grosse Isle, Grand Entry Island and Entry Island, and were very much appreciated and very much needed, and I trust will be increased in the coming year. Teachers' bonuses were received by Mr. D. A. Simons and Miss J. Patton.

(10 points are allowed for each of the following).

Number.	Municipalities.	Number of schools in operation.	Relating to municipality			Total points obtained out of 30.	General note obtained.	Relating to the school.			Total points obtained out of 30.	General note obtained.
			Condition of school buildings, dependencies, etc.	Condition of furniture.	Salaries and mode of payment.			Observance of course of study.	Use of approved books.	Success obtained by teachers.		
	Grindstone.. .. .	1	8	9	9	26	Very good.	9	8	9	26	Very Good
	Grosse Isle... .. .	2	6.5	6	6.5	19	Good.	8	6	8	22	Good.
	Grand-Entry.....	1	6	4	5	14	Fair.	3	3	4	10	Inferior.

I desire to acknowledge with thanks the assistance rendered by the Rev. Mr. Prout at all public meetings and in all matters educational, as also the commissioners, trustees and secretary-treasurers for their hearty co-operation of the work.

Finally, allow me to endorse inspector Gilman's remarks in his report for the year 1904, in which he says under the head of future: "That he hopes to see the government grant to municipalities increased, salaries of teachers of elementary schools materially increased, and finally salaries of inspectors at least double." As regards the latter I know at least one inspector whose salary will bear doubling and then not more than pay travelling expenses and time devoted to the work.

SUPERIOR SCHOOL EXAMINATIONS, 1906:

REPORT OF EXAMINERS IN BOTANY, PHYSICS, CHEMISTRY AND ALGEBRA.

BOTANY—GRADE II ACADEMY.

Would suggest that each school be required to gather at least 6 specimens of plants or leaves, etc., to mount or name different parts of same. This would tend to give individual impetus to the subject.

As a whole, papers showed that Text-Book was too technical for beginners, for when answers were any way correct they had a "learnt by heart" (*without the head*) effect on the examiner.

Question 1. Word "consist" not understood; few papers gave that plants had root.

No. 2, 3, 4 showed "*rote*" work of pupils.

No. 5 (a). Badly done.

Nos. 6. Fairly well done--this being only answer where pupils showed a digested knowledge of subject.

7 (a). Definitions usually well done.

8 (a). Badly done.

CHEMISTRY—GRADE II, ACADEMY.

Questions were to the point—directly on Text-Book—but many answers showed that knowledge of pupils was mechanical.

Have the schools any apparatus?

Do the pupils perform experiments?

Questions 1, 2, 3, 4. Generally well answered.

Question 5. Generally not known.

“ 6, 7, 8. Fair.

“ 9. This question brought out very well, when *practical* work had been done in schools.

PHYSICS—GRADE II.

Questions were definite and majority of schools answered much better than in former years.

All the questions were generally well answered.

In questions 4, 6, 8, in many cases answers were too indefinite.

PHYSICS—GRADE I.

Improvement on former years; due in large degree to definite form of questions.

Would suggest that all schools teach thoroughly with many concrete examples the difference *between mass, weight and volume*; the pupils use these terms in the most haphazard fashion in many schools. This was seen especially in questions 2 and 3.

Question 1. In many cases the metre was a French measurement kept in London, and was divided into 10 metres = 1 Dekametre, etc.

Questions 4 and 6 were well done.

“ 5 not well done. Few knew that a hole in top of barometer would render instrument useless.

No. 7. Definitions. Pupils evidently knew too little of subject to write out accurate scientific definitions, or perhaps it is not that the pupils do not know, but that their command of language is poor.

ALGEBRA—GRADE II ACADEMY.

Although the questions were very clearly stated, the pupils had a good deal of difficulty with the definitions, in consequence of this question (1) was a failure on the majority of the papers. Questions (2) and (3) were well done wherever pupils knew the difference between highest common factor and lowest common multiple, but the two were frequently confused.

Questions (4) and (6) showed in general a good knowledge of methods.

Questions (5) and (7) were on the average well answered

GRADE I. ACADEMY.

The lack of ability to give definitions made question (1) a and c, a failure throughout. Lack of practice in handling algebraic symbols caused a large number of failures in (1) b, (2) and (3), though plenty of evidence of a thorough knowledge of the simple rules was given in questions (4), (5), (6) (7) and (9), the monomial factor of b proved the stumbling block in question (8). Question (10) was on the whole, very well handled, though a number of ingenious statements of the problem gave widely varying answers.

GRADE III MODEL.

The questions on this paper were very well answered throughout, the marks obtained being exceedingly good. The definitions in questions (1), (2) and (4) again caused trouble. Not a pupil in a large number of the schools for example knew the difference between power and exponent. Question (9) puzzled a good many, the numbers one less than x , and one greater than x were frequently given as w and y , also as $-x$ and x^2 . Ignorance of the effect of a zero factor caused several failures in question (10). In questions (3), (5) and (6) there were very few failures.

On the whole, this paper like the others in Algebra was well understood by the pupils, and the answers to the questions showed a good knowledge of the subject and thorough training.

1907

TIME

SUPERIOR SCHOOL

WEDNESDAY,

Morning.

Grade	I.	Model.....	English Grammar.....	9 to 11
"	II.	"	"	9 to 11
"	III.	"	"	9 to 11
"	I.	Academy..	Grammar, Dict. and Comp.	9 to 12
"	II.	" ..	Physical Geography.....	9 to 11

THURSDAY,

"	I.	Model.....	Dictation and Spelling....	9 to 10
"	II.	"	Latin.....	9 to 11
"	III.	"	"	9 to 11
"	I.	Academy..	"	9 to 11
"	II.	" ..	"	9 to 12

FRIDAY,

"	I.	Model.....	Arithmetic	9 to 11
"	II.	"	"	9 to 11
"	III.	"	"	9 to 11
"	I.	Academy..	British History.....	9 to 10.30
"	II.	" ..	Mensuration.....	9 to 11

MONDAY,

"	I.	Model.....	English	9 to 11
"	II.	"	"	9 to 11
"	III.	"	English, Dict. and Spelling	9 to 12
"	I.	Academy..	English.....	9 to 11
"	II.	" ..	"	9 to 11

TUESDAY,

"	I.	Model	Geography	9 to 11
"	II.	"	"	9 to 11
"	III.	"	"	9 to 11
"	I.	Academy..	Geometry	9 to 11
"	II.	" ..	"	9 to 11

WEDNESDAY,

"	II.	Academy..	Chemistry	9 to 11
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TABLE.

1907

EXAMINATIONS.

June 12th.

Afternoon.

French	2 to 4
“	2 to 4
“	2 to 4
“	2 to 4
“	2 to 4

June 13th.

Rapid and Mental	2 to 2.40
Arithmetic	2 to 2.40
“	2 to 2.40
Algebra	2 to 4
“	2 to 4

June 14th.

No Examination	
Dictation and Spelling	2 to 3
Algebra	2 to 4
Arithmetic	2 to 3.30
Botany	2 to 4

June 17th.

Canadian History	2 to 4
“	to 4
British History	2 to 4
Greek	2 to 4
Grecian History, or Great Events	2 to 4

June 18th.

Scripture	2 to 4
“	2 to 4
“	2 to 4
Physics	2 to 4
“	2 to 4

June 19th.

Greek or German	2 to 4
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SUPERINTENDENT'S REPORT.

The Superintendent's report for 1905-06 has been issued and contains much valuable information regarding education in our Province. The following table of expenses for education may be of interest to readers of the RECORD, who may not have access to the Superintendent's report:—

Paid by tax-payers, general tax	\$1,909,385
“ “ “ special tax	208,214
Paid in monthly fees	257,058
Fees from subsidized educational institutions. ..	1,427,745

Total paid by public

\$3,802,402

The following amounts were paid by the Government:—

For superior education	\$ 87,410
Public Schools	160,000
Poor municipalities	13,000
Normal schools (French and English)	54,500
Schools for deaf and dumb and blind	17,390
Teachers' Pension Fund	13,000
School inspection (47 inspectors)	43,000
Council of Public Instruction	4,000
Journals of Public Instruction	7,550
Prize books (Catholic and Protestant)	2,000
Grants to certain superior educational institutions.	4,000
Night schools	12,000
School museum (at Quebec city)	600
Council of Art and Design	15,000
Special grant in virtue of the act 60 Victoria, chapter 3	100,000
School of navigation, Que.	1,000
Superintendent's report	700
Bonuses to teachers	1,000

Total paid by Government

\$536,150

Grand total paid by tax-payers and Government

combined

\$4,338,552

It will be observed that the proportion of the total cost paid by the Government is about *one-eighth* of the total cost of education for the past year.

There has been an increase of 63 schools during the past year, 58 under the Catholic boards and 5 under Protestant boards. There are 4,646 elementary schools under Catholic boards and 862 elementary schools under Protestant boards. These schools contain respectively 177,508 and 28,960 pupils in the school age or 206,467 pupils altogether in the schools under control. Including all classes of schools there are now in the province 6,503 schools and 361,430 pupils of all degrees.

During the year 1905-06 the school boards expended for the purpose of renovating and improving their school-houses the sum of \$263,084.

The sum of \$24,000 has been set apart for the bonuses to primary teachers, of which \$12,500 is for length of services (15 or 20 years) and \$10,000 for successful teaching.

Reference is made to the *school gardens* in connection with various schools in the Province, wherein no less than 425 pupils are studying agriculture and to the Public Instruction Museum at Quebec, which is becoming quite an institution and a credit to the Province. Speaking of Protestant rural schools the report declares "that it is the condition of these schools, that gives concern to all patriotic men, who consider the education question of this Province." "There are over 400 Protestant rural schools," the report goes on to say, "with an average attendance of about *ten*." The difficulty then consists in providing 40 teachers to instruct these 400 pupils in groups of ten, at fair salaries. The case may be fairly expressed and the difficulty may be shown, if we imagine these 400 pupils requiring 40 teachers, in the country sections, at a cost of \$25 per month, or \$10,000 per year of 10 months, transposed to some town or city, where the whole 400 would only constitute an ordinary town school, requiring at most 10 teachers, or an annual expenditure of \$4,000 per year, if \$40 per month be allowed as salary. It is this aspect of the question that urges all, who thoughtfully consider matter, to advocate consolidation of these scattered schools.

The report continues and recommends (1) "Consolidation should be effected, wherever possible, in order to

“ bring the pupils of three or four weak schools under the instruction of one teacher.”

(2.) “ The Government grants to these schools should be increased and should be administered in such a way as to give assistance to the schools that most need it, and whose supporters contribute most freely.”

(3.) “ The rate-payers should tax themselves at a higher rate.”

The result would be better salaries, longer terms and more permanency amongst the teachers, which would produce better results in school-work.

In this respect reference is made to the prospects of a measure of relief from the training teachers at the Macdonald College at Ste. Anne de Bellevue, and the devotion of the present Normal School grant to assist these poorer schools.

One very important feature also noted in this respect was the inequality of the municipal valuation on which school taxes are levied. In the same municipality no harm resulted, as between rate-payers the tax would be proportionate, but evil resulted, when the *relative rate* of taxation was taken as a basis for the distributions of Government grants. The report suggests, that, since there is no remedy provided in the school law, the matter was worthy of the attention of Legislature.

The report contains much, that is statistical and much more, that is suggestive, but it is expected that the report of the Protestant Inspectors will appear in the RECORD, and an abstract of these reports need not be published.

The opinion of the Superintendent is expressed in the following words, regarding the subject as a whole :

“ We are assured that progress is being made under conditions of prudence and wisdom, which are the best guarantee of our national future.”

PRIMARY CLASS GEOGRAPHY.

We give below a very good list of geographical definitions to be taught to Grade I, Part II, as per the course of study. They are those used last year by Miss Edith Whitehead, and her pupils were well posted on the list. If properly

taught, these definitions will give a primary class a very good idea of the simpler elements of geography.

LAND.	WATER.
1 Island.	1 Lake.
2 Mountain.	2 Pond.
3 Base.	3 Spring.
4 Summit.	4 Swamp.
5 Tableland.	5 Forest all give rise to.
6 Valley.	1 Rivers.
7 Volcano.	2 Brooks.
8 Plain.	3 Creeks.
9 Prairie.	4 Canals.
10 Desert.	5 Rapids which flow into.
11 Oasis.	1 Bays.
12 Continent	2 Gulfs.
13 Cape.	3 Seas.
14 Peninsula	4 Oceans.
15 Isthmus	5 Straits.
16 Earthquakes,	6 Lighthouse.
17 Coast or shore.	
18 Railway.	

Some pupils find it very difficult to remember isolated facts such as giving the Scripture text, when the chapter and verse are given by the teacher. In teaching such lessons it is well to remember, that such passages of Scripture will invariably be called for in later life by reference to their contents, and that it is easier and more profitable to teach them in that way at school. John III, 16-17 is more rationally taught by reference to its contents, "God's love to the world," than by giving "chapter and verse". The prayer for a *new heart*" is better than "Psalms 51: 10-11," as a form of question. The best teaching will recognize the law of association in all mental processes and add thereto rationality. The practice of helping the pupil by "prompting," is a confession of poor methods of instruction.

William F. McLean, editor of the *Toronto World*, and Alexander H. MacKay, Superintendent of Education of Nova Scotia, will represent the Dominion of Canada at the first annual meeting of the Simplified Spelling Board, to

be held in the Waldorf-Astoria hotel, New York City, on April 3 and 4. Both Mr. MacKay and Mr. MacLean will read papers at the meeting. The occasion will be a great gathering of philologists and scholars. Among the representatives of Great Britain who have signified a desire to attend is William Archer. The meeting will consist of business sessions, discussions of papers, and a dinner at which Andrew Carnegie will preside.

Correspondence.

To the Editor of the RECORD.

DEAR SIR,

Permit me to send you a few observations regarding the subject of English in our elementary schools, the various difficulties to be overcome in teaching it and a few of the methods that may be used.

The first great difficulty that confronts us arises from the fact that many of our pupils come from homes wherein there is little, if any, literary culture and careless forms of expression are used. Thus it is that, when our pupils present themselves at school, they have had an education in the use of improper English, which years of persistent effort will not wholly eradicate. This is not true of all communities, nor of all pupils in any community. There are always a few whose expression is better than others, and I would suggest using these as the *salt* of the school-room to assist in reforming the defects of others, and at the same time improving their own use of the language. It would never do to let either set of pupils know what you were doing, or you would create a baneful idea of self-importance in one set and beget a feeling of resentment in the minds of the other pupils.

Again, do we not as a class monopolize the conversation during recitation? Since conversation is one of the best ways, in fact the only practical way, to acquire a language, we should induce our pupils to converse with us freely, during the recitations, while we stand guard over their expression. If we can get our pupils to speak correctly, they will certainly write correctly, but the opposite has been our aim, and we have been satisfied with exercises correctly written, while the pupils' oral expression violated

many of the rules, which we had carefully taught them. Of course it will be impossible to detect *spelling*, *punctuation* and the use of *capitals* in conversation, but these are minor points, that are being taught in the lessons, we are conversing about.

This same idea of leading the pupils *to talk* may be further developed by our form of questioning. Frequently the questions admit of the answer "yes" or "no," but such questions do an injustice to the pupil, for not only is he deprived of an opportunity to express himself in English, but he is not encouraged to think and is led to guess. Every question should be asked in such form as to call for a sentence in reply. This sentence must be in proper form. Any violation of syntax ought to be corrected, whether the rules have already been learned or not. Many people use good English, who know little of the rules of syntax, but have gained their knowledge of the language from associating with those who speak it correctly. Thus may we influence our pupils by using proper English and permitting only proper English to be used.

There are other aspects of the subject, which I shall notice in another letter, in the meantime, let us do our best, each in his own line.—*Teacher*.

Readable Paragraphs.

GEMS FROM LUCRETIA WILLARD TREAT

We join together in our joys and sorrows, to gain strength in the common experiences, that through them we may learn to stand strong and true —Children on the Tower.

Unity is the completed whole as God sees it, Continuity is the process by which it is reached.—First Gift.

When we reach what seems to be the end, it will be the beginning. It is a circle—eternity without beginning or end.—*Tick Tack*.

The handsome young woman who complains that men stare at her doubtless fails to realize that she would be pained if they did not.

A burned child knows enough to keep away from the fire, but a divorced person nearly always plunges into matrimony at the first opportunity.

1906

SUPERIOR SCHOOL EXAMINATIONS.

THURSDAY AFTERNOON, JUNE 14th, from 2 to 4.

BOTANY (GRADE II. ACADEMY.)

1. (a) Of what two kinds of organs do plants consist ?
(b) State the functions of each. 12
2. Distinguish between *syncarpous* and *apocarpous* gynæcuim. 12
3. What is a *gamopetalous* corolla? Give an example. 12
4. (a) Name three indehiscent fruits.
(b) What is the *pericarp*? 12
5. (a) Distinguish between a *rhizome* and a *tuber*.
(b) Explain the difference between *deciduous* and *evergreen* trees. Examples. 12
6. Describe a bean seed and its germination. 16
7. (a) Explain the structure of drupe, pome, légume, capsule.
(b) How are seeds distributed? 12
8. (a) What is the nature of buds? Where do they arise?
(b) How does a seed differ from a bud? 12

TUESDAY MORNING, JUNE 19th, from 9 to 11.

CHEMISTRY (GRADE II. ACADEMY.)

All the questions are to be answered.

1. What is meant by the expressions *chemical work* and *chemical energy*? 10
2. How can nitrogen be obtained from the air by the use of copper? 10
3. What is the difference between a chemical compound and a mechanical mixture? 10

4. Does hydrogen support combustion? How can this be shown? 10
5. What is hydrogen dioxide? How is it made? What is it used for? 15
6. What is destructive distillation? 10
7. (a) How is nitric acid formed in nature?
(b) Why do substances burn in strong nitric acid? 10
8. What is the simplest way of forming hydrochloric acid? 10
9. What difference is there between the action of a mixture of chlorine and hydrogen and a mixture of hydrogen and oxygen?

MONDAY AFTERNOON, JUNE 18th, from 2 to 4.

PHYSICS (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Which has the higher temperature, a red-hot tack, or a bowl of boiling water? Which has the greater quantity of heat? 10
2. How would you prove that the quantity of heat depends upon mass as well as temperature? 15
3. How would you show that water has a greater capacity for heat than copper wire or sand? 15
4. How could you prove that the ashes of a piece of burnt magnesium are heavier than the magnesium was to begin with? 15
5. Describe how you could test whether a liquid was acid or not without tasting it? 10
6. In what way is the burning of a candle similar to the rusting of iron? 10

7. Which metal rusts the quickest, iron, copper, or lead? How does the rust of the metal differ from the metal itself? 10

8. If the air consisted entirely of oxygen, how would burning differ from the way it takes place at present? 15

MONDAY AFTERNOON, JUNE 18th, from 2 to 4.

PHYSICS (GRADE I. ACADEMY.)

All the questions are to be answered.

1. (a) What is a metre? Compare its length with that of a yard.

(b) Explain how a metre is divided and write down the names that are given to these parts. 12

2. How would you show that equal volumes of different substances may have different masses? 12

3. Why do things lose weight in water? How would you measure this loss of weight? 12

4. How is the pressure of air measured? Why do we not feel the pressure of air above us? 12

5. Would a barometer made with water as a liquid have to be longer or shorter than a mercury barometer? Give reasons for your answer. If a hole were made in the top of a barometer what would happen? 14

6. How would you show that liquids expand when heated?

7. Explain the terms:—Expansion, decription, crystals, chemical change, saturated solutions, evaporation. 18.

8. If you were given some powdered alum, explain how you would proceed to make a crystal of alum. 10

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

Quebec, March 8th, 1907.

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. ; Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec ; Principal W. Peterson, LL.D., C.M.G. ; W. S. Maclaren, Esq. ; Gavin J. Walker, Esq. ; Hon. J. K. Ward, M.L.C. ; John C. Sutherland, Esq., B.A. ; Professor James Robertson, LL.D., C.M.G. ; P. S. G. Mackenzie, Esq., K.C., M.P. ; John Whyte, Esq. ; W. L. Shurtleff, Esq., K.C., LL.D. ; Hon. Justice McCorkill ; Reverend E. M. Taylor, M. A.

Apologies for enforced absence were submitted for the Hon. S. A. Fisher, B.A., M.P. ; H. B. Ames, Esq., B.A., M. P. ; the Reverend E. I. Rexford, LL.D., D.C.L., and J. Dunbar, Esq., K.C., D.C.L.

The minutes of the last regular meeting and of the emergent meeting were read and confirmed.

An application from the School Board of North Hatley to have the model school there raised to the rank of an academy was read and granted.

A memorial from the Canadian Association for the Prevention of Tuberculosis was read in which it was urged that a chapter upon the cause, prevention and treatment of consumption be inserted in the next edition of the text-book on hygiene to be used in the schools of the Province of Quebec. The Secretary was instructed to express the Committee's sympathy with the movement for a diffusion of knowledge in this regard, and to refer the memorial to the text-book committee.

The following resolution was unanimously carried on motion of Dr. Peterson and Dr. Robertson :—

The Protestant Committee of the Council of Public

Instruction, as representing the general interests of Protestant education in the Province of Quebec, at its first meeting since the terrible disaster occasioned by the destruction by fire of the Hochelaga School in Montreal, resolves to place on record in its minutes an expression of its deep sorrow at the calamity and its heartfelt sympathy with those who have been so cruelly bereaved. While regretting the lamentable loss of life, the Committee recalls with appreciation the heroic conduct of the Principal of the Hochelaga School, and of the other women-teachers who were in charge of the pupils at the time of the fire."

The Secretary reported applications for the Sir Wm. Macdonald Scholarships at Guelph from Misses E. J. Ewing, Pike River; Henrietta Jones, Melboro; May G. Johnson, Levis; Lila M. Wainman, Shawville; Frances A. Scott, West Shefford.

The applications were accepted, and the Secretary was authorized to deal with any other applications that be received before the opening of the April term in Guelph.

The report of the text-book sub-committee was received and laid on the table till next meeting, Professor Kneeland offering to place in the meantime a copy in the hands of each of the members for consideration.

The report recommended the authorization of Dexter & Garlick's Primer of School Method as a text-book for the holders of permits.

The Secretary having reported that several enquiries concerning the book on school method had already been received, he was instructed to purchase, at the expense of the Committee, enough copies of Dexter & Garlick's book to send one copy free, as well as a copy of the School Law, to each holder of a permit.

The following report was read and adopted:—

"The sub-committee on the distribution of the Poor Municipality Fund reports that it met in the office of the Secretary on the 7th instant, and went carefully over the lists which had been prepared in the Department.

The reports of the school inspectors show that the Poor Municipality Grant continues to secure an improvement in the school facilities of the various poor municipalities without decreasing the local contributions. In many munici-

palties the rate of taxation has increased materially, in order that the municipality may participate more largely in the distribution of this fund.

The total amount available for distribution this year is \$8,551.00, and is derived from the following sources:—

Protestant share of the Legislative Grant of	
\$1,300	\$1,658 00
And of supplementary grant of \$7,000....	893 00
Marriage License Fees as voted by the Protestant	
Committee	5,000 00
Government grant mentioned in appropriation	
for Superior Education	\$1,000 00
Total	\$8,551 00

This sum is \$991.00 more than the sum distributed last year. This excess is caused by an increase in the Marriage License Fees, and also from the fact that at the September meeting of the Protestant Committee the sum of \$453.25 was added to half of these fees usually given to the Poor Municipality Fund.

The following statement shows the districts of inspection, the number of schools participating in the Grant in each district of inspection, the average amount per school, and the total amount distributed in each district:—

District of Inspector	No. of schools participating.	Average amount per school.	Amount distributed.
McCutcheon	80	\$22 60	\$1,810 00
Sutherland.....	26	20 76	540 00
Kerr.....	31	31 29	970 00
Ballantyne.....	5	47 00	235 00
Hewton	25	15 40	385 00
Thompson	30	10 16	305 00
McOuat.....	43	24 04	1,034 00
Mabon.....	85	30 00	2,500 00
Taylor.....	2	50 00	100 00
Gilman	3	35 00	105 00

Poor municipalities not included in the above list, \$450.00.

Your committee would respectfully recommend the approval of the lists as submitted herewith."

WILLIAM I. SHAW,
JOHN WHYTE,
G. J. WALKER.

The Chairman submitted the following report of an interview of representatives of the Protestant Committee of the Council of Public Instruction with the Provincial Government, represented by the Honorable Mr. Gouin, Premier, the Honorable Mr. Weir and the Honorable Mr. Roy, held at the Government Offices, Montreal, December 20th, 1906 :—

“The members of the Protestant Committee in attendance were Rev. Dr. Shaw, Chairman ; Rev. Dr. Rexford, Prof. Robertson, LL.D., and Mr. P. S. G. Mackenzie, M.P.P., accompanied by Dr. Parmelee, secretary.

“In harmony with the action of the committee, proposals were submitted and discussed as follows :

“1. Increase of Elementary School Grant. The Chairman drew attention to the oft repeated requests made on this behalf during the past fourteen years, and assured the Premier of the appreciation by the Protestant Committee of the Government's sincere desire to render substantial aid to the elementary schools of the Province.

“The Premier intimated it might be taken for granted that further increase of grant for elementary schools would be made. If, however, this came about in consequence of increased provincial subsidy from the Federal Government, it would not be available for probably two years, as that time at least would be needed to give effect to the increase in provincial subsidy.

“2. Discretionary administration by the Protestant Committee of its share of the public school grant, as in the case of the Poor Municipality Fund and the Superior Education Fund.

“The Premier presumed that this implied the diverting of funds from some municipalities for the benefit of others more needy and deserving, and enquired how this would effect, say, the City of Montreal, in which the Protestant School Board now receives \$6,000, out of the total of \$20,000, available for the Province.

“The Chairman suggested that before so radical a change be made, the Protestant School Board should first be consulted, and submitted that by some means struggling municipalities should be aided beyond the grant of the few dollars now given by exact calculation based on school population.

“ The Premier enquired if the Protestant Committee would be agreed in limiting the grants to municipalities outside of cities and towns. Rev. Mr. Rexford suggested that the distribution of the present grant of \$20,000 might be continued as at present, but if it were increased, say, to forty or fifty thousand dollars, the increase should be distributed altogether to rural schools at the discretion of the Protestant Committee. The Premier advised that some more definite basis of discretionary administration be formulated by the Protestant Committee.

“ 3. The motion of Mr. Whyte for a uniform tax of half a mill on the dollar on the real estate in the Protestant panel for education in the Province was recommended to the favorable consideration of the Government for action.

“ The Premier, while expressing his earnest and cordial sympathy with increased financial support of education, could not assure the representatives that the Government would bring forward legislation as sought by Mr. Whyte's resolution at the first session of the Legislature.

“ 4. Grants to Universities. The Chairman explained that from a common superior school fund amounting last September to \$15,520, after diverting \$5,000 of marriage license fees to the poor municipality fund, grants had to be made to 71 model schools and academies besides the two universities. The needs of the former tended for some years past to diminish the grants to the latter, so that the university grants this year amount only to \$3,200. It is desired that the universities be in no way in competition with the superior schools as to financial aid, but that they be given by direct vote of the Legislature suitable grants. The members of the Government seem to sympathise with this view and promised to give it their consideration. Mr. Mackenzie spoke in favor of this policy, and disavowed any adverse feeling to the universities in favoring last September an increase of grants to the schools by diminishing the grants to the universities.

“ 5. Consolidated Schools. Dr. Parmelee stated that while the benefits of consolidation of weak schools are universally recognized especially in a community like the scattered Protestant population of Quebec, yet these benefits are often neutralized by resort to litigation on the part of those

opposing consolidation, and facilities for such litigation might be wisely reduced.

“The Premier requested him to formulate the statutory change he desired.”

WILLIAM I. SHAW,
Chairman.

The report was accepted, and on the motion of Mr. Sutherland, seconded by Mr. Masten, it was resolved,—

“That in view of the early possibility of direct legislative grants being extended towards the universities, this Committee hereby instructs the sub-committee on the distribution of the superior education grant to make no change this year in the grants from the superior education fund to the universities.”

The following report of the Committee on Nature Study and Manual Training was submitted:—

“1. An elementary school should have a school garden of not less than 10 square rods, plowed or spaded each spring and worked by the pupils in individual plots of suitable sizes: *e.g.*, 4 x 10 feet with walks 3 feet wide, providing accommodation for at least 20 pupils. The grounds should be properly fenced and kept in good order, even during the summer holidays. This garden should be supplied with a suitable equipment of garden tools and a proper shed provided in which to store these tools.

“2. Model schools and academies should have gardens similar to the above, except that each garden should be at least 25 square rods in area and provide accommodation for at least 40 pupils.

“3. It is desirable that in schools conducting school gardens the summer holiday should not be longer than that required by the school law, *viz.*, from July 1st to August 15th, and that the garden should be visited frequently by the teacher and pupils during this holiday, or that some other suitable arrangement should be made for the care of the garden during that period.

“4. Special attention should be given to the planting and care of the school grounds at schools which maintain school gardens. The play-ground should be properly graded and the grass kept neat by frequent mowing.

“It may be noted that financial support of the Nature Study work is already provided for. As in Nova Scotia some gradation should be made with reference to size of gardens and number of pupils attending, and the same principle should be adhered to as to Manual Training. Additional columns may be provided in the tabulated report of the Inspector of Superior Schools in which an entry may be made of the credit marks assigned for Manual Training and Nature Study. The maximum marks obtained for these subjects should be proportionate to those obtainable in other departments of school work, namely, Manual Training, 10 marks; Nature Study, 10 marks. For maximum marks in Manual Training there should be in superior schools at least 15 benches with proper tools and at least 30 pupils taking the course. Furthermore, there must be a teacher properly qualified for the work and the pupils must give evidence of efficient instruction,

“*Re* elementary schools. Manual Training and Nature Study work should have a place in the total of marks taken in competition for the prizes offered to municipalities and also in determining bonuses to teachers, and these should be assigned by the Government Inspectors.

“With warm appreciation of the good work done in the past by a Nature Study and Manual Training Supervisor, we venture and hope that some means be found to continue this good work.”

ERNEST M. TAYLOR,
A. W. KNEELAND,
J. C. SUTHERLAND.

The report was accepted on motion of Rev. E. M. Taylor, seconded by Professor Kneeland.

The Committee proceeded to elect by ballot two members of the Teachers' Training Committee in connection with the Macdonald College as provided for in “An Act respecting McGill Normal School, to ratify and confirm an agreement between His Majesty the King in right of the Province of Quebec, and the Royal Institution for the Advancement of Learning and for other purposes.”

As a result of the ballot the Chairman and Dr. W. L. Shurtleff were appointed to serve for three years.

The Chairman presented the following digest of the interim report of the Inspector of Superior Schools:—

Number of superior schools reported by the Inspector to the Chairman, February 26, 1907, 33. In 17 of these progress is described as good, and in 11 it is given as fair. The model school at St. Hyacinthe has but one teacher and is doing a very limited work. The Inspector states:—
 “This school is not complying with the regulations governing model schools and should be reduced to an elementary school and given a grant from the Poor Municipality Fund.” At Marbleton and Bury new school-houses will be built next summer. At Windsor Mills substantial improvements have been made, and in Megantic a new furnace has been installed. At Cowansville and East Angus new school-houses are absolutely needed. At Waterloo a contract has been given for a new school after the pattern of that at Coaticook. The school at Scotstown is very cold. The school at Waterville has been provided with a reading room with magazines and papers for the pupils. At Knowlton a room is needed for Grade I. Model to avoid holding the class in the manual training room. The heating apparatus is unsatisfactory.

On condition of class room as to cleanliness, heating, ventilation, light and seating, 17 are reported satisfactory and 14 as middling. As to condition of closets, 16 are satisfactory 11 of these having provision for flushing, and 12 are middling. In East Angus the report is, as to cleanliness of rooms, “Bad, swept only three times a week. Closets middling.” Scotstown, closets “filthy.” Longueuil, “bad.”

The sub-committee appointed at the November meeting of the Protestant Committee, to draw up a course of study in Latin, French and Mathematics, for candidates for Second-Class Academy Diplomas, reported the following recommendations:—

“That the course of study in Latin, French and Mathematics, for candidates for Second-Class Academy Diplomas, be the ordinary course in these subjects prescribed as the requirement in the first two years in Arts, in the University Calendar of McGill or of Bishop’s College, for the year 1906-7 or for any subsequent year, provided the course presented be one of not more than five years’ standing”

These recommendations were adopted on the understanding that the printed announcements concerning these courses of study should not, by referring to the Universities, suggest that these examinations would have a value equal to that of corresponding university examinations.

Before the motion to adopt these recommendations was put, the following amendment was moved by Mr. Sutherland, seconded by Dr. Peterson, and lost on division :—

“That, whereas Sir Wm. Macdonald has endowed a Chair of Pedagogy at McGill University, it is inadvisable for this Committee to take any step at present looking towards a change in the regulation for admission to teaching in academies.”

Professor Kneeland and Mr. Masten then moved clauses one and two of their motion, which had been laid on the table at the November meeting.

The motion carried with the addition of the following words to clause one, “obtained before July 1907.”

A report was read concerning the complaint of the school commissioners of Knowlton to the effect that a pupil of Knowlton Academy, who left during the year to attend Danville Academy, had taken her examination at the latter school, which she could not have attended during ninety days as required by regulation. The Principal of Danville declared that, although the pupil in question had not been in attendance for ninety full days, she had received from him additional instruction on Saturdays and after school hours, which, in his opinion, was more than an equivalent for the legal requirements, and that, whether he erred or not in reporting ninety days of attendance, he had acted in good faith and with the view of securing to the pupil the rights of examination.

The Committee, while satisfied with the good faith of the Principal, resolved that the regulation requiring ninety days, attendance must be subject to a rigid interpretation.

It was ordered that academy diplomas be issued to Miss Frances H. Hibbard, M.A., and Mr. Albert E. Rollit, B.A., and a model school diploma to Mr. W. G. MacBean, after examinations, satisfactory to the Central Board, in School Law and Regulations.

The sub-committee to arrange for the June examinations was re-appointed.

FINANCIAL STATEMENT

OF THE PROTESTANT COMMITTEE FOR THE SIX MONTHS
ENDING DECEMBER 31ST, 1906.

1906.		RECEIPTS:	
July 1.	Balance on hand.....		\$ 5,761 49
	Refund from J. Parker, unexpended balance of \$850.00 below.....		51 00
	Protestant Committee vote		1,500 00
			<u>\$7,312 49</u>
1906.		EXPENDITURE.	
July 3.	G. W. Parmelee, quarterly salary	\$	100 00
	12. W. Vaughan, expenses of examinations, &c.....		500 00
"	26. John Parker, to pay expenses of exam- iners, &c.....		850 00
"	25. T. J. Moore & Co., examination papers, printing, &c		190 97
Oct. 2.	G. W. Parmelee, quarterly salary		100 00
	Chonicle Printing Co., minutes and tabular statements.....		30 75
Nov. 16.	Rev. A. J. Balfour, Secretary Church Society, for teacher in Magdalen Is- lands.....		100 00
"	16. H. R. Thompson, Secretary-Treasurer Ulverton Model School.....		50 00
"	16. D. F. Towne, Secretary-Treasurer, Kingsey School.....		50 00
"	16. Superintendent of Public Instruction, to add to Superior Education Fund (Forrest donation).....		100 00
"	16. F. M. Shaw, filling in A. A. certificates.		10 00
Dec. 5.	John Parker, balance of salary for Dec.		50 00
"	5. John Parker, postage..... \$13 14 and expenses to attend meeting of sub-committee on course of study, Montreal.....		7 00
			<u>20 14</u>
Dec. 31	Balance on hand.....		5,160 63
			<u>\$7,312 49</u>

SPECIAL ACCOUNT.

1906.

Nov. 16. City Treasurer of Montreal.....	\$1,000 00
--	------------

CONTRA.

1906.

Nov. 16. Dr. S. P. Robins for McGill Normal School.....	\$1,000 00
--	------------

SPECIAL ACCOUNT.

MISS C. BURNHAM LEGACY.

RECEIPTS.

1906.

One year's interest.....	\$ 40 00
Balance in Bank.....	22 84
	<hr/>
	\$ 62 84

CONTRA.

1906.

Dec. 31. Transfer to Superintendent of Public Instruction for payment of Protestant Pensioners on the recommendation of the Pension Commission.....	\$40 00
Balance in Bank.....	22 84
	<hr/>
	\$62 84

Audited and found correct.

WILLIAM I. SHAW.

It was resolved that the next meeting be held at Macdonald College, Ste. Anne de Bellevue, on Friday, the tenth day of May, or earlier upon order of the Chairman.

The meeting then adjourned.

G. W. PARMELEE,
Secretary.

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THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL
 OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
 AND OFFICIAL ANNOUNCEMENTS.

The Protestant Committee is responsible only for what appears in the Official
 Department.

JOHN PARKER, } **Editors.**
J. W. McOUAT, }
G. W. PARMELEE, Managing Editor.

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McGill Normal School,

32 Belmont Street,

MONTREAL,

S. P. Robins, LL.D., D.C.L., Principal.

THE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st, 1906, to May 31st, 1907, must make application for examination to G. W. PARMELEE, Esq., D.C.L., Secretary of the Department of Public Instruction, on or before July 20th, 1906, on forms that can be procured from him.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 5.

MAY, 1907.

VOL. XXVII.

Articles : Original and Selected.

OUR OPPORTUNITIES.

Our opportunities often make us or break us according as we use them. It is not so sad, however, if only the disposition of the person, who misuses his opportunities, be spoiled, but it is inexpressably sad if such misuse *drags innocent people into the ruin.*

When a teacher from her position *nags, ridicules* and *discourages* her pupils, she is misusing her opportunities and spoiling her own disposition and theirs. Pupils may not, dare not, answer the teacher, who is supreme, but, if such treatment were meted out to adults, there would be an ado in short order.

Moreover, it is never wise for a teacher to *run down* those in whom the pupils confide. The teacher should possess the confidence of the parents, the school board and the public, yet how can these uphold the teacher, if the teacher does not uphold them? There must be mutual confidence, else good results are impossible and evil results are assured.

WHAT IS MY RECORD?

It is a lamentable fact that in many schools no record of the yearly progress and promotion of pupils is preserved. Nor has the school board any record of the standing of the

pupils, so that it would be an impossibility for any pupil to secure a statement of his progress in the school from its records. If such records are desired, such pupil must keep them from year to year.

This is not as it should be, as the "Visitors' Register" directs. Each teacher should enter in the *visitors' register*, or permanent record, at the close of each year, her classification of her pupils for her own or her successor's guidance. It would be a satisfaction to all interested in the school work to be able to study a pupil's record from the time he entered school until he had completed his course. It would, also, be a nice possession for the pupil to receive on leaving school a card giving each year of study and his class standing therein.

There is nothing to excuse each teacher for not obeying this requirement and thus leave behind a permanent record of her classification for the information of others.

PUPIL CONCEPTIONS.

Teachers cannot be too careful in seeing that the pupils understand the meanings of unfamiliar words and expressions found in their school work.

The following instances will explain the nature of the caution required:—

Two little girls recently, in replying to the question regarding Joseph's coat as presented to Jacob by his sons, wrote, that "The brothers killed a *young child* and dipped the coat in its blood." Their conception of the word *kid* was derived from the slang use of the word as applied to little children. These pupils wrote in different schools. Another case is found in almost every school regarding the word *founded*—"Champlain founded Quebec in 1608." What do you understand by *founded Quebec*? Whole classes at times will reply *discovered it*. One candidate some years ago, who wrote for a diploma, under the Central Board, even went so far as to state, that Jacques Cartier *founded the Lachine rapids*. One more expression that confounded scores of pupils in its day was to be found in Gage's second reader in the story of "The Cat and The Fox," which went out on a trip together and, as they trotted along, they picked up bits of cheese and *scraps of*

bacon, the reply was very frequently given *pieces of dough*, *bacon* being confounded with the careless pronounciation of the word *baking*.

Another amusing conception on the part of a little fellow, who tried to put his *known* together to help him into the *unknown*, was found this winter in a school among the hills. The lesson was on the story of the missionary, who shot the lion's cub and, when attacked by the lions, stared them in the face until they left him. The statement was made that the lion would *rarely* attack a man unless he could do so unseen. The word had not been noticed and pupils were left to their own conceptions, which was that the lion attacked the man *rearing* on his hind legs like a bear. This is accounted for by the English *patois*, which in places pronounces *rear* as *rare*.

Nothing should be taken for granted in such matters, nor may any class of schools consider themselves above misconceptions of this sort. The first in this list occurred in one of the most important schools in the province, hence all need to be on guard.

THE MOON.

When the full moon rises a little after sunset and seems to be twice its usual size, what wonder is it that people should notice the change and express their surprise.

The explanation rests in the fact that light is deflected from its direct path, when it passes from a rarer to a denser medium. That is the rays are bent outward and spread over a greater surface than that from which they come. In this way the brightness of the object is lessened, but its apparent size is increased.

Such is the case with our full moon on the horizon. The upper or higher atmosphere is purer and calmer than that near the earth, and so it happens that rays of light, coming from the higher or rarer to the lower or denser, are deflected or bent outward from their direct path and produce a dimmer but a larger picture on our vision. This is especially true, when the rays come in a horizontal direction from the rising moon, as then its rays must pass through many more miles of murky, dense atmosphere than when the moon is overhead.

WHY DOES THE KETTLE SING ?

Every pupil in the land has heard the *kettle sing* and has enjoyed the sweetness of its music. Few, however, have ever stopped to ask themselves the cause of the kettle's pleasant song. It need not rob the music of its sweetness, nor lessen its pleasing effects to know how it is produced and to learn that the singing kettle is a veritable "Kist o' whistles."

The heat on the bottom of the kettle, being greatest, the water in contact with the bottom is converted into steam, before the volume of water in the kettle has been heated to the same degree. This steam, being so much lighter than the water, rises to the surface in the form of tiny babbles, which are kept in shape and in silence by the pressure of the water until they reach the surface, where the pressure is removed and they explode. Since they rise in myriads and each produces a tiny explosive the sound is continuous and prolonged.

The best music is produced, when, over a moderate fire, a large portion of the kettle is empty to serve as a sounding box to magnify the sound of the minute explosions. The harmony will continue until the kettle begins to boil, then the music will cease and the kitchen concert will be over.

USEFUL KNOWLEDGE.

In another item we endeavoured to explain how the kettle sang, but there are many other things that sing, and their manner of expressing themselves is often very interesting and amusing to young pupils.

There is, for example, our old friend, the field *cricket*, who delights the world in summer by his cheerful notes. The poor little fellow, having a good ear for music, but no voice, has sought out a witty invention of his own and uses his wings as *fiddle* and *bow*. By erecting his wings over his back and holding them rigidly, he presses the thin edges gently against each other and passing and repassing them he produces his song.

In this way he can produce his sweetest music as long as he pleases, or until some neighbor rudely jumps upon him and spoils meditations.

ANOTHER GARDEN.

Lachute School Commissioners are a progressive set of men, who wish to keep their academy up to date in all respects. The question of a *school garden* has been considered and settled by them by the purchase of a piece of ground for a garden. The commissioners have on their staff two teachers, Miss Helen Paton and Miss Bessie Hall who took the course in Guelph last year, and are anxious to put their teaching into practice. The plot is now ready and very soon this new form of education will be introduced. The results will be noted with much interest by the parents and the public, who are ready to test the matter by a practical experiment. The Board of Commissioners are to be congratulated on the course they have pursued and it is hoped the results may prove satisfactory.

VENTILATION.

Nothing puzzles a class of pupils more than to ask them some matter of fact question, such as, *why do we blow the fire?* One pupil gave the answer, "To spread it through the wood," but most pupils have never thought of the matter and offer no explanation. It is well to call in some case of observation to suggest the answer, such as a lamp burning too high. Then seek to find the cause of the smoke, by considering the construction of the burner and the purpose of the chimney. In time the class may be led to see that the flame depends on the atmosphere for its existence and that by blowing the fire we force the air into the flame and improve the burning capacity of the fire.

This lesson should go with our observations on ventilation and the need of pure air to support the combustion in our bodies.

LONGFELLOW'S DAUGHTERS.

"Children's Hour" has long been a part of our reading books and a favourite poem with all our teachers. It is with pleasure, that every piece of information on our reading lessons is received by our pupils, whose reference libraries are, yet, so very meagre. The following item from

the *Daily Witness* may lend interest to those, who study "Children's Hour" as a part of their course:—

"A Lover of Longfellow.—Can you tell me whether the children mentioned in Longfellow's poem, 'The Children's Hour,' were the poet's own daughters? Ans.—Yes. " 'Grave Alice' of the poem is Miss Alice Longfellow, the eldest daughter; 'Laughing Allegra,' as she is called in 'The Children's Hour,' is now Mrs. J. G. Thorp; and 'Edith with golden hair' is the wife of Mr. R. H. Dana, a Boston lawyer."

"WHEN THE TEACHER GETS CROSS."

When the teacher gets cross, and her brown eyes get
black,

And her pencil comes down on the desk with a whack,
We chilluns in class sets up straight in line
As if we had rulers instead of a spine.

It's scary to cough, and it's not safe to grin,
When the teacher gets cross and dimples goes in.

When the teacher gets cross the tables all mix,
And the ones and the sevens begin playin tricks;
The pluses and minuses is just little smears
Where the cry-babies cry all their slates up with tears,
The figgers won't add, and they act up like sin,
When the teacher gets cross, and the dimples goes in.

When the teacher gets cross, the readers gets bad,
The lines jungle round till the chilluns is sad,
And Billy boy puffs and gets red in the face,
As if he and the lesson were running a race,
Till she hollers out "Next!" as sharp as a pin,
When the teacher gets cross and the dimples goes in.

When teacher gets good, her smiles is so bright,
The tables get straight and the readers gets right.
The pluses and minuses come trooping along,
And figgers add up and stop bein' wrong,
And we chilluns would like (but we dassen't) to shout,
When the teacher gets good and the dimples comes out.

— *Rochester Express.*

A FRENCH IDEAL IN EDUCATION.

Prof. Barrett Wendell's article on French universities in *Scribner's Magazine* for March presents facts and reflections which deserve serious consideration from American educators and American youth who would study abroad. During a year of lecturing at the universities of France, Professor Wendell had unusual opportunities to observe the working of these institutions, both in Paris and the provinces. He speaks of the intense earnestness of the students; and of the teachers he remarks:

"They may never relax their effort to extend and solidify their learning. My previous experience had never revealed to me anything like such a spectacle of concentrated and unceasing intellectual activity as seemed a matter of course among my temporary colleagues at Paris."

In illustration of his point, Professor Wendell tells of a Sanskrit scholar who was busy on Chinese, because "you can no more discuss Buddhism without studying the standard Chinese commentaries thereon than you can discuss Christian theology without reference to the Byzantine fathers." Both propositions, which seemed to the Frenchman "axiomatic," would, as Mr. Wendell justly remarks, "have seemed, among ourselves, rather utopian."

And yet the French scholars are not swamped by their facts; they retain what Mr. Wendell calls "the dynamic quality of mental habit." Their immense erudition is not a burden, but a stimulus. This is the reason why Professor Wendell believes that "American learning would be greatly strengthened if more of our graduate students came under French influence." Admitting that the influence of German scholarship on America has been admirable in that it has taught us a respect for fact and method which our earlier learning lacked, Professor Wendell feels, as do many others among us, that this influence has also tended "to encourage the notion that the object and end of all learning is the methodical collection of fact." Though this error is not prevalent among the higher minds of Germany, it is "apt to possess the minds of Americans who, having studied in Germany, come home no longer American, nor yet soundly German."

American scholarship often falls between the two stools.

We are likely to have at one end of that log on which Mark Hopkins used to sit the myopic scientist confused by his heap of facts; on the other end, the plausible lecturer, guiltless of anything that may be called exact knowledge, entertaining and misleading the undergraduates by swift and silly generalizations. If the grubber for roots could generalize, if the dilettante knew anything, each would be a useful member of a college faculty; but as it is, the hungry sheep look up and are not fed.

On our sufferings at the hands of Dr. Dryasdust we have frequently dwelt. His doctoral theses have been one of our pet abominations. It has seemed pathetic that a kind husband and father, who might have had a happy and useful career as ticket-chopper in the Subway, should give years of time and what little intellectual energy he could command to counting the color-words in Browning or to classifying the grammatical construction of Tennyson. It is the fate of the pedant of this type to treat literary masterpieces as if they were not literature, but merely a "corpus vile" for exercises in linguistics; and on the other hand, to treat rude chronicles and early documents, so important for the light they throw on the development of civilization, its language and its arts—to treat this huge mass of infra-literary matter as if it were an "Iliad" a "Divine Comedy," or a "Hamlet." And yet these indefatigable toilers have their reward. They win a reputation for prodigious learning because, as Matthew Arnold noted in his "French Eton," most men do not know what distinguishes good teaching and training from bad. And this reputed erudition puts the square peg of a linguist into the round hole of professorship of literature.

The dilettante, too, the darling of women's clubs, and of undergraduates who want soft courses, has his path strewn with roses. His classes are crowded and the college authorities are convinced that a man who attracts so many students, who makes so much noise, who gets into the newspapers every week, and who seems to all outsiders such a big toad in the academic puddle—that this paragon of brilliancy is the most stimulating of teachers. We fear, however, that college presidents, who, after all, are human, sometimes fail to distinguish between stimulation and intoxication. Be that as it may American colleges are

infested with both these types, from which the French universities seem singularly free.

Our greatest danger, taking the country as a whole, is, we incline to think, from the purblind accumulator of facts. His tribe seems to be increasing more rapidly than that of the immature philosopher. But we should like to escape from both. This is why we agree with Professor Wendell that American scholars peculiarly need the tonic which France offers.—*New York Evening Post*.

FOR FOURTH CLASS.

WHOSE IS THE CONGO?

A movement has been started in Belgium to bring about the transfer of the management of the Congo Free State from King Leopold to the government of that kingdom. The change is advocated for both moral and economic reasons. It is no longer possible for the people to resist the evidence of the atrocious manner in which the African natives have been treated, and, being burdened with excessive taxation, they naturally think the king should share with them the enormous revenue he derives from the Congo. He has ostentatiously declared his intention of making the Belgian Government his heir, but, as he is a healthy old man, likely to live some years longer, while the burden of taxation is growing heavier and the struggle for existence more intense, it is thought that he should, like Mr. Carnegie, devote his surplus millions to the benefit of his country. As king he enjoys an income of one million dollars a year, and his profits from the Congo are estimated at six million dollars a year. He is besides the wealthiest landlord in Belgium, and possesses many valuable/money-making properties in other countries. He ranks, in fact, with the greatest living capitalists. All these riches have come to him through his position as a king with a talent for acquisition and boodle. To this enormous excess of personal wealth the condition of Belgium presents a striking contrast. While he lives in the enjoyment of every luxury, setting no limit to his self-gratification, his people, the most industrious on earth, are constantly on the ragged edge of want. Belgium is one great hive of industry, having more people to the square mile than any country in

Europe. A slight economic depression brings suffering to all and destitution to many. The necessities of commerce required the construction of costly public works. The government had to borrow heavily to build railways, make harbor improvements, and extend the canal system. Thus the public debt was increased from a hundred and thirty-six million dollars in 1870, to about five hundred and fifty millions in 1906. The annual deficit averages nearly three million dollars. King Leopold could pay this off and never miss the money. The reasonableness of the claim that he should transfer the Congo revenues to the government of Belgium, therefore, appears quite clear to the Belgians, though it is not quite clear that the Congo would yield as many millions were the royal enormities put an end to; and why the blacks of Central Africa should be forced to relieve an overburdened people of its distresses will hardly be obvious to others.— *Witness.*

VALUE OF DUST IN THE AIR.

Most people consider dust, anywhere, is a nuisance, especially in the *air*, but, if we observe carefully, we shall find that dust has a very important part to play in the atmosphere.

First. It is chiefly due to the dust in the air, that our atmosphere is white and has the power of diffusing the light of the sun, moon and stars. This is best accomplished when the dust particles are very small, for, when they are too large they obscure the light.

Second. The dust particles form the centres or nucleus for all the rain drops and snow flakes that fall. Huxley says in his *Physiography*, “In a dust-free atmosphere there
“ would be no fogs, rain, clouds or snow; when the air
“ was saturated with moisture, water would be deposited
“ upon whatever surfaces were in contact with it; it would
“ trickle down from our clothes as we walked through the
“ streets, and in a moist climate like that of the British
“ Isles, it would be practically impossible to keep anything
“ dry either indoors or out.”

It is evident, therefore, that dust has a very important function to perform in making the world a happy dwelling place, notwithstanding the annoyance it causes us and the harm it does us in other ways.

GETTING EVEN.

These words are often used as the *motto* of school children, though they be not expressed as such. Try to let the pupil see, that *getting even* means to lower himself to the position of the one who has injured him. No pupil can satisfy his "one *dark thought*" by getting even with his fellow and yet rise to a higher plane of manhood. Mean dispositions are always on a lower level than manly dispositions are, and it is well that pupils should beware of the valley in which boys *get even* lest they lose their manhood in its depths.

JUSTICE AT SCHOOL.

Much that is termed justice at school is no justice at all and would never stand the light of common sense. Too much of school-room justice consists in the fulfilling of the teacher's rash promises and threats in respect to discipline. How often it happens that the teacher's own better judgment revolts against the imposition of punishments, that must be imposed, because the teacher's word has gone forth and her promises must be fulfilled for good or for woe. This is one cause of much injustice in the school-room.

Another cause of injustice is the impatience of a weary teacher, who has had much to endure from the restless buoyancy of her classes and who, under such conditions, imposes unjust punishments. These possess two qualities, that of *reformation* and that of *retribution*, but the latter should have no place in a *just* punishment.

Another form of injustice is found in the advantage taken by some teachers *to be sarcastic* at the poor pupil's expense. The pupil may have no reply under the circumstances and the pain is intense. To be *ridiculed before the class* is enough to make the best of dispositions break loose in self-defence. No thoughtful teacher will indulge in *such treats*, for they cost too much in the loss of self-respect and class esteem.

In every case, wherein justice permeates school discipline, it can be readily discerned by the pupils, whose assent thereto is readily gained. "*Fair*" is the school boy's word for justice, and those who rule without being *fair*, have a hard time of it, do little good and deserve all the troubles that come their way.

THE LAST YEAR AT SCHOOL.

If the relationship of pupil and teacher to each other has been proper, the last year at school will be a solemn period in which much good may be done.

The pupil who is about to leave school readily receives parting advice and, though his ideas of the future may never be realized, many of the parting suggestions never remembered, it will do him good to have heard and entertained for a time *wholesome thoughts of life and duty*. It will, also, be helpful, in later struggles for right and the necessities of life, to remember the kind-hearted, disinterested teacher, who was so thoughtful and helpful to him in his school-room duties.

Many a heart has been strengthened by the example of fortitude in the lives of other people, and of a good teacher it may be truly said, "though absent she is not forgotten," for she ever lives in the lives of her pupils.

REPORT OF INSPECTOR R. J. HEWTON FOR THE
SCHOOL YEAR OF 1905-06.

SIR,

I have the honour to forward my general report for the scholastic year ending the thirtieth of June, 1906.

My inspectorate covers the same area of country as last year and comprises within its limits the counties of Bagot, Drummond, Richmond, Sherbrooke and that of Shefford, with the exception of the townships of Shefford and Granby. It also includes the township of Tingwick, in the county of Arthabaska.

The primary and secondary schools of these counties are managed by thirty-eight boards of commissioners and trustees; all of which, of course, employ secretary-treasurers.

In addition to elementary schools, rural or urban, a number of the corporations above enumerated also maintain secondary schools of model or academy rank. Those having academies are Danville, Lennoxville, Richmond and Sherbrooke, while Durham, South Durham and Windsor Mills maintain model schools. Danville, Lennoxville,

Richmond and Windsor Mills have no elementary schools under control other than the primary grades of the secondary schools, but Durham, South Durham and Sherbrooke each maintain several elementary schools in addition to the primary grades of the superior schools. The school trustees of Kingsey established and maintained during the year an excellent consolidated school with two teachers. Kingsey Falls has long maintained a good graded school with two teachers in addition to a well equipped rural school about two miles from the village.

The territory thus provided with Protestant educational institutions, although it enjoys excellent facilities for travel to and from the great centres of population such as Quebec, Sherbrooke, Montreal, Portland, Boston and New York, is nevertheless so intersected by natural barriers as to make communication extremely difficult between the various points your inspector has to visit. In consequence of this, the distances to be travelled in vehicles are proportionally great and the expenses heavy. The former average about two thousand five hundred miles and the latter about three hundred dollars per annum.

In addition to the municipalities spoken of in my last report as having equipped their schools with modern desks and apparatus, I am happy to be able to mention others which have meanwhile made progress in the same direction. Sainte Prudentienne has furnished all its schools in accordance with my request. Kingsey (dis.) has erected a fine structure and furnished it suitably throughout. This municipality now possesses a school building of which it has every reason to feel proud. St. Pierre de Durham has provided modern desks and otherwise improved one of its schools; Cleveland is now engaged in putting its one bad school-house into excellent condition; South Ely has refurnished the only school building which had not previously experienced the benefits of physical reform. Orford replaced one of its schools which had become insufficient for its needs by a fine new structure excellent in every way; Melbourne and Brompton Gore has likewise continued the good work begun several years ago by converting an uncomfortable, unsightly building into a neat, respectable abode for the school population of the district. North Ely has also completed the furnishing of all its schools.

An illness in the autumn and an accident resulting in a broken leg during the winter somewhat affected my work and caused me to miss some of the schools which close early in the spring.

The externals of the schools are on the whole receiving more attention than in years gone by. Almost all the schools which are in operation during the months of May and June have flower gardens of greater or lesser extent; some of them quite pretty. The most successful of these gardens was that at the Silver Valley school conducted by the pupils under the direction of Miss Linnie Holland.

Weeds and rubbish have generally disappeared from the school grounds, approaches have been built where necessary and the roadsides adjoining reduced to an orderly appearance.

I again desire to express my sense of thankfulness to those ladies and gentlemen who came to my assistance and rendered valuable aid in conducting the annual institutes.

I find the school boards, as a rule, much interested in the institutions under their control. They are anxious that the pupils should have the best available education. They are, however, sometimes disposed to follow instead of to lead the communal opinion. Thus they may at times feel that certain things ought to be done, certain improvements to be made, yet hesitate about issuing orders to that effect lest it may cause dissatisfaction or opposition among the rate-payers. While I am not at all disposed to censure school boards for giving due consideration to the opinion of individual property holders in their municipalities, I am nevertheless of the opinion that the crucial questions for such corporations to dispose of are: Should this be or not be done? If answered in the affirmative, can it be accomplished without imposing taxes which will be unbearable? If ratepayers are not satisfied with this rational and logical conduct on the part of commissioners or trustees, they, of course, have it within their power at the proper time, by the regular means provided, to replace them by those holding more reactionary and less progressive ideals. I have, however, found that where boards have adopted the principle of reform and have boldly carried it into execution those rate-payers they most feared have been the first to applaud their action.

I regret to report, as I did last year, that the school boards still neglect their duty of visiting the institutions under their control. I cannot say that I have observed any material improvement in this respect during the year.

For the secretary-treasurers as a body I have only words of praise. With scarcely an exception my communications met with prompt acknowledgment, while the gentlemen invariably prove themselves zealous in the performance of their duties and eager for the well-being of their schools. I refer with regret to the death of one of their number, the late Mr. A. T. Taylor, of Richmond, for many years the painstaking secretary of the board of commissioners of the township of Cleveland. A faithful official and a warm friend of the teachers has passed to his great reward. He has been succeeded in office by Mr. D. M. Rowat, public notary, of Richmond.

The average rate of school taxation in this district of inspection continues steadily to increase and may, if we except the villages of Melbourne and Drummondville, be placed at about six and a quarter mills on the dollar.

I have not been able to ascertain the exact basis of valuation of property in every municipality of the inspectorate, but have made inquiry concerning a majority of the corporations. I find districts where all or any of the farms may be purchased for the assessed value, and where the combined school and municipal taxation exceeds the annual rental value of the property. I find individuals in other municipalities placing a value on their property in excess of the assessment and yet others willing to accept a smaller sum. I am therefore, I believe, justified in assuming that the general rate of taxation is based on a fair valuation of a cash sale of the real estate concerned, with of course exceptions, likely to occur in urban as well as in rural districts. Bearing this in mind it would appear that the municipalities of my inspectorate, paying as they do an average assessment of six and a quarter mills, irrespective of special taxation for repairs and other improvements, are at least not behind other similar areas in the Province in the amount they contribute to the support of their educational institutions. When I first visited these schools as inspector, fourteen years ago, the almost uniform rate of taxation for school purposes was three mills on the dollar.

In several municipalities a higher rate of school taxation would readily be laid by the trustees and cheerfully paid by the majority of the property holders were it not for that clause in the school law which enables a member of a religious minority to pay his taxes to the commissioners instead of to the trustees. This clause militates against the educational advantages of the minority, and curtails their income by forcing them to keep their rate of taxation inferior to, or at best on a level with that of the majority, for there are likely to be in every municipality some individuals, who having no children of their own and being without interest in the advancement of the rising generation, are willing to contribute to the cause of public instruction only the smallest amount the law will allow.

I am of the opinion that, save in especial cases to be specially dealt with, the taxes of the minority should be devoted to supporting the schools of that minority and those of the majority to the training of its own pupils. This would enable the trustees of a number of municipalities to carry out the wishes of the greater number of the rate-payers in the districts, to pay larger salaries and to maintain better schools than they are able to do as presently situated. Be it distinctly understood that in the municipalities alluded to an increase in the rate of taxation would, after a single year, result in a decreased revenue, because of the number who would as a result of that increased taxation transfer their property to the control of the commissioners. I desire again most pointedly to draw your attention to this fact, for it is a circumstance detrimental to English elementary education in almost every municipality where the Protestant board is dissentient.

Without expressing any opinion on the subject, I desire to state that there exists a concensus of opinion in the country that the rural parts suffer in comparison with the towns and large cities in the distribution of the public or government grants for education. The advocates of this idea claim that the country should share in all the grants instead of only in one; that the public funds should be distributed among those who have the greatest difficulties to overcome instead of among those whose environment makes the task of maintaining schools more easier; that the amounts distributed to the centres of population are year by year be-

coming larger and those for the rural schools decreasing in the same proportion.

The smallness of the common school grant annually distributed lends weight to this feeling. Means for increasing it should indeed occupy the best thoughts of our most enlightened statesmen, both because of the material benefits which an increased expenditure of public money on common school education would produce *per se*, and because of the incentive to increased exertion on the part of the tax-payers which it would undoubtedly prove. The grants are now so small that in many cases the school boards do not regard them as worth consideration. The withdrawal of this trifling sum has no terror for the ordinary board representing two or three schools.

In my last report I referred to the consolidation of schools. This has been carried into effect in three municipalities of the inspectorate and may be said to have proved fairly successful in operation. The municipalities are: Richmond, which thoroughly renovated Saint Francis College and conveyed the pupils of the Janesville school to that institution; Durham, which conveyed the children of the Kirkdale school to the Model School at Ulverton, and Kingsey (dis.), which, as already intimated, erected a fine new building, equipped it in modern style and made arrangements for the carrying of the scholars thereto and therefrom. I had last spring the pleasure of visiting and inspecting the last named institution and found it being admirably conducted by Mr. McKay and Miss Palmer—a vast improvement on some of the schools it was designed to replace. I regret to say that not a few of the rate-payers, instead of giving this system a trial to ascertain whether its advantages did not more than counterbalance its acknowledged disadvantages, opposed its consummation and carried their opposition into the law courts. It is to be hoped that in the near future kindlier feelings may prevail, and that those responsible for the opposition to the design, now that it is carried into effect, will soon be found supporting the only Protestant school in the municipality.

In Richmond there was at first some opposition to the innovation, but this soon wore away, and it is now a pleasant sight to observe the well filled van on its way to

and from the college. In Durham there seems to have been only one opinion and that a favourable one. The disadvantages of the earlier start and later return of the pupils from school are more than counterbalanced by the resultant increased comfort and above all by the better educational results.

Thirty teachers without diplomas came under my supervision during the year. This is almost double the number of similarly unqualified teachers engaged last year and does not include those holding diplomas from the Roman Catholic boards. Of these nine were employed in the various schools. Of those without diplomas two have passed the examination. It will thus be seen that more than thirty *per centum* of the teachers this last year employed in my inspectorate were not in possession of the certificates required by law and regulation. This is by far the worst showing within my experience, and proves conclusively that the supply of certificated teachers has fallen far short of the demand despite the fact that salaries have steadily increased.

Twenty-five teachers or about nineteen *per centum* of the total number engaged hold diplomas from the McGill Normal School.

A consideration of these facts must drive every one who faces them honestly to the following conclusions :

(1) The methods lately in force have failed to produce a sufficiency of certificated teachers in the province.

(2) The methods lately in force have failed to provide trained teachers.

(3) There is no probability of their fulfilling these conditions in the near future.

(4) The only source from which a supply seems available, that is a supply having literary attainment, is the superior schools. This may not prove sufficient, and I fear that even with the recent modifications made by the Protestant Committee concerning the qualifications of teachers in force, we may still find a shortage in the supply. A material improvement in the qualification of teachers with permits will undoubtedly result from this modification. I believe it to be in the best interests of rural education.

Opposition growing stronger each year and finally finding vent in the country press has been developing in the

rural districts, to compelling all candidates for teachers' diplomas to attend the normal school. This is in no sense an antagonism to the McGill normal school in particular or to normal training in general.

There is first the feeling that the expense is too great, both in itself and in view of the remuneration to which it leads the candidate. In the second place there is the natural hesitation of parents or guardians before sending young inexperienced girls into a great city where they will not be under the direct and constant supervision of responsible persons in whom the parents have confidence. People not having relatives or close friends in the city to whom they may intrust their daughters during their sojourn in Montreal, are unwilling to send them there and expose them to the temptations of the metropolis.

The present system even with the recent modifications cannot now or even in the near future produce a sufficient supply of trained teachers.

It is however recognized by all competent authorities that a certain amount of training in the art of teaching is necessary to produce the best results; it is considered by everyone as at least an advantage. Must we then give up as hopeless that which everyone recognizes as desirable, because our methods of obtaining it have so completely failed in the past? Not if we are sufficiently wise to be convinced by the logic of facts.

It will, however, be necessary for those having control of the regulations governing professional training to divest themselves of preconceived ideas, based though these ideas may be on correct theories and to face conditions as they are and as they are likely to remain for years to come.

We have seen that our girls cannot or will not go to the normal school. Let us then bring the normal school to them. We have a large and efficient staff of professors, lecturers, teachers in the normal school; we have capable men in the inspectorate; we have excellent instructors in the superior schools. Use these to give pedagogic instruction to the pupils in the second and third academy grade of the various instructions where required and something at least will have been done to heal the evil which is striking at the root of our rural elementary education. This may not be an ideal plan, but it would certainly be an

immense improvement on the present method under whose operation if not modified seventy-five per centum of our rural district schools will soon be under the control of teachers without diplomas.

I commend this idea to your consideration, and urge its adoption with all the power of which I am capable.

Little change in the average attendance is to be noted. There was however a slight increase over last year.

Salaries increased since last year about ten *per centum*. They now average about twenty dollars per month. The highest salary paid a female teacher is six hundred dollars to the principal of one of the elementary schools in Sherbrooke. A similar amount is also paid a male teacher in one of the mining districts of the inspectorate.

Fifteen bonuses of eighteen dollars each were awarded for successful work to the following teachers who are by regulation debarred from participation in this year's distribution :

Miss Pearl A. Morin, Maude Lefebvre, Mrs. J. M. B. Goold, Miss Laura R. Beane, L. T. Skillen, Mabel Larabee, Carrie Dean, J. E. McFadden, Mildred Graham, Mary L. Weed, Elizabeth Duff, Eva Reynolds, Maria Penney, Fanny Frost, Bertha Dresser.

The grants from the Poor Municipality Fund continue of great service, enabling some boards to pay larger salaries or to lengthen the school term, and others materially to improve the condition of the school buildings and add to the comfort of the children.

The books for extra reading distributed among the various schools increase the interest taken by the scholars in the performance of their duties.

The recent action of the Government of the Province in setting aside a sum of money for the purpose of stimulating the further progress of the cause of education will, without doubt be productive of good. I have the honour to submit for bonuses the names of the following municipalities in the order in which they are mentioned. Kingsey (dis), Oxford (dis), Sherbrooke, Ste. Prudentienne (dis) and Durham.

During the winter months I found epidemics of children's diseases widespread. These were whooping-cough, measles, influenza, and in a few districts scarlet

fever and diphtheria. This leads me once again to draw your attention to the need of a closer connection between the educational authorities and those having charge of the public health. For a number of years in my general report I spoke of the need of frequent medical inspection of our schools. Too often they are incubators for the germs of diseases destructive to children including that of the dread tuberculosis. It is impossible for the teachers or the inspectors successfully to contend with these difficulties under the present conditions, as the following incident will show :

One of our schools was attended by a pupil suffering from tuberculosis of the lungs. She was withdrawn from the school, but recovered somewhat and returned. The parents of some of the other pupils complained to the teacher who requested the pupil to withdraw till she could produce a certificate of health from a medical practitioner. The parents of the sick child appealed to the school board which refused to sustain the teacher, taking the ground that tuberculosis was not classified as a contagious or infectious disease by the Provincial Board of Health. The teacher then appealed to me. I saw the chairman of the Board, who informed me that they would not recede from their position declaring that they would render themselves liable to a suit for damages if they did so. I then accompanied the teacher to see the physician who was attending the child. He stated that the child was suffering from tuberculosis, that her presence was a menace to the health of the other pupils attending the school, but declined to give a certificate that she was suffering from a contagious or infectious disease, because tuberculosis was not so designated by the Board of Health for the Province. Acting on your advice, I submitted the case to the Board of Health, but further than an acknowledgment of my communication and a statement that it would be considered at the next meeting I have heard nothing from that body.

Surely the public interest demands that some effective means be provided for dealing with such cases. The lives of the many should not be endangered by undue consideration for the feelings of the few. In the case mentioned above several pupils were withdrawn from the school, the

parents regarding the incident danger as too great to be encountered under the circumstances.

The district of Saint Francis Teachers' Association has continued its career of usefulness. Several interesting and instructive meetings were held during the year, the final one taking the form of an excursion.

About three hundred teachers and friends joined in this expedition. The leaving examinations for elementary schools conducted under the auspices of this association are proving exceedingly valuable to those schools taking part in them as a direct object at which to aim is thereby provided for both teacher and pupils. About sixty candidates presented themselves last year. It is greatly to be desired that this number be materially increased, when the next examination takes place.

As you are doubtless aware a series of educational meetings were held throughout the English-speaking parts of the Province during the past summer. One of these took place in Richmond, the speakers being Hon. J. C. McCorkill, Provincial Treasurer; Major G. W. Stevens, M.L.A.; P. S. G. MacKenzie, M.L.A.; Dr. G. W. Parmelee, English Secretary of the Department of Public Instruction; Mr. John Whyte, member of the Council of Public Instruction; Principal N. T. Truell, of the High School, Sherbrooke, and your inspector. These meetings will doubtless be productive of good in stimulating the people of the Province to increased efforts on behalf of elementary education. I gave the movement my loyal support. I am however of the opinion that the inspectors are entitled to consultation before public meetings concerning education are held in their inspectorates.

I would suggest that in the near future a series of meetings be held with the object of educating the urban population up to the point when they realize that they owe a larger duty to the province educationally than they have been willing to acknowledge in the past. Great cities nor small do not proceed from the superior intelligence or enterprise of those who inhabit certain areas of country. They are the results of natural causes. These causes are general as well as local. The inhabitants of urban centres consequently owe a general as well as a local duty to education. They have not fulfilled their whole duty when they

provide education for the children living within their own borders. They have a wider duty to perform, and this duty should be brought clearly before them and kept there till it is recognized as a duty.

I welcome to the ranks of educationists the talented member for Richmond, Mr P. S. G. MacKenzie, M.L.A., whose appointment to the Council of Public Instruction will certainly make for the welfare of our country schools.

Practical Hints and Examination Papers.

HOW TO USE THE DICTIONARY.

It must not be presumed that pupils know how to use the dictionary. A few lessons each year, early in the session, are quite necessary to make sure that each pupil knows how to find a word, and moreover that he knows how to pronounce a word, when he has found it.

(1.) To find the words show him that when he has found the portion of the book devoted to the first letter of the word he is looking for, he must still keep the alphabetical order in mind for the *second, third and fourth letter* as well as for the first letter. For example, if the word *wear* is being looked for, the pupil may look up *W* of course, but if he wanders up and down the columns of words until he finds his word, he is ill-prepared to use the dictionary. This is not an imaginary case, as we have found pupils, who did so with the school dictionary. It only required a suggestion to enlighten such pupils and let them see *that the alphabetical order must be followed for the second, third and fourth letters of the word as well as for the first letter.*

(2.) The teacher will find in the first page of the dictionary proper a table of *key letters* to help in determining the pronunciation of the words. It is a simple matter to explain the effect of the various marks placed on the vowels to modify their sounds, and it is a splendid thing to train the pupils in discretion to give them a few words to examine for pronunciation. It is very convincing to send a pupil to look up and verify any words he misuses. Such words as *often, towards, height, arctic, &c.*, are among those frequently misused by pupils.

(3.) Another lesson is necessary to enable pupils to find the derivation of words. This is a very useful piece of information and will be of immense interest to senior pupils, who can readily learn the Latin and French derivatives of the simpler words, such as *oppress*, *occur*, *sincere*, *perennial*, &c.

The proper use of the dictionary will produce a thoughtful class of pupils and will repay the teacher many times for her instructions on "How to use the dictionary."

HOW FLIES WALK.

You have often seen a fly walking on the ceiling or running up a smooth pane of glass and have wondered how it could hold on.

By examining the foot of a fly with a powerful microscope, it has been found that a fly's foot is made up of two little pads, upon which grow very fine short hairs. These hairs are so very fine that there are more than a thousand on each foot-pad. The hairs are hollow, with trumpet-shaped mouths. Back of the pad is a little bag filled with liquid glue. When the fly steps, it presses the liquid through these hollow hairs out of the little mouths. The moment the glue reaches the air it hardens. Thus we see that at every step the fly takes, it glues itself to the surface. When the fly lifts its foot, it draws it up gently in a slanting direction, just as you might remove a moist postage-stamp, by beginning at one corner and gently drawing it back.—*Canadian Teacher*.

FOOLSCAP.

Every one knows what foolscap paper is, but not every one knows why it is so called. An exchange ventures to remark that not one in a hundred that daily use it can answer the question. The following will tell you how the term originated:

When Oliver Cromwell became Protector, after the execution of Charles I., he caused the stamp of liberty to be placed upon the paper used by the English Government. Soon after the restoration of Charles II., having occasion to

use some paper for dispatches, some of this government paper was brought to him.

On looking at it, and discovering the stamp, he inquired the meaning of it, and, on being told, he said:

“Take it away; I have nothing to do with a fool’s cap.”

The term “foolscap” has since been applied to a certain size of glazed writing paper.—*Morning Star*.

SUBJECT MATTER.

It is a rare thing in our public schools to find the *subject matter* of a lesson fully taught. This failing is true of prose and poetry alike and exists in all grades of the schools. It is a serious defect, as it is the mental exercise required in clearing up these points in the reading lessons, that produces a thinking reader, and a pupil who does no thinking over his reading, will never value literature of worth, nor become a strong student in other respects.

Let us take for example the question in physics on page 10 of the Royal Crown, fourth reader, on the polar bear and other far north animals, whose fur is *white*. The statement is made, that their coat of *white* fur is the *warmest color* for them to wear in these frozen regions. Yet we are aware that white is the *coolest color* we can wear in summer time. The problem then is why is *white* a cool color for a coat in the *temperate zone* and a warm color for a coat in the *frigid zone*?

The explanation rests in the fact that white *reflects* the rays of light and heat more than other colors, which absorb some of the rays and permit them to pass on and through the coat. The next point in the explanation is, that we must consider the source of the heat in the two cases. In the temperate zone it is from the *sun*, and falling on the *white outside* of the coat is reflected back and the person within is *kept cool*. In the *frigid zone there is no sun* during much of the year, and the source of heat is the bear himself. The rays of heat, tending to escape outward from the body of the bear, meet the *white inside* of the bear’s coat and are returned to the bear or kept within his *furry white coat*. From this the pupils may be led to see that one coat is no warmer than another coat, only, in so far as it prevents the heat of our bodies from escaping. That when we

wish to retain the heat of our body, we must wrap ourselves in reflecting and non-conducting material. This we do, not *to keep out the cold*, but *to keep in the heat*. This comes to the average pupil as a revelation and is a good starting point for much else in the same line of interesting truth.

By all means do not overlook such nuggets of information, for they are gold to our boys and girls.

FOR THE PUPILS.

It is well to illustrate, when possible, the lessons in *health* given to our pupils. The case of wet clothing can be well taught by teaching first a few lessons on heat conductors. One good example is the blacksmith plunging his hot iron into a tub of water. Every child has seen this experiment and knows the result, but few have ever thought out the reason for the change in the temperature of the iron, or *what has become of the heat that was in the iron*. Once they understand that the heat is in the water, which can be shown to be warmer, they can easily see, that *water is a good conductor of heat* and has, almost instantly, robbed the iron of all its heat. Just so, then, in the case of wet clothing, will the water in our clothes help the heat away from our bodies and rob us of our natural supply of warmth and comfort.

READABLE.

Johnnie—Papa, do you think the teacher should whip me for what I did not do?

Papa—Why, no, Johnnie, surely he did not do that!

Johnnie—Yes, Papa, he did do so to-day.

Papa—But he did not know you had not done it when he whipped you. Did he?

Johnnie—Yes, Papa, he did, for sure he did.

Papa—Johnnie, you must not speak so of your teacher. What was it he whipped you for that you did not do?

Johnnie—I did not do my sums.

Papa—Come here, John, but John was gone.

HOW TEACHERS CAN SAVE TIME.

Plan and prepare your lessons before assigning or teaching them. Five minutes spent by the teacher in preparing a lesson will often save from ten minutes to an hour in teaching it.

Do not do other work when you could be hearing a recitation or otherwise actually teaching, if that other work could be done at a different time.

Study up time-saving devices for conveying or impressing instruction.

Have always ready something profitable to fill the spare moments of your pupils, or to keep them busy if you should be called from your work. Save the minutes.

Teach pupils to be independent workers and thinkers.

Do not allow pupils to be idle.

Mark the attendance of pupils without calling the roll.

Do not keep daily record of recitations.

Arrange your papers and materials so that you can find instantly whatever you want.

Do not tire yourself so much by work or play out of school that you cannot work fast in school.

Arrive at school a reasonable time before it opens, and stay a reasonable time after it closes.

Require pupils to plan and prepare for their work, and to keep their belongings in order.

If it is necessary to spend time with a single pupil in a matter of discipline or instruction which does not concern any other pupil, it is best to take for the work sometime outside of school hours.

Be fully interested in your work; resolve that you are going to make teaching a success; devote your whole time to your work.—*Teachers' Advance*.

You will not be sorry for hearing before judging, for thinking before speaking, for holding angry tongue, for stopping the ear to a tale-bearer, for disbelieving most of the ill-reports, for relieving the distressed, for being kind to everybody, for doing good to all men, for asking pardon for all wrongs, for speaking evil of no one, for being courteous to all.

To live content with small means; to seek elegance rather

than luxury, and refinement rather than fashion; to be worthy, not rich; to study hard, think quietly, talk gently, act frankly; to listen to stars and birds, to babes and sages with open heart; to bear all cheerfully, do all bravely; await occasions, hurry never—in a word, to let the best, unbidden and unconscious, grow up through the common: this is to be my symphony.—*William Henry Channing.*

NOTES ABOUT ANIMALS.

A camel, when in want of moans continually.

A lion is able to make marks with his teeth on a solid iron bar.

An eagle can live 20 days without tasting food, and a condor 40 days.

Kangaroos can jump a height of 11 feet, against a deer's record of nine feet six inches.

The "arapaima" of the River Amazon, the largest known fresh-water fish, attains a length of six feet.

A buffalo bull recently slaughtered in Iowa brought its owner nearly \$1,000. The head sold for \$600, the hide for \$300, and the meat for 50 cents a pound. In the year 1877 a drove of buffalo estimated at 4,000,000 head crossed the North Platt river in Nebraska, and were worth a dollar apiece for the poachers who exterminated them for their hides.—*Canadian Teacher.*

THE TRUE TEACHER.

Will look after the health of the pupils.

Will peep into the hearts of the pupils.

Will learn of the home-life of the pupils.

Will enlist the aid of the rich to comfort the poor.

Will be a character-builder.

Will prepare the child for life, rather than for examination.

Will teach by example.

Will lose sight of self in his devotion to his work.

—*Selected.*

A SUBSTITUTE FOR BLACKBOARDS.

Knowing that many of the teachers in country schools are troubled for blackboard room, I will tell you of an idea which occurred to me shortly before the holidays. I wished to decorate my room with colored drawing suitable to the season. I could not use my blackboards for this purpose, as I had no more than I needed for my class work. While studying the question one day, it suddenly occurred to me that I had several pieces of dark green window shades. From these, I selected pieces the size I wished and on them sketched lightly with white crayon the drawings I wished. If you wish to erase any of the construction lines it may be done with a piece of clean cloth. I then colored my drawings with colored chalk crayons and my pictures could be hung on the wall to remain as long as I desired. —*M. E. C.*

ASBESTOS.

One of nature's most wonderful and unique products is asbestos, a material which, in spite of its extensive use, is comparatively unknown to the general public. Prior to 1850, it was looked upon principally as a curiosity, although Charlemagne (Roman Emperor from 800 to 814 A. D.), is said to have had a table-cloth made of asbestos, which he cleaned by throwing it into fire. There are two varieties of commercial asbestos, known as amphibole and chrysotile. The former is used only to a comparatively small extent, as the fibres are short and without tensible strength, and are, therefore, not suitable for manufacturing many of the asbestos products. Amphibole is used to some extent in cements, but is not well adapted even for that purpose. Chrysotile, on the other hand, has a strong and silky fibre, which adapts it for such materials as asbestos fabrics, household utensils, theatre curtains, clothing for firemen, etc. In Germany, asbestos is known as steinflachs (stone flax), and the miners of Quebec give it quite as expressive a name—*pierre coton* (cotton stone). Asbestos is mined in open pits, similar to stone quarries, and although it is found in all parts of the world, the mines in Quebec, Canada, are the most famous, yielding about

eighty-five per cent of the world's supply of chrysotile. In 1879 the output of the Quebec mines was three hundred tons, which has steadily increased year by year to 50,000 tons in 1905.—*Mining World*.

CAUSES OF FAILURE TO DISCIPLINE.

1. A dirty, littered room.
2. No attention to temperature or fresh air.
3. Keeping on with one thing because you have no fresh, interesting plans to use.
4. Too much written work at one time.
5. Ignoring disorder, when you should attend to every case, meeting carelessness and inattention with persistent demand, and impertinence and rebellion with severity.
6. Not enough preparation of work in school-room at intermissions. Not enough scheming at home.

—*School Education*.

BE PRACTICAL.

It is a sad comment on the schools, if, after spending seven, eight, or ten years on the study of arithmetic, a boy cannot tell the number of feet of lumber required to fence the yard or build a sidewalk, or if he cannot quickly and correctly solve any problem in the transactions of the ordinary affairs of life. Yet this is the inevitable result of formal or bookish teaching into which no life or spirit has gone.

In the higher grades constant attention should be given to the analyses of problems. The "why" of each step should be required. Train the pupil to state each process in regular order and to give the reason for each step.

Do not stupefy and disgust the children by ceaseless repetition and meaningless definitions and mystified solutions of problems that never occur in real life. The analyses should be brief and simple, the plain what we have, what we want and how to get it. There must be definite tasks and thorough tests; there must be frequent reviews to strengthen and reinforce the teaching of former days. We must do something to quicken the child's nature and

to guide his eager, restless and longing disposition into a thoughtful and useful channel. *We must get rid of that everlasting, never-ending working of the identical problems under some given rule without any effort at thought-awakening or mental advance.*—*Florida School Exponent.*

MARY'S LAMB UP TO DATE.

AGNES A. TWITCHELL.

If Mary's little lamb, my dears,
Had lived in '98,
The little, fleeting, woolly thing
Would have met a better fate.

For if it followed her to school
The teacher kind would say :
" Why, Mary, dear, I'm glad he's here,
I think we'll let him stay."

The children all would gather round
Discussing every feature,
As though a treasure they had found,
They'd talk about the creature.

They'd draw a picture of it, too,
'Twould really do them credit,
And then a story each would write,
'Twould please you if you read it.

The lamb would be allowed to roam
Around the room at pleasure,
And when at noon it trotted home,
It's joy would know no measure.

I'm glad that time a change has wrought
Regarding education,
Now children's minds are used for thought,
Their eyes for observation.

—*Primary Education.*

FOR FOURTH CLASS.

It takes 35 men working constantly, year in and year out, to keep the famous Forth bridge, in Scotland, painted. The bridge is 1 1/5 miles long and its surface measures 25 acres. The men start painting at one end and it is three years before they have finished, whereupon it is time to begin over again. It takes 35,000 gallons of oil and 250 tons of paint to do the job — *Selected.*

THE FIRST HALF HOUR.

Now that the fishing season is here once more, it is well to give our boys an object lesson on fishes and how to treat them when caught. A few simple lessons of this kind will be of much interest to the boys and may prevent a lot of suffering to these harmless little creatures.

To give such a lesson it is well to have a fish swimming about in a globe of water, so that the pupils may note its movements. Enough of its structure and habits should be taught to interest the pupils and enlist their *admiration* and *sympathy*. Endeavour to notice the following points and to add interesting details.

Have them notice its lance-like *shape*, so well suited for making its way through the water, also its beautiful *scales*, so arranged as to shield its body and make its passage through the water easy. After its shape and its scales notice its *swimming* and show how it swims by its tail, not by its fins, which are used chiefly to balance its body in the water and keep it right side up. How different from a bird, which swims in the air with its wings and balances its body by its tail.

As the fish lies in the water, have the boys notice its *breathing exercises*, how simple they are compared to those of land animals. There is no heaving of its sides out and in, only the opening and closing of its mouth and gills. This will show that the fish has no lungs, but has gills instead and will enable us to establish the equation, that *gills = lungs*. Like all other animals the fish must *purify its blood by washing it in the air*. This it does by passing the air-laden water through its gills, which are divided and subdivided, so as to expose the greatest possible surface to

the water. This plan, also, brings the greatest quantity of blood into contact with the air in the water at such expansion of its gills and gives the fish the best results for the least effort. How delicate and tender its gills are and how sensitive they must be to rough treatment. Out of the water the air is too strong for the tender gills and they are soon parched and dried up, while the poor fish dies a *painful death from suffocation*.

To show that air exists in the water mention the insipid taste of boiled water from which the air has been driven by heat and call attention to plants, that grow under the water.

The fish's *nose* is for smelling and enables it to choose and find its food. By its sense of smell it soon finds the *rare-bits* with which the boys have baited their hooks, if these be thrown anywhere near.

Its *ears* are also of great service, keeping it posted on all that goes on in its neighbourhood. When the boy throws in his line the disturbance extends in all directions and notifies the inhabitants of the stream that something has taken place. While considering whether the disturbance be an invitation or a warning the smell of the bait comes on the current and off rushes our little fish to find the tempting morsel. In a moment it is landed high and dry on shore and now comes the point of contact between the boy and the fish. How shall he keep it with least cruelty?

Our lesson should prevent the boys from *tearing its tender gills* or lungs by forcing a switch through them, as is usually done, and from allowing the fish to *suffocate in the sun*. These cruelties can be prevented by keeping his fish in a coarse bag with the bottom in the water and the upper end fastened to a stake on shore until enough fish has been caught. *Words in season are good words, especially to our boys and girls.*

FIRST HALF HOUR.

The following simple rules, clipped from the "Northern Messenger", will do service as material for the *lessons in manners* to be given during the *first half hour* as per our Elementary course of study:—

There are many things which both girls and boys forget to do, and many other things which they fail to do right. A mother who tenderly cared for her children wrote down for "punctual observations" the following little rules :

1. Always say, 'Yes, papa,' 'No papa,' 'Yes sir,' 'No, sir,' 'Thank you,' 'Good-night,' 'Good morning.'
2. Always offer a chair to a lady or gentleman.
3. Always be quiet when others are talking.
4. Never pass before anybody, unless really necessary, and then ask to be excused.
5. Keep your faces, clothes, shoes, hand and finger nails clean
6. Never leave your clothes about the room. Have a place for everything and everything in its place.
7. Never put your feet on cushions, chairs or tables.
8. Never overlook anyone when they are reading or writing.
9. Never sit up late. If you would be healthy and bright, go to bed early and get up early.
10. Rap before entering strange room, and never walk out with your back to the company.
11. Never get angry. Never cry unless you are much hurt or feel very bad, and then don't cry much.
12. Be kind to everybody, be cheerful and helpful, and you will always have many friends.

GEMS FROM LUCRETIA WILLARD TREAT.

We join together in our joys and sorrows, to gain strength in the common experiences, that through them we may learn to stand strong and true.—*Children on the Tower.*

Unity is the completed whole as God sees it. Continuity is the process by which it is reached.—*First Gift.*

When we reach what seems to be the end, it will be the beginning. It is a circle—eternity without beginning or end.—*Tick Tack.*

SUPERIOR SCHOOL EXAMINATIONS,
JUNE 1906.

REPORT OF EXAMINERS.

ENGLISH GRAMMAR.

While there were not many failures in this subject in Grade I. Academy, comparatively few of the pupils obtained 90 % of the marks. Questions Nos. 3, 4 and 5 were correctly answered by most of the pupils. The analysis and parsing proved too difficult for the majority of them. As regards neatness, legibility, form and spelling the papers were very satisfactory.

The pupils of Grade II. Model found very little difficulty in answering the questions selected ; a high percentage was obtained throughout.

We would suggest that the pupils be instructed to be a little more explicit when giving answers to questions similar to Nos. 5, 6 and 7. Many of the pupils merely stated the classification of these words without writing them down. So far as none of the words were omitted the answers could be easily followed, but when a pupil had left out one or more words it led to much confusion and loss of marks.

ENGLISH GRAMMAR, GRADE III. MODEL.

This paper was an easy one to pass on. Creditable work was done by most of the schools, there being very few failures. The analysis and the parsing were the weak points in the answering. Two schools used the form of analysis that is taught in the McGill Normal School. The ordinary form requires : 1st, a statement of what kind the sentence is ; 2nd, the naming of the several clauses ; and 3rd, a particular analysis of each sentence and clause. Very few pupils did this, and a great many did not seem to be able to distinguish a phrase from a clause. Questions Nos. 1, part of 3, 4, and 6 were generally well answered. In No. 2, many made the mistake of writing sentences containing interrogative pronouns instead of relative. The last part of No. 3 was found difficult, and some also had difficulty with the last two verbs of No. 5. Very few were able to write correctly all the sentences in No. 7, sentences Nos. 3 and 5 especially

were stumbling blocks No. 8 was as a rule poorly done. In No. 9, the words, *where* and *born*, were in the majority of cases parsed wrongly, *where* being called merely an adverb, and *beauty born* being taken together as a noun.

SUPERIOR SCHOOL EXAMINATIONS.

WEDNESDAY AFTERNOON, JUNE 13th, from 2 to 4.

ALGEBRA (GRADE I. ACADEMY.)

All the questions are to be answered.

1. (a) What is an algebraic expression ?
 (b) Write the following algebraic expressions : (i) the sum of five times a and three times the square of x .
 (ii) Three times x diminished by five times the sum of a , b , and c .
 (c) Distinguish between *simple* and *compound* expressions. Gives examples. 10
2. A farmer sold some sheep for n dollars, a cow for c dollars, and a horse for as much as he received for the sheep and the cow. How much did he received for all ? 8
3. A merchant bought a hat for b dollars and a coat for c dollars, and sold the two for d dollars. What represents his gain ? 8
4. Simply the following :

$$a + b - (2a - 3b) - (5a + 7b) - (-13a + 2b)$$
 10
5. (a) When a *positive* quantity is multiplied by a *negative* quantity what is the sign of the product ? (b) What is an *exponent* ? What does it show ? What does a^5 mean ? 8
6. (a) Express the different ways in which the multiplication of two quantities may be indicated. (b) What is a factor ? 6
7. Divide $3p^5 + 16p^4 - 33p^3 + 14p^2$ by $p^2 + 7p$. 10
8. Resolve into factors :—
 (a) $x^2 - 10x + 25$
 (b) $18x^2 - 27xy$
 (c) $x^2 + 5x + 6$
 (d) $y^3 - 1$
 (e) $n^2 - n - 2$ 15

9. Find the value of x in the equation

$$\frac{x-3}{4} - \frac{x-1}{9} = \frac{x-5}{6}$$

10

10. A certain number diminished by $\frac{1}{5}$ and also by $\frac{1}{6}$ of itself leaves a remainder of 19. What is the number? 15

THURSDAY AFTERNOON, JUNE 14th, from 2 to 4.

ALGEBRA (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) What is algebra? (b) Write down and name the principal signs used in algebra. 10

2. What is a power? What is an exponent? Give illustrations. 10

3. What is the sign of the quotient when a *negative* quantity is divided by a negative quantity? 10

4. What is a factor? In $5a$, how many factors? 10

5. Find the price of $4x$ horses at $\$6y$ apiece. Tell how many horses at $\$6x$ apiece can be bought for $\$24xy$. 10

6. Find the quotient when $24x^2 - 65xy + 21y^2$ is divided by $8x - 3y$. Prove the result by multiplication. 10

7. What quantity added to $5a^2 - 3a + 12$ will give $9a^2 - 7$? 10

8. (a) When no sign is prefixed to a quantity, what sign is it assumed to have?

(b) When positive quantities are added, what is the sign of the sum? 10

9. Write the number one less than x ; the number one greater than x . 10

10. If $a=1$, $b=3$, $c=1$, $d=0$, find the numerical value of abc , $+ bcd$, $+ cda$, $+ dab$. 10

UNIVERSITY SCHOOL EXAMINATIONS.

QUEBEC.

ENGLISH GRAMMAR.

Tuesday, June 12th, 1906. Morning—9 to 10.30.

1. Analyse the following sentence :—

There were times, many years ago, when my brains were full of bison and grizzly bear, mustang and bighorn, Blackfoot and Pawnee, and hopes of wild adventure in the Far West, which I shall never see ; for ere I was three-and-twenty, I discovered, plainly enough, that my lot was to stay at home and earn my bread in a very quiet way.

2. Parse the italicized words in the following :—

So go your way and *I mine*, each *working with* all his *might*, and playing with all his might, in his *own* place and way.

3. Correct the mistakes in the following sentences :—

- (a) Either of we three could fill the place.
 (b) Every one of the inhabitants feel that it is a slur upon them personally.
 (c) He would neither give it to you or I.
 (d) He went a different way than I did.
 (e) It is an interesting book, and which holds the attention to the very end.
 (f) There is no sense in me going.
 (g) I did not intend to have missed him, but being late for my appointment, it could not be helped.
 (h) The spring flowers look beautifully, and smell sweetly.
 (i) The president, whom, they said, was expected to have been present, was out of town at the time.
 (j) Will I be expected to write like him ?

4. Define carefully the various uses of *that*, and give two examples of each.

5. Distinguish clearly between compound and complex sentences, and write three examples of each.

SUPERIOR SCHOOL EXAMINATIONS.

TUESDAY MORNING, JUNE 12th, from 9 to 11.

ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL.)

(The answers must be written on a quarter sheet of foolscap, fastened at the upper left hand corner. A margin of about an inch should be reserved on the left side of each page, with the number of the question alone written in it. Do all your work neatly.)

All the questions are to be answered.

1. Classify the pronouns in the following sentence :—

Who is the owner of the horse which you and I were admiring to-day? 8

2. Write three short sentences in which the nominative, possessive, and objective cases of *who* used as a relative pronoun occur. 12

3. (a) Give the feminine form or word corresponding to *gaffer, colt, drone, tailor, monk*.

(b) Are there any feminine nouns without corresponding masculines? Mention three. 10

4. Define case. How many cases are there in English? Name them and describe their uses. 10

5. Name the Voice, Mood, Tense, Number, and Person of each of the verbs in the following sentences :—They were arrested last month, and have been convicted this morning; sentence will be passed to-morrow. He treats me as if I were nobody. Heaven protect the right. 12

6. Write down five *Strong* verbs and five *Weak* verbs and give the principal parts of each. 10

7. Correct the mistakes in the following sentences :—

The lion, having laid down, roared loud.

Will you lose that knot for me?

If any one wants it let them say so.

Who do you take me to be?

I meant to have told you about it this morning. 10

8. Analyse :—

She shall lean her ear

In many a secret place

Where rivulets dance their wayward round,

And *beauty born* of murmuring sound

Shall pass into her face. 20

9. Parse the works in italics in question 8. 8

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AND OFFICIAL ANNOUNCEMENTS.

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JOHN PARKER, }
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G. W. PARMELEE, **Managing Editor.**

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S. P. Robins, LL.D., D.C.L., Principal.

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All candidates for admission to the several classes of the Normal School during the session September 1st, 1906, to May 31st, 1907, must make application for examination to G. W. PARMELEE, Esq., D.C.L., Secretary of the Department of Public Instruction, on or before July 20th, 1906, on forms that can be procured from him.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

Nos. 6-7.

JUNE-JULY, 1907.

VOL. XXVII.

Articles : Original and Selected.

A WISE PROVISION FOR THE PUPILS.

What a wise provision it was in the creation of water that decreed it should *first contract* and *then expand*, when being reduced to ice. For this reason the lakes and rivers remain open much longer each autumn and thaw out much earlier each spring. This takes place because when the surface water of a lake has been chilled or reduced in temperature, it contracts, becomes heavier and sinks to the bottom and warmer water rises to the surface to be chilled and sink in its turn. This must go on until the whole volume of the lake has been reduced in temperature, and it often occupies weeks before the water gets to the freezing point.

When the surface has been so chilled as to turn to ice, it then expands, becomes lighter, remains on the surface and no longer sinks. In this way a crust is formed over the surface, which is increased on the under side, as the frost becomes more intense. This frozen surface serves the purpose however of preserving the temperature of the water below and by its very presence keeps the water from being extensively frozen.

Had water the general property, characteristic of most substances, of constant contraction under reduced temperature, it would freeze in the bottom of the lakes first and

our seasons would be shorter in the autumn and later in the spring. Our water supply would then be reduced to a solid and very inconvenient form, the fishes would perish and the little frogs would be ice-bound, so hard and fast, that they would never get out in time to cheer the spring with their mirthful little songs.

Surely the Creator, who gave water these properties, bestowed a great boon on mankind.

EFFECTIVE DISCIPLINE.

It is far from sufficient, that discipline simply produces order, leaving the school work a chance to be done. The best discipline arises out of the manner in which the school work is accomplished. There may be *profound silence* and very poor results, and there may be quite a *hum of industry* with excellent returns. Everything depends on the nature of the discipline, that is, on the spirit of the teacher behind the discipline.

If the teacher be a person full of *hope, courage and cheer*, the pupils will soon possess the same qualities and school work will never seem impossible to such a class. Moreover, if the teacher be well-informed in the subjects to be taught, much can be introduced, that is interesting to the pupils, but not contained in their text books. This outside matter will enlist the quickening intellects of the boys and girls and arouse in them curiosity and intellect. By such means the manner of conducting the school work produces good discipline automatically and extraneous means are not required.

This is *effective discipline*, because it secures attention without cost and carries with it its own reward.

SCHOOL BOARDS, AWAKE!

It is wretched economy on the part of school boards to save expenses by refusing to clean the school-house regularly and thoroughly with mop and broom. But after all are not the walls of the school-room the chief resting place of the disease germs? Schools can be found, whose walls are so loaded with dust accumulations that there would be no difficulty whatever in writing *Mene, Mene, Tekel*,

Upharsin on their surface. Would, that the school boards, who own such walls, take the inscription to heart, as did Belshazzar of old, and clean up before the enemy takes possession of their houses. It is now vacation time, and every chance is afforded to clean up the school premises and get things in readiness for another year. The case given by Inspector Hewton in his annual report is an instance of the danger, not only to the pupils in attendance, but to those who should attend in succeeding years, unless the school walls, as well as its floors, were properly disinfected and cleaned. It is well the Inspector has called attention to the matter and brought the question before the public notice. We publish in this issue a LEAFLET, issued by the CANADIAN ASSOCIATION for the PREVENTION OF CONSUMPTION, which contains much valuable information. We do so in the hope that some communities may be aroused to action and some schools put in proper condition for next year's occupation.

DRAWING A SPIDER.

It is quite evident that very few pupils, or teachers either, do much in the form of simple observation of nature, as it surrounds them from day to day. "I have yet to find a pupil or a teacher, who has any idea of *the relation there should be between a spider and the spaces of his web,*" remarked an inspector the other day in discussing the subject of nature study. In many schools the pupils attempt to draw a spider on his web and always make the spider many times too large to be the manufacturer of the web on which he sits. One observation of the spider at work would show them how exactly he measures each space as he fastens the *spiral lines* to the cross lines of his web. In every case *his measurement is the distance from his forefoot to his spinneret.* With his forefoot he touches the last spiral line and, extending his body along the cross line, he touches the cross line with his spinneret and so attaches his "silken cobweb clew." It is, therefore, very easy to draw a spider on a web and give them proper proportions. The drawing will then mean something and have intelligent expression.

Pupils should be led to observe these beautiful things so

plentiful in every day life. They would then have many pleasant thoughts of *nature*, which are otherwise impossible.

TUBERCULOSIS.

There is no form of sickness that threatens the public happiness so much as the dread disease, TUBERCULOSIS. Every means of informing the public must be adopted and every precaution must be taken to help the general public to understand the *dire results* of carelessness in dealing with the disease. For this purpose we publish in this issue a paper by Sir James A. Grant, M.D., K.C.M.G., entitled OUR CHILDREN. This should be read by every teacher and school official, and its terrible truths should urge the public forward to make every provision for the health of our innocent and helpless children while at school.

OUR CHILDREN.

A PAPER BY SIR JAS. A. GRANT, M.D., K.C.M.G.

HEALTH OF CHILDREN.

Few subjects at present before the public are worthy of more careful enquiry than the health of children, and their environment during the period of school life. Our cities are increasing rapidly in population, residences are more in demand, and, doubtless, in many instances the commencement of over crowding, such as experienced in the cities of New York, Boston and Philadelphia. Under such circumstances there is need for increased work, along broader lines, to bring about practical results, as far as staying the progress of Tuberculosis is concerned.

MANY CHILDREN AFFECTED.

The systematic medical examination of school children in Canada has been under consideration during the past year or two, but, so far, has not reached any definite form. In the County borough of Blackburn, England, the recent report of Dr. Alfred Greenwood, Medical Officer of Health, has attracted wide spread attention. Of 338 school children

examined personally, no fewer than 54 were suffering from Tuberculous diseases. It is a serious state of health, that out of 338 children taken at random for examination, 34 should have Pulmonary consumption. Such statistics will doubtless prove a surprise to many. The fact that young children are generally not supposed to suffer from pulmonary tuberculosis may account for such states of the system being passed over in a casual manner. Most important points in the early discovery of lung diseases are separation from children in health; careful inspection from time to time of those who have been exposed to the disease, and most thorough enquiry into the standard of living in the residences of those diagnosed as consumptives. At this stage of proceedings, what an important place the trained nurse occupies. The principle of isolation is fully set forth to the family in the house, for it is here the disease is born and bred. The premises must be disinfected frequently, and the patients instructed how to properly carry out such. In addition to hygienic measures the food supply of the family frequently requires examination. If the parents are ill and sent to a sanatorium, the children require under such circumstances special care and attention. These are a few of the points each local society has before it, and the success in such endeavors depends greatly on the careful watchfulness over minor details.

THE ONLY WAY.

Systematic medical examination is truly the correct way of defining diseases of school children, and the important responsibility should not be expected of teachers unequal to such scientific medical duties. The Canadian Association for the Prevention of Tuberculosis is exercising every influence in its power to combat this disease, and the local Association as well, and yet the death rate in our midst is great in proportion to our population, and requires untiring energy and exertion, backed by the timely co-operation of a willing public, to arrive at such a record as will indicate satisfactory results. Committees on physical deterioration of the race are well enough in their way, but what we require at this stage of progress are true issues, along practical lines, on common sense principles, vigorously carried into operation. Then and then only can we hope for a

marked reduction in the sad mortality experienced daily in the march of this disease.

BOTH PREVENTABLE AND CURABLE.

It is only within a brief period that a transmission of this disease has attracted attention, and been thoroughly understood. There are to-day two well-established principles: 1st, That Tuberculosis is preventable, and 2nd, That Tuberculosis is curable. The problem of tuberculosis is, strictly speaking, one of prevention, and not of cure alone. To prevent tuberculosis we must get at the causes, and how are we to grapple with causes more directly than by the careful and searching investigation of the manifestation of tuberculosis in school children. Medical examination will materially aid the health education of the young nation of Canada, all of which in the opinion of the "Deputy Registrar General of Ontario" should be considered by a special committee or commission, appointed by the Ontario Government for that purpose. Such is a move in the right direction of the most commendable character, and if carried out, is certain to lead to practical results. The prospect of long life depends greatly upon the manner in which life has been cared for and protected in the stage of childhood. In this period the very corner stones of future strength and constitutional development are placed, so as to build up and construct tissues, possessing the very elements of vitality. The medical examination of schools is well received in England by the Medical Department of "The Educational Committee of London County Council," and the "School Doctor" is an established institution in the land. In Europe also as well as in the neighboring Republic and Japan, there is a general concensus of opinion favoring this progressive move for the protection of child life, and now fortunately extensively in practical operation. No form of educational organization can be considered complete which does not make provision for the systematic reference of the health of school children to medical experts appointed for that special purpose. This is in fact the only correct method by which tuberculous disease can be properly diagnosed, and the requisite plan of action adopted to guard the life of the child and prevent communication of the disease to others. With the meas-

ures now in operation, it is not surprising the disease is still spreading, and the weekly record in our midst unsatisfactory. All such points to the necessity for increased exertion in the line of inspection in both the school, and the home particularly, the very key to the prevention of tuberculosis, where as a rule *it is contracted by the child*. The opinion of the recent "Paris Tuberculosis Congress" favored the idea that the question of healthy dwellings will always dominate the prevention of tuberculosis and aids the disease in the work of destruction. The present care of the child or the adult as far as sanatoria is concerned, is a difficult problem.

\$9,000,000 LOST.

There are fully 9,700 deaths from consumption in the Dominion, and as to treatment, no adequate preparation. Each life valued at \$1,000 indicated a loss annually of more than \$9,000,000, with very feeble evidence towards lessening this sad and telling mortality.

Last session the subject of tuberculosis was ably presented by Hon. Mr. Edwards in the Senate, and G. H. Perley, M.P., in the Commons, resulting in most favorable comments as to the necessity for action to lessen the death rate in our country from the "white plague."

HEALTH RESORTS.

A small grant has been received from the Dominion Government to assist in defraying the expenses of the Canadian Association for the Prevention of Tuberculosis. Beyond this no specific action has been taken, owing to the provisions of, "The British North America Act" as to public health. The Ontario Government offers a grant of 40 per cent. of the cost of all municipal sanatoria, but no grant to exceed \$4,000. The counties of Perth, Oxford, Wellington and Waterloo applied to the Government for a grant to each county so that they could control \$16,000 toward the erection of a sanatorium for their joint use. This union of counties is a practical idea, and why should four counties in the valley of "the Ottawa" not do likewise. Such action, followed up by an appeal to the public for private assistance, would enlist sympathy and support, when, as at present, general interest is aroused as to the

necessity of immediate action. It is impossible to provide at once for all those laboring under the disease. What is absolutely necessary is compulsory notification of such cases, which in time would lead to a classification and greatly assist in the selection of cases to which attention could be given as to immediate needs and requirements. Dr. Trudeau, of Saranac, favours the idea of having every community build its own sanatorium and receive support *pro rata* from the state or county, the best and most efficient plan from his point of view for combating the disease. The day for expensive and elaborate sanatoria is about over. As a commencement, the simple shack erected at the expense of a few hundred dollars each, will be found most useful and practical. Thoroughly competent medical attendants and nurses are what we require, and not expensive structures to overburden willing contributors to this noble and philanthropic work.

A TRULY SAD PICTURE.

An important bill is now before the Maryland Legislature, which provides that no child shall work at industry until it is really twelve years old. Children who should be in the kindergarten work all night in cotton mills and glass works. In New York to-day it is a known fact that children 6, 7 and 8 years old are working in cellars and garrets sewing on buttons, making artificial flowers and other work, and in the Republic fully two millions of children under 16 years of age are earning their own living.

The bill before Congress for the regulation of child labor in the District of Columbia, if successful, will lead to much improved condition as to the problem of child labor. No more important subject than that of child labor could be considered by this Association, so intimately connected with the development of tuberculosis from over crowding and over taxation of mental and physical energy while the system is really in the formative stage of development. So far, I am not aware that Canada is over-taxed in the lines of child labor, and yet it would be prudent to guard as far as possible against such by legislative enactments now in force.

REV. DR. MOORE, *Secretary.*

(The divisions are ours.—ED. EDUCATIONAL RECORD.)

(*Leaflet.*)

CONSUMPTION

(with other forms of tuberculosis) causes one death in every eight in this country. Of all deaths in the Dominion, between the ages of twenty-five and thirty-five, *nearly one-half are due to consumption.*

It gives rise to a vast amount of suffering and permanent ill-health. It is calculated that in Canada, at the present moment, between 30,000 and 40,000 persons are suffering from it. The disease is preventable.

Consumption is contracted by taking into the system, chiefly by inhalation, the germ or microbe of the disease. The invasion of the system by the tubercle bacillus or germ may be induced by a great variety of conditions, such as living in over-crowded, ill-ventilated, dark, dirty rooms; insufficient or bad food; alcoholism and other forms of dissipation; infectious fevers, or other illness; by anything which enfeebles the constitution and thus impairs its power of resistance. The germ is contained in the dust particles of the dried spit of the consumptive, and in the minute droplets sprayed into the atmosphere by the consumptive in coughing.

These germs are mostly derived from persons suffering from consumption, or some other form of tuberculosis. They are found in vast numbers in the phlegm, spit, or expectoration of a consumptive person.

In a moist state this expectoration does not infect the air, excepting by the sprayed droplets in coughing, but if allowed to dry and become dust it is exceedingly dangerous, and is then a means by which the disease is spread from person to person.

The best place for a consumptive is a sanatorium. If this be impracticable, he must sleep in a separate bed room.

PRECAUTIONS.—It is essential for the protection of their own families, and to prevent the spread of the disease among the general public, that the following simple precautions be taken by consumptive persons:—

The consumptive person must not expectorate about the house, nor on the floor of any cab, omnibus, street car,

railway carriage or other conveyance. Spitting about the streets, or in any public building (churches, schools, theatres, railway stations, &c.) is a dangerous as well as a filthy habit.

The consumptive person must not expectorate anywhere except into a spittoon containing a little water and carbolic acid (1 to 20) or other disinfectant.

When out of doors, a small, wide-mouthed bottle with a well-fitted cork, or a pocket spittoon, which may be obtained from any chemist, should be used.

The expectoration must be washed into a drain, buried in the earth, or thrown into the fire.

To thoroughly cleanse the cup or spittoon keep it in boiling water for ten minutes.

When not provided with a proper spittoon, a consumptive person must not spit into a handkerchief, but into a piece of rag or paper, which must be burnt.

Handkerchiefs which may have been used of necessity should be boiled half an hour before washing.

Consumptive persons must not swallow their phlegm as, by so doing, the disease may be conveyed to parts of the body not already affected.

A consumptive person must not kiss, or be kissed, on the mouth.

A consumptive person, when coughing, should always hold a handkerchief in front of his mouth, and avoid coughing in the direction of another person.

General Precautions to be observed:—

(1.) Live as much as possible in the open air.

(2.) All rooms occupied by consumptive persons should be as well lighted and ventilated as possible. Fresh air, light and sunshine are most important preventives of consumption. It is not safe for a healthy person to share a bedroom with a consumptive.

(3.) No chimney should ever be blocked up, and windows should be kept open.

(4.) Cleanliness and good sanitary surroundings are important, both for the prevention and for the cure of consumption.

(5.) Wet dusters must be used to wipe up the dust on the floor, furniture, woodwork, &c., and must afterwards be boiled. Tea leaves used on the floor should afterwards be burnt. Do not chase dust about or stir it up.

(6.) Milk, especially that used for children and invalids, should be boiled or sterilized. Meat should be well cooked.

(7.) A room which has been occupied by a consumptive should not be used again until it has been thoroughly cleansed. In the event of a death from consumption, advice may be sought from the local sanitary authority.

DISINFECTION.

Disinfection of rooms which have been occupied by consumptive patients may be secured in various ways, but the following are the practical rules which must underlie any methods adopted :—

1. Gaseous Disinfection of Rooms or "Fumigation," as it is termed, by whatever method it is practised, is inefficient in such cases.
2. In order to remove and destroy the dried infective discharges, the Disinfectant must be applied *directly to the infected surfaces* of the room.
3. The Disinfectant may be applied by washing, brushing or spraying.
4. Amongst other chemical solutions used for this purpose a solution of Chloride of Lime (1 to 2 per cent) has proved satisfactory and efficient.
5. In view of the well-established fact that the dust from dried discharges is infective, emphasis must be laid upon the importance of thorough and wet cleansing of infected rooms.
6. Bedding, carpets, curtains, wearing apparel, and all similar articles belonging to or used by the patient, which cannot be thoroughly washed, should be disinfected in an efficient steam disinfector.

COMMON MISTAKES.

It is a mistake to require a class to "*toe a line*" and remain standing during the time of recitation. The physical weariness thus induced is a great distraction to the pupils, who constantly long for relief. A comfortable recitation bench ought to be provided and pupils should stand only to read, recite or reply.

It is a mistake to require a whole class to *interrupt a pupil*, who reads or recites by a show of hands and a shout of

please, please. The class does well to watch for errors, but the corrections should be introduced when the pupil reciting has finished his recitation. Otherwise, it is impossible to get the best effort of the pupil, who recites, for he is filled with a nervous fear of being at fault in some respect and his failure is made doubly sure.

It is a mistake to impose the *writing of lines* as punishment. Nothing can be more useless and, hence, more hateful in its effects on the disposition of children. Besides it spoils the pupil's handwriting, tends to dishonesty and produces resentful sentiments toward the teacher. The *writing of lines* is worthy of a place along side the old time practice of standing a pupil in the school door with a dunce cap on his head. One thing is sure, the best teachers are those who never resort to this spiteful and pernicious punishment in the management of their school.

Let us learn by our failures and abandon the causes of them, always putting something better in their stead.

THE BREATHLESS BEE.

FOR THE PUPILS.

It were amusing, if it were not sad, to learn the conceptions of children regarding many things, which they ought to know from the interesting story book of nature itself. Every pupil has seen the honey bee light on a flower and move about, as the child supposes, in a fit of rage, working his abdomen up and down, continually, and *getting his sting ready* to punish anybody, who comes near him.

This conception is held by children generally, and it gives a delightful surprise to explain to them how the honey bee has no lungs, as we have, in its chest, where it has to find room for its *honey sack*. But, that it breathes by means of minute pores or openings, extending in rows across the back of its abdomen, *i. e.*, the large part of its body. These pores are protected by sheaths that keep out dust and other things that would tend to strangle the bee. When the bee moves his abdomen downward he opens the pores and the air fills them, when he straightens his body out again he closes the openings and expels the air.

When, therefore, the little bee is in such an active state he is only *out of breath* and is breathing rapidly, after his long trip to the *honey field*. He has no notion of hurting anyone and has no time to lose, while he regains his breath, much less *to strike* anybody, even with his sting.

A ROLLING STONE.

It is a common expression that "a rolling stone gathers no moss," and it may almost as truly be said that a *roving teacher gets no results*. There is no practice better than to rule from the platform; especially is this true if there be any tendency to disorder. It is only safe for the teacher to rely on her pupils after she has fully regulated her school and secured the confidence and co-operation of her classes. Nothing is more disturbing in a class-room than the idle promenade of the teacher up and down the floor.

There is the incessant tread, which becomes monotonous and often carries the pupil off his work with its regularity. There is also the uncertainty of what may happen next, if the teacher should cease to walk and start to work. She may settle down on any one, or on all and sundry. Pupils rejoice in silence at times and every teacher should plan to have periods of quietude, when for half an hour, no one disturbs the peace. Such times may be had during writing, drawing and arithmetic, when the teacher can go quietly from seat to seat, giving such individual assistance as seems prudent.

Fuss and noise are no evidence of effective work and always weary and discourage both teacher and pupils. Recently a teacher made the lament, that she was *thoroughly discouraged*, for she had been working so hard, that she was almost exhausted, but had very poor returns for her labours. Her trouble consisted in a *nervous anxiety to excel*, and so much did it control her, that she could give the pupils *no time to grasp her questions, much less consider what to reply*.

Pupils are not constructed on the typewriter style, and it is no use to expect to fathom good teaching by tapping a button and getting a fixed reply. Good teaching is best discovered by questions, that require time and meditation.

To keep cool, be thoughtful and regulate your school from your desk, as a rule, will make your work easy, your day bright and your pupils happy.

HUGGING THE TEXT.

By the above expression is meant the affectionate relationship sometimes existing between the teacher and the text-book. It is most evident in the use that is made of the text by the unprepared teacher. This use generally consists in the teacher reading a sentence or more and then turning the whole into the form of a question. "The Rocky Mountains extend from north to south along the west coast of America." The form of question based on this sentence would be "The Rocky Mountains extend from north to south, where?"

This is a most pernicious form of questioning and is a downright insult to an intelligent and well-prepared class of pupils, who have a right to more efficient treatment from their teacher. It requires no further evidence to the pupils, than the use of the text-book in this way to show them that *the teacher is only now learning her lesson*, and the resultant feeling is one of disgust and hopelessness, under which no spirit of progress can survive.

A FEW SUGGESTIONS

1. Be systematic in your work.
2. Teach *facts*, not pages or chapters.
3. Let every prescription be definitely made.
4. Ask for information in the form you prescribed the lesson.
5. Make sure that the pupil has an *an anchor post* or pivotal point, around which to arrange his subsequent learning.
6. Know only the text-book for the first series of lessons; later, when its facts have been acquired, enlarge the pupil's view by a fuller knowledge of the subject.
7. In all classes much interest can be aroused by a judicious use of reference books, both for illustrations

and information. Frequently the teacher must convey such treats by oral descriptions.

8. Every lesson must arouse thought. Some new conception must be gained. Often the best of these *concepts* are not in the lesson pages at all, but are supplied from the storehouse of the sympathetic and cultured teacher.

ENTHUSIASM.

Fuss and ado must not be mistaken for enthusiasm. The former are due to nervous energy going to waste ; the latter to well-directed energy producing good results. The most enthusiastic is often the quietest teacher, who works away unobtrusively, producing good returns at small expense. Such quiet teachers, who know their work and love their profession, inspire their pupils with confidence and beget in them a sense of security and final success.

To her pupils such a teacher is fully trusted and relied upon, and the unexpressed sentiment of every pupil is: our teacher knows our needs and we are safe, for she is at the helm.

LETTER WRITING.

I have tried the following device in securing interesting letters from my pupils. Too often writing letters becomes a disagreeable task to the child because there is nothing real about it:—

I prepare a number of slips of paper, one for each pupil in the class. I number them in pairs and then place them in a hat or cap, from which each one draws a slip. Those who draw like numbers must exchange letters. For instance, those who draw slips marked "one," write to each other. The children delight in the new way and strive to make the letters original. These are placed in a box, so when the recitation period comes, the teacher acts as post-mistress and selects two of the most diligent workers to act as mail carriers. The letters are then read to the class by the recipients. He may also criticize the letter if it is desired.—*Canadian Teacher*.

CARE OF PUPILS.

Pupils, who suffer from defective sight and hearing, have many disadvantages at school, unless the teacher be considerate and find out their deficiency. There are scores of pupils who are short-sighted but do not know that they are so. Many pass through the whole course and do not know they are deficient. We once knew a school-boy who had no vision in one of his eyes and never knew it till he was half grown.

Let the teacher look into such matters and see that the pupils are aware of their deficiency and some measure of relief is provided by glasses or by a nearer position in the school-room.

THE NEW CLASS.

Why is it that every teacher has a feeling of loneliness, when she meets her new classes each September? It is because new faces are in the places where old ones were wont to be ; because the teacher feels the lack of sympathy, which her older pupils gave her, because her own personality is less evident in her new classes ; because she appreciates the heavy task that lies before her to teach her new classes thoroughly and impart to them her enthusiasm, her personality and her culture.

SECURE REGULAR ATTENDANCE.

The class was very lax in attendance ; they were neither prompt nor regular. Many came in with the stroke of the signal for opening session, and often there were one or two who came a half hour tardy. There were vacant seats each session, and much time was lost and worry occasioned by this state of affairs. What was to be done ? A suggestion was made by a teacher whose class attended better. She said, " Have a good book from which to read to the class and promise to continue the story each session that the attendance is perfect."

It was tried and success followed. A little device is worth so much in a time of need !

SCHOOL READING.

On most occasions, when the teacher and pupils are permitted to select the reading lesson *on the day of inspection*, they choose one containing the simplest and most familiar expressions, such as "CHARLIE AND THE PEACHES" or "UNCLE PHIL'S STORY." This gives the impression that their idea of *reading* consists chiefly in correct pronunciation. Such lessons are among the most difficult in the reader, if properly rendered, for they are full of direct and indirect narration, interrogation, exclamation, inflection and modulation. To render all these properly and thus reproduce the thought of the lesson must be the purpose of the reader.

It is quite essential, therefore, that the pupils should hear good reading, if they are ever to become good readers. Instruction is not sufficient, for much that constitutes good reading is acquired by imitation. Whom then is the pupil to imitate, if no one reads for him excepting his fellow pupils? Our reply is, that the teacher should read regularly and often for her pupils, such literature as will interest them, and illustrate the various features of the reading lessons. Do not fail to make the exercise a veritable treat for the pupils, both as to subject matter and as to the time and manner of the exercise. Some teachers read for their pupils early in the morning, and use the exercise to help rally the whole school on time. Other teachers take such reading as a bonus to the pupils, when their lessons have been well prepared and time has been economized. Others, again, when the pupils are needing rest for a few minutes, introduce some pleasant reading for change and recreation.

When some of the class are capable of reading well, it is a good plan to give them the book, while the teacher listens in turn. Later still each pupil should be called on in turn to read several pages to his classmates. For this purpose require each pupil to stand on the platform near the teacher's desk. Here he will be heard more readily and will gain confidence, while facing his confreres in the work.

In this article we refer only to the ability of the pupils to reproduce the thought in the pages before them and interpret the reading code which they have already learned.

NEXT CONVENTION.

The programme for next convention is almost completed and promises to be one full of interest, variety and profit. Leading topics are to be treated by some of our most competent members, able speakers have been secured to address convention, and a delightful excursion, 21 miles, to Ste. Anne de Bellevue, has been arranged. The session at Ste. Anne's will be spent in visiting the MacDonald Agricultural College and in seeing its beautiful equipment for college and normal school work.

Convention will also devote one session to sectional work. The divisions for this purpose are kindergarten, elementary and superior schools, for each of which a convener has been chosen and helpful topics assigned.

The dates of convention, as published before, are October 10th, 11th and 12th, in the High School, Peel street, Montreal.

An advance copy of the programme will be issued soon, and the completed programme will be sent to all teachers before convention.

THE DUG OUT.

One of our lessons on "*Navigation*" tells us how primitive man improved his means of crossing the water by changing his pointed log, on which he used to stand and paddle himself along, into a dug out or canoe. Here is a good problem for the pupils to solve and find out how much more he could carry *in his new dug out* than he could carry *on his old log float*.

It is not necessary to find the answer in pounds, but to enable the pupils to see clearly, *that the dug out will carry as much goods as the weight of the timber dug out of the log*,

In other words, the dug out existed in the log, but was filled full of wood. The man excavated the wood and filled its place with himself and his goods.

Another series of thoughts may be aroused by considering the man's advantages with his dug out :—

(1.) He can often go lightly loaded and glide swiftly over the surface of the water.

(2.) He thus saves much time and labor, for he has no useless burden in his boat.

(3.) He enjoys much comfort, because he can be dry and warm.

(4.) He has much more safety, because he has better control of his craft and is sooner landed.

(5.) He can move his dug out from lake to lake ; his log float had to be left behind.

(6.) His dug out will carry his companions and thus afford him company on his journeys.

The whole value of such a lesson is in the opportunity it gives the pupils to exercise their thinking powers and observe for themselves. The reading and spelling will then soon appear as the chores before the day's work begins.

HARD VS. SOFT COAL.

To explain the difference between hard and soft coal, take a quantity of snow and make two balls of the same size, but press one much harder than the other, so as to put more snow in the hard ball than in the soft ball.

First, weigh the balls and show that the hard ball is heavier than the soft ball.

Second, put them in separate dishes and melt them, and you will get more water from the hard ball than from the soft ball.

From this illustration the pupils will readily see that there is *more matter* in the hard ball than in the soft, and will be able to see that hard coal has more fuel matter pressed into its space than was pressed into the same space of soft coal. It will then be easy for them to see that if hard coal has more fuel in the same quantity (say a bucketful) than soft coal, it will burn longer and give off more heat. Pupils should be given time to think in such lessons, and the teacher should let the truth come to the pupils by their own effort as much as possible. In this form it will remain longer and be more helpful in other problems.

TRUE EDUCATION.

Most of the students at colleges and universities store up a great many facts during the course. They memorize a good many things, but most of them are like the man in the Bible who looked in the mirror, and going away forgot

what manner of man he was. Before long most of what the students memorized will be forgotten, and about all that they will have to show is a useless diploma. The mere memorizing of facts, or acquisition of knowledge, is not the true aim of education. A good memorizer does not always mean one with alertness of mind. There is nothing more inert than a sponge, but nothing absorbs better. Alertness of mind, ability to think, right habits of thought, and good judgment are the concomitants of a true education. Only students who look up things for themselves, who dig and delve, and reason, become alert in mind, increase in power of thought, are able to judge, and are really sure of things. Only such students know for certain. The man who at college only absorbed what the professors told him, who was content to memorize and let it go at that, will cut a sorry figure in the affairs of life, alongside the man, who, when things were told him, set about and did verify them. The former was a passive absorber at school, the latter an active, thinking researcher. Only men and women, who spend their time at school in the active exercise of thinking, are able. They, who spend their school years in merely memorizing what some one told them, are not able.—*Canadian Teacher.*

TWO TREES.

A little tree, short but self-satisfied,
Glanced toward the ground, then tossed its head and cried :
“ Behold how tall I am ! how far the dusty earth ! ”
And boasting thus, it swayed in scornful mirth.

The tallest pine tree in the forest raised
Its head toward heaven and sighed the while it gazed :
“ Alas, how small I am, and the great skies how far !
What years of space ‘twixt me and yonder star ! ”

MORAL.

Our height depends on what we measure by
If up from earth, or downward from the sky.

—*Elizabeth R. Finley, in St. Nicholas.*

DO IT WELL.

No one likes to do a thing that he cannot do well. One reasons why so many teachers find so little interest and pleasure in their work is that their teaching is of such an inferior quality that it appeals neither to them nor to their pupils. They do "the same old thing, in the same old way," so long that it becomes tiresome. If such teachers would subscribe to some school periodicals, read some of the recent inspiring books, take a course in Teacher Training and attend a few institutes and conventions, they would soon find interest and enthusiasm developing in their own hearts, and it would soon develop a like interest and enthusiasm in the hearts of the pupils. A dead teacher equals a dead class, and a live teacher equals a live class. A little fellow in school distinguished between the quick and the dead thus: "Them that gits out of the way of the auto car is quick, and them that don't is dead." So the school that doesn't get out of the way of the rapidly moving car of progress "is dead."—*Kentucky S.S. Reporter.*

FOR INKY FINGERS.

A girl I know has made a wonderful discovery, which she thinks all other schoolboys and schoolgirls should know, too.

"It's so needful, mamma," she says, "All boys and girls get ink on their fingers, you know."

"Surely they do, and on their clothes as well," said her mother.

"I can't get the spots out of my clothes, but I'm sorry when they are there," responded the girl. "I try very hard not to. But I can get the ink stains off my fingers. See!"

She dipped her fingers into water, and while they were wet she took a match out of the match-safe and rubbed the sulphur end well over every ink spot. One after another the spots disappeared, leaving a row of white fingers where had been a row of inky black ones.

"There," said the girl after she had finished.

"Isn't that good? I read that in a house-keeping paper, and I never knew they were any good before. I clean

my fingers that way every morning now; it's just splendid!—*Selected.*

WHO FELL OUT ON THE WAY TO LADYSMITH.

Alcohol as a work producer is exceedingly extravagant, and like all other extravagant measures, leads to a physical bankruptcy. It is also curious that troops cannot work or march on alcohol. I was, as you know, with the relief column that moved on to Ladysmith, and, of course, it was an extremely trying time, by reason of the hot weather. In that enormous column of 30,000, the first who dropped out were not the tall men, or the short men, or the big men, or the little men,—they were the drinkers, and they dropped out as clearly as if they had been labelled with a big letter on their backs.—*Sir Frederick Treves.*

BETTER THAN IS NECESSARY.

A certain business firm has upon its seal the motto: "A little better than is necessary." It is the secret of success in every business of life, from the first lesson to the last. Take it in school for instance. One pupil may prepare his lesson perfectly, as far as limits of the text require; another, studying with broader purpose, does not stop with the limits of the appointed lesson, but seeks everywhere for deeper knowledge of the subject itself. Is there any question which work will rank higher in the end?

A young clerk in a store may be accurate, faithful, honest, and industrious—and stay there; another clerk may add to these necessary qualifications for his work a personal interest in his customers which makes him remember their peculiar likes and dislikes and makes his serving seem almost a matter of personal friendliness. Is there any question which will win the better trade?

A young girl at home may set the table and dust the room perfunctorily as a duty to be done faithfully, of course, but dismissed as soon as possible, or she may add a score of dainty touches to her work that will make it a pleasure to herself and a joy to others. "A little better than is necessary"—it makes the difference between a slave or an artist; for, after all, it is in the spirit that the

secret lies. To the high soul the "necessary" is always the very best way that it can give.—*The Word and the Way.*

“ I AM UNABLE TO HURT HIS FEELINGS.”

What a lament for a teacher to make, regarding a pupil, who seemed to be immune to her sarcasm in the classroom! The pupil had not always acted so, and his failure to take the teacher's unkind remarks to heart was the ground of the teacher's complaint. No doubt the boy's self-respect had suffered on many occasions, until at last hope for fair treatment had vanished and he respected nobody, since nobody respected him. In all such cases the teacher is at fault, for *sarcasm* has no more place in the school-room than has *small-pox*. No matter how tempting the opportunity to be sarcastic may be, the teacher must refrain from its use. It will never do good and hurts more than it cures every time it is used. It never endears, but always estranges, and will some day require an apology to put relations formally right. Absolute rectification can never be, for *the scar will always remain.*

FIGURES.

Carelessly formed figures are a source of annoyance in whatever line of life they occur. They are frequently the cause of loss and grief to pupils in examinations and in commerce, too, they operate to confuse and annoy the relations of business men.

Exactness and precision should characterize the instruction in any subject of study, but especially in arithmetic, wherein, each character has an exact value by itself with no context to explain its meaning. It frequently happens that people, who are in no way responsible for the defects in a pupil's education, suffer from his mistakes. In one case, however, it is reported on good authority that the teachers of a whole province suffered to the extent of six years' additional service under their pension act on account of poorly made figures. The age limit had been fixed at 50 years, but the printer had taken the enclosed cipher for the figure six, and thus 56 became the age limit of the pension act at which a teacher might retire.

The conclusion in any case is the same, that the only safe rule is thorough instruction and definite work during the whole school course. Once a pupil has been enabled to form habits of neatness and exactness in his work at school he will never abandon them in practice and in business.

Hence the truth of that worthy saying:—"Whatsoever thy hand findeth to do, do it with thy might."

ENGLAND'S FIRST HUMMING-BIRD.

London has a curiosity. It is the first humming bird that ever reached England alive. Four companions died on the way from South America, and its own life was despaired of when it arrived at Southampton. By careful nursing it was saved to delight visitors to the Zoological Gardens.

That this most interesting little bird, so familiar to Canadians and Americans, should be a *rara avis* in England must appear curious to those here who are unacquainted with the fact. They hope to acclimatize it over there, and there seems to be no reason why this cannot be done.—

The Searchlight.

CORNSTALKS INTO PAPER.

Paper made from cornstalks at one-third the cost of making it from wood fibre and rags, is the latest advancement in paper making. A company has been organized to utilize the waste products of the cornfields, and soon the new writing, wrapping, and printing material will be on the market. Samples of the new paper show it to be the equal of the fine goods made from linen. One sample resembles Japanese vellum so closely that only an expert can detect the difference. In quality it is just as good.

In producing this fine paper, common, ordinary cornstalks, of which fifty-three million tons rot yearly in the cornfields of the Western states, were used. The cost of manufacturing a ton of this paper ranges from twenty-two dollars to twenty-five dollars. The manufacturing cost of a ton of rags or pulp runs from sixty to seventy-five dollars.

The operation is simple. An improved threshing machine used on the farm separates the stalks from the

leaves, husks the ears, and delivers the stalks bound in bundles ready for shipment. When received at the paper mill, the stalks are depithed. The pith is then rolled into a fine paper. The hard outer covering is macerated and digested and used to make coarse wrapping paper and box board. The company owning the patent on the machinery is negotiating for a large paper mill at Kankakee, Illinois, where the tests have been made, and intend to go into the paper-making business on a large scale. The company will utilize every vestige on the corn stalks, as certain portions are used in the manufacture of cellulose, gun-cotton, powder, varnish, lubricants, papier-maché, etc. In fact, every shred of the stalk is put to some use in this mill.—*The Classmate*.

TIMING BANANAS.

It is generally known that bananas are shipped while yet green and unripe, but few persons are aware of the careful and elaborate time calculations required in setting out the plants and cutting off the fruit in order to insure the arrival of the bananas in proper condition at their destination. When a plantation is begun, the young plants are set out at certain intervals, so that they will produce at regular prefixed times during the year. A certain number of days before the arrival of a steamer the green fruit is cut, and a close calculation of the time that will be consumed in the voyage must always be made, else the bananas will be spoiled. Fruit steamers carry steam heating apparatus to insure a uniform temperature throughout the voyage.

WHY POPCORN POP.

Can you tell why popcorns pop? If you can give no satisfactory explanation, perhaps the following will interest you:

A grain of popcorn is a receptacle filled with tightly packed grains. Its interior is divided into a large number of cells, each of which may be regarded as a tiny box, with walls strong enough to resist considerable pressure from within. When heat is applied the moisture present

in each little box is converted into steam, which finally escapes by explosion.

In order to secure a satisfactory popping there is required a very high heat, which causes most of the cells to explode simultaneously. The grain of corn then turns literally inside out, and is transformed into a relatively large mass of snow-white starch, beautiful to the eye.

Though gaining so largely in bulk by popping, the grain of corn loses considerable in weight. It has been found that one hundred average grains of unpopped corn weigh thirteen grams, whereas the same number of grains after popping weigh only eleven grams. The difference is the weight of the evaporated water originally contained in corn grains.

If the popcorn is old and dry it will not pop well. At the base of the kernels, where the latter are attached to the cob, the cells appear to be the driest, and it is noticed that these cells are seldom ruptured in the popping.

—*The Young Evangelist.*

BEING ready is not only the secret of success ; it is the secret of all contentment as well.

‘If you want to be happy,
Begin where you are.
Tune up daily discords,
Till out of their jar
New harmony rises,
Rejoicing and sweet,
And onward, in music,
Go ever your feet.

It is the very privilege of man to be able, in some degree to “share God’s rapture” in His creation, to see and know that it is very good.—*Cosmo Gordon Lang.*

“QUARANTINE” is from an Italian word meaning “forty.” Six hundred years ago ships coming to Venice from plague smitten ports were detained forty days before landing their cargoes, to prevent the importation of the disease. Thus began “quarantine” now practised by all civilized nations.

ONE of the questions in a scripture examination was, "How does God pity us?" A little five-year-old girl showed her knowledge of the real meaning of the answer when she wrote on her paper, "Like papa."

SINGING SOLDIERS.

Remember, whatever the seasons may bring,
The world marches farther with soldiers that sing;
And nothing is truer beneath the blue sky,
Than the world is a loser for soldiers that sigh.

The captains of life standing forth in the field
Say the soldiers that sigh are the quickest to yield;
While the soldiers and freemen that sturdily cling
To courage and hope are the soldiers that sing.

So, better leave sighing alone for awhile,
And see how much sooner we'll finish a mile;
Hurrah for the fields of the victors, that ring
With the shout and the song of the soldiers that sing!

—*Frank Walcott Hutt.*

CANADIAN FOREVER!

When our fathers crossed the ocean
In the glorious days gone by,
They breathed their deep emotion
In many a tear and sigh—
Tho' a brighter lay before them
Than the old, old land that bore them
And all the wide world knows now
That land was Canada.

Our fathers came to win us
This land beyond recall—
And the same blood flows within us
Of Briton, Celt and Gaul.
Keep alive each glowing ember
Of our sireland, but remember
Our country is Canadian
Whatever may befall.

—*Dr. W. H. Drummond.*

SYLLABUS FOR SECOND CLASS ACADEMY DIPLOMAS.

At the meeting of the Protestant Committee held on May 19th, 1907, the following Syllabus for the Academy Diplomas to be granted to holders of McGill Model School Diplomas was read and adopted :—

I. LATIN.

- (a) Cicero De Senectute.
- (b) Livy Book .XXII.
- (c) Ovid Tristia III.
- (d) Horace Selected Odes.
- (e) Tacitus Annals I. and II.
- (f) Prose Compo-
sition North and Hillard, Exs. 1-255.
- (g) Grammar.....
- (h) Unseens Passages from the works of the authors prescribed, the use of the dictionary being allowed.

II. FRENCH.

- (a) Grammar..... The authorized text-book.
- (b) Composition. ... Macmillan's French Composition,
Fashacht.
- (c) Voyage en Es-
pagne Gauthier.
- (d) Tour du Monde
en Q u a t r e-
vingts Jours... Verne.
- (e) Madame de la
Seiglière..... Sandeau.
- (f) Hernani..... Victor Hugo.
- (g) Pensées, Chap-
ters I-VI..... Pascal.

III. MATHEMATICS.

- (a) Plane Geometry as in Euclid—Geometrical Conics and Solid Geometry as far as Volume and Surface of the Sphere (Theorem and Archimedes).

- (b) Algebra—Quadratic Equations of Two Unknown Quantities, Indeterminate Equations, Progressions, Permutations and Combinations, Theorem of Undetermined Coefficients, Binomial Theorem, Exponential Theorem and Logarithms
- (c) Trigonometry—Methods of measuring angles, trigonometrical ratios of all angles and of the sum and differences of two angles, Properties of triangles and their solution in easier cases, Radii of inscribed and circumscribed circles.
- (d) Mechanics and Hydrostatics, Statics, Dynamics, Hydrostatics, as in Loney's Mechanics and Hydrostatics, or the same matter in a similar text-book.

It is recommended that any candidate having obtained sixty per cent of the possible number of marks assigned, shall be considered as entitled to a pass. The cases of those whose marks fall below 60 per cent of the total, shall be considered on their merits.

Candidates presenting a certificate from either of the Universities that they have passed the examinations in Latin, French and Mathematics of the first and second year in Arts, shall be exempt from the above requirements.

REPORT OF INSPECTOR A. L. GILMAN.

I have the honour to submit my annual report.

Territory :—This inspection district comprises the counties of Huntingdon, Beauharnois, Châteauguay, Soulanges, Maskinongé, Napierville, and parts of Missisquoi, S. John's and Vaudreuil.

Mileage :—I am unable to state the exact number of miles travelled to cover the twenty-seven municipalities now in operation in this district, I think about 14 or 15 hundred miles. I expect to be in a position to state the exact distance next year.

Roads :—The roads are generally good and the country level and unbroken.

Expenses :—Owing to prevailing high prices the expenses necessary to travel this district are about \$210 per annum.

Inspection :—During the year I have visited all the

municipalities in the district. In future I expect to make a visit to the outlying districts during the autumn, as many of them are closed during the winter months.

Schools :—To the 110 schools located in this inspection district during the previous year, have been added eight, situated in the counties of Vaudreuil, Soulanges and Maskinongé, formerly inspected by Mr. J. W. McOuat.

Classification :—Following previous methods of classification, as per regulation, I have, after careful consideration, arranged the municipalities in the following order :—

Excellent :—Hinchinbrooke, Godmanchester, St. Joachim dissent, St. Clément de Beauharnois dissent, Ormstown.

Good :—Elgin, Howick in part, Franklin and Havelock in part.

Medium :—Soulanges, Maskinongé, Beauharnois, St. Chrysostôme in part, Havelock in part, St. Thomas in part and St. Anicet.

Unsatisfactory :—The remaining municipalities.

School-houses :—New school-houses are in course of erection at St. Joachim and a couple of other municipalities. The latter not fully settled at time of my visit.

The school-houses generally are in a fair state of repair and fairly well furnished. Those of the municipalities of St. George de Clarenceville, Como dissentient, some of St. Thomas and Lacolle are exceptionally poor, especially the furniture.

Taxation :—The amount of taxation in these counties is very low, ranging from two to five mills on a dollar, and the school fees are exceptionally low, ranging from 5 cents a month to 15 cents.

School boards :—I notice that commissioners and teachers of the schools which are ranked *excellent* and *good*, make it a practice to visit their schools at least once a year; some make semi-annual visits but those ranked *unsatisfactory*, are usually neglected, year after year.

The school officials and parents take little or no interest in the progress of the schools. I hope to see a change in this seeming neglect or carelessness shortly. I sincerely believe that the unsatisfactory condition of many of the municipalities is due to neglect of this important duty by parents and ratepayers who leave their schools entirely to young inexperienced teachers. Many young

girls without diplomas or permits are engaged and left without a word of encouragement or assistance ; in some cases without wood or janitor, and this condition is not found in poor municipalities but among wealthy farmers. Poor old school houses, poor equipment and furniture and indifferant progress.

No teacher can do her best who has not the hearty cooperation and sympathy of the ratepayers and school officials.

No teacher can do excellent work under very discouraging conditions, unhappy environment.

Trees, fields and flowers refuse to flourish, refuse to respond to God's laws in nature, under unfavorable conditions. How can we expect our children and teachers to do so ?

The school house and all its furnishings and surroundings should be made as attractive as possible, scrupulously clean and light. In many of the districts in this inspectorate the school houses are the most unattractive buildings in the districts.

I do not ascribe this unfortunate condition to bad motives on the part of the school board, but to want of knowledge of the actual condition of their schools, and expect to see them speedily remedied.

Accounts :—The books and accounts of the secretary-treasurers are well and faithfully kept, and as a usual thing audited annually ; there are some exceptions.

Teachers :—The teachers have been faithful and diligent in the discharge of their duties.

Bonuses :—In awarding the bonuses I have followed closely the regulations prescribed by the Protestant Committee, and have recommended only such teachers as have complied with the regulations.

Conferences :—Conferences were held in the following centres : Huntingdon, Ormstown, Hemmingford and Clarenceville. These meetings were attended by 97 teachers.

Pensioners :—I visited all the retired teachers in my district of inspection and the list of the names of those entitled to the pension was forwarded to the Department during the month of May.

Poor municipalities :—I am afraid some of the poor municipalities which really deserve assistance will not receive the usual grant this year owing to the fact that I did not complete my visits until after February, the date on which the Department requires the list. Many of the poor municipalities were visited subsequent to that date and consequently were recommended too late. I regret this very much.

General :—Many of the schools in this district of inspection are good, some are excellent, but I am disappointed with the work of the inspectorate as a whole. I certainly expected to find it generally better. Twenty per cent of the teachers are without diplomas, fifty per cent without Normal school training, and the salaries of the teachers average 15 per cent lower than the average in the county of Pontiac during 1904-5, and the average rate of taxation in Huntingdon and Bauharnois is under three mills on the dollar, while that of Pontiac is over 9 mills. St. George de Clarenceville and Franklin average five mills, and pay their teachers an average of \$152 and \$172 per annum.

The schools of Godmanchester, Hinchinbrooke and Elgin pay an average of \$200 per annum.

The furniture and buildings are good.

Final :—Bulletins of inspection, containing full statistical information for each district, have been forwarded to the Department during the year. These bulletins, together with this short summary, are respectfully submitted.

Readable Paragraphs.

The fisher, who draws in his net too soon,
 Won't have any fish to sell,
 The boy, who shuts up his book too soon,
 Won't know his lessons well.

Then leave your net *in*, old fisherman dear,
 Till the fish by your patience are earned,
 And read your book over and over my boy,
 Till each task you have patiently learned.

YOU WILL BE GLAD.

Every teacher, who has been spared long enough to meet his pupils as grown of men and women in all the various spheres of life, has a consciousness of *joy or pain*, arising from his treatment of the pupils while at school. From such experience it may be established, that *you will be glad* ;

If you have been *patient* in presenting your instruction, making allowance for individual difficulties in perceiving the truth.

If you have been *kind* in pointing out defects and overcoming difficulties. Kindness is eternal in its blessed influence, and happy is the school where kindness reigns.

If you have been *unselfish*, even forgetting self, in your earnest longing to help your pupils to a better understanding of their work and to a noble conception of the true aims of life.

If you have been *courteous* to all, even while administering the necessary discipline of the school. Courtesy is a precious quality in a teacher, but especially so at times of trouble in the class room, for then its value is most observed and appreciated by the pupils.

If you have been *painstaking* and thorough in the performance of your duties, for these are qualities that are inculcated by practice more than by precept. If this has characterized your work, then your pupils will honor your memory for the benefits of your instruction.

If you have been *sympathetic*, whole-souled and magnanimous in the treatment of your pupils, while their lives were being moulded by you in the class room, your greetings in later years will be filled with pleasure and satisfaction, and *you will be glad* to meet your pupils, who are stronger for the duties of life and its discouragements because of your helpful influence in their earlier days.

WORK AS FOOD AND MEDICINE.

The history of all achievement is the history of joyous work. Life is so short that to accomplish much men must toil terribly and incessantly. Early up and always at it,

summarizes the successful career. Working hard in the teens, the youth finds himself and develops the raw material of character. Working hard in the twenties, the man lays the foundations of the soul's house. Working hard in the thirties and forties, he slowly rears the walls and superstructure. Working hard in the fifties and sixties, he stores the house with treasure. Still working, at eighty-seven, Gladstone and Bismarck were overtaken by death, in the hour of joyous and creative work. What toilers were all these men of achievement! not an idler among the statesmen or scholars or inventors. What the love of music and Beatrice were to Dante, that the love of work is to the youth who would achieve. Therefore the proverb, "Blessed be drudgery!" Therefore when men pleaded with Christ to rest, He answered, "My Father worketh hitherto, and I work."

The man who has found his place and loves his daily task finds that his work is medicinal, and literally recuperative. We have all seen illustrations of this striking fact. Here is a man called suddenly away from his work, and he frets, worries, goes restlessly about, regrets his enforced leisure, tires of Florida, thinks of his toil, his desk, and no bird ever turned toward the summer with more joy than he returns to his work. It was the love of His appointed task that stirred Jesus during His marvellous career. How crowded were His thirty years! In contrast, other lives seem empty, lives of leisure. During that short earthly career, what revolutions He wrought in reform, in ethics, and what achievements He wrought as teacher, thinker, prophet and Saviour! All His days effulged with worthy deeds, He literally went about doing good. When the darkness fell He began His work afresh. At night while other men slept, He gave to Nicodemus the doctrine of the second chance, the hope of the new heart for ruined Saul and Augustine and Xavier, for every drunkard and sinner. It was at night, while others slept, that He gave His disciples the fourteenth chapter of John—His wisest, deepest, profoundest teachings of home and heaven and immortality. It was at night, while others slept, that He passed through His Gethsemane, and won His victory. In the night He broke the bonds of death, of which He could not be holden. At night He crossed the sea, and came to

His disciples, sleeping in their pain and exhaustion, on the further shore. And from His Master, Paul learned how to work.

But, besides all this—the care of all the churches. His days were as full of deeds as the sky is full of stars. And what supported Him save the love of His work and the passion for his Master, for whom he toiled. Love lightened the task. Love made labor a medicine.

To every young man comes the reflection that work helps the worker only when it is worth the doing. To hate one's task is to be injured by it. Work blesses the worker when it is invested with charm and fascination and holds sweet allurements. Happy the boy who wakens and with leaping heart dreams that in an hour he can undertake the much-loved labor. A youth asks me how he is to know what occupation or profession he should undertake. The answer is near at hand. Does the proposed work pull at your heart-strings and cause you to dream of it by day and night? And when in your vision you stand on the mountain peak of your enterprise and look down on all your tasks, is that peak the acme of your love and hope? If so, these are the heights that you are called upon to climb. Many a youth has asked me whether or not he was called to the ministry, and I have always answered, "No man is called to the ministry who can be happy outside of it." But God calls some men to sow and some to reap, some to work in wood and iron, some to sing and speak; but no man is called to any task who can be happy anywhere else, and when men go with laden hearts into an occupation, influenced by parents or friends, or considerations of pride, then they go toward drudgery and failure. These are the great tragedies of life, because the work for them is not worth doing. These are the many cases where

"Swords cleave to hands that seek the plough,
And laurels miss the Soldier's brow."

But of all, work is education. There is a culture that comes without college. Some scholars gain wisdom through the university, some become wise through their work. For wisdom can be found in shop and store, and field and factory, in kitchen and in office. Education is not given by others, but gained by one's self. One youth

studies geology by lingering over the picture of a rock, but Hugh Miller, the stone mason, masters geology by lingering over the red sandstone in which he wrought. One boy studies botany by pondering the picture of a field daisy, but Robert Burns mastered the sweet blossom as he ploughed the field and plucked the daisies. One boy studies astronomy by memorizing the chart of the sky, but the boy named Ferguson, watching his sheep in the early evening, with one large top for the sun and seven little ones held by strings for the planets, made a chart of the cosmic system, and each night he moved his tops to correspond with the flight of Venus and Mercury and Jupiter. What knowledge is of most worth? asked Herbert Spencer! Our answer is, that which is self-gained. What culture is finest in quality and sweetest in perfume? That which grows in the garden of solitude, where God's skies give rain and dew. God is not the God of a few—He is the God of all. With intdiserested love He has flung wide the gates of His greatest university—the University of Hard Work. The temple of Fame and Wisdom stands open by day and by night. But the Angel that keeps the door whispers, “Let no drudge, no idler, think to enter here.”—*Newell Dwight Hillis, in the World, New York.*

WHY HE WAS NOT A SUCCESS.

He became saturated with other men's thoughts.

He depended too much on books.

He thought his education was complete when he left college.

o He regarded his diploma as an insurance policy against failure.

His mind was clogged with theories and impracticable facts.

He mistook a stuffed memory for an education, knowledge for power, and scholarship for mastership.

He knew languages and sciences, but was ignorant of human nature.

He knew Latin and Greek, but could not make out a bill of goods or bill of sale.

He was well posted in political economy, but could not write a decent business letter.

His four years in the world of books left him permanently out of joint with the world of practical affairs.

The stamina of the vigorous, independent mind he had brought from the farm was lost in academic refinements.

He thought that his four years' college course had placed him immeasurably above those who have not had that advantage.

He never assimilated what he learned and was crippled by mental dyspepsia.

The habit of discriminating minutely, weighing, balancing and considering all sides of a subject destroyed his power of prompt decision.

He thought that the world would be at his feet when he left college and made no effort to win its favor.

He knew enough but could not manage it effectively—could not transmute his knowledge into practical power.—*O. S. Marden in Success Magazine.*

THE LAND OF PLENTY.

“Quebec: The Land of Plenty”—one of its Government Handbooks describes that Province; and not without reason. It is second only to British Columbia in size and is as large as France and Germany combined, and three times the area of Great Britain. Ontario alone of the provinces of the Dominion exceeds it in population. It contains the largest city in Canada and does the largest amount of external trade. Its soil is fertile, its forests boundless—there is enough pulpwood in the St. John district alone to supply the immense demand of the whole of the United States for sixty five years. It abounds in building stone. Its fisheries are rich. Its people are sober, industrious, thrifty. There is room for three times its present population.—*From East and West.*

BITS ABOUT ANIMALS.

The skin of an elephant usually takes about five years to tan.

A Greenland whale is equal in weight to 88 elephants or 440 bears.

The kangaroo's tail is the fleshiest part of the animal, and is considered by many quite a dainty article of diet.

Whales are said to sometimes attain an age of from 300 to 400 years. The age is ascertained by the size and number of layers of the whalebone, which increase yearly.

The vitality of the snail is remarkable. One that was glued to a card in a museum for four years came to life on being immersed in warm water. Some specimens in the collection of a naturalist revived after they apparently had been dead for 15 years.—*Canadian Teacher*.

Most teachers stay on the confines of the child's world. Few of them enter. Children live in Fairy Land, which most teachers left long ago, and it is only the teacher who knows how to find her way back to it, and re-enter it, that will be able to fully understand, and, therefore, teach children ably.

BIRDS AND FLOWERS.

“ The little birds fly over,
And oh! how sweetly sing,
To tell the happy children
That once again 'tis spring.

“ The alder by the river
Shakes out her powdery curls,
The willow buds in silver,
For little boys and girls.

“ And just as many daisies
As their small hands can hold,
The little ones may gather,
All fair, in white and gold.

“ Here blooms the warm red clover
There peeps the violet blue
O happy, happy children!
God makes them all for you.”

The core of the unhappiness of the world's workers is not that they have to work, or that they are deprived of things that they would like to have, but the eternal haunting vision of the time when their working days will be over

1906

SUPERIOR SCHOOL EXAMINATIONS.

TUESDAY MORNING, JUNE 12th, from 9 to 11.

ENGLISH GRAMMAR, (GRADE II. MODEL SCHOOL.)

(The answers must be written on a quarter sheet of foolscap fastened at the upper left-hand corner. A margin of about an inch should be reserved at the left side of each page, with the number of the question alone written in it. Do your work neatly.)

All the questions are to be answered.

1. What is a sentence? What are the necessary parts of every sentence? Write down the shortest sentence you can compose, and show that these necessary parts are comprised therein. 6

2 Point out the subject in each of the following sentences:—

“At once his trusty sword the warlike chieftain drew.”

“All day long through Frederick Street sounded the tread of marching feet.”

Him shall no drum beat awaken with its call.

In such a night stood Dido upon the wild sea-shore. 8

3. (a) How do you distinguish between *transitive* and *intransitive* verbs?

(b) To what class does each of the verbs in the following sentences belong?

(c) We praised him. She slept soundly. Not a drum was heard. The boy walked slowly to the house. 15

4. Change into the Passive all the verbs in the following passage without altering the meaning of the whole:—
Jones shot my dog. I sued him for damages. My lawyer made a capital speech. The jury awarded me the sum of ten dollars as compensation. Jones paid the money. 12

5. How many kinds of adjectives are there? Assign to its proper class each of the following adjectives: *five, large, deep, white, this, a, my, some, many, first.* 13

6. Point out the pronouns and state whether they are personal, relative, interrogative or demonstrative:—

What do you want? Give me that. I know the lady whom you mention. Whose hat is this? 15

7. Tell the voice and mood of the verbs :—

Cover the embers. To love is to be loved. The child is taught to read. I shall be disgraced if I go. 15

8. Write out the following complex sentences, underlining the subordinate clauses. State of each clause whether it does the work of a noun, of an adjective, or of an adverb :—I thought that it was not true. If you have tears prepare to shed them now. She is far from the land where her young hero sleeps. Socrates proved that virtue is its own reward. 16

FRIDAY MORNING, JUNE 15th, from 9 to 11.

ENGLISH (GRADE II. ACADEMY.)

All the questions are to be answered.

1. (a) When, and where was Alfred, Lord Tennyson born? (b) Give date of publication of his first volume of Poems. (c) Name six of his greatest works—three dramatic and three lyrical. (d) When did he die and where was he buried? 12

2. Mention some of the leading characteristics of Tennyson's style—giving quotations in support of your answer. 15

2. Explain the following lines :—

(a) "I will drink life to the lees."

(b) "I am part of all that I have met."

(c) "Why should we only toil, the roof and crown of things"!

(d) "Nor could he understand how money breeds."

(e) "The last great Englishman is low."

(f) "I have fought for Queen and Faith like a valiant man and true." 18

4. Explain the terms :—

(a) *cedarn*, (b) *bulbul*, (c) *Elysian Valleys*, (d) *asphodel*, (e) *the treble works*. 1

5. Describe in your own words the scene presented in the first two stanzas of "The Lady of Shalott." 16

6. Make changes in the following that will give a balanced structure. (1) This will kill or make him well. (2) It is better to go to the house of mourning than where people feast. (3) Not that I loved Cæsar less but that Rome was dearer to me. 9

7. (a) Rewrite as good periodic sentences.

Give thine enemy drink if he thirst.

All is not gold that glitters.

(b) Rewrite as good loose sentences:

When givers proved unkind rich gifts wax poor.

In woman an excellent thing — ever soft, gentle and low was her voice. 12

8. Substitute terms of correct signification for the *itali- cized words*.

(a) The *veracity* of the statement was called in question.

(b) I do not *want* any cranberries.

(c) The *balance* of the people went home.

(d) He *aggravates* me by his impudence. 8

FRIDAY MORNING, JUNE 15th, from 9 to 11.

ENGLISH (GRADE I. ACADEMY.)

All the questions are to be answered.

1. (a) When, and where was Oliver Goldsmith born? (b) At what age did he show signs of poetical genius? (c) Who had charge of his early education? (d) How did he conduct himself while at college? (e) What reputation did he establish as (a) physician, (b) historian, (c) poet? (f) Mention some of his vices, virtues. (g) Name his principal works.

3. (a) Name the principal characters of *Vicar of Wakefield* (b) Enumerate some of the faults of the book. (c) Who is the hero of the story? (d) Who is the villain? 12

3. (a) What circumstances caused the migration of the family of *Wakefield*? (b) Describe briefly their new home. 10

4. In what way was the acquaintance of Mr. Burchell made? Mention some instances of his kindness to the family of Wakefield? 10

5. State the cause of (a) the Vicar's imprisonment, (b) the imprisonment of his son George. 10

6. Give the meaning and derivation of:—*callous, fruition, scrubs, chit, chapman, cordials, palliation, wormwood, cant, Prolocutor.* 20

7. Write the following sentences in simple natural English:

(a) Mary was the possessor of a diminutive specimen of the sheep species.

(b) The conflagration extended its devastating career.

(c) Another old veteran has departed

(d) I will give you my advice and counsel gratis and charge you nothing.

(e) A vast concourse of citizens assembled to behold the spectacle. 10

3. Write a short story on the following stanzas:—

“ Three fishers went sailing down to the West,
 Away to the west as the sun went down;
 Each thought of the woman who loved him the best,
 And the children stood watching them out of the
 town;
 For men must work, and women must weep,
 And here's little to earn, and many to keep,
 Though the harbour bar be moaning.

Three corpses lie out on the shining sands,
 In the morning gleam as the tide went down,
 And the women are weeping and wringing their
 hands,
 For those who will never come home to the town.
 But men must work, and women must weep,
 And the sooner its over, the sooner to sleep,
 And good-bye to the bar and its moaning.” 12

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant-Governor has been pleased, on the 5th of April, 1907, to modify the order in council of the 23rd of January, 1907, appointing five school commissioners for the municipality of Saint Epiphanie, county of Temiscouata, by substituting the name of Louis Emond, junior, for that of Louis Emond, senior.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th April, 1907, to erect into a school municipality the township LeNeuf, in the county of Saguenay, with the limits assigned to this township by the proclamation of the 30th of April, 1868. This territory did not form part of any school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of April, 1907, to make the following appointments, to wit :

School commissioners.

County of Lake Saint John Saint Bruno —Mr. Admiré Gagné, to replace Mr. Nil Morin, resigned.

County of Richmond, Brompton village.—Messrs. Amédée Ménard, Joseph Carrier and Alphonse Pellerin, the first to replace Mr. George Mullen, the second Mr. Joseph Houde, and the third Mr. Charles Pellerin, all three resigned.

County of Rimouski, Saint Gabriel.—Mr. Ernest Rioux, to replace Mr. Louis Levesque, resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of April, 1907, to detach from the school municipality of Inverness, county of Megantic, the lots bearing on the official cadastre of the township of Leeds, the numbers 1385 and 1389, and to annex them to the school municipality of Sainte Anastasie, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of April, 1907, to detach from the school municipality of Saint Stanislas, the Nos. 201, 202, 203, 288, 450, 451, 452, 453, 548, 601 and 602, and annex them to the school municipality of Laflèche, in the same county; to detach from this latter municipality the lot bearing on the same official cadastre the No. 197, to annex it to the school municipality of Saint Stanislas.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of April, 1907, to detach from the school municipality of Sainte Clothilde, in the county of Chateauguay, the lots bearing on the official cadastre of the parish of Saint-Jean Chrysostôme, the numbers 210 and following to 223, inclusively, and the lots bearing on the cadastre the numbers 926 and following to 929 inclusively, and to detach from the school municipality of Saint-Jean Chrysostôme, No. 2, in the same county, the lots having on the official cadastre of the parish of Saint-Jean Chrysostôme, the Nos. 224 and following to 238 inclusively, and the Nos. 906 and following to 925 inclusively, and to erect these lots into a distinct school municipality by the name of "Norton Creek."

The foregoing annexation and erection will come into force on the 1st of July next, 1907.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 6th May, 1907, to detach from the school municipality of Rivière Ouelle, county of Kamouraska, the lots bearing on the official cadastre of the parish of N. D. de Liesse de la Rivière Ouelle, the numbers 626, 630, 631, 632, 633, 634, 635, 636, 640, 641, 642, 643, 644 and 645, the part of each of the immovables bearing on the same cadastre the numbers 622 and 625, situate to the south-east of the cross road called "Le vieux chemin," and the part of the immovable having the number 678 (Intercolonial Railway), reaching from the immovable bearing the number 622, inclusively, to the immovables bearing the Nos. 644 and 645, inclusively, of the same cadastre, and to annex these immovables to the school municipality of Saint Pacôme, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 6th day of May, 1907, to detach

from the school municipality of the town of l'Assomption, the lots bearing on the official cadastre of the parish of l'Assomption, the Nos 219, 220, 221 and 222, and to annex them to the school municipality of the parish of l'Assomption.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 14th of May, 1907, to appoint Messrs. Jean Gilbert, Théodule Gosselin and Joseph Gagnon, senior, to the office of school commissioners for the municipality of Saint Fortunat of Wolfestown, county of Wolfe, in the place and stead of Messrs. Moïse Rouleau, Gaudias Fortier and Louis Bergeron, resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of May, 1907, to detach from the school municipality of Saint Andrew of Sutton, in the county of Brome, the lots known on the official cadastre of the township of Sutton, as numbers 603 and following to 835 inclusively, the numbers 914 and following to 1207 inclusively, and to erect them into a distinct school municipality by the name of "Village of Sutton." This erection of school municipality will concern only the Catholics comprised in the territory above described.

This erection will come into force on the 1st of July, 1907.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of May, 1907, to appoint the Reverend W. I. Shaw, DD., LL.D., a member of the Protestant school commission of the city of Montreal, his present term of office expiring on the 30th of June, 1907.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of May, 1907, to make the following appointments, to wit :

School commissioners.

Lake Saint John, Honfleur.—Messrs. Charles Lindsay, Joseph Rossignol, Joseph Aubin, Alphonse Lindsay and Gustave Seurin.

Lotbinière, Saint Sylvester South.—Mr. Adolphe Robenheimer, reappointed, his term of office having expired.

Portneuf, Saint Thuribe.—Mr. Philippe Sauvageau, to replace Mr. P. Chalifour, resigned.

Fixing boundaries of school municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 8th June, 1907, to detach from the school municipality of Saint Menard, in the county of Arthabaska, the lots bearing on the official cadastre of the township of Warwick, the numbers 621, 622, 623 and 624, and to annex them to the school municipality of Sainte Elizabeth de Warwick, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 8th June, 1907, to detach from the school municipality of Saint Medard, in the county of Arthabaska, the lots bearing on the official cadastre of the township of Warwick, the numbers 607 and following to 620 inclusively, and to annex them to the school municipality of Saint Albert de Warwick.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 8th June, 1907, to detach from the school municipality of Saint Camille, in the county of Wolfe, the lot bearing on the official cadastre for the eleventh range of the township of Saint Camille, the No. 54, and the south east half of the adjoining lot having on the same cadastre the No. 53, and to annex them to the school municipality of Saint Joseph of Ham South, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, of the eighth of September, 1906, to detach from the school municipality of Saint Charles de Mandeville, county of Maskinongé, the lots having, on the official cadastre of the parish of Saint Didace, the numbers 701, 702 and 703, and of the school municipality of Peterborough, in the same county, the lots of the first range of the township of Peterboroug, having on the official cadastre of this township the No. 1a and the following numbers up to 4 inclusively, the No. 17 and the following numbers up to 34 inclusively, the range of the south-west concession Mandeville, the rang D north east Mandeville, the lots of the 2nd range of the township Peterborough, having the number 6 and the following numbers to 34 inclusively, the lots of the 3rd range of the township of Peterborough, having the number 12 and the following numbers to 34 inclusively, and to annex these lots to the school municipality of Saint Didace, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 8th June, 1907, to detach from the school municipality of Saint Zacharie, in the county of Beauce, the lots of the eighth range of the township of Metgermette North, bearing the numbers one and following to 63 inclusively, those of the 9th range of the same township, bearing the numbers one and following to 73 inclusively, and those of the 10th range of the same township, having the numbers 20 and following to 73 inclusively, and to erect the territory into a distinct school municipality, under the name of "Sainte Aurélie."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 8th June, 1907, to detach from the school municipality of Saint Jérôme, in the county of Lake Saint John, the territory described as follows:—

1. The village of Saint Jérôme, with the limits which are assigned to it by proclamation of the Lieutenant-Governor, dated the 29th of April, 1898.

2. The lots having on the official cadastre of range A of the township of Metabetchouan, the numbers 1*a*, 2*a*, 2*b*, 2*c*, 2*g*, 3*b*, 3*c*, 3*d*, 4, 5 and 6*b* ;

3. The lots known on the official cadastre of the township Caron, the numbers 41*a*, 44*a*; 45*a*, 45*b*, 45*d*, 45*f*, 45*g*, 46*a*, 46*b* ;

4. The lots having on the official cadastre of the south range of the township Caron, the numbers 78, 79, 91, 92, 95, 96, 97, 98, 99, 100, 101 and 102 ;

And to erect this territory into a distinct school municipality by the name of "Village of Saint Jérôme."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 8th June, 1907, to detach from the school municipality of La Miverve, in the county of Ottawa, the lots bearing the numbers one and following to 16 inclusively, of the first range of the township of La Minerve, to reunite them to the lots having the numbers 21 and following to 41 inclusively, of each of the ranges A, B and C of the township Labelle, not forming part of any school municipality, and to erect this territory into a distinct school municipality by the name of Labelle.

The foregoing annexations and erections will come into force on the 1st of July, 1907.

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THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL
OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

The Protestant Committee is responsible only for what appears in the Official
Department.

JOHN PARKER,
J. W. McOUAT, } **Editors.**
G. W. PARMELEE, Managing Editor.

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REPORT OF INSPECTOR J. W. McOUAT FOR THE
SCHOOL YEAR OF 1905-06.

SIR,

I have the honour to submit for your consideration my general annual report on the work of inspection.

According to instructions I held the usual teachers' conferences last autumn to organize the work, issue definite and detailed instructions and to consider the best methods of performing the duties assigned us for the year. These meetings were well attended, fully 95 per cent of the teachers engaged being present. In a number of cases it was impossible to secure teachers and for this reason I postponed my conference till a later date. In this way some schools were open and some were closed during the first four months, and the results were not at all satisfactory. In some cases one teacher taught in two schools, the latter being compelled to wait until she had ended her engagement in the former. No less than *eighteen* teachers held no diploma and fourteen teachers were at work for the *first year*. I did my best to insist on a proper non-professional standing, yet I felt compelled to ask for permission for *three* teachers, who had not much advanced education, in order that small schools, with young pupils, might be given a measure of study at least.

I find that the rural ungraded school, as it is called, is quite a problem to teachers, who have been taught in larger graded schools and to whom the complex grading is a veritable difficulty. This is a feature of their training, that might profitably receive attention. In training only the graded school is presented for practice and consideration and the pupil is only given one class or grade of pupils to teach and control, but, it is a very different thing, when the young teacher meets five grades to be taught and controlled. These observations arise from questions at our annual conferences each year.

A large number of teachers were able to take advantage of the Government's bonus of \$15 and \$20 for length of service and were delighted to hear of the scheme. I am of opinion, however, that the scheme ought not to disqualify a teacher who had ceased to teach for the purpose of securing a higher diploma. Such absence from work ought to be commended rather than punished by a fine of \$15 or \$20 per year. No doubt the matter will be adjusted so as to encourage higher qualifications and length of service at the same time.

The following teachers have been eminently successful during the past year and have all secured 90 per cent and over, namely :

FEMALE TEACHERS.	MUNICIPALITIES.	PER CENT.
Marion C. Whitehead.....	Chatham No. 1.....	97
Annie Gorham.....	Saint Eustache.....	96
Edith Boddy.....	Saint Félix.....	95
Elizabeth Mathieu.....	Joliette... ..	95
Bertha Murdock.....	Chatham No. 1.....	94
Sarah J. Pollock.....	Grenville No. 1.....	94
M. G. Brown.....	Maisonneuve.....	93
M. L. Cooke.....	Chatham No. 2.....	93
Agnes McGrandel.....	Chatham No. 1....	93
Margaret Pollock.....	Saint Jérusalem.....	93
Edna Higgins.....	Longue Pointe.....	92
Robina McIntyre.....	Chatham No. 1.....	92
Nellie C. Berry.....	Saint Jérusalem.....	91
Laura Bulmer.....	Saint Laurent.....	91
Nellie E. Hodgson.....	Chatham No. 1.....	91
Emma J. McDonald.....	New Glasgow... ..	91

FEMALE TEACHERS.	MUNICIPALITIES.	PER CENT.
Ida Roulston.....	Sault-au-Récollet.....	91
Mabel Christie.....	Shawbridge.....	90
Grace W. Fortier.....	Maisonneuve.....	90
Alberta Kyle.....	Saint Jérusalem.....	90
Annetta M. Lee.....	Saint Paul.....	90
Harriet McGarry.....	Côte-des-Neiges.....	90
Edith Whitehead.....	Chatham No. 1.....	90

In regard to the prizes given to the municipalities as per your instructions of April 7th, 1905, I submit the following names as most deserving, in order, namely: Montreal, Westmount, St. Henry, Joliette, Shawbridge.

It seems to me rather out of place to bonus these municipalities for the purpose of providing apparatus, when they are now fully supplied. If the bonus was confined to rural schools it would accomplish more. No rural municipality can ever expect to compete with the cities, hence the moneys must go as a matter of circumstance to the same schools each year.

During the past year I held two conferences of school officials, one in Montreal and another in Lachute. Although I did my best to induce an attendance I can report only partial success. Dr. Parmelee and Rev. Dr. Shaw gave me valuable assistance in Lachute and Montreal, and Hon. W. A. Weir, K.C., took a part in Lachute.

In nearly all municipalities receiving poor grant funds the salary now paid is \$20 per month. It is better than in those abler schools, where more ability to pay exists. The reason being, that there is an inclination to respond to reasonable requests when the Government assistance is of some consequence. Moreover, I find much disposition in many of the poorer sections to increase the salaries and to provide better facilities for school work. Some new schools are still going up and the poorest in my whole inspectorate has to give place to a new one this summer.

In the city of Montreal good work continues to be done, new buildings are being erected and old ones extended, and everything is being done that will keep pace with the demands of the times.

Westmount, too, has a patient and hard working staff, who always produce good results in school work. The

premises are well kept, neat and clean, and everything lends a good educational influence.

Prince Albert school, St. Henry, has done its usual quota of good work and has much to commend it for solidity and steadiness in the character of its results.

I would suggest than an *outline* of the course of study and a series of minor instructions should be issued by the Department of Public Instruction containing :

- (1) Detailed suggestions on best methods of work.
- (2) Time-limits regarding the work.
- (3) A list of the authorized text-books and instructions regarding their use.
- (4) Explanations as to best methods of conducting an ungraded school and combining its classes.

Such an *outline* would harmonize the school work of the province and, besides being helpful to the new teachers, would save much valuable time each year at the annual conferences.

In reference to our poor fund I am able to report that all municipalities getting help therefrom have done as was required and have been materially assisted by this additional help. I am not at all sanguine regarding the success of the proposal to tax all Protestant property in the province 10c. on the \$100, to raise a poor fund of \$50,000. I fear that, if this were done, the host of dissentient rate-payers, who support most of our Protestant schools, would simply cease to dissent and return to the majority, as the law gives them the right to do and as they are now doing, whenever they are sufficiently displeased in any respect. Every year provides instances of this fickle loyalty and petty meanness on the part of some of our dissentient *Protestants*. If, however, such a tax were levied, it would be necessary to provide some means of *valuing* all property submitted to the tax and of *equalizing* the same. Such a tax would be double the tax now paid in some of the wealthy suburbs of Montreal, and from them much stern opposition might be expected.

If such a plan were put in operation at all, it would be better to make the *machinery*, created to collect the 10c. on the \$100, gather all the taxes necessary to maintain the Protestant elementary schools of the province and then administer the whole sum from the Protestant committee.

The average rate per \$100, now, is given at 40c., if this were increased a couple of mills per \$1.00 or 20c. per \$100, we would secure an additional \$10,000 to add to present expenditure, and this sum would scarcely make things satisfactory. But right here, again, we come up against those who are paying 10c., 15c., 20c., and 25c. per \$100, and these would not readily consent to our *Provincial scheme*, without *protest* and finally *dissent*.

I fear under such a plan the powerful adverse forces, namely, *cost of collection*, *right of dissent*, and *possibility of fraud*. The chief cure then remains in each municipality helping itself by making a judicious use of its own taxes and its Government grants. In this inspectorate the poor grants amount to an average of \$1.00 per pupil enrolled in the 22 poor municipalities. This sum per pupil is equal to the regular, average Government grant per pupil throughout the whole province and is a very substantial aid, indeed. If this sum were doubled, I feel satisfied that every ratepayer in these municipalities would be perfectly satisfied with the amount and would be ready to respond more liberally with his taxes.

The ratepayers in this part of the province are expecting great things from the Macdonald College at Ste. Anne's, and all our teachers are awake to its advantages, and hope a summer course may be provided for teachers who are unable to attend during the regular term of study. I desire to express my thanks to all school officials and teachers whom I have laboured with for their kind co-operation and to the public for much sympathy and support in behalf of education.

Articles : Original and Selected.

PRIVILEGES OF THE KING'S ARMORER.

FOR THE PUPILS.

There are several ancient privileges attached to the post of armorer to the King. One of these gives him a right to dine at the King's table at least once a week; another enables him to demand a golden goblet from His Majesty once a year. Guy Laking the present holder of the post, does not claim either of these ancient privileges. On state

occasions, however, he wears the gorgeous uniform of his office, which is no doubt far more ornamental than comfortable — *Tit-Bits*.

A LITTLE THING.

FOR THE PUPILS.

A pen once lost me an order. I had just worked up the executive of a large concern into a desire to buy. I had my contract form lying on his desk with my finger on the dotted line. He reached over toward his pen rack, took off a pen and plunged it into the ink-well. He turned to me with a frown on his face—the well was empty.

I was ready with a fountain pen. The pen uncapped, I handed it to him. He started to write; the ink would not flow. I took it and shook it. Again he made the attempt, with no result.

“I will get one,” he said. So he stepped into the other room. Evidently some one stopped him with a question, for he did not come back for three minutes. Then he stood at his desk; he looked down at the contract.

“I believe I had better think this matter over again,” he said. And all the talk I put up could not budge him.

I had lost a sale because my fountain pen was empty. Now one of my regular morning duties, week in and week out, just as regular as my shave and checking over of calls to be made, and the making out of my expense account, is filling my fountain pen.—*James N. Bowen, in May System*.

LICKING POSTAGE STAMPS.

FOR THE PUPILS.

Licking postage stamps is a very common practice, and one that few people would associate with danger of disease of any sort. Of course, illness traceable to this cause is rare, but that it does sometimes occur no one can doubt, but aside from the disease germ theory of abstaining from this practice, it certainly is not a cleanly habit, nor is it a necessary action. It is a good deal easier and safer to lick the envelope, or, what is better, moisten the corner of it with the finger tips and water, and then apply

the stamp. A wet handkerchief will dampen the envelope sufficiently to make the stamp adhere. While great care is taken in preparing the mucilage that is put upon postage stamps, it is impossible to insure the perfect health of the persons who handle them. An employee with an incurable disease might spread his ill condition through a whole country. It may not be necessary to warn every one, but those who have never had their attention called to the subject will not fail upon a moment's reflection, to see the folly of licking postage stamps — *Boston Budget*.

THE CHILD'S MORNING HYMN.

FOR THE PUPILS.

Jesus, keep me all this day
 When at school and when at play ;
 When I work and when I rest ;
 Bless me, and I shall be blest.

Keep my body free from pain,
 Keep my soul from sinful stain,
 Bread supply for daily need,
 Help me on Thy truth to feed.

May I do all things I ought,
 May I hate each evil thought,
 Let no false or angry word,
 From my lips this day be heard.

May I serve Thee here below,
 Serve Thee when to heaven I go,
 Serve and love and trust in Thee
 Now and through eternity.

—*Newman Hall*.

The core of the unhappiness of the world's workers is not that they have to work, or that they are deprived of things that they would like to have, but the eternal haunting vision of the time when their working days will be over.

FOR GRADE III. GEOGRAPHY.

INTERESTING FIGURES CONCERNING MONTREAL.

According to a statement issued at the City Hall to-day the population of Montreal is 350,000. The taxable property is valued at \$200,600,344 and the exempted property a \$54,048,795. The city's debt is \$31,669,000, and its area 7,714 acres; it has 220 miles of streets, 35 miles of paved streets, and 214 miles of brick sewers; 35 public parks with a total area of 615 acres.

The value of Protestant public school property in the city is returned at \$1,325,871, and the value of Catholic public school property at \$1,100,958; the pupils attending the former schools number 10,991, and the numbers attending the Catholic schools are 21,515.

The Street Railway Company has 85 miles of tracks in the city, over which 76,356,000 passengers were carried during the past year, and the percentage paid by the company to the city was \$177,586.

There are 1,522 arc lights in the city streets and 340 gas lamps.

Eight hundred and twenty ocean vessels arrived in the harbor last year, and 12,557 inland vessels. The custom receipts amounted to \$14,143 616. — *Witness*.

THE AUSTRALIAN FOX.

Like the Australian rabbit, which it was, perhaps, imported to keep down, the fox itself is becoming a plague. It has become acclimatized in Victoria, and instead of confining itself, as it seemed to do at first, to rabbits, lambs and poultry, is now playing havoc with the native birds. As "F. R." points out, writing from Australia in the *Field*, all the more characteristic Australian birds nest on the ground, and so become an easy prey. And this probably arises from the fact that they have suffered little persecution from native animals, the dingoes being almost their only enemies. Among the birds which the increase of the fox threatens to exterminate are the beautiful lyre bird, the black swan, the wild turkey (Australian bustard), and the

lowan, or mallé bird. The latter deposits its eggs in large mounds, and the cunning fox has found out the meaning of these mounds, and extracts the eggs from them.

—*London Globe.*

WHY SOME BIRDS HOP AND OTHERS WALK.

FOR THE PUPILS.

A little bird sat on a twig of a tree,
 A swinging and singing as glad as could be,
 And shaking his tail, and smoothing his dress,
 And having such fun as you never could guess.
 And when he had finished his gay little song
 He flew down in the street and went hopping along,
 This way and that way with both little feet,
 While his sharp little eyes looked for something to eat.
 A little boy said to him : “ Little bird, stop,
 And tell me the reason you go with a hop,
 Why don't you walk, as b-ys do and men,
 One foot at a time, like a dove or a hen ?”
 And the little bird went with a hop, hop, hop ;
 And he laughed and he laughed as he never would stop,
 And he said : “ Little boy, there are some birds that talk
 And some birds that hop, and some birds that walk.
 Use your eyes, little boy ; watch closely and see
 What little birds hop, both feet just like me,
 And what little birds walk like the duck and the hen,
 And when you know you'll know more than some men.
 Every bird that can scratch in the earth can walk ;
 Every bird that can wade in the water can walk ;
 Every bird that has claws to catch prey can walk ;
 One foot at a time—that is why they can walk ;
 But most little birds who can sing you a song
 Are so small that their legs are not very strong
 To scratch with or wade with, or catch things —that's why
 They hop with both feet. Little boy, good by.”

The exceptions to this rule are rare. The rule is generally correct, and so simple as easily to be remembered.)

—*Selected.*

Readable Paragraphs.

Dr. T. M. Balliet, New York: If you crush the instinct of possession, you get the pauper—who differs from the worthy poor not in that he cannot dig, but in that he is not ashamed to beg; if you let it grow wild, you produce the thief or the miser; but if you transform it by putting it under the dominance of conscience and the altruistic feelings, you develop the man of thrift, self-respect, independence and industry,

RIPARIAN RIGHTS.—“Do you know you are fishing in forbidden water?” roared a man from a bridge near which was an angler plying his rod. “No,” said the fisherman quietly. “It is preserved water,” continued the warning voice, “and it cost me a lot of money to stock it with fish.” “Ah! What fish?” asked the angler, intent upon rod and line. “Roach, sir, roach!” replied the owner. “Then there’s no need for you to worry,” replied the fisherman calmly, “for I happen to be fishing for trout!”

“Three knots an hour isn’t such bad time for a clergyman” smilingly said the minister to himself, just after he had united the third couple.

Bachelors can be found roaming at large in all parts of the world. They inhabit apartments, clubs, open fields, bodies of water and music halls. They are also seen behind the scenes. They hover at times near front gates and have been found in back parlors with the aid of a searchlight. Bachelors are nomadic by nature, and variable in their tastes, never going with one girl long enough to be dangerous. Bachelors make love easily, but rarely keep it. Rich bachelors are hunted openly and shamelessly and are always in great danger. Those who finally escape are, as a rule, useless ever afterwards.—*Tom Masson, in the December Delineator.*

“Let’s go out in your back yard,” said Tommy Tucker, “and play in the woodshed”.

“We haven’t got any woodshed”, said the other boy. “Have you got one in your back yard?”

“Yep”.

“Keep wood in it”?

“Nope”.

“What’s it used for”?

“None of your business”.—*Chicago Tribune*.

“Now who was it that was not glad when the prodigal son returned”? asked one of the primary teachers one Sunday, expecting to hear the reply: “The elder brother”. Instantly a little hand went up. “Who was it, Tommy”? “It was the calf,” shouted Tommy.—*Exchange*.

A man was watching a parade, when another man crowded in front of him. The first wanted the other to get out of the way; but instead of asking him to do so in a plain, simple way, he said: “You are not opaque, are you”? “No, sir,” the other man replied politely. “O’Brien is me name, sir”.

“My son is taking algebra under you this term, is he not”? remarked the fond parent to the new Boston high school teacher. “Well,” answered the pedagog, “your son has been ‘exposed’ to algebra, but I doubt if he will take it”.—*New York Tribune*.

“Do you enjoy your wife’s teas and receptions?”

“No; to be candid, I do not. I can’t help harbouring a suspicion that, if I didn’t happen to be her husband, my wife wouldn’t consider me of sufficient social consequence to be invited.”

A teacher in a lower west side public school recently received the following letter:

“Kindly eqcuipate my son Mosef from being one aggrigate day absent. Because his mother substanting sick, Moses had to sojourn to the honse perpetual, so kindly apology him for not coming once day to school.”—*New York Sun.*

“Please, sir, will you kindly assist a poor old man who has three wives to support?” said a beggar to a man in the street. “What, do you dare to declare that you are a bigamist?” the mendicant was asked. “Oh, no, sir!” was the reply. “I have but one wife; the other two are the wives of my sons!”

They were discussing the factors which make for success in the world, when the knowing young man said:—

“There’s nothing like force of character, old man. Now, there’s Jones! Sure to make his way in the world. He’s a will of his own, you know.”

“But Brown has something better in his favor,”

“What’s that?”

“A will of his uncle’s.”

During the Thanksgiving dinner Tommy was nearly choked by a tendon which he encountered in a leg of the turkey.

“Mamma,” he said, a little later, “the cook forgot to take that old turkey’s garters off.”

“You know, dear,” said Ethel, “I always thought you would marry Mr. Graham.” “Never!” replied her friend. “He has such a shocking impediment in his speech.” “Nonsense! I’ve never noticed it, and I——” “But he has; he is quite unable to say, ‘Will you marry me?’”

“Bridget,” said a young lady, “if people call this afternoon, remember I’m not at home to any one except Mr. Jenkins.” Two hours later she asked, “Well, Bridget, did anybody call?” “Several people, miss,” replied the maid, “an’ I did what ye told me—I said you weren’t at home to any one except Mr. Jenkins!”

Chicken and dumplings were part of the menu. Little five-year-old Alma, after having eaten all her dumplings, said :

“Mamma, I want some more dumplings. I think they are the best part of the chicken.”

The following anecdote is told of Alexis Piron, poet and epigrammatist. Piron was unfortunate enough to be arrested one night by a watchman in the streets of Paris, and was taken the following morning before the lieutenant of police, who haughtily interrogated him concerning his profession. “I am a poet,” was the reply. “O, ho! A poet, are you?” cried the official, laughing contemptuously. “I have a brother who is a poet.” “Then we are quits,” rejoined Piron, “for I have a brother who is a fool!”

1906

SUPERIOR SCHOOL EXAMINATIONS.

FRIDAY MORNING, JUNE 15th, from 9 to 12.

ENGLISH (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. Write short explanatory notes on :—
 - (a) Hereward.
 - (b) King Arthur's round table.
 - (c) “Great Unknown.”
 - (d) Brunswick's fated chieftain.
 - (e) Evan's, Donald's fame. 15

2. Explain the allusions contained in the following lines :
 - (a) “I will notch his shaft for him.”
 - (b) “Theo and Esne art thou no longer.”
 - (c) “This is indeed the judgment of God.”
 - (d) “She was thinking of a hunter
From another tribe and country.”
 - (e) Arm ! arm ! it is—it is the cannon's opening roar ! 25

3. Give the meaning of the prefix in each of the following words and state from what language it is derived :—

suspend, paradox, atheist, recline, intercede, withstand, uproot, together, embark, analysis. 10

4. Who was:—(a) The disinherited knight, (b) the Queen of Love and Beauty, (c) the swineherd, (d) the Black Knight, (e) the rich Jew, (f) “this second witch of Endor”? (g) State briefly the part played by each in the story. 20

5. Write the following in simple, natural English:—

(a) Mary was the possessor of a diminutive specimen of the sheep species.

(b) Another old veteran has departed.

(c) He writes very well for a new beginner.

(d) It was on a calm and tranquil night that we sailed down the river. 10

6. In what connection are the following places mentioned in your text-book in English:—New Forest, Abbotsford, Ashby, Babel’s streams, the land of the Dacotah’s, Belgium’s capital? 12

7. What have you gathered from *Ivanhoe* as to the order of Templars? What part does their Grand Master play in the story? 13

FRIDAY MORNING, JUNE 15th, from 9 to 11.

ENGLISH (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) When, and where was Henry Wadsworth Longfellow born? (b) What was his ambition? (c) Give the titles of some of the poems which established his reputation as a poet. (d) When did he die, and what was the cause of his death? 15

2. Explain the meaning of: *Vespers, seditious words, signet ring, ermined-mantle, mournful numbers, antique portico.* 12

3. To whom or to what do the following lines allude?

(a) “It played inaudible melodies.”

(b) “Across the western seas he fled.”

(c) " His cloak of fox-tails flapping in the wind."

(d) " For he owes not any man."

(e) " A scornful laugh laughed he." 15

4. Combine the following statements into a simple sentence :

I received a letter.

It was a cheerful letter.

It was a hopeful letter.

It was full of lively descriptions of camp life.

It was full of lively descriptions of marches.

It was full of lively descriptions of battles. 12

5. Give quotations referring to : Life, sorrow, penitence, (Parting, pain, and care.) 16

6. What lessons may be learned from (a) The Village Blacksmith, (b) The Psalm of Life ? 10

7. Describe in your own words the scene which took place in the banquet-room when King Robert found another king occupying his throne.

Official Department.

MCGILL NORMAL SCHOOL,

MONTREAL, May 9th, 1907.

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., Chairman ; the Hon. Boucher de LaBruère, D.C.L., Superintendent ; George L. Masten, Esq. ; Prof. A. W. Kneeland, M.A., B.C.L. ; Rev. A. T. Love, B.A. ; H. B. Ames, Esq., B.A., M.P. ; Principal W. Peterson, LL.D., C.M.G. ; W. S. MacLaren, Esq. ; Gavin J. Walker, Esq. ; Hon. J. K. Ward, M.L.C. ; John C. Sutherland, Esq., B.A. ; Prof. James Robertson, LL.D., C.M.G. ; P. S. G. Mackenzie, Esq., K.C., M.P.P. ; Principal S. P. Robins, LL.D., D.C.L. ; John Whyte, Esq. ; W. L. Shurtleff, Esq., K.C., LL.D. ; Hon. Justice J. C. McCorkill ; Rev. E. M. Taylor, M.A.

Apologies for absence were submitted for the Lord

Bishop of Quebec, the Rev. E. I. Rexford, LL.D., D.C.L., James Dunbar, Esq., K.C., D.C.L., and the Hon. Sydney Fisher, B.A., M.P.

During the temporary absence of the Chairman the Hon. Justice McCorkill presided.

The minutes of the last meeting were read and confirmed.

In connection with the report of the interview with the Government, which was contained in the last minutes, Mr. Mackenzie received permission to have the following statement recorded :—

“ Paragraph 3 of the report in question makes it appear
“ that the members of the Protestant Committee compris-
“ ing the delegation to interview the Premier were unani-
“ mous in recommending Mr. Whyte’s motion for a tax of
“ a mill on the dollar on the real estate in the Protestant
“ panel for education in the Province, whereas Mr. Mac-
“ kenzie, on being asked by the Premier his views on the
“ question, then and there stated that he was of the opinion
“ that such legislation was inexpedient and unnecessary.”

Dr. Robertson proposed that the practice school in connection with the Macdonald College should do academy work and rank as an academy, should the Committee have no objection.

He was informed that the Committee quite approved of his proposal.

It was agreed that the Normal School Committee be requested to continue its functions until the business of the Normal School is completely closed, and that the Secretary be instructed to ask for the assent of the Government to this course.

The Normal School Committee was especially asked to complete arrangements, to the satisfaction of the Government, for disposing of the movable property within the Normal School building, such as the library, apparatus, furniture and records, and similarly to provide for the payment of the bursaries that are chargeable to the bursary fund now on hand.

Prof. Kneeland submitted the report of the text-book sub-committee, in which it was recommended that the following be the authorized list for the next four years.

The report was adopted.

CLASS 1.—FOR ELEMENTARY SCHOOLS.

SUBJECT.	TEXT-BOOK.	PUBLISHER.	PRICE.
Reading.....	Quebec Primers I & II	Ed. Book Co.....	\$0 10
	(a) Royal Crown Readers	Nelson & Sons... }	
		Renouf Pub. Co... }	
	Primer I.....	" " "	0 08
	Primer II.....	" " "	0 10
	Infant Reader I and II	" " "	0 15 ea.
	Book I.....	" " "	0 20
	Book II, with Renouf's Word Building.	" " "	0 25
	Book III, with Renouf's Word Building.	" " "	0 30
	Book IV, with Renouf's Easy Exs. Part I.....	" " "	0 40
	Book V, with Renouf's Easy Exs. Part II... ..	" " "	0 45
	Book VI, with Renouf's Easy Exs. Part III.....	" " "	0 50
	(b) Graduated Readers ..	Chambers..... }	
	Primer Parts I and II united	Foster Brown }	0 10
	Infant Reader.	" "	0 07
	Books I and II.....	" "	0 15 ea.
	Book III.....	" "	0 20
	Book IV.....	" "	0 25
	Books V and VI.....	" "	0 30 ea.
Spelling	Word and Sentence Book	Grafton	0 30
	Practical Speller Revised	Ed. Book Co... ..	0 30
Writing	Upright Penmanship, Jackson	S. M. L. & Co.. ..	0 06 ea.
	Penmanship, Natural Slant.....	Grafton.....	0 08
	Vertical Copy Books.....	Ed. Book Co.....	0 08
	Practical Penmanship....	"	0 07
	Business Forms and Accounts.....	Copp, Clark Co.....	0 10

SUBJECT.	TEXT BOOK.	PUBLISHER.	PRICE.
Arithmetic ...	Graded Arithmetic, Parts I and II	Grafton	0 15 ea.
	Elementary Arith., Revised, Kirkland & Scott	Ed. Book Co.....	0 30
	Exercises in Arithmetic, Books 1-2	Grafton	0 05 ea.
	Exercises in Arithmetic, Books 3-8	"	0 10 ea.
English.	West's English Grammar for Beginners	Copp, Clark Co.....	0 25
	Easy Exercises in English, Revised	Renouf Pub. Co.....	0 25
	Lamb's Tales, Part II....	"	0 08
	Narrative Poems (Saul)	Morang & Co.....	15 & 25c.
	Kingsley's The Heroes (Saul)	"	15 & 25c.
Geography ...	New Elementary Geography	Grafton	0 75
	Calkin's Introductory Geography, Revised Edition	Nelson & Sons.....	0 65
Scripture..	The Holy Scriptures .....	.....
	The Jamaica Catechism..	Renouf Pub. Co	0 05
History..	Weaver's History of Canada	Copp, Clark Co.....	0 50
	Miles' Child's History of Canada	Dawson	0 30
	Duncan's Story of the Canadian People....	Morang & Co	0 50
	French^...	Curtis' Oral Exercises, I and II	Renouf Pub. Co.....	0 05 ea.
Curtis' Oral Exercises No. 2, New Edition..		"	0 10
Drawing.....		Prang's System, I and II	Prang & Co.....	} 0 10 ea.
	Can. Edition.....		
Music	Curwen's Tonic Sol-Fa Series	Curwen & Sons.....	05 & 15c.
	Tonic Sol-Fa Series	Bayley & Ferguson.	05 & 15c.
	The Empire Songster....	Renouf Pub. Co...	0 10
Agriculture...	James' Agriculture.....	Morang & Co.....	0 30

CLASS 2.—FOR MODEL SCHOOLS.

SUBJECT.	TEXT-BOOK.	PUBLISHER.	PRICE.
Reading	See Class I		
Spelling	See Class I		
Writing.....	See Class I		
Arithmetic ...	See Class I		
English	See Class I, Scott's Ivanhoe.....	Nelson & Son.....	\$ 0 45
	Hawthorne's The Wonder Book.....	Morang & Co	15 & 25c.
Geography ...	See Class I		
Scripture....	See Class I		
History.....	Gardiner's Outlines of English of History	Longmans	} 0 60
		Renouf Pub. Co....	
Algebra,	a) Combined Elementary Algebra and Euclid, Book I, by C. Smith & Hall & Stevens	Copp, Clark Co. ...	0 60
	Or Hall & Knight...	Macmillan Co.....	1 00
Geometry.....	See Algebra under (a) Hall & Stevens, complete	Macmillan Co.....	1 00
	Or Hall & Stevens, Books 1, 2 and 3	"	0 60
French... ..	Oral Exercises, III, IV	Renouf Pub Co.....	0 10
	" " V.....	"	0 15
	Fasquelle's Introductory French Grammar....	Dawson.....	} 0 40
		Renouf Pub. Co..	
	Lawless' French Grammar	"	0 30
	Progressive French Reader, Part I.....	"	0 30
Latin.	Henderson & Little's New First Latin Book ...	Copp, Clark Co.....	0 90
	Fabulæ Faciles... ..	Longmans	} 0 70
		Renouf Pub. Co..	

SUBJECT.	TEXT-BOOK.	PUBLISHER.	PRICE.
Drawing	Bell's Latin Course, Parts I and II.....	Geo. Bell & Sons.. } Copp, Clark Co.... }	0 40
	Prang's System, 2, 3.....	Can. Edition.....	0 10
	“ “ 4.....	Prang Co.....	0 15
	Dominion Free Hand Drawing.....	F. Brown & Co.....	0 10
Music.....	See Class I		
Physiology....	Knight's Physiology and Hygiene.....	Copp, Clark Co.....	0 60
Agriculture...	See Class I.....		

CLASS 3.—FOR ACADEMIES.

Reading.....	See Class I.....		
Writing.	See Class I.....		
Spelling.....	See Class I.....		
Arithmetic....	Graded Arithmetic, Parts III and IV, Revised	Grafton.....	15 & 25c.
	Hamblin Smith's Arith- metic.....	Ed. Book Co.....	\$0 60
Mensuration..	Stevens.....	Macmillan & Co....	0 35
Book-keeping.	Standard Book-keeping..	Ed. Book Co.....	0 65
	High School Book-keep- ing.....	Copp, Clark Co.....	0 60
English..	Halleck's Hist. of Eng- lish Literature.....	Ginn & Co... ..	1 25
	West's Elements of Eng- lish Grammar.....	Copp, Clark Co..	0 50
	The Lady of the Lake.....	Macmillan & Co.....	0 25
	Tennyson's Select Poems (Alexander).....	Copp, Clark Co.....	25 & 50c,
Geography. ..	Calkin's Geography of the World, Revised Edition	Nelson & Sons.... } McKinley..... }	1 25

SUBJECT.	TEXT-BOOK.	PUBLISHER.	PRICE.
	Davis' Phys. Geography, New Edition.....	Ginn & Co	\$ 1 25
	Longmans' Pri. Phys. Geography	Longmans } Renouf Pub. Co. . }	0 50
History,	Primers of Greece, Rome Gardiner's Outlines of English History.....	Macmillan & Co..... } Longmans } Renouf Pub. Co... }	0 25ea. 0 60
	Collier's Great Events...	Nelson & Sons... } Renouf Pub. Co... }	0 75
Algebra.....	C. Smith's English Edi- tion.....	Macmillan & Co....	1 00
	Hall & Knight.....	"	1 00
Geometry... ..	Hall & Stevens... ..	Macmillan & Co.....	1 00
Trigonometry	H. Smith's Elementary..	Ed. Book Co..	0 75
French.....	Bertenshaw's Grammar.	Longmans } Renouf Pub. Co... }	0 50
	Bertenshaw's Composi- tion	Longmans } Renouf Pub. Co... }	0 85
	Lawless' French Gram- mar.....	Renouf Pub. Co.....	0 30
	Progressive French Reader, Part II.....	Renouf Pub. Co.....	0 50
German.....	Joynes' Meissner's Ger- man Grammar.....	Heath Co.....	1 25
	Joynes' German Reader..	Heath Co.....	1 00
	Vander Smissen's High School Ger. Gram- mar	Copp, Clark Co	0 75
Latin	North & Hillard's Latin Prose Composition...	Rivington's..... } Foster Brown Co.. }	0 75
	Shorter Latin Course, Part II, English Ed.	Macmillan & Co.....	0 50
	Fabulæ Faciles	Longmans } Renouf Pub. Co... }	0 70
	Kennedy's Revised Latin Primer	"	0 70

SUBJECT.	TEXT-BOOK.	PUBLISHER.	PRICE.
	Bell's Latin Course, Parts II and III.....	Copp, Clark Co.....	0 40
Greek.....	Ritchie's First Steps.....	Longmans..... } Renouf Pub. Co... }	0 50
	White's First Greek Book.....	Ginn & Co } Copp, Clark Co.... }	1 25
	Abbott Mansfield's Greek Grammar.....	Rivington's.. } Foster Brown & Co }	0 90
Physics.. . .	Course in Practical Phy- sics, First and Sec- ond Years	Geo. Bell & Sons.. } Copp, Clark Co.... }	0 40
	Gregory & Simmons Elementary Physics and Chemistry, First Stage.....	Macmillan & Co....	0 35
	Gage's Introduction.....	Ginn & Co.....	1 00
Agriculture...	See Class I.....		
Chemistry.....	Remsen's Elements.....	Macmillan & Co.....	0 60
Drawing... ..	Prang's System, 5 and 6	Can. Edition } Prang Co..... }	0 15
Physiology ...	See Class II.....		
Botany.....	.....	

CLASS 4.—FOR ALL GRADES.

Supplementary Readers (not to be purchased by scholars.)

TEXT-BOOK.	PUBLISHER.	PRICE.
(a) Story Book Readers	Nelson & Sons.....	\$0 30-45
(b) Geographical Readers	Chambers..	0 20-25
(c) Things, Old and New.....	Grafton & Sons...	0 30-40
(d) The Britannia Readers.....	Arnold.....	0 25-35
(e) Modern Phonic Primer.....	Morang & Co.....	0 15
(f) The Royal Readers	Nelson & Sons.....	0 10-75
(g) The New Quebec Readers.	Grafton & Sons ..	0 10-40
(h) Public School Readers	Can. Pub. Co	
Book I, Part I.....	.....	0 10
Book I, Part II ... ..	.....	0 15
Book II.....	.....	0 25
Book III.....	.....	0 35
Book IV.....	.....	0 40
Book V.....	.....	0 50

CLASS 5.—FOR REFERENCE.

Masons' English Grammar.....	Ed. Book Co.....	\$0 75
Clement's History of Canada ...	Briggs	0 50
McCabe's Hand Book of Method for Teaching Phonic Reading.....	Copp, Clark Co...	0 35
Halleck's History of English Literature.....	.....	1 25
Treatise on Every Day Law....	Lovell & Son.....	0 75
Elementary English Composition, Sykes.....	Copp, Clark Co.....	0 40
Drawing Manuals.....	Prang.....	} 0 50
	Can. Edition.....	
Wright's Children's Stories in English Literature, Parts I and II	Scribners	1 25 ea.

TEXT-BOOK.	PUBLISHER.	PRICE.
Hodge's Nature Study.....	Ginn & Co..	1 50
Vicar of Wakefield, Illustrated.	Nelson & Sons.....	0 75
Ivanhoe, Illustrated.....	Nelson & Sons.....	1 00
Dr. Peterson's Junior and Senior Poetry Books	Longmans.	} 45 & 75c.
	Renouf Pub. Co }	
Primer of School Method.....	Longmans.	} 0 50
	Renouf Pub. Co. }	
Lessons with Plants, Bailey....	Macmillan & Co..	0 50
History of England, Symes & Wrong.....	Copp, Clark Co...	0 65
History of the British Empire, Bosworth	Macmilan & Co...	0 50

The following syllabus for the Academy Diplomas to be granted to holders of McGill Model School Diplomas was read and adopted :

I. LATIN.

- (a) Cicero..... De Senectute.
- (b) Livy Book XXII.
- (c) Ovid .. Tristia III
- (d) Horace Selected Odes.
- (e) Tacitus Annals I and II.
- (f) Prose Composition..... North and Hillard, Exs. 1-255.
- (g) Grammar.....
- (h) Unseens Passages from the works of the authors prescribed, the use of the dictionary being allowed.

II. FRENCH.

- (a) Grammar..... The authorized text-book.
- (b) Composition..... Macmillan's French Composition. Fashacht.
- (c) Voyage en Espagne Gauthier.

- (d) Tour du Monde en Quatre-vingts Jours Verne.
- (e) Madame de la Seiglière... Sandeau.
- (f) Hernani Victor Hugo.
- (g) Pensées, Chapters I-VI... Pascal.

III. MATHEMATICS.

- (a) Plane Geometry as in Euclid—Geometrical Conics and Solid Geometry as far as Volume and Surface of the Sphere (Theorem and Archimedes).
- (b) Algebra—Quadratic Equations of Two Unknown Quantities, Indeterminate Equations, Progressions, Permutations and Combinations, Theorem of Undetermined Coefficients, Binomial Theorem, Exponential Theorem and Logarithms.
- (c) Trigonometry—Methods of measuring angles, trigonometrical ratios of all angles and of the sum and differences of two angles, properties of triangles and their solution in easier cases. Radii of inscribed and circumscribed circles.
- (d) Mechanics and Hydrostatics, Statics, Dynamics, Hydrostatics, as in Loney's Mechanics and Hydrostatics, or the same matter in a similar text-book.

It is recommended that any candidate having obtained sixty per cent of the possible number of marks assigned, shall be considered as entitled to a pass. The cases of those whose marks fall below 60 % of the total, shall be considered on their merits.

Candidates presenting a certificate from either of the Universities that they have passed the examinations in Latin, French and Mathematics of the first and second year in Arts, shall be exempt from the above requirements.

In the absence of Dr. Rexford, Prof. Kneeland submitted the report of the sub-committee on the course of study, which was adopted. It recommended that the course of study for model schools and academies be as follows, and that the Inspector of Superior Schools be instructed to revise the "Memoranda for Teachers", so as to harmonize it with the present course.

COURSE OF STUDY FOR PROTESTANT MODEL SCHOOLS AND ACADEMIES, authorized by the Protestant Committee of the Council of Public Instruction of the Province of Quebec, 1907-08.

- *The Opening Exercises in all Grades consist of Scripture Reading and Prayer, with Singing*

MODEL SCHOOLS.

GRADE I.

Scripture.—Life and Words of Christ. The Gospel of St. Luke.

Writing.—Simple Business Forms, addressing of envelopes, and easy Bills

English.—Dictation, Renouf's Easy Exercises in English, Part II., Lamb's Tales, Pt II. (Renouf) ; or Kingsley :—The Heroes, (Morang and Co.)

History.—(a) Canadian History :—French Régime.

Geography.—North and South America.

Arithmetic—Mental and Rapid ; Vulgar Fractions.

French.—Curtis' Oral Lessons, Part III ; or Fasquelle's Introductory French Course, pp. 26-80.

Science.—Lessons on Temperance and Health.

Drawing.—Prang, No. 2.

GRADE II.

Scripture—The Gospel of St. Luke.

Writing.—Business Forms, including Promissory Notes and short business letters.

English.—Dictation, Renouf's Easy Exercises in English, Parts III and IV. Longfellow :—King Robert of Sicily, and Macaulay :—The battle of Lake Regillus (Morang and Co.)

History.—Canadian History :—English Rule.

Geography.—Europe with special study of the British Isles.

Arithmetic.—Mental and Rapid ; Vulgar and Decimal Fractions, Compound Rules.

French.—Curtis' Oral Lessons, Part IV. ; or Fasquelle's Introductory French Course, pp. 81-164.

Latin.—Henderson and Little's New First Latin Book, Lessons 1-30.

Science.—One half hour per week.

Drawing.—Prang, No. 3

GRADE III.

Scripture.—The Acts of the Apostles.

Writing.—As in Grade II, and also to make a Day Book and Personal Ledger accounts from easy transactions.

English.—Dictation, West's Grammar for Beginners to p. 89, Analysis of Easy Sentences; Scott's Ivanhoe (Nelson); or Hawthorne:—The Wonder Book, (Morang and Co.)

History.—(b) British History to 1603.

Geography — Asia, Africa and Australia.

Arithmetic.—Mental and Rapid; Percentage, Interest, Time and Work, Square Root, Areas:—Including triangle, parallelogram and circle.

Algebra.—Simple Preparatory Exercises.—Easy work in the four Simple Rules.

French.—Curtis' Oral Lessons, Part V.; or Progressive Fr. Reader, Part I, pp. 1 to 31. Fasquelle's Introductory French Course, pp. 164-242.

Latin.—(1) Henderson and Little's New First Latin Book, Lessons 1-61, with pp. 274-281 (2) Fabulæ Faciles—Extracts 21-40.

Drawing.—Prang, No. 4, or No. 3. D.C.F.

ACADEMIES.

GRADE I.

Writing.—To make a Day Book, Cash Book and Journal from easy transactions; to post from the Journal, and to close the accounts in the Ledger.

English.—Dictation, West's Grammar for Beginners, Composition; Scott: The Lady of the Lake, (Macmillan and Co.)

History.—British History, 1485-1900.

Arithmetic.—Complete Arithmetic, including Gain and Loss, Metric System and easy examples in Stocks and Present Worth.

Algebra.—Simple Rules; and easy exercises in Factoring and in Simple Equations of one unknown quantity.

Geometry.—Euclid I., 1-26

French.—Progressive Fr. Reader, Part I., Bertenshaw's Gr., pp. 44-72.

Latin.—(1) Shorter Latin Course, Part II, pp. 1-40. (2) Fabulæ Faciles—Extracts 41-100.

Greek.—First Greek Book (White), pp. 1-73 ; or First Steps in Greek (Ritchie), pp. 1-37.

Science.—Physics and Chemistry (Stage I.) (*d*)

Drawing.—Prang, No. 5, or No. 4. D.C.F.

II.

English.—Tennyson :—Select Poems (Alexander) West's Elements of English Grammar.

Sykes' English Composition, pp. 1-80.

Halleck's Eng. Lit. to p. 260.

History.—Greek History ; or Collier's Great Events, Periods I-IV.

Geography.—Physical and Agriculture. As in Davis' Elementary (Ed. 1902), Chap. I. to V., or Longmans' Primary Phys Geog., Chap. I to V.

Arithmetic.—Mensuration as in Stevens.

Algebra.—Factoring, Fractions, G.C.M. and L.C.M., Simple Equations and easy Quadratics.

Geometry.—Euclid I., II. and easy Deductions.

French.—Progressive Fr. Reader, Part II., Bertenshaw's Gr. to page 142. French Comp. based on Selections from the Reader, Part II.

German.—German Accidence, 135 pages.

Latin.—(1) Shorter Latin Course, Part II., pp. 40-73 ; (2) Cæsar, De Bello Gallico, IV., Chap. 20 to 38 ; (3) Gleasons' Ovid, 200 lines, beginning on p. 1.

Greek.—First Greek Book, p. 64 to end, with translation and written exercises from English into Greek ; or First Steps in Greek (Ritchie), p. 38 to end.

Science.—Physics and Chemistry (Stage II.), Chemistry :—Remsen, Chap. I.-X. Gage's Introduction to Physical Science ; Chaps. I., II. (*e*)

Botany :—Groom, Part I., and the study of a few common plants.

Drawing.—Prang, No. 6. or No. 5. D.C.F.

III.

- English.—Shakespeare's Merchant of Venice ; Tennyson :
—Select Poems (Alexander) ; or Nineteenth Century
Prose, pp. 1-126. English Composition. Halleck's
Eng. Lit. to the end.
- History.—Collier's Great events ; or Greek and Roman
History.
- Geography.—Physical Geography. As in Davis' Elemen-
tary (Ed. 1902), or Longmans' Pri. Phys. Geog., the
whole book.
- Arithmetic.—Extra Math. Pt. II., (Algebra, Geometry,
Trigonometry.)
- Algebra.—Quadratics, Involution, Evolution, Fractional In-
dices and Surds.
- Geometry.—Euclid I., II., III., with Deductions.
- French.—Progressive Fr. Reader, Part II., Bertenshaw's
Gr. French Comp. based on Selections from the Read-
er, Part II.
- German.—Leander :—Traumerein ; 25 pages Grammar.
- Latin.—(1) Syntax, as in S.L.C., Part II. with exercises ;
(2) Cæsar, De Bello Gallico, IV Chap. 20-38. and V ;
(3) Gleason's Ovid, lines 1-670 ; (4) Exercises in unseen
Translation.
- Greek.—Xenophon, Anabasis I., (as in White's Beginners'
Greek Book, pp. 304-428), or Xenophon, Anabasis II.
Grammatical Review, written exercises ; Exercises in
Translation, as in Peacock & Bell.
- Science.—Physics and Chemistry (Stages II. and III.), Bo-
tany, Chemistry. Gage's Introduction to Physical
Science, Chaps, I. to V.
- Drawing.—Special Review of Freehand and Geometrical.

Candidates who pass successfully the III. Grade Academy Examina-
tions, having gained the required standing on the papers in matriculation
subjects will be accepted for matriculation by the Universities of Bishop's and
McGill.

(a) Miss Weaver's suggested. (b) Gardiner's Outlines suggested. (c)
Macmillans' Shorter Latin Course suggested. (d) Elementary Physics and
Chemistry (*Gregory & Simmons.*) (e) *Edition 1902.*

(*) For information concerning Grade-Subjects, Time-Limits, &c., see
Memorenda of Instructions to Teachers. for 1907-08.

The report of the sub-committee on arrangements for the June examinations was submitted by Prof. Kneeland and adopted. The sub-committee was continued.

An application from Mr. George Kilpatrick for a diploma on his extra-provincial standing was submitted, and the Secretary was instructed to inform Mr. Kilpatrick that he may teach during the coming year without diploma, and that his application will be considered after receiving fuller information as to his previous courses in Latin and French.

Dr. Shaw, having taken the chair, submitted the following digest of the interim report of the Inspector of Superior Schools:—

“Of the 22 Superior Schools inspected in educational work three are pronounced excellent, viz., Clarenceville, Sherbrooke and Valleyfield, and eighteen good or fair. St. Sylvestre is a small school with only one teacher and nineteen pupils. This school should be reduced to an elementary school next year by order of the Protestant Committee. Fire escapes are being provided in Sherbrooke and St. Johns. Inverness has a McGill Travelling Library. The improvements required last year have been made in Beebe Plain and Frelighsburgh. The school at St. Johns has been renovated and is in excellent condition.

As to cleanliness and sanitary conditions, 12 are reported good and 5 middling. The condition of Lacolle school rooms is “bad.” As to closets, in Inverness they are “filthy,” in Kinnear’s Mills “bad,” in Como and Clarenceville “dirty.” In the last instance the report is in unfortunate contrast to the ranking of the school educationally as “excellent.”

The Chairman reported for the information of the Committee that a deputation of the Teachers’ Training Committee of the Macdonald College had waited upon the Protestant School Commissioners of Montreal to consider what disposal should be made of the Normal School premises, on Belmont Street, in view of the recent transfer of the Normal School to the Macdonald College

It was agreed in case the Government placed the premises at the use of the School Board as one of the

Protestant public schools, Montreal, on terms satisfactory to the Commissioners, the Board would open the school to the Macdonald College as a Practice School for the Normal students of the said College, the latter to be responsible for additional expenses as regards lighting, heating, &c., amounting to \$1,000.00 per annum, also that at least two schools of the Protestant School Board, Montreal, should be open to the said Normal students for observation purposes with a proper gratuity to be paid by the Macdonald College to the teachers whose classes may be visited. Further, the Protestant School Board would become responsible for the school staff of the present Model Schools, not including Kindergarten Assistants who may not be required for the service of the schools.

In view of the statement of the Chairman it was resolved to request the Protestant Board of School Commissioners of Montreal to make provision, if possible, for the continuance of the excellent kindergarten classes which have been carried on in connection with McGill Normal School.

Dr. Shaw submitted correspondence from the Rev. A. Ireland, of Phillipsburg, and the Hon. W. A. Weir, regarding the school at Phillipsburg.

Inasmuch as the school is to be organized as a model school, the Committee resolved to give it special consideration when it is so organized. As the Inspector of the district reports that the school in question is not in a poor municipality, no grant can be made from the Poor Municipality Fund.

The Secretary was instructed to bring the matter before the Committee again at the September meeting with fuller information.

A letter from the Treasurer of the Protestant Board of School Commissioners of Montreal was read, asking for a resolution authorizing the reversion to that Board of the sum of \$2,000, which is now paid annually to the Committee for the support of the Model Schools in connection with the Normal School.

The Secretary was instructed to inform him that the resolution will be passed at the first meeting after the completion of the arrangements for closing the Model Schools as such.

The sub committee on the distribution of the Superior Education Fund was re-appointed.

On the invitation of Dr. J. W. Robertson, the members of the Committee visited the Macdonald College at Ste. Anne. Before returning, a unanimous vote of thanks was offered to Dr. Robertson for his kindness in showing the magnificent buildings, and explaining their several purposes to his guests.

The meeting adjourned to meet on Friday, the 27th day of September, or earlier on the call of the Chairman.

GEO. W. PARMELEE,
Secretary.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1907, (MODEL SCHOOLS.)

MODEL SCHOOLS.	Rank	Total Marks taken in the respective Grades			Grand Total	Total Marks Possible	Percentage	Pupils				Pupils in I. M. S.			Pupils in II. M. S.			Pupils in III. M. S.			Columns indicated according to Regulation as					Total on which the awards are made	Rank	MODEL SCHOOLS.	
		M. I.	S. II.	M. S. III.				Enrolled	Presented	Passed	Failed	Presented	Passed	Failed	Presented	Passed	Failed	Presented	Passed	Failed	a.	b.	c.	d.	e.				
																													a.	b.	c.	d.	e.
Aberdeen.....	6	6390	8421	4246	13757	20100	.684	32	27	25	2	9	9	0	12	12	0	6	6	4	2	22.92	20.52	12.66	13.88	10.00	79.98	6	Aberdeen.
Aylmer.....	7	5625	7398	4932	13232	20200	.655	26	26	22	8	9	9	7	2	0	2	6	6	0	0	22.15	19.74	15.00	12.69	10.00	79.59	7	Aylmer.
Beebe Plain.....	13	4672	4066	3076	8161	11925	.701	15	15	14	1	4	6	5	0	0	5	5	5	0	0	14.10	21.61	15.00	14.00	3.00	72.11	13	Beebe Plain.
Bishop's Crossing.....	17	2835	3761	3978	8211	13100	.626	18	15	14	3	4	4	0	0	0	6	6	4	2	6	13.68	18.78	13.33	12.18	10.00	67.97	17	Bishop's Crossing.
Bury.....	18	4797	3729	4100	9295	45100	.615	19	9	9	10	7	7	5	2	5	2	4	4	6	2	15.49	18.45	15.00	7.10	10.00	68.64	18	Bury.
Barnston.....	43	3883	1624	.....	3176	5701	.555	11	10	3	1	1	1	0	0	0	3	3	4	2	.....	5.28	16.30	13.63	4.50	.....	39.91	43	Barnston.
Cox.....	3	9844	9638	8615	18295	27150	.673	45	36	29	7	13	13	12	1	13	9	4	4	10	3	30.00	20.19	12.00	12.08	10.00	84.27	3	Cox.
Compton.....	22	2004	690	3444	3963	7750	.64	9	9	9	2	9	9	0	0	1	1	0	0	0	0	8.27	19.20	15.00	11.66	10.00	61.13	22	Compton.
Clarenceville.....	5	3915	5069	6794	15233	17350	.72	20	20	19	1	1	1	3	3	0	5	5	0	0	0	16.34	19.80	14.11	13.12	10.00	81.72	5	Clarenceville.
Como.....	11	2223	3579	3983	8804	14225	.66	17	13	11	2	2	2	3	3	0	6	6	0	0	0	20.87	21.69	15.00	14.25	10.00	73.37	11	Como.
East Angus.....	14	19460	6724	1969	9992	14550	.686	26	23	21	2	15	15	0	0	5	5	0	0	3	1	16.65	29.58	13.26	13.69	6.00	70.18	14	East Angus.
Farnham.....	38	5179	1651	2282	5661	11500	.492	22	16	6	10	9	5	4	2	0	2	0	2	5	1	9.35	14.76	10.90	5.62	10.00	50.63	38	Farnham.
Fairmount.....	Not ranked																												Fairmount.
Frelighsburg.....	25	3580	686	3735	*6007	9850	.60	13	12	8	4	4	5	5	8	1	1	4	0	6	3	10.01	18.00	13.84	10.00	10.00	61.85	25	Frelighsburg.
Gaspé.....	16	7535	4694	2463	9749	14700	.663	20	12	8	4	8	8	1	1	4	4	0	4	1	0	17.24	19.89	15.00	9.00	8.00	68.13	16	Gaspé.
Gould.....	33	3278	3275	549	4662	6750	.68	10	10	7	3	3	3	5	3	2	4	4	0	1	0	7.77	29.49	15.00	10.50	2.00	55.67	33	Gould.
Hull.....	2	6996	8088	5900	15444	23225	.707	29	27	25	5	9	9	9	0	10	10	0	8	6	6	25.74	21.21	13.96	13.88	10.00	84.79	2	Hull.
Hemmingford.....	21	6639	8101	4278	10919	17225	.587	25	23	8	15	11	4	4	7	5	1	4	7	3	4	16.69	17.61	13.80	5.23	10.00	63.31	21	Hemmingford.
Hatley.....	10	6995	4062	7496	14965	21225	.651	29	27	15	12	10	6	4	7	7	2	5	10	7	3	23.49	19.53	13.89	8.33	10.00	75.24	10	Hatley.
Kinnear's Mills.....	32	.....	2588	2744	4685	7400	.533	12	8	6	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7.81	19.99	10.00	11.25	8.00	56.05	32	Kinnear's Mills.
Kingsey.....	41	.....	3672	2081	4835	8375	.577	10	9	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8.06	17.31	13.63	1.50	8.00	48.50	41	Kingsey.
Leeds.....	9	.....	4734	6848	10101	14400	.722	17	15	14	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17.15	21.65	13.23	14.00	10.00	76.22	9	Leeds.
Longueuil.....	1	9814	7357	4096	14536	17750	.818	32	25	15	14	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	24.87	20.16	10.80	9.16	10.00	85.47	1	Longueuil.
Lacolle Megantic.....	23	2993	6471	3272	12536	17225	.725	18	11	7	5	1	4	4	1	4	4	3	3	1	1	15.29	20.16	10.80	9.16	10.00	68.00	23	Lacolle Megantic.
Mansonville.....	15	3220	6537	2529	10119	15075	.664	21	20	14	6	8	8	6	2	8	7	1	4	4	3	16.86	19.92	14.42	10.50	8.00	69.70	15	Mansonville.
Magog.....	26	3702	4047	3376	8262	13000	.635	28	16	11	5	5	5	5	0	6	6	4	2	5	3	13.77	19.95	8.57	10.30	10.00	61.69	26	Magog.
Marbleton.....	29	1636	3007	3671	6744	11850	.569	14	14	7	2	3	3	3	0	3	3	2	6	4	2	11.24	46.07	13.00	7.75	10.00	59.81	29	Marbleton.
Maple Grove.....	36	2023	2870	513	3676	5600	.656	8	8	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11.24	19.58	15.00	11.25	2.00	54.45	36	Maple Grove.
New Richmond.....	19	4000	6122	5822	12413	23000	.564	29	17	13	12	17	17	8	4	4	6	10	1	9	2	20.68	18.82	13.96	4.44	10.00	69.00	19	New Richmond.
Quyon.....	35	7911	.....	.....	6109	727	7	7	0	11	1	0	11	1	0	2	2	0	4	4	0	8.61	18.90	14.00	8.57	4.00	51.08	35	Quyon.
Rawdon.....	21	812	1583	3066	4659	6200	.727	9	7	8	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7.76	21.81	11.66	15.00	8.00	64.23	21	Rawdon.
Sawyerille.....	8	6401	11249	3600	15487	22600	.685	33	30	26	4	1	8	3	14	14	0	5	4	1	25.87	20.55	13.63	13.00	10.00	83.05	4	Sawyerille.	
Stratheona.....	8	13313	5355	2915	13589	20500	.662	31	31	24	7	18	16	2	8	15	3	5	3	3	2	22.66	19.86	15.00	11.61	10.00	79.13	8	Stratheona.
St. Johns.....	12	4130	5259	6264	12433	19775	.628	29	23	17	6	7	7	4	3	7	7	0	0	9	6	20.70	18.54	11.59	11.07	10.00	72.50	12	St. Johns.
St. Andrews.....	28	2095	3024	2063	5379	8225	.653	10	10	7	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6.12	19.58	15.00	10.50	6.00	60.05	28	St. Andrews.
Stanbridge East.....	30	3268	2134	2547	5899	9490	.617	14	12	7	6	6	6	6	0	.....	.....	.....	.....	.....	.....	9.68	18.57	12.85	8.75	8.03	57.79	30	Stanbridge East.
Scottstown.....	31	4203	.....	4457	6363	11800	.553	20	14	8	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2.07	24.60	9.00	15.00	.....	63.69	31	Scottstown.
St. Sylvester.....	37	2488	.....	.....	3212	4800	.704	11	6	5	1	1	1	0	4	3	1	1	1	0	1	5.40	21.12	8.18	12.50	2.00	49.20	40	St. Sylvester.
South Durham.....	40	713	2929	1889	4522	7350	.664	12	11	7	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8.13	19.92	13.75	9.54	4.00	55.34	34	South Durham.
Three Rivers.....	34	4583	1620	1375	4852	8425	.641	21	12	7	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9.00	19.23	8.57	8.75	2.00	47.55	42	Three Rivers.
Uverton.....	42	3093	4289	639	5403	8425	.641	21	12	7	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9.00	19.23	8.57	8.75	2.00	47.55	42	Uverton.
Verdon.....	39	4837	5279	.....	6377	11250	.566	18	18	8	3	4	3	4	0	6	6	0	0	7	.....	15.48	19.83	13.42	12.35	10.00	49.26	39	Verdon.
Waterville.....	13	2737	4514	5061	9889	14925	.662	19	17	14	3	4	4	0	7	6	0	0	0	0	0	14.93	18.30	15.00	7.30	10.00	72.11	13	Waterville.
Windsor Mills.....	20	4902	4586	3064	8959	15675	.61	20	10	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14.93	18.30	15.00	7.30	10.00	65.73	20	Windsor Mills.

PROTESTANT SUPERIOR SCHOOL EXAMINATIONS.

Following are the names of the ten pupils in each grade of the Protestant Superior Schools who took the highest marks in the June examinations :

Grade II. Academy.—Number of marks possible, 1,000 ; Kate Lawrence, Sherbrooke Academy, 924 ; Elsie Macfarlane, Huntingdon Academy, 879 ; Alberta Elliot, Danville Academy, 877 ; Cathy Seiveright, Sherbrooke Academy, 875 ; Grace Lamb, Gault Institute, 873 ; Florence Wilson, Danville Academy, 871 ; Amy Hammond, Lachute Academy, 853 ; Alice Arthur, Lachute Academy, 850 ; Mary Tenny, Waterloo Academy, 842 ; Stanley Clarke, Gault Institute, 831.

Grade I. Academy.—Number of marks possible, 1,300 ; Percy Carbett, Huntingdon Academy, 1,184 ; Roy Blair, Ormstown Academy, 1,146 ; Margaret E. Hays, Lachute Academy, 1,133 ; Willie Gill, Sherbrooke Academy, 1,133 ; H. G. Beall, Stanstead Academy, 1,126 ; Willie T. Cameron, Lachute Academy, 1,116 ; Violet E. Joss, Lachute Academy, 1,111 ; Evelyn Fuller, Sherbrooke Academy, 1,093 ; Sylvia Smith, Lachine Academy, 1,089 ; Elsie Sellar, Huntingdon Academy, 1,088 ; Jean Hamilton, Huntingdon Academy, 1,087.

Grade III. Model.—Number of marks possible, 1,200. — Eric Sparling, Granby Academy, 1,098 ; Alice McClure, Lachute Academy, 1,092 ; Russell Bradford, Granby Academy, 1,088 ; Hugh Nourse, Sherbrooke Academy, 1,076 ; Egerton Smith, Danville Academy, 1,049 ; Richard Rowat, Huntingdon Academy, 1,021 ; Lillian Murdoch, Huntingdon Academy, 1,016 ; Myrtle Winter, Ormstown Academy, 1,007 ; Grace Place, Hatley Model School (Ayer's Cliff), 1,007 ; Russel Ford, Lachine Academy, 1,004.

Grade II. Model.—Number of marks possible 1,100, Homer L. Derick, Clarenceville Model School, 1,045 ; Charlotte Coley, Sherbrooke Academy, 1,029 ; Rufus Shorten, Sawyerville Model School, 1,006 ; Irene Riddell, Lachute Academy, 1,005 ; Agnes MacLeod, Sherbrooke Academy, 1,004 ; Agnes Tabrett, Lachine Academy, 1,003 ; Marjory Keene, Sherbrooke Academy, 1,002 ; Agnes Wilson, Danville Academy, 993 ; Edith Wilson, Sherbrooke Academy, 990 ; Basil Irwin, Sherbrooke Academy, 980

Grade I. Model—Number of marks possible, 1,000—
Adelaide Slater, Longueuil Model School, 930; Hazel
Goodrick, 926; Harry Ralph, 921; Clarence Hawley, Cla-
renceville Model School, 913; Denny Hanson, Fairmount
Model School, 908; Ruby Kerr, Longueuil Model School,
903; Charles Brown, 898; Viola Portwine, 897; Florence
Hawley, Clarenceville, 897; Annie Duncan, Longueuil,
896; Hilda Robinson, Strathcona Model School, 894.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant-Governor has been pleased to modify the order in council No. 257 of the 26th April last, 1907, by substituting the words: "Brompton township," for those of "Brompton village," and the words: "Charles Pelletier" for those of "Charles Pellerin."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th of June, 1907, to re-appoint the Very Reverend Lennox Williams, D.D., a member of the Protestant School Commission of the city of Quebec, his term of office having expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th day of June, 1907, to appoint Mr. Camille Piché, Judge of the Sessions of the Peace of the city of Montreal, and the Honorable F. X. Béique, Senator, King's Counsel, of the city of Montreal, as Catholic School Commissioners of the city of Montreal; the former continued in office, his term having expired, and the latter to replace the Honorable Judge Martineau, who has resigned and left the city of Montreal.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th of June, 1907, to detach from the school municipality of Shipton, in the county of Richmond, the lot known on the official cadastre of the township of Shipton, as number 7 E of the 3rd range of this township, and to annex it to the school municipality of Asbestos, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th of June, 1907, to detach from the school municipality of Sherrington, in the county of Napierville, the lots known on the official cadastre of the parish of Saint Patrick of Sherrington, as numbers one and following to nine inclusively, and to annex them to the school municipality of Saint Edward, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th June, 1907, to detach from the school municipality of Wickham West, in the county of Drummond, the lots having on the official cadastre of Wickham West the numbers 446, 447 and 448, and to annex them to the school municipality of Saint Germain of Grantham, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th June, 1907, to detach from the school municipality of Saint Paul the Hermit, in the county of L'Assomption, the lots known on the official cadastre of the parish of Saint Paul the Hermit, as numbers 1 and following to 63 inclusively, and to erect them into a distinct school municipality by the name of "Charlemagne."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th June, 1907, to detach from the school municipality of Saint Clet, in the county of Soulanges, the lots known on the official cadastre of the parish of Saint Clet, as numbers 1 and following to 64 inclusively, and to erect them into a distinct school municipality by the name of Saint Emmanuel.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th June, 1907, to detach from the school municipality of Saint Clet, in the county of Soulanges, the lots known on the official cadastre of the parish of Saint Clet, as numbers 177 and following to 200 inclusively; to detach from the school municipality of Coteau du Lac the lots having on the official cadastre of the parish of Saint Ignace du Coteau du Lac, the numbers 308 and following to 337 inclusively; and to detach from the school municipality of Saint Polycarpe the lots known on the official cadastre of the parish of Saint Polycarpe, as

numbers 625, 629, 632, 634, 637, 641, 642, 646, 647, 648, 649, 650, 653, 656, 658 and 659, the east half of the lots having on the same cadastre the numbers 626, 627, and to erect this territory into a distinct school municipality by the name of "Ruisseau."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th June, 1907, to detach from the school municipality of Saint Louis du Ha! Ha! in the county of Temiscouata, the lots having on the official cadastre of the parish of Saint Louis du Ha! Ha! the numbers 1 and following to 23 inclusively, the numbers 245 and following to 261 inclusively, the numbers 119 and following to 127 inclusively, the numbers 24, 25 and 26; from the school municipality of Notre-Dame du Lac, in the county of Temiscouata, the lots having on the official cadastre of the parish of Notre-Dame du Lac, the numbers 1 and following to 19 inclusively, the numbers 238 and following to 259 inclusively, the numbers 398 and following to 419 inclusively, the number 440, the numbers 420 and following to the south end of the north-west range of the Bertrand road, as also the number 454; and also the territory forming part of the new parish of Saint Mathias, at the east of Lake Temiscouata, and to erect the territory into a distinct school municipality by the name of "Saint Mathias de Cabaño."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 19th of June, 1907, to abolish the school municipality of "Montrougeau," in the county of Laval, and to annex the territory, of which it is made up, to the following municipalities situated in the same county, to wit:

To the school municipality of "Haut-de-la-Petite-Côte" of Sainte Rose, the lots having on the official cadastre of the parish of Sainte Rose, the numbers 95 and following to 107, inclusively.

To the school municipality of the village of Sainte Rose, the lots having on the said official cadastre the numbers 78 and following to 94, inclusively.

To the school municipality of "Haut-de-la-Grande-Côte" of Sainte Rose, the lots having on the said official cadastre

the numbers 109 and following to 137, inclusively, and the numbers 443, 444 and 445.

All the foregoing changes will come into force on the 1st of July, 1907.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of June, 1907, to detach from the school municipality of Bois-de-L'Ail, in the county of Portneuf, the lot belonging to Siméon Richard, forming part of a lot known on the official cadastre of the parish of Saint Basile, as number twelve, and to annex it to the school municipality of the village of Saint Basile, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th June, 1907, to detach from the school municipality of Saint Felix of Valois, in the county of Joliette, the lots known on the official cadastre of the parish of Saint Felix of Valois, as numbers 635, 636, 637, 639 and 641, and to annex them to the school municipality of Saint Cléophas, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th of June, 1907, to annex to the school municipality of Saint Léon of Westmount, in the county of Hochelaga, erected for catholics only, that part of the town of Westmount, situated south of the Canadian Pacific railway track, not being now in any school municipality, having belonged to the town of Notre-Dame de Grâces West, up to the 1st of July, 1906.

This annexation will concern only the Roman Catholics comprised in the said part of the town of Westmount.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1907, to detach from the school municipality of Saint Basile, in the county of Portneuf, the lots having on the official cadastre of the parish of Saint Basile, the numbers 301, 302 and 303, and to annex them to the school municipality of the village of Saint Basile, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1907, to detach from the school municipality of Saint Jacques No. 1, in the

county of Montcalm, the lots having on the official cadastre of the parish of Saint Jacques de l'Achigan, the numbers 571, 572, 578 and 591, and to annex them to the school municipality of Saint Jacques No. 2, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1907, to detach from the school municipality of Eastman, in the county of Brome, the lots known on the official cadastre of the township of Bolton, as numbers 932, 935 and 936, and to annex them to that of Bolton East, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of June, 1907, to detach from the school municipality of the village of Chambly, in the county of Chambly, the lots, one of which has two arpents and six perches in width by forty-two arpents in depth, and the other has three arpents and 32 feet in width by 31 arpents in depth, bounded in front by the Grand Line, forming part of the lots known on the official cadastre of the parish of Saint Joseph of Chambly, as numbers 300 and 301, and to annex them to the school municipality of Chambly, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1907, to detach from the school municipality of the parish of Terrebonne, in the county of Terrebonne, the lots known on the official cadastre of the parish of Terrebonne, as numbers 525, 531 and following to 537 inclusively; 539, 551, 562, 570, 574, 131, 141 and 185; from the school municipality of Mascouche, in the county of l'Assomption, the lots having on the official cadastre of the parish of Saint Henri de Mascouche, the numbers 789 and following to 813 inclusively, the numbers, 1030, 1031 and 1032; from the school municipality of Lachenaie, in the county of l'Assomption, the lots known on the official cadastre of the parish of Lachenaie, as numbers 280, 282, 283 and 284, and to erect this territory into a distinct school municipality by the name of "Pincourt."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th of June, to reappoint the

Abbé Beaudoin a member of the Roman Catholic school commission for the city of Quebec, his term of office having expired, and to appoint Dr. Chs. Eugène Côté, member of the Legislative Assembly, a member of the Roman Catholic school commission for the city of Quebec, to replace Mr. J. A. Rochette.

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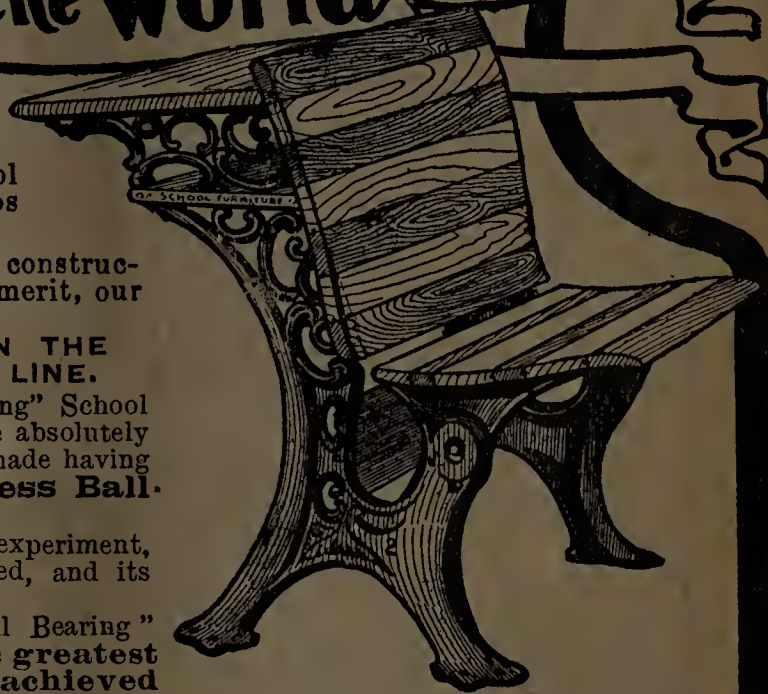
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JOHN PARKER,
J. W. McOUAT, } **Editors.**
G. W. PARMELEE, **Managing Editor.**

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OPENING EXERCISES.

These are of much more value than many teachers think in giving tone to the school life of the pupils. Much depends, however, on how they are conducted. We would suggest as follows: Assemble your school promptly on time and require perfect order before beginning the Scripture lesson. Always insist that the same perfect order be maintained throughout the Scripture reading. While there may be necessity for pupils to talk during the day, there can be none for them to disturb the school during the first half-hour, and strict silence should be required during the opening exercises. This silence will ensure close attention to the lessons read and will result in producing a solemnity of mind and heart which will be helpful all day long.

When the verses have been read and all the pupils are thoughtfully disposed, it will be found helpful to sing one hymn before engaging in the opening prayer. If the hymn be sung before the reading the pupils will often be found *out of breath* after their morning exercise on the road to school or on the play ground and the singing will be gaspy and thoughtless. The opening prayer ought to be engaged in reverently by all, and perfect order should be had, while the whole school addresses the Deity. Thoughtless dis-

respect for this part of the exercise must never be tolerated. The advantage for good is lost, and the pupils who transgress are only injured by the practice of irreverent conduct.

When the school has been thus carefully and prayerfully opened for a number of weeks, its pupils will be found to be more thoughtful and teachable in all good things, and much rudeness and unpropriety will disappear.

THE FIRST HALF HOUR.

The subjects to be taught during the first half hour each day are set down as **SCRIPTURE AND MORALS**, each of which is intended to help form the character of our pupils. In every school there is need of just such influences to moderate and sustain the dispositions of our boys and girls. There is not much difference in schools in manners and conduct, as all schools contain at times rude as well as good dispositions. When the rude element is absent, other pupils conduct themselves much more gently and politely.

It is not best to set apart a space on the time-table for the *moral* lessons, lest our pupils' self-respect be injured by our manner of teaching the subject. We should never give our pupils the idea that they have lost our confidence, and we should not directly apply our moral lessons, else they may be resented. If we proceed, however, unconsciously to the pupils applying our remarks to characters and their conduct as found in the lessons, we are more likely to impress our pupils with the value of our moral instruction.

This requires in the first and last resort a good example which far surpasses precept. If the teacher be polite and considerate to her pupils, they will soon return her kindness in their manner toward her. To impress the lessons on "Godliness," "Truthfulness," "Respect for others," "Temperance," "Health," "Good Manners," "Kindness to Animals," etc., as enumerated in the course, it is best to watch for opportunities in the school work and reinforce these by happenings from every day life and the lives of the pupils themselves.

TESTS OF SUCCESS.

The tests of successful teaching mainly consist in ability to fulfil the following requirements: Do the pupils grow more honest, industrious, polite? Do they admire their teacher? Does the teacher secure obedience and industry only while demanding it, or has she influence that reaches beyond her presence? Do her pupils think well and talk well? As to the teacher herself. Has she sympathy and tact, self-reliance and originality, breadth and intensity? Is she systematic, direct and business-like? Is she courteous, neat in person and in work? Has she discernment of character, and a just standard of requirement and attainment.

—*Educationnl Review.*

SCRIPTURE VERSES.

In memory work there should be aids to assist the pupils to recall the parts required. This is true and quite possible in the Scripture verses also.

The first thing to do in all memoriter work is to teach the *thought, sentiment, or soul* of the selection to be learned. If there be no value of this nature in the selection then teach it only as reading matter. If on the other hand the study of the selection shows that it does possess valuable thought it may be profitably committed to memory.

The second feature of instruction in memoriter work is to teach it in the manner in which it is likely to be recalled or required. In the case of young pupils it is better to ask for Scripture selections by some feature of their context than by chapter and verse throughout. The verses in John III; 16-17, may be spoken of as "God's love to the world." Psalms XIX; 12-13, may be referred to as "Secret faults" or "Presumptuous sins." In after life, the contents will be recalled by some incident or experience, that will recall the subject matter of the verses, not their chapter and verse. It will be found also that such teaching will be less severe on the pupils, but more profitable in that it will produce more interested and thoughtful pupils. When our pupils become thus interested in their study, much of the school-room troubles disappear and school-life is pleasanter for all concerned.

THE TEACHER'S MANUAL.

The manual for teachers just issued by the Department of Public Instruction should be studied carefully by each teacher. The booklet contains much that should be of interest to teachers, and is intended to harmonize and purify the school work of the Protestant elementary schools. The manual had its origin at the inspectors' conference five years ago, and has been delayed from time to time for want of funds.

It is the intention of the Department that the manual be left in each school as a guide to the teacher each year. No teacher may remove the book from the school as belonging to herself. The same is true of the EDUCATIONAL RECORD, yet few teachers care for the RECORD as a part of the archives of the school. It is expected that now an earlier and better understanding of the requirements may be had from the manual and that more satisfactory progress may be made each year.

WHAT WILL MAKE YOU GLAD.

When the years have slipped by and memory runs back over the path you have come, you will be glad you stopped to speak to every friend you met, and left them all with a warmer feeling in their hearts because you did so.

And you will be glad that you were happy when doing the small everyday things of life, that you served the best you could in earth's lowly round.

You will be glad that men have said all along your way: "I know I can trust him, he is as true as steel."

You will be glad there have been some rainy days in your life. Clouds and storms are not the worst things in life. If there were no storms, the fountains would dry up, the sky would be filled with poisonous vapors, and life would cease.

You will be glad that you stopped long enough every day to read carefully, and with a prayer in your heart, some part of God's message to those he loves.

You will be glad that you shut your ears tight against all the evil things men said about one another, and tried the best you could to stay the words, winged with poison.

You will be glad that you brought smiles to men, and not sorrow.

You will be glad that you have met all the hard things which have come to you with a hearty handshake, never dodging one of them, but turning them all to the best possible account.—*Epworth Herald*.

TRICKS OF ARITHMETIC.

If you were asked to subtract 45 from 45 and have 45 as a remainder you would be likely to say that the proposition is either a “catch” or an impossibility. But here it is set down in plain figures, and you will find that it is neither one nor the other.

$$\begin{array}{r}
 9 \ 8 \ 7 \ 6 \ 5 \ 4 \ 3 \ 2 \ 1 \\
 1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9 \\
 \hline
 8 \ 6 \ 4 \ 1 \ 9 \ 7 \ 5 \ 3 \ 2
 \end{array}$$

Here, you see, are the nine digits from 9 to 1 written down in that order and below them are the same digits from left to right, and you will see that each line makes 45, and will find that the remainder—the third line—adds up 45:

Another little exercise is to set down the following figures, and then see if you can use six of them in such a way as to make a total of 21 :

$$\begin{array}{ccc}
 1 & 1 & 1 \\
 3 & 3 & 3 \\
 5 & 5 & 5 \\
 7 & 7 & 7 \\
 9 & 9 & 9
 \end{array}$$

One way of doing it is to take the two 7s, one 5 and one 1, which make four figures footing up 20, and then to use two other figures as a fraction to represent 1. For example : 7 plus 7 plus 5 plus 1 plus 3/3 equals 21.

THE WORLD DRYING UP.

FRESH WATER SUPPLY GOING.

We are to die of thirst. Comparatively few persons know the suffering involved in a thirst for which there is no help at hand. The consuming thirst, more than the pain of any wound, makes the battlefield a hell. Yet death by thirst is the doom forecast for the race by grim scientists. Geologists find that the fresh water supply of the globe is failing. They have data which points to the gradual withdrawal of the streams and other bodies of water from the surface. Both in Africa and Central Asia, and, indeed, in all the great levels, the water beds are drying up. A great number of lakes, well known in the historical age, have entirely disappeared. For example, Lake Chiroua, in Africa, has vanished within the past twenty years, as has also Lake Ngamj, discovered by Livingstone. Lake Tchad is more than half dried up. For centuries bodies of water in Central Asia have been evaporating and the deserts extending. Where 2,000 years ago great cities stood in East Turkeystan, there are found only vast and depressing stretches of sand. The River Tarim, once a principal Asiatic route, is almost gone, and Lob-nor, formerly four times the area of Lake Geneva, is now but a hollow marsh. The same sad conditions are noted in European Russia. Novgorod, the most pushing city in the Czar's distracted realm, was surrounded by water in the middle ages. While we may be sure that the fate which the geologists suggest for humanity is very far away, the facts recited to show the drying-up process are convincing proofs of the need of preserving our forests with more care.

HOW TO BE POOR.

A lady walking with her husband, and seeing a carriage go by, said to him: "Look at the splendid carriage Judge H——and his wife are driving about in. I only wish we could be so lucky." Up in the carriage the judge's wife was saying to him, "I am getting positively ashamed of this old rig. Look how the people stand and stare at us

in contempt. If you don't wish to drive me to despair you must buy a new turnout."

A king riding along a highway passed the stone breaker by the wayside. Thought the stone breaker: "Oh, that I were like that king, possessed of all that heart could wish!" The monarch, glancing at him, was muttering to himself: "Would that I had so little worry and care!"

Did you ever read the fable of the beetle and the weathercock? "How fine," said the beetle, "to be up there; what splendid views; how clear the atmosphere!" "Yes," said the weathercock, "and if you were up here, you would know how keenly blows the wind!"

The fancies of life keep us poor. Discontent is poverty. The less-favored woman we have mentioned as walking was poor. The judge's wife was poor. The stone breaker was poor. And the monarch was poor. Poverty is largely a matter of fancy. The real poverty is in the mind—in the mind's attitude. Godliness, with contentment, is great gain."—*Ex.*

NINETEEN-HOUR DAY.

"Our hours," said a nature student, are nothing to the birds. Why, some birds work in the summer nineteen hours a day. Indefatigably they clear the crops of insects.

"The thrush gets up at 2.30 every summer morning. He rolls up his sleeves and falls to work at once. And he never stops till 9.30 at night—a clean nineteen hours. During that time he feeds his voracious young 206 times.

"The blackbird starts work at the same time as the thrush, but he lays off earlier. His whistle blows at 7.30, and during his seventeen-hour day he sets about 100 meals before his kiddies.

"The titmouse is up about by 3 in the morning, and his stopping time is 9 at night. A fast worker, the titmouse is said to feed his young 417 meals—meals of caterpillar mainly—in the long, hard, hot day."—*New Orleans Times-Democrat.*

THE FIRST FEW DAYS.

The first few days of the school term are in many respects the most critical for many pupils, especially for those from the surrounding country schools, who are entering the academy for the first time. In the first place there is that homesickness, which swiftly follows the first joy of new chances and the leave-taking from parents.

Again, the pupil is in a strange school, away from his friends, and unaccustomed to new methods, which may be in use in that particular school. This bewilders him and the result is that it causes him to become considerably mixed up in the preparation of his lessons for the first part of the year.

At this stage the teacher should be most painstaking in her treatment of these pupils even if there be often a good cause for annoyance. Because a harsh word or a sound rating may be the last straw to the already miserable pupil, and he may decide that anything is better than life under such conditions and give up his cause of study. In this manner many, who some day might have been men and women of honour and distinction, will fade away in the obscurity of the common masses.

NOTE.—The foregoing opinion is from an academy graduate, and no doubt reflects the views of many young students in our secondary schools.

THE WHISPERING PROBLEM.

The first years I taught school I always read eagerly whatever I saw on the subject of whispering. I had been brought up in an academy, under a strict disciplinarian, and I believed that whispering was the most heinous of all crimes. A normal course was denied me, but I have visited normal schools at every opportunity since I began to teach, and, after a few months, it began slowly to dawn upon my mind that whispering is not such an awful sin after all, if indulged in moderately. I had made it such a misdemeanor that my children were learning to tell a lie rather than admit that they had been whispering. I thought it all out one night, and decided that a lie was

worse than the other disobedience, and I began to be less severe on the whisperers.

I allow my children, now, the privilege of asking each other for books, pencils, or school apparatus, if it is done in a quiet way, and, when I think there is occasion, one child helps another with a problem. Then I have those blessed inventions, whispering recesses, every hour for five minutes, when the children are at liberty to visit each other quietly and tell their secrets without fear of interference. My advice, as one who has learned experience, is not to taboo whispering altogether, but let it serve as a means to an end, to inspire love for the teacher and render the discipline easy. Relaxation is necessary in the school-room.—*Canadian Teacher*.

MUST SPEAK ENGLISH.

According to a provision in the Canadian Chinese Immigration Act, Chinese students coming to Canada for the purpose of attending schools or colleges, are entitled to have the head tax of five hundred dollars refunded to them after they have attended Canadian schools for twelve months. Recently nineteen Chinese youths arrived in Victoria, B.C., claiming to be students, but on their applying for admission to the city schools they were turned away, as the school trustees have decided that no Chinese shall be admitted to the public schools unless they are sufficiently acquainted with the English language to make them amenable to the ordinary discipline of these institutions, and these lately arrived students being entirely ignorant of the English language, have to go elsewhere to pursue their studies.—*Daily Witness*.

FOR THE HISTORY CLASS.

Mighty factors are now and always at work making our nation's history faster than we are able to learn its pages. In Canada to-day many events are transpiring, that shall immensely affect the future of our country. Of these forces none is of greater consequence than the settlement of our North-West by desirable inhabitants from whatsoever

parts they may come. So far as one source of immigration is concerned the following leader from the *Daily Witness* is well worthy of a reading by our teachers and their senior pupils :—

SUBSIDENCE OF THE SAXON.

In the character of the immigration flowing into the Eastern States from Europe, and that of the immigration from the Western States into Canada, the Brooklyn *Eagle* sees cause to fear an undesirable modification in the population of the Republic, with a corresponding advantage to the Dominion. It questions whether the incoming hordes of Italians, Magyars, Syrians and Slavs will be for the permanent benefit of the United States, but it has no doubt as to the benefits which must accrue to Canada from the movement of American farmers into our western provinces. The breaking up of the stagnant deeps of congested populations in the Old World is casting upon the Atlantic coast a flood of humanity of a character in many respects totally different from that of the people who founded the Republic. These new-comers do not spread over the land, as the original settlers did, except in gangs of laborers on railways, public works and in mines, but remain in the cities, where they form separate colonies, preserving their languages and following their traditional customs. Before these hordes the earlier Americans are receding. They press westward, cause a rise in the value of land, and force western farmers, who would provide their sons with farms, to cross the border to a country where land is plentiful and cheap. Casting an eye over the continent the *Eagle* finds that the sort of people who settled New England, and who afterwards carried civilization into the west, are now dotting the plains of Canada with towns and hamlets, and making, amid surroundings that at first seemed hostile, those safeguards of law and living that assure peace and plenty in the years to come. Then, looking nearer home, it sees a medley of strange nationalities, growth of discontent, amateur politics, municipal corruption, slow courts, unpunished crimes, free and easy assertions of superiority, debased manners, prying curiosity, the injurious gossip of a cheap

press and militant mechanic labor. The wealthy and the conservative, it says, regard these social symptoms with deep anxiety, as they view the levy of taxes and assessments on their property to furnish funds, often wasted in public works that are mere experiments, and have to be undone at greater cost by succeeding administrations. The results of these evils and disorders are observed in the increasing number of wealthy Americans who are seeking homes across the sea, while to those who want elbow room and a quiet, orderly life, with business advantages, Canada offers all they desire. The candor of this contrasting presentation of conditions in the two countries is refreshing, but the tragic undertone is evident through it all, and becomes more clear by the pathetic anti-climax with which the writer concludes: "To the American, whether settler or sojourner, Canada offers this advantage over England—from it he can reach the United States in a few hours."

THE RIOT ACT.

"Reading the Riot Act" is a common phrase in popular speech, and it owes its origin to a mistaken idea of the procedure adopted by the authorities in such an emergency as arose in Belfast the other night. As a matter of fact, the Act is not read at all, but only a proclamation to disperse in the following terms:—"Our Sovereign Lord the King chargeth and commandeth all persons being assembled to disperse themselves and peaceably to depart to their habitations or their lawful business upon the pains contained in the Act made in the first year of King George the First for preventing tumults or riotous assemblies. God Save the King." If twelve or more persons continue together for an hour after these words have been read by a magistrate, they commit a felony.—*London Globe*.

NOTE.—The teacher should explain the history and purpose of the act to her pupils, and what a heinous crime a *felony* is before the law. Many grown persons are ignorant in this very matter.

HOW PRINTING WAS INVENTED.

Do you ever think, boys and girls, how much pleasure you would miss if printing was unknown. Not only would you be without text-books for school, but there would be no beautiful picture books and papers.

Three hundred years ago there were none of these things. The children of that age, even the sons and daughters of kings, were without what you consider the necessaries of life. Their homes might be houses of great size, but they were lighted by only an occasional pane of glass, and the floors and rough walls were bare. Schools were few, and the people knew little of that best of all books—the Bible.

Far across the sea, in Germany, there lived a good man, who thought much of the needs of those about him. This was John Gutenberg. He was a printer, although all the printing then done was what is now known as block printing. This was how it was done.

Upon a block of hard wood a sheet of paper was laid. This paper was covered with writing, the ink of which was still fresh. The sheet was firmly smoothed down, thus impressing the writing upon the wood. Now the surface of the wood was cut away from the writing, leaving it standing out. This block could then be inked, and impressions taken from it.

You will readily see that this was a slow way. Gutenberg longed to make blocks from which the whole Bible could be printed. To put God's Word into the hands of his fellow-men was the printer's aim in life. However, he had two partners, and he dared not propose so great an undertaking to them. He did suggest that they print the Gospel of St. Matthew. They agreed to this and all set to work upon the blocks. Gutenberg had one nearly finished when his knife slipped. The block was split in two pieces. They were discouraged, for much time had already been spent upon the work. As Gutenberg was trying to fasten the pieces together, a new idea came to him. Why could not the carved block be broken in pieces, each containing a single letter? These could be then put together in any word desired.

He seized his knife and split the block into pieces. Yes, his idea was a practical one. Yet the letters would be

better if each was carved on a separate bit of wood. With eager, trembling hands, he began his task. He worked away until he had every letter of the alphabet, each one carved on the end of a tiny stick.

Bonus homo, the Latin words for "a good man," were the first ones tried. He formed the word bonus by placing the letters one after the other and fastening them securely together with a string. Before he could go further, he was obliged to stop and carve two more letters, each an o.

By this time his associates were interested and willing to aid him. Through the lower part of each bit of wood upon which a letter was carved they bored a tiny hole. A wire passed through these kept them in place.

At last they were ready to attempt a piece of work of some size. The Lord's Prayer was Gutenberg's choice. Their types were arranged, their faces inked, and a sheet of paper pressed down over them.

It was a great moment for Johan Gutenberg. It was an important moment in the whole world's history. Impressed as Gutenberg was with his invention, he could not have foreseen the great results that would follow from that day's work. He lifted the sheet of paper whereon were inscribed the words of our Saviour. Gutenberg had won! Tears flowed down his cheeks, and falling upon his knees he reverently repeated the prayer Christ had taught his disciples.

It is said that Gutenberg himself gave the carved letters the name of types. The word comes from the Greek word meaning to strike or stamp.—*Good Cheer.*

TOO MUCH HELP.

It is important to develop a disposition in our pupils to depend upon themselves as much as possible and to exercise their own judgment in the performance of their school work. Too often the pupils depend on the teacher to whom they appeal for the least difficulty. On the other hand the teacher too frequently yields to their request and solves the difficulties. In many districts the teacher is held to be competent or not in proportion to her ability to solve on the spot all the problems and difficulties that may

arise in the school work, and it is in self-defence, that the teacher often prevents such unpleasant gossip by doing the difficult work for her pupils.

This course may be easiest, but it is not best, for it will never develop sturdy, reliable pupils, such assistance should only be given as will help the pupils to understand the principles involved in their school work, then as much as possible they should be left to themselves in the application of the principles involved.

THE MIRACLE OF SUNBURN.

Has it ever struck you that sunburn is a miracle? Probably not. When you go down to the seashore, and bask in the summer sun, the light attacks you fiercely, first reddening your skin, then swelling, blistering, and scorching it. If you kept in the sun long enough and the miracle did not occur, the sunlight would kill you, burning off your skin first and then fiercely attacking the raw flesh.

But the miracle does occur. The skin changes from its pale color to a tan, and upon this tan the sun has no effect. The sun may beat on a tan-colored skin for days, for weeks, for months, but the skin will remain always sound.

And so nature works her miracle. The white skin is suffering, and nature, aware somehow that a tan skin is sunproof, changes the white to tan.

To prove this miracle—to prove that it is not the hardening of the skin, but the change in its color which protects it from sunburn—is an easy matter

Let a pale person, unused to the sun, stain one side of his face yellow, and, leaving the other side untouched, go out in the bright summer sun for a couple of hours. The one side of his face is no tougher, no more hardened than the other, yet the unstained side will be inflamed, blistered, while the tan-colored one will be quite cool and unhurt.

Sunburn is a miracle, a protection to mankind, so inexplicable and as wonderful as the miracle of how the arctic animals change in the winter from dark coats to snow-white ones.

THE HORSE-POWER OF A PORPOISE;

We have received a letter from E. Edwards in which he calls attention to the power exerted by the porpoise. It is well known that a porpoise will maintain a high rate of speed through the water for long periods of time. Our correspondent calculates that fifteen horse-power is exerted by the animal when it is moving at twenty miles an hour, and he asks how such a power could be acquired. He suggests that the explanation may lie in the reduction of the skin friction by a system of glands which continually exude oil, and that therefore such a calculated power is not developed; and he asks whether a mechanical imitation of nature's process might not be possible for the hulls of ships.—*London Times*.

A PATHETIC STORY.

A Philadelphia kindergartner tells a tragic story of the suffering of a little girl, whose physical defects no one suspected until they were discovered in the course of a physical examination of the pupils. The child, who had always been stupid, intractable and morose, was found to be quite deaf and very near-sighted. Her mother told the teacher with tears in her eyes that she had always thought Lizzie inattentive, disobedient and untruthful, and that she had often punished her for these supposed faults. The child has now been fitted with glasses, and is one of the happiest, sunniest little girls that could be found anywhere. She says, without any idea of the pathos of the thing, "My mother never hits me now."—*Tribune*.

Small kindnesses, small courtesies, small considerations, habitually practised in our social intercourse, give a greater charm to the character than the display of great talent and accomplishments.—*Kelty*.

Bread is good, knowledge is better, but best of all is peace, and the place of quietness has ever been, and ever will be a garden.—*Ian Maclaren*.

LET IT NOT BE SO.

Because we love our dear ones is not a good reason for wounding them freely. Yet we actually seem to make it so in much of our daily life. Some one has said keenly, "Any one can be courteous to a stranger." It is easy to be careful for the feelings of those about whom we care little. Should we not do as much for those who are dearest to us? There is no greater cruelty than to count upon our love's "tiding over" the effect of impatience, discourtesy, harsh criticism, and all the unloving, stinging darts that most of us reserve for home use. There is no better way of loving and proving our love than by using at home all the courtesies, attentions, cheeriness, sunshine and "better side" of our natures that most of us reserve for company use. For love that takes these things for granted is either counterfeit or perilously near death.—*Sunday School Times.*

NOW IS THE TIME.

At the beginning of each school year is the proper time to consider improvements in our school surroundings. It is the teacher's duty to inspect the school premises daily, and to report deficiencies to the school board and urge the needed reforms. In many schools these responsibilities are never thought of and the outhouses are often much in need of attention. In order to give interest and arouse to action we publish the following suggestions and information for the use of our readers:—

MEDICAL INSPECTION OF SCHOOLS AND EXAMINATION
OF CHILDREN.

Having regard to the most essential steps for the prevention of tuberculosis your committee begs leave to report:—

1. That the proper sanitation of schools and the protection of the health of children are among the matters of foremost importance worthy the urgent attention of the various educational departments of the Dominion.

2. That only members of the medical profession have the

preparation and the experience adequate to fully judge and accurately appreciate the sanitary conditions of schools, and that reliable observations as to the influence of the school and its exercises on the health of the young can be made only by school physicians.

3. That the inspection of schools is a state duty, and that the medical inspection of schools is a legitimate and all-important part of school inspection, and that therefore it is a grave responsibility of the education departments of Canada to take measures to protect the health of pupils in schools.

4. That it is specially advisable, among other things,

a. That school physicians be appointed to supervise the sanitary conditions of school buildings and their appointments, examine into the health of teachers and pupils, and advise them as to all necessary hygienic measures.

b. That steps be taken to remove present unsanitary conditions from all schools in which they exist.

c. That rules and instructions be issued as guides to teachers and pupils aiming at the avoidance of practices and habits contributory to the spread of disease or the deterioration of physical vigor.

d. That, in order to prepare teachers to effectively cooperate with the school physician, they should be thoroughly instructed in the training schools in the principles of hygiene, physical development, and a knowledge of the dangers that commonly threaten the vigorous development of the young.

e. That, as the *avoidance of alcoholic beverages* is a strong factor in the prevention of tuberculosis, the attention of pupils should be systematically called to this fact.

f. That a special medical examination of pupils be made on their first entry into school, noting age, height, weight, constitution, state of nutrition, etc., and any significant physical or mental conditions; that it is desirable that the mother should be present at the first medical examination to give information as to previous illness or predisposition, and to receive suggestions as to the care of the pupil at home; that reports be made at reasonable intervals and copies sent to parents.

R. H. COWLEY,

Chairman of Com.

Teachers throughout the Dominion of Canada are earnestly requested to bring the subject of this page before their own County Associations for discussion, and, where judged expedient, to make representations regarding it to the educational authorities of the province in which they reside.

Printed by the order of the Canadian Association for the Prevention of Consumption and Other Forms of Tuberculosis, for gratuitous distribution.

OTTAWA, ONT.

REV. DR. MOORE,
Secretary.

ORIGIN OF THE WORD SALARY.

Many years ago salt was so hard to obtain, but so much desired, that Roman soldiers were paid part of their wages in salt. Now the Latin word for salt is sal, and from that came the word salarium, meaning salt money. Finally the soldiers were paid in money, but the term salarium was still used to designate these wages. From this old Latin word comes our English word "salary." That is why it is said of a worthless fellow that "he is not worth his salt." -- *Youth's Instructor*.

REPORT OF INSPECTOR W. M. THOMPSON FOR THE SCHOOL YEAR OF 1095-06.

Sir,

I have the honour to submit my annual report for the year ending 30th June, 1906.

My district of inspection remains the same from year to year and comprises the Protestant elementary schools of the county of Stanstead and the western portion of the county of Compton, extending from Lake Memphramagog on the west to the township of Auckland on the east, and from the county of Sherbrooke to the United States line.

This territory includes twenty-four municipalities in which are to be found Protestant schools. Twenty-three of these are controlled by Protestant commissioners or trustees, and one, viz : the municipality of Auckland, by a Catholic board of school commissioners.

Seven of these municipalities do not contain elementary schools separate from the academies and model schools; these are Beebe Plain, Compton Centre, Cookshire, Sawyer-ville, Magog, Waterville, North Hatley and Rock Island.

Several years ago an agreement was made between the school commissioners of Rock Island and the trustees of Standstead Wesleyan College, by which the children of that municipality are educated in the elementary department of the Holmes Model School. This plan has worked admirably, and I would recommend that a similar arrangement be made with the elementary school in Stanstead Plain. Only eighteen pupils attended this school during the year.

One hundred and eighteen schools were in operation, one hundred and nine under the control of commissioners and nine under the control of trustees. An independent school with a fair attendance was also maintained during the winter months at Fitch Bay, in the municipality of Stanstead.

The total number of pupils attending was two thousand and forty-three, one thousand and fifty-two boys and nine hundred and ninety-one girls, being an increase of twenty from last year, while the number of schools has decreased by seven. These schools have been closed on account of the very small number of pupils who attended, and will not likely be re-opened. The children are now attending other schools situated at a convenient distance.

School will be resumed in what is known as the Old Church district, in the municipality of Hatley, after having been closed for a period of eight years through lack of pupils. A good school-house has been erected, and it is expected that a school will again be opened here in a short time.

A new school-house has also been built in East Clifton, while many have been extensively repaired, particularly in the municipalities of Eaton, Compton and Newport.

The municipalities receiving supplementary aid continue to improve. These grants are invariably expended according to directions and are very thankfully received by the different school boards.

Teachers' conferences were held at the usual places and were well attended. I extend thanks to Mr. John Parker, B.A., inspector of superior schools, for his valuable assistance at those conferences.

Each of the following teachers received a bonus of \$18.10 for successful work during the year that is closed : Miss Addie Todd, Eaton ; Bessie Hyndman, Stanstead ; Emma McDonald, Martinville ; Isabella Lyster, Johnville ; Persis

Parker, Hereford (diss.) ; Susan T. McVeay, Stanstead ; Misses Susie Leavitt, Hatley ; Gertrude Gage, Stanstead ; Sarah Thompson, Newport ; Myrtle Chadsay, Barnston ; Elizabeth Baily, Dixville ; Edith McDuffee, Stanstead Plain ; Florence Hopkins, Coaticook ; Carrie Trenholme, Stanstead ; Georgie Wheeler, Eaton.

There are many other teachers who have done excellent work, but only the first sixteen have been recommended to receive bonuses.

Of the one hundred and eighteen teachers employed in my district during the year, forty-two hold diplomas from a board of examiners, thirty from the McGill Normal School and forty-six have no diploma. Twenty-five of the latter number taught in the municipalities of Stanstead and Barnston. It will now be possible for those teachers to obtain diplomas, as nearly all have passed Grade II and some Grade III Academy.

There is a noticeable improvement in the matter of salaries paid to teachers, and since the recent agitation in favor of better schools for the rural districts I have no doubt that, with increased taxation, the salaries of good teachers will in the near future be very much improved. The municipalities which contain a number of schools and pay their teachers the best are Hatley, in the county of Stanstead, and Eaton, in the county of Compton. In the former place the average salary is \$21.75 per month and in the latter \$20.58 per month.

Only one teacher without a diploma was employed in Hatley last year, while in Eaton all the schools (15) were taught by legally qualified teachers and nine of them by normal school graduates.

The secretary-treasurers as a rule perform their duties faithfully and well, and their accounts (with one exception) have been regularly audited. Generally speaking the school boards do their work efficiently except in the matter of visiting schools.

It is also due to the teachers to say that a large majority of them attended to their duties faithfully and accomplished excellent results considering the difficulties with which they had to contend.

I trust that the above report along with the bulletins of inspection will give you a fair idea of the state of education in this district.

CONGRESS OF PROTESTANT SCHOOL INSPECTORS OF THE PROVINCE OF QUEBEC.

At a congress of Protestant School Inspectors of the Province of Quebec held in the High School, Montreal, on the tenth, eleventh and twelfth of October, 1907, with Dr. G. W. Parmelee, English Secretary of the Department of Public Instruction, presiding, the following Inspectors were present:—Lieut.-Col. Wm. Thompson, Rev. E. M. Taylor, M. A.; Mr. J. W. McOuat, B.A.; Major R. J. Hewton, M.A.; Mr. A. L. Gilman, Rev. J. M. Sutherland, M.A.; Mr. O. F. McCutcheon, Mr. J. Mabon, B.A.

The first session was called to order at nine fifteen on Thursday, the tenth, and after appointing Inspector R. J. Hewton as Secretary, adjourned till four o'clock the same afternoon so as to enable its members to attend the meetings of the Provincial Association of Protestant Teachers.

The first matter of importance taken into consideration was the recent Order in Council concerning the sum of money liberated by the transferral of the Normal School work to the Macdonald College at Ste Annes. Some difference of opinion as to the best means of expending this amount developed itself, but it was finally resolved that a form should be made out by the Educational Department and sent to each of the Inspectors, upon which they should recommend the objects upon which the money should be expended in each municipality.

It was decided to recommend that the authorized form of teachers' engagements, as published in the Code of Public Instruction, be changed so as to give the school board power of sending a teacher to any school under its control, as declared by the clauses of the law referring to that subject. At present the form as authorized makes the engagement for a particular school, and the boards are consequently unable to change teachers from one school to another, although convinced that such a change would be of advantage to the schools.

The report of the committee appointed at a former congress to arrange and publish an Inspector's Manual was received. The manual is now in the hands of all the Inspectors and will soon be placed in all the Protestant schools

of the Province. The committee, having been thanked for the manner in which it had carried out the wishes of the congress, was discharged. The resolution to that effect was moved by Inspector Hewton, and seconded by Inspector Gilman.

A discussion took place on fees for diplomas, permits, etc., but although all present were of the opinion that these should be discontinued, no action was taken on the question. The congress adjourned at 7.15 p.m., after agreeing to re-assemble at nine o'clock on Friday morning.

At the session on Friday, the question of books for distribution to the schools was discussed at length. The necessity of more reading in the schools was recognized by all; the majority of the Inspectors being in favour of stories suitable for school children.

They were also of the opinion that a sufficient number of these should be sent so as to be available for class use. The following were recommended as suitable:—"Robinson Crusoe," "Swiss Family Robinson," "Vicar of Wakefield," "Dickens"

The Chairman, Dr. Parmelee, informed the congress that Mr. Clarke was desirous of distributing among the schools a number of copies of a work called "Farm Weeds of Canada." It was decided that when it was known how many of these were available for distribution, a list of schools should be sent by the Inspectors, and that the books, before being sent, should be marked "For the use of the school only."

The Chairman requested the Inspectors to notify the Department as soon as they know of any change among the secretary-treasurers of school boards.

In reply to questions concerning the withholding of cheques to school boards which had not complied with the desires of the Inspectors in regard to improvements, it was learned that once issued cheques could not be held longer than the 30th of June.

The Inspectors were of the opinion that no registration fee should be charged at Normal Schools.

R. J. HEWTON,
Secretary.

TABLE

Showing Revenue and Expenditure of the Pension Fund for Officers of Primary Instruction for 1906-1907.

REVENUE.		\$	cts	\$	cts
Stoppage on grant to Public Schools 4%	.....	6,400	00		
do do Superior do 4%	.....	2,000	00		
Stoppages on salaries of Teachers 2%	.....	21,803	02		
do do of Prof. in Normal Schools 2%..	.....	598	95		
do do of School Inspectors 2%.....	.....	867	93		
Stoppages on pensions paid during the year 2%	.....	859	64		
Stoppages paid to Supt. by teachers 2%	.....	305	53		
From the old Pension Fund, according to art. 519					
School Law.....	.....	593	48		
Burnham Legacy.....	.....	40	00		
Principal Robin's transfer.....	.....	20	00		
Interest on capital, year ending 30th June, 1906.....	.....	9,458	72		
Annual grant by the Quebec Government ..	.....	5,000	00		
				<u>47,947</u>	<u>27</u>

EXPENDITURE.

For Pensions.....	.....	42,992	51		
Reimbursement of stoppages.....	.....	560	19		
Cost of management.....	.....	504	20		
Balance in hand.....	.....	3,890	37		
				<u>47,947</u>	<u>27</u>

BALANCES accumulated on Revenue, since 1899.

1899-00.....	.....	744	71		
1901-02.....	.....	245	23		
1902-03.....	.....	3,966	46		
1903-04.....	.....	1,939	02		
1904-05.....	.....	1,962	44		
1905-06.....	.....	3,002	62		
1906-07.....	.....	3,890	37		
Total.....	.....	\$15,750	85		
Deducting deficit of 1900-01.....	.....		69	53	
Balance.....	.....	\$15,681	32		

TABLE

Showing Capital of the Pension Fund for Officers of
Primary Instruction for 1906-07.

CAPITAL.

1906—July 1st. capital to date \$189,363 91

RECEIPTS OF 1906-07.

Stoppages on pensions added to
capital..... \$296 51

Other stoppage belonging to capital.. 70 00

Total..... \$366 51

Reimbursement out of Capital..... 5 60

Balance..... \$360 91

1907—July 1st Capital to date.. .. \$189,724 82

TABLE

Showing the number and ages of Pensioners of New Pension Fund and the amount of Pensions paid in 1906-1907.

PENSIONERS.	Number of pensioners.	Average age.	Total of pensions.	Average of pensions.
Division according to age of pensioners.			\$ cts.	\$ cts.
Male teachers 56 years and over.	84	68.9	15,552 64	185 15
Female teachers 56 years and over.	276	64.7	15,294 67	55 42
Male teachers under 56 years.....	12	50.5	1,898 19	158 18
Female teachers under 56 years....	214	47.9	7,344 61	34 32
Teachers' widows	16	65.9	2,902 40	181 40
Totals and total averages....	602	59.0	42,992 51	71 41
Pensioners deceased in 1906.....	9	67.3	1,237 71	137 52
Pensioners who resumed teaching in 1906.....	5	48.	571 35	114 27
Total and total averages	14	60.4	1,809 06	129 22
New applications in 1906 :				
New pensions granted.....	31	55.	3,149 89	101 61
Applications for deferred pensions.	3	44.	172 64	57 55
Applications for pension refused...	1	53.	33 52	33 52
Pensions refused and pensions struck off in previous years and again granted in 1906.....	2	45.	80 26	40 13
Totals and total averages....	37	53.5	3,436 31	92 87

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

Quebec, September 27th, 1907.

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. ; Prof. A. W. Kneeland, M.A., B.C.L. , Rev. A. T. Love, B.A. ; H. B. Ames, Esq., B.A., M.P. ; W. S. Maclaren, Esq. ; John C. Sutherland, Esq., B.A. ; Prof. James Robertson, LL.D., C.M.G. ; P. S. G. Mackenzie, Esq., K.C., M.P.P. ; Rev. E. I. Rexford, LL.D., D.C.L. ; S. P. Robins, Esq., LL.D., D.C.L. ; John Whyte, Esq. ; W. L. Shurtleff, Esq., K.C., LL.D. ; Hon. Justice J. C. McCorkill ; Rev. E. M. Taylor, M.A.

Apologies for absence were submitted for the Lord Bishop of Quebec, Principal Peterson, LL.D., C.M.G., the Hon. Sydney Fisher, M.P., G. J. Walker, Esq., and the Hon. J. K. Ward, M.C.L.

The minutes of the last meeting were read and confirmed.

The Secretary reported that since the last meeting of the Committee a vacancy had occurred in the membership of the Committee through the death of James Dunbar, Esq., K.C., D.C.L.

On motion of Mr. Justice McCorkill, seconded by the Rev. A. T. Love, it was unanimously resolved :

“ That the members of this Committee desire to record their sorrow for the death of their late colleague, James Dunbar, Esq., K.C., D.C.L., whose lofty character and various abilities commanded universal respect, and to convey to his bereaved family an expression of their sincere sympathy in this time of distress.”

The report of the sub-committee on the distribution of the superior education grants was submitted as follows :

Quebec, September 27th, 1907.

Your sub-committee on the distribution of grants reports that it met yesterday in the office of the Secretary.

Although the Inspector of Superior Schools was absent he had left a tentative list of distributions which had been made in accordance with the regulations of this Committee. The cases requiring special consideration this year are not numerous, but include the following schools :—

Brownsburg.—It is recommended that this school be not placed on the model school list this year, but that papers be sent next June in order to give the pupils another trial.

Dunham Village.—It is recommended that this school receive a grant of \$75, as a special model school this year, and be placed on the ordinary list of model schools until further action.

St. Hyacinthe.—Inasmuch as this school sent up only two pupils in grade one academy this year and none in the model grades, it is recommended that a special grant of \$50.00 be given this year and that the school be struck from the list of model schools.

Cowansville.—As this school came within a fraction of one per cent. of the marks entitling an academy to a bonus, and as the Inspector of Superior Schools reports that the Principal and his staff did good work last year, but were unable to make up in one year what had been lost previously, it is recommended that the Committee give a special sum in addition to the total which has been calculated according to the regulations.

Inverness.—It is recommended, on account of special circumstances, beyond control of the school board, which reduced the standing of Inverness, that an addition be made by the Committee to the grant to this school.

Verdun and South Durham.—Inasmuch as these two model schools fail to receive a bonus by only a fraction of one per cent, it is recommended that an addition be made by the Committee to the sums calculated as due to these two schools by the regulations.

Your sub-committee recommends that the distribution of the Superior Education Funds be made as set forth in the statements which are submitted herewith.

It will be seen that your sub-committee has reserved a half of the Marriage License Fees for distribution to the poor municipalities, and has used the other half for superior schools.

It is recommended that this division between the poor municipalities and the superior schools be approved by the Committee.

STATEMENT OF REVENUE, SEPTEMBER, 1907.

Share of Legislative Grant.	\$9,187 20	
Specific Share of Legislative Grant for Protestants.....	2,000 00	
Interest on Jesuits' Estate Settle- ment Fund.....	2,518 44	
Interest on Marriage License Fund.	1,400 00	
Marriage License Fees, net.....	9,234 75	
	<hr/>	\$24,340 39

FIXED CHARGES.

Teachers' Association.....	\$ 200 00	
A. A. Examiners.....	500 00	
On Inspector's Salary	700 00	
Assistant Examiners for June Ex- aminations.....	800 00	
Printing Examination Papers, etc.	500 00	
Reserved for Poor Municipalities by the Legislature.....	1,000 00	
	<hr/>	\$3,700.00

Available for distribution \$20,640 39

UNIVERSITIES.

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

ACADEMIES.

	Eq. Pc.	Gen. Pc.	Grant.	Bonus.	Eq. Grant.	Total.
Lachute.....	99	86.45	\$150.00	\$172.00	\$30.00	\$352.00
Sherbrooke... 100		86.23	150.00	172.00	30.00	352.00
Huntingdon.. 88.2		78.21	150.00	156.00	26.00	332.00
Danville..... 96.6		70.28	150.00	140.00	29.00	319.00
Lennoxville... 77.9		67.20	150.00	134.00	23.00	307.00
Valleyfield... 100		65.33	150.00	130.00	30.00	310.00
Knowlton 93.4		63.71	150.00	126.00	28.00	304.00
Lachine..... 80.8		63.63	150.00	126.00	24.00	300.00

	Eq. Pc.	Gen. Pc.	Grant.	Bonus.	Eq. Grant.	Total.
Waterloo.	85.5	63.52	\$150.00	\$126.00	\$25.00	\$301.00
Granby	90.9	62.73	150.00	124.00	27.00	301.00
St. Francis...	93.50	61.46	150.00	122.00	28.00	300.00
Ormstown....	80.3	60.82	150.00	120.00	24.00	294.00
Stanstead....	87.	56.24	150.00	112.00	26.00	288.00
Sutton	86.5	55.90	150.00	110.00	25.00	285.00
Shawville....	75.3	55.28	150.00	110.00	22.00	282.00
Coaticook....	93.8	55.24	150.00	110.00	28.00	288.00
Cookshire....	71.2	54.66	150.00	108.00	21.00	279.00
Bedford	77.4	54.59	150.00	108.00	23.00	281.00
St. Lambert..	78.2	54.44	150.00	108.00	23.00	281.00
North Hatley.	74.2	53.23	150.00	106.00	22.00	278.00
Buckingham..	81.3	50.22	150.00	100.00	24.00	274.00
Cowansville...	64.6	49.57	150.00	.....	20.00	170.00
Inverness	64.6	42.38	150.00	.....	19.00	169.00
			<u>\$3,450.00</u>	<u>\$2,620.00</u>	<u>\$577.00</u>	<u>\$6,647.00</u>

On account of special circumstances the sum of \$75.00 is added by resolution of the Committee to the grant allocated above to

Cowansville	\$75 00	
Inverness	75 00	
	<u> </u>	\$150 00

SPECIAL ACADEMY.

Dunham Ladies' College	\$225 00
	<u> </u>
	<u>\$7,022 00</u>

MODEL SCHOOLS.

	Eq. Pc.	Gen. Pc.	Grant.	Bonus.	Eq. Grant.	Total.
Longueuil....	69.4	85.47	\$50.00	\$102.00	\$10.00	\$162.00
Hull	96.7	84.79	50.00	101.00	14.00	165.00
Sawyerville...	74.	83.05	50.00	99.00	10.00	159.00
Clarenceville..	72.6	81.72	50.00	97.00	10.00	157.00
Aberdeen	87.5	79.98	50.00	94.00	13.00	157.00
Aylmer.....	86.5	79.55	50.00	94.00	13.00	157.00
Strathcona....	77.9	79.13	50.00	94.00	11.00	155.00
Leeds.....	67.2	76.22	50.00	91.00	10.00	151.00
Hatley.....	77.4	75.24	50.00	90.00	11.00	151.00
Como.....	67.	73.37	50.00	87.00	10.00	147.00
St. Johns.....	81.2	72.50	50.00	86.00	12.00	148.00
Waterville....	83.1	72.11	50.00	86.00	12.00	148.00
Beebe Plain..	59.7	72.11	50.00	86.00	9.00	145.00

	Eq. Pc.	Gen. Pc.	Grant.	Bonus.	Eq. Grant	Total.
East Angus..	60.5	70.18	\$ 50.00	\$ 84.00	\$ 9.00	\$ 143.00
Masonville....	78.	69.70	50.00	82.00	11.00	143.00
Bishop's Crossing...	69.	67.97	50.00	80.00	10.00	140.00
Bury.....	58.4	66.64	50.00	79.00	9.00	138.00
Windsor Mills.	74.3	65.73	50.00	78.00	10.00	138.00
Rawdon.....	69.8	64.23	50.00	76.00	10.00	136.00
Compton.....	84.	64.13	50.00	76.00	12.00	138.00
Lake Megantic	75.	63.41	50.00	75.00	11.00	136.00
Hemmingford.	65.2	63.31	50.00	75.00	10.00	135.00
Frelighsburg..	71.	61.85	50.00	73.00	10.00	133.00
Magog.....	73.8	61.69	50.00	73.00	10.00	133.00
Lacolle.....	58.	60.14	50.00	72.00	9.00	131.00
St. Andrews..	68.1	60.05	50.00	72.00	10.00	132.00
Marbleton....	60.7	59.81	50.00	70.00	9.00	129.00
Stambridge E.	76.4	57.79	50.00	68.00	11.00	129.00
Scotstown....	64.2	56.59	50.00	67.00	9.00	126.00
Kinnear's Mills	60.2	56.05	50.00	67.00	9.00	126.00
Gould.....	67.5	55.67	50.00	66.00	10.00	126.00
Three Rivers.	94.5	55.34	50.00	66.00	14.00	130.00
Quyón ..	77.2	54.08	50.00	64.00	11.00	125.00
Maple Grove..	53.8	54.05	50.00	64.00	8.00	122.00
Farnham.....	69.7	50.63	50.00	60.00	10.00	120.00
Verdun ..	67.8	49.26	50.00		10.00	60.00
South Durham	65.7	49.20	50.00		10.00	60.00
Kingsey.....	77.	48.50	50.00		11.00	61.00
Ulverton.....	68.5	47.55	50.00		10.00	60.00
Barnston.....	70.5	38.91	50.00		10.00	60.00
			\$2,000.00	\$2,794.00	\$418.00	\$5,212.00

On account of special circumstances the sum of \$40.00 is added by resolution of the Committee to the grant allocated above to

Verdun.....	\$40 00	
South Durham.....	40 00	
		\$ 80.00

SPECIAL MODEL SCHOOLS.

Cox (Paspebiac).....	\$150 00	
Gaspé	125 00	
New Richmond.....	100 00	
Dunham.....	75 00	
St. Hyacinthe... ..	50 00	
		\$ 500 00
Total.....		\$5,792 00

SUMMARY.

Reserved for Poor Municipalities from Marriage License Fees.....		\$4,617 39
UNIVERSITIES.....		\$3,200 00
ACADEMIES.		
Grants.....	\$3,450 00	
Special Grants.....	150 00	
Bonuses.....	2,620 00	
Equipment Grants.....	577 00	
Grant to Special Academy....	225 00	
		<hr/> \$7,022 00
MODEL SCHOOLS.		
Grants.....	\$2,000 00	
Special Grants.....	80 00	
Bonuses.....	2,794 00	
Equipment Grants.....	418 00	
Grants to Special M. Schools.	500 00	
		<hr/> \$5,792 00
	Total	<hr/> <hr/> \$20,631 39

Respectfully submitted,

(Signed) W. I. SHAW,
Convener of Sub-Committee.

G. L. MASTEN,
J. C. SUTHERLAND.

It was resolved that the report of the sub-committee be adopted after amendment, by which the sum of \$75.00 shall be added, on account of special circumstances, to the grants made to Cowansville and Inverness each, and \$40.00 similarly to Verdun and South Durham each, and that the report, as amended, be submitted to the Lieutenant-Governor in Council for approval according to law.

A letter was read from the Protestant Board of School Commissioners of Montreal, asking for a resolution renouncing the \$2,000 heretofore paid annually, as provided by 55-56. Vict., ch. 61, towards the cost of maintenance of

the model schools in connection with McGill Normal School.

It was resolved that, inasmuch as these model schools have ceased to exist owing to the closing of McGill Normal School, the Government be requested to have the act referred to above repealed.

A letter from the Normal Training Committee, recommending the continuance of bursaries formerly paid to pupils in attendance at McGill Normal School, was submitted.

It was agreed that such bursaries should be continued if possible, and that a sub-committee should be appointed to study the question and to report at the next meeting as to the sum that would be required annually to pay them, and as to the conditions upon which they should be granted.

Dr. Robins, Dr. Rexford and Dr. Robertson were then appointed as the sub-committee.

Application for authority to pay bursaries to teachers who have taught in the model schools in connection with McGill Normal School on the same terms as would have applied had they taught in commissioners' schools, was received from the Montreal Board of Examiners.

It was ordered that bursaries for teaching be paid from the funds for this purpose controlled by the Central Board of Examiners on the favourable signed report of the late Principal and Secretary of the McGill Normal School, to all persons who have taught in the McGill Normal School who would have received such bursaries had they similarly taught under the Protestant Board of School Commissioners of Montreal.

It was also ordered that the Secretary of the Committee be instructed to ask the Government to permit the payment, out of surplus Normal School funds, of a gratuity of one year's salary each to Miss Derick and Miss Chisholm, in compensation of their loss of positions consequent on the closing of the McGill Model Schools, and of \$300 to Miss Sloane and of \$60 to Miss Runnells, who from the same cause have had their salaries diminished for two years by the amounts mentioned.

On motion of Mr. Justice McCorkill and Mr. Love, it was resolved that this Committee records the opinion that all

the archives and documents of the McGill Normal School should be deposited with the authorities of the Macdonald College, and that the bursaries still to become due should be paid by the Macdonald College from the funds now in the hands of Dr. Robins, late Principal of McGill Normal School, should the said authorities be willing to undertake such payments.

The Secretary was instructed to convey this resolution to the McGill Normal School Committee, in order that it may take such action, with the approval of the Government, as may seem best in regard to these matters.

A letter from the Rev. G. G. Huxtable, asking that the subject of temperance and hygiene be made a subject of examination for promotion in the Protestant schools of the Province, was read, when it was moved by Prof. Kneeland, seconded by Rev. Mr. Love, "That in view of the importance of the teaching of the principles of hygiene in our schools, be it resolved (1) that the public school inspectors be instructed to make special inquiry concerning the manner in which such teaching is done in our elementary schools, and to report the result of their inquiries regularly; (2) that physiology and hygiene be made a subject of examination in grades I. and II. model, and (3) that a sub-committee be appointed to draw up a course based upon the authorized text-book, for grades I. and II. model."—Carried.

Prof. Kneeland was appointed to draw up such a course, in consultation with the Inspector of Superior Schools.

On motion of the Rev. Dr. Rexford, seconded by the Rev. A. T. Love, the Hon. W. A. Weir, K.C., M.P.P., was elected as associate member of the Protestant Committee in place of the late Dr. James Dunbar.

The application of Miss Iola Shufelt for a Model School Diploma was granted, as was the application of Miss Louise Armstrong, B.A., for an Academy Diploma.

The application of Mr. Herbert Huntley, B.A., was held over until after the first visit of the Inspector to the school in which he is now teaching.

The Secretary reported that the Government had decided by order in council, to distribute the sum of money released by the transfer of the Normal School to the Macdonald College, viz., \$16,866.67, to the Protestant elementary schools of the Province, at the rate of \$20.00 each, the conditions of payment being similar to those imposed in connection with the Poor Municipality Fund; the model schools being allowed payment for one elementary department and the academies for not more than two elementary departments; the payments being restricted to schools not situated in any city, and a supplement from the Protestant share of the \$100,000 permanent vote being added to bring the total amount up to \$20,000, more or less, the estimated sum required to make these payments.

After discussion it was moved by Dr. Robertson, seconded by Mr. W. Maclaren, and

Resolved,—"That the Government be petitioned to delay action on the report presented on "the Government's distribution of certain funds" until after a special committee has laid its representations before the Government in an interview to be sought for that purpose."

The following sub-committee was then appointed with instruction to seek an early interview with the Government:—Dr. Shaw, convener; Dr. Shurtleff, Messrs. Sutherland, Whyte and Maclaren, Justice McCorkill and Dr. Robertson.

The Secretary reported that Mr. James Mabon, B.A., had resigned his position as Inspector of the Protestant Schools of Ottawa and Pontiac Counties, and that a qualifying examination had been held in the month of August, which Messrs. M. A. Leet, B.A., and A. R. Lockhart, B.A., had passed satisfactorily, as shown by the report of the examiners.

It was resolved that certificates of the first-class be awarded to these two gentlemen and issued by the Secretary.

The Secretary was authorized to pay from the funds of the Committee the sum of \$500 annually for three years to Dr. S. P. Robins, ex-Principal of McGill Normal School, in accordance with the terms of an order in council passed to that effect.

He was also authorized (1) to prepare a draft revision of the regulations of the Committee and to submit it to a sub-committee, consisting of Drs. Shaw, Rexford and Robertson, for final revision before laying it before the Committee as a whole ;

(2). To dispose by gift to superior schools of certain pictures that belong to the Committee, on recommendation of Inspector Parker ;

(3) To hold, at the expense of the Committee, a meeting of the Protestant School Inspectors in the month of October ;

(4). To pay to Kingsey and Ulverton School Boards the sum of \$50.00 each to assist in the maintenance of their consolidated schools, and to pay \$100. towards the salary of a male teacher for the Magdalen Islands.

The report of the Inspector of Superior Schools and a report of the Examiners at the June examinations were submitted.

It was ordered that these reports be printed in the EDUCATIONAL RECORD in an abridged form,

The Secretary was instructed to inform Prof. D. R. Perreault that, inasmuch as stenography forms no part of our public school course, the Committee cannot consider his application for the authorization of his book.

The application of Mr. Porteous Arnold for recognition of his private school, in order to qualify him for exemption from taxes, was referred to the Superintendent of Public Instruction for action.

The Secretary submitted the correspondence on the application for financial assistance to the proposed model school in Phillipsburg that had been carried on since the May meeting of the Committee, but no action could be taken.

He reported that the Central Board had admitted nine candidates to the Elementary Class of the Normal Training Department of the Macdonald College, 56 to the Advanced Elementary Class, and 57 to the Model School Class. The applications for the Academy course had not yet been received.

Moved by Prof. Kneeland, seconded by Dr. Rexford, and resolved, that the list of text-books submitted at the May meeting be recommitted to the text-book sub-committee with instructions to make such verbal revision as may be found necessary, and that the sub-committee be instructed to report upon text-books in Canadian History, Botany and French, at the November meeting of this Committee.

A deputation from the Protestant Board of School Trustees of Maisonneuve appeared before the Committee at the morning session and asked for the intervention of the Committee in order to remove certain grievances under which they suffer.

A sub-committee, consisting of Mr. Justice McCorkill, Messrs. P. S. G. Mackenzie and H. B. Ames, and Doctors Rexford and Shurtleff, were asked to consider the questions, especially in their legal aspects, and to report at the close of the afternoon session. The following report was accordingly made and was adopted by the Committee:—

Report of Special Committee to advise in what manner the Protestant School Trustees of Maisonneuve may be assisted in their present difficulties, which consist of

(1). A threat by two principal Protestant taxpayers of Maisonneuve to withdraw their dissent unless a reduction in their school taxes be granted them.

(2). A special tax is necessary to raise the sum of \$8,000.00 to meet the indebtedness of the said trustees. According to the present law, no portion of the said sum can be levied upon incorporated companies except through the Roman Catholic School Commissioners, who, at the same time, would have to levy seven times such amount for themselves, although they do not require such sum, as that is the relative population of Maisonneuve. The school commissioners, therefore, refuse to levy a tax.

We recommend, to overcome the first difficulty, that the school law be so amended that a taxpayer must pay his tax into the school panel of the religious denomination to which he belongs—whether Protestant or Catholic—or that a taxpayer having once dissented, cannot withdraw his dissent unless he changes his religion; that the Maisonneuve Act be so amended that the right to commute

taxes shall be withdrawn from the Protestant Board of School Trustees.

To overcome the second difficulty, we recommend that the Government be requested to so amend the school law that either of two school boards in a municipality, when levying a special tax, may tax incorporated companies uniformly with other rate-payers under their control for an amount equal to what such board would be entitled to, if the said companies were paying an ordinary tax.

(Signed,)

J. C. McCORKILL,

For Special Committee.

A letter from the authorities of Bishop's University in regard to the University School Examinations was held over till the next meeting.

The following financial statement of the Secretary was submitted and accepted subject to the usual audit by the Chairman :—

FINANCIAL STATEMENT

OF THE PROTESTANT COMMITTEE FOR THE SIX MONTHS
ENDING JUNE 30TH, 1907.

RECEIPTS.

1907			
Jan.	1.	Balance on hand	\$5,160 63
		Unexpended balances	1,769 93
			<hr/>
			\$6,930 55

EXPENDITURE.

1907			
Jan.	2.	John Parker, salary for January	\$125 00
"	"	G. W. Parmelee, quarterly salary	100 00
"	14.	M. A. Montminy & Co., Photo. of Prot. Committee	239 00
Feb.	1.	John Parker, salary for February	125 00
"	11.	G. W. Parmelee, expenses to attend A.A. meeting in Montreal, &c...	22 50

Feb.	20.	Chronicle Printing Co., Minutes...	\$ 28 00
March	1.	John Parker, salary for March.	125 00
April	1.	" " " " April.....	125 00
"	"	G. W. Parmelee, quarterly salary..	100 00
"	11.	" " expenses to attend meeting of Training Committee in Montreal.....	24 35
"	23.	Renouf Pub. Co., 48 Primers of School Methods.....	29 00
"	"	G. W. Parmelee, expenses to Mont- real	35 00
May	1.	John Parker, salary for May.....	125 00
"	3.	Chronicle Printing Co	10 00
"	7.	Chas. McBurney, expenses to attend three meetings of sub-committee on French.....	13 25
June	1.	John Parker, salary for June.....	125 00
"	29.	" " to pay expenses of Examiners.....	900 00
		Balance on hand	4,679 46
			<hr/>
			\$6,930 56

SPECIAL ACCOUNT.

1907	Interest on Marriage License Fund..	\$1,400 00
	Interest on Jesuits' Settlement Fund	2,518 44
		<hr/>
		\$3,918 44

CONTRA.

1907	Transfer to Superintendent of Public Instruction	\$3,918 44
		<hr/>

The meeting then adjourned to Friday, the 29th November, 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 2nd August, 1907, to appoint Mr. Théodore Cantin school commissioner for the municipality of Saint Télesphore, in the county of Levis, to replace Mr. Joseph Roberge, whose term of office has expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 16th of August, 1907, to make the following appointments of school commissioners, to wit :

Gaspé, Sainte Adélaïde de Pabos.—Messrs. Abraham Leblanc and W. M. Kearny, the first to replace himself, and the second to replace Mr. Alphonse Soucy, their term of office having expired.

Jacques-Cartier, La Présentation de la Sainte-Vierge.—Messrs. Chs. A. Decary and Albert Deslauriers, to replace Messrs. Charles Decary and Placide Lalonde.

Shefford, Ely South—Mr. Adélarde Bastien, to replace Mr. Hornisdas Pepin, gone out of office.

Terrebonne, Saint Faustin.—Messrs. Pierre Bélanger and Joseph Boivin, to replace Messrs. Frédéric Sigouin and Pierre Bélanger.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of September, 1907, to make the following appointments, to wit :

School Commissioners.

Dorchester, Sainte Justine.—Mr. Joseph Morin, son of Charles, to replace Mr. Damase Lecours, whose term of office has expired.

Gaspé, Gaspé South.—Messrs. William Boyle and Ned Stanley, the former continued in office, and the latter to replace Mr. Robert Stanley, whose term of office has expired.

Levis, Saint Joseph.—Mr. Honoré Samson, to replace Mr. Odilon Guay, gone out of office.

Pontiac, Temistamingue—Mr. Louis Farley, continued in office.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 11th September (1907), to detach from the school municipality of the parish of Saint Joseph (des Cèdres, in the county of Soulanges,) the lots known on the official cadastre of the parish of Saint Joseph des Cèdres, in the county of Soulanges, as numbers 4 and following to 16 inclusively, the numbers 124 and following to 147 inclusively, the numbers 368 and following to 425 inclusively, the numbers 368 and following to 425 inclusively, and all the lots situated in the incorporated village of Soulanges, known on the official cadastre of this village, as numbers 1 and following to 226 inclusively, and to erect this territory into a distinct school municipality by the name of St Laurent des Cèdres.

This erection will take effect on the 1st of July next, 1908.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 11th of September, 1907, to make the following appointments, to wit :

Beauce, Saint Zacharie.—Mr. David Tanguay, to replace Mr. Philibert Tardif, resigned.

Gaspé, New Port.—Mr. Thomas W. Jessup, to replace Mr. J. B. Grenier, absent.

Saguenay, Magpie.—Messrs. Charles Poirier, Alfred Poirier, Calixte Dupuis, Philéas Poirier and Marcelin Huard, new school organization.

Terrebonne, Pincoirt.—Messrs. Aristide Gauthier, Georges Charron, Généreux Quévillon, Charles Marineau and Joseph Quévillon, new municipality.

Yamaska, Saint Pierre de Saint David.—Mr. Omer Potvin, to replace Mr. Joseph Cartier, gone out of office.

School Trustees:

Quebec, Banlieu—Mr. James Woods, to replace Mr. Alfred J. Jacques, whose term of office has expired.

Saguenay, N.-D. de Natashquan.—Messrs. William Landry and Alfred Vignault, junior, the former continued in office and the latter to replace Mr. Placide Landry, deceased.

Bonaventure, Cox (New Carlisle).—Mr. John Joseph, junior, to replace Mr. Pierre Duguay, gone out of office.

Shefford, Saint Alphonse.—Mr. James Thompson, continued in office, his term of office having expired.

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THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS AND OFFICIAL ANNOUNCEMENTS.

The Protestant Committee is responsible only for what appears in the Official Department.

JOHN PARKER, } **Editors.**
J. W. McOUAT, }
G. W. PARMELEE, Managing Editor.

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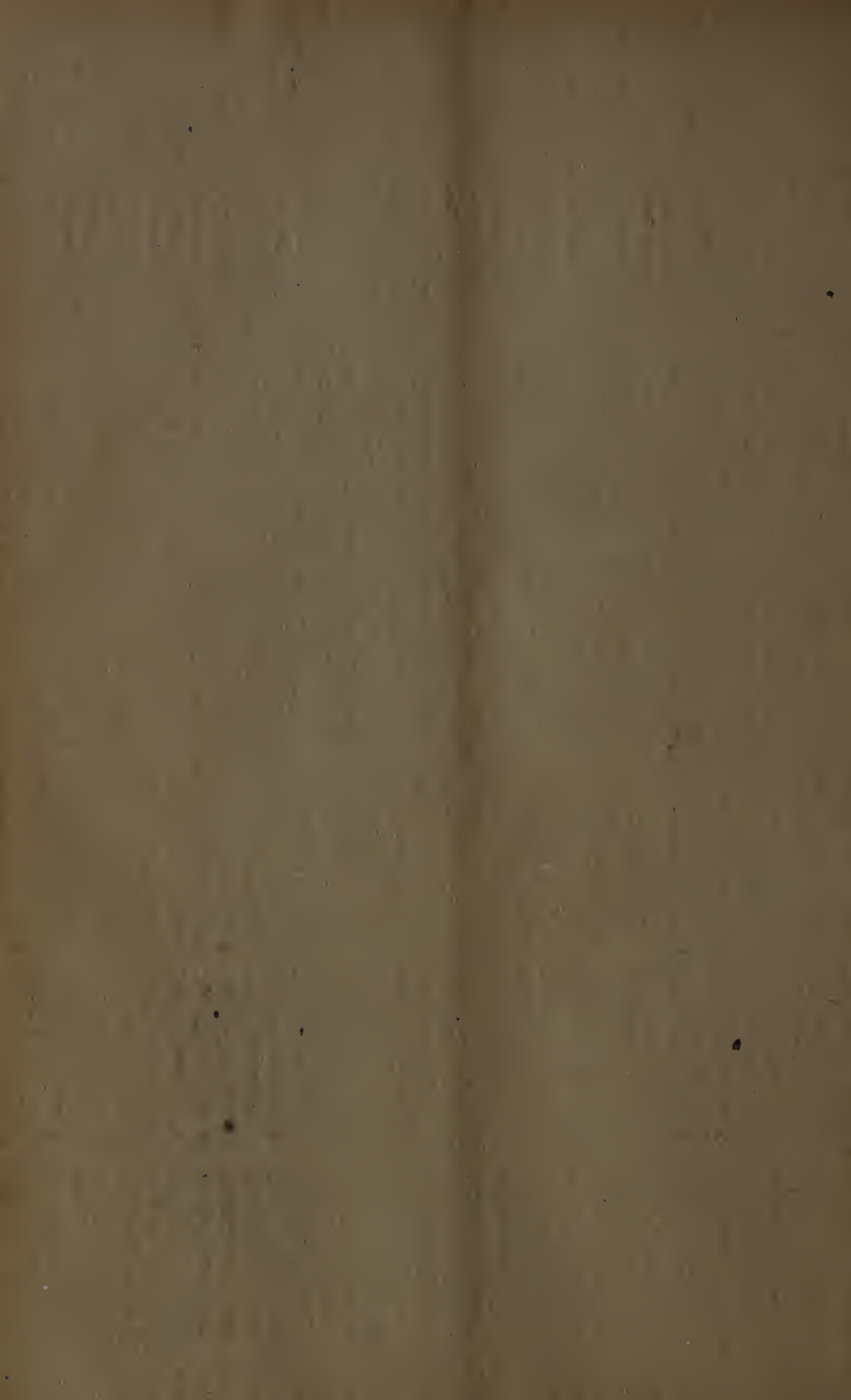
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THE
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No. 11.

NOVEMBER, 1907.

Vol. XXVII.

Articles : Original and Selected.

NOVEMBER.

The melancholy days are come, the saddest of the year,
Of wailing winds and naked woods, and meadows brown and
sear,
Heaped in the hollows of the grove the withered leaves lie
dead ;
They rustle to the eddying gust and to the rabbit's tread.
The robin and the wren are flown, and from the shrubs the
jay,
And from the wood-top calls the crow through all the gloomy
day.—*Bryant*.

THE SCHOOL LIBRARY.

The term "School Library," as here used, does not include the reference library, which forms a regular part of the machinery of actual school work. It is intended to refer only to the lending library, which may be regarded as one of those ex-routine adjuncts, existing in connexion with every highly organized school, by means of which the teaching may be vitalized and extended.

The purpose of a school library is two-fold : first, to provide the scholars with good, recreative literature ; second, to guide and foster their literary taste. To lay too

much stress on the recreative side is to weaken and dissipate the influence which the library ought to exercise ; to lay too much stress on the training side is to contract and deaden that influence by making the library an object of suspicion to the pupils and dissociating it from those pleasurable sensations on which it should rely for its stimulating power.

Too often, however, the failure of a school library to fulfil its purpose is not due to excessive care in either of these directions, but to a lack of care in any direction. A school library is established because general opinion declares such establishment a proper and orthodox proceeding. It is well stocked with English classics and some of the regulation story books for the young. Rules are drawn up, the library is declared open, and henceforward the teacher confines his efforts on its behalf to seeing that books are brought in regularly, and not lost or damaged. Let loose in this collection, with little knowledge of what is good in English literature, the pupil makes his choice according to the light that is in him. This generally leads him (and more especially "her") to open a book at random, see if it contains much "conversation," and, if so, carry it off rejoicing. A page of solid matter, unbroken by inverted commas, is sufficient to ensure rejection. Even this test has been known to fail, and the pupil to bring back the book thus chosen disgusted with its "stodginess," and disinclined for another attempt. It is a well-established fact that literary taste, except in rare instances, develops late, and that boys and girls have no instinctive leaning towards classics, but, in fact, exhibit a decided preference for literature of a low order. It must also be remembered that the reading of even such books as a novel by Scott or by Dickens entails on a child a considerable mental effort, and that the normal child has had enough of conscious intellectual strain in school, and comes to the library for recreation. This recreation is the business of those who undertake the management of the library to supply, not by providing frothy, worthless literature, but by studying the capacities of the pupils, and selecting the books accordingly, raising the standard of these, as the standard of literary appreciation rises. If there is, on the part of the scholars, a run on the least worthy section of the school library,

something is wrong with the management of the library. But it should be borne in mind that "least worthy" does not necessarily mean lightest. "Alice in Wonderland" is as good literature in its way as "Esmond," that is to say, the same qualities of mind which can revel in the latter may, in moments of pure relaxation, find themselves satisfied, delighted, and refreshed with the former:

A few main principles as to the use and conduct of a school library may be laid down. First, with regard to the choice of books.

The rule which guides the choice of literature studied in connexion with the English lessons—that nothing but the very best should be presented to the children's notice—may, in the case of the library, be somewhat relaxed. No bad literature—using "bad" in the sense of unreal, showy, sensational, or slipshod—should be admitted, but the works of Henty and Miss Fothergill may take their places beside those of Scott and George Eliot.

The capacities of the children should be carefully studied, and books chosen which they can understand and appreciate with only a slight, almost imperceptible, mental effort. Much may be gathered by the effect of the literature studied in school. If a class finds "Marmion" tedious and uninteresting, it is unlikely that Scott's novels, or tales of adventure like "The Last of the Mohicans," will attract them. If girls can be found who really delight in Chaucer's "Prologue," those girls will probably appreciate the delicate literary flavour of "Cranford," "Silas Marner," and "Margaret Ogilvie." A keen appreciation of lyrics like Shelley's "Skylark" argues an emotional nature which will find satisfaction in Charlotte Brontë's impassioned stories, the sharp sweetness of "Madcap Violet," and the strong emotional appeal of Carlyle's "Heroes and Hero Worship."

In choosing the books, the teacher should bring before his mind the various members of his class, and make the process almost an individual one. "Would John Smith like this book?" "Can I imagine Ethel Robinson gloating over that?"—these are the questions he should ask himself rather than "Does the library contain all the regulation English classics?" The mischievous, restless boy will probably delight in "Kidnapped" and "Catriona"; the

good-tempered, careful matter-of-fact girl will find in "The Daisy Chain" and "Wives and Daughters" that abundance of homely detail and domestic incident for which her soul craves. Only, if this method of selection is to be successful, the teacher must know not only the outer, but also the inner presentment of his scholars. The quiet, timid-looking, prim girl is sometimes discovered to exult in stories of the "blood and thunder" type, like "Treasure Island," while the sturdy, boisterous heroine of the hockey field loves to weep in secret over "The Heir of Redcliffe," "Heartsease," and similar pathetically sentimental tales. Some mistakes, due to these inherent peculiarities of child nature, the teacher is bound to fall into; but not the least interesting among the many interesting features of the school library are these unexpected revelations of character which it is often instrumental in making.

In suggesting the foregoing method of selecting books, it is not, of course, intended that the library should be used to foster to an excessive extent one special characteristic or taste in individual scholars; only that such special characteristic or taste should be made use of in leading the pupil on to see the beauty and attractiveness of literature, and in starting a process which will be continued on ever broader and broader lines.

As a general rule, books which are very long and complicated in structure should not be admitted to the school library. "Middlemarch" is unsuitable for this reason. A child is not easily capable of the sustained effort necessary for the carrying forward of such an accumulation of matter. The result is a blurred mental picture and a feeling of distaste and weariness—both things to be dreaded in literary training. Such a story as "Don Quixote," where a number of practically separate incidents are connected by slight, though sufficient, links, is an exception to the rule. Long, leisurely stories of this type are best read in childhood. When we grow older, and time is more precious to us, we are apt, even though we appreciate the rare literary qualities displayed to become a little impatient at the abundance of detail, unless the story presents itself to us in the character of an old, and therefore a privileged friend.

School stories are always acceptable to children; there-

fore, let there be a good supply of these, beginning with "Tom Brown's Schooldays," and going on to include "Hugh Rendal," "the Willoughby Captains," and "The Fifth Form at St Dominic's." The ideal girls' school story has yet to be written; but some fairly good specimens, such as "Rhoda" and the works of Evelyn Sharp, are to be obtained. "Rebecca of Sunnybrook Farm" may also be almost considered a school story, though of a very different type. Girls, however, will generally be found to have a keen appreciation of school tales intended primarily for their brothers.

Every library should contain the complete works of Tennyson, Longfellow, and Scott, with "Selections" from other poets, and some books of ballads, such as Macaulay's "Lays." Historical novels should be freely admitted, not only the "classics," but such works as "In the Golden Days," "The Dove in the Eagle's Nest," "The Lances of Lynwood," and "Mistress Beatrice Cope." Really interesting well-written biographies (unfortunately many biographies are neither) are always able to make their way. Sir George Trevelyan's "Life of Macaulay" and Mrs Gaskell's "Life of Charlotte Brontë," for instance, children find absolutely fascinating. Books of travel and adventure which are also literature—as selections from "The Conquest of Mexico," "The Conquest of Peru," "The Voyages of Marco Polo"—will find some enthusiastic admirers. Books of the essay type offer a wide choice—Carlyle's "Heroes and Hero Worship," Oliver Wendell Holmes's "Breakfast Table Series," Stevenson's "Virginibus Puerisque," Miss Mitford's "Our Village," Lamb's "Essays," and Washington Irving's "Sketchbook," are all admirable for the purpose. Avowedly humorous literature should be admitted with caution. It is probably best to trust to the humorous element in general literature.

The younger children should not be forgotten. It is possible now to provide an exceedingly attractive collection of books for quite-small readers, and it is never too early to try to create an instinctive preference for good literature. There should be fairy tales in abundance, and plenty of simple crimes, Robert Louis Stevenson's "Child's Garden of Verse" taking a foremost place among the latter. All Mrs. Molesworth's stories—"Carrots," "The

Cuckoo Clock," "Four Winds Farm," "Us," for example—are excellent. Some of Mrs. Ewing's tales are within the range of the small child, but, as a rule, "The Story of a Short Life" and "Jackanapes" are more highly appreciated by elder scholars. The same may be said of books about children, like "The Golden Age." On the other hand, very small children love "Water Babies," though they do not understand it fully, and "Robinson Crusoe" is a favourite with little boys as well as with their big brothers. It will sometimes be found useful to ask the elder girls and boys to write down a list of the books they liked best when they were children. The information thus gained is interesting in more ways than one.

The books having been carefully chosen, the next consideration is how best to guide the scholars in reading them. It requires an exceedingly skilful teacher, or perhaps it would be better to say a teacher who is willing to take infinite pains, to do this effectively. To attempt any formal system will destroy the free spirit which should be characteristic of the whole proceeding. Everything must be done by suggestion and influence, and the teacher must be untiringly on the watch for opportunities to bring these to bear upon his pupils.

Something may be accomplished by means of occasional references in class. For instance, if, in explaining the word "fetish," the story of Maggie Tulliver's wooden doll were told, the result would probably be a run on "The Mill on the Floss." A similar service might be done for "Villette" by a reference to Lucy Snow's experiences in the school of Madame Beck, to illustrate a lesson on the character of the Belgian people. German lessons give an opportunity of alluding to the curious constructions of the Count in "A Roman Singer." A class of elder girls might be attracted towards "Mona Maclean," by an allusion to the excitement which attends the reading of examination lists. Historical novels and books which, like "Judith Shakespeare," have a special literary interest, should be directly recommended for reading. Scenes from different stories, such as that describing the introduction of David Copperfield to the home of the Peggottys, might be given to be reproduced for composition exercises. If the teacher will only treat the characters in the books as real persons, the response of

the children will be marvellously quick and eager. In this way a kind of literary atmosphere will be created which will insensibly affect the view of every child.

It is usually desirable, for reasons connected with the discipline of the school and the training in self-government, that the actual management of the library—the giving out and taking in of the books—should be in the hands of the elder scholars. But the teacher should, whenever possible, manage to be present when this is going on, and encourage the scholars to talk to him about the books they have read or are thinking of reading. In this way, much judicious advice on the choice of books may be unostentatiously given.

It may be found useful to give, in the literature examination paper set at the end of the term, a question testing to some extent the use made of the library. For instance: Which book out of those you have read this term do you like best, and why? But I am a little doubtful as to whether even this is not dangerous. Children find a great difficulty in translating an impression into a statement, and are, moreover, very shy of writing down what they really *feel*. So, unless the teacher is very sure of his class, it is as well not to give them even this opportunity for the airing of unconsciously insincere platitudes. It is, however, interesting and useful both to pupils and teachers to take a vote at the end of the year on the favourite book in the library. The children find in this a kind of public expression of the interest of the authorities, which is gratifying and stimulating. Enthusiasm is evoked, discussion is encouraged. On the teacher's side the result of the vote does, to some extent, provide a measure of the influence of the library in the past, and a guide for the future.

—*Amy Barter, in the Journal of Education.*

IMPORTANCE OF ELEMENTARY WORK.

HENRY SABIN.

The school should be a democratic institution, in which all positions are equally honorable. The only possible reason why the high school teachers should be paid more than those in the grades is because they have as a rule

spent more time and money in preparing for their work. To teach algebra or rhetoric well is no more an evidence of skill or ability than to teach arithmetic or English grammar.

The work of supervising half a dozen primary rooms so as to get the very best results presents problems of a more serious nature than the principalship of a high school with the same number of teachers. And yet the supposition is very general among us teachers, that to be transferred from the primary room to the high school, or even to the grammar grade, is a promotion to be proud of; while to be sent from the upper to the lower grades is something to be endured with shame and confusion of face. Note that I make no reference to salaries paid, but simply to that false notion of honor which attaches itself to position.

And here is a fitting place to say that, in my opinion, in which I may be wrong, it is a pernicious idea that the man who teaches Greek to a dozen boys and girls is of more service to the community than the woman who has as her daily care the welfare of forty little children, just starting in the race of life.

She who has taught a child to read has done more for that child than any other teacher can do at any subsequent stage of his education. No thoughtful person will question this, although we are slow to admit that to stand at the foot of the ladder and keep it from slipping is of more importance than to climb to the topmost round and shout "Glory! hallelujah!"—*Journal of Education*.

MAKING PUPILS HELPLESS.

SUPT. POYSON SMITH.

Of all the defects in the schools; perhaps none is more glaring than its failure to inculcate in children the liking and power for work.

We have so long held before youth the idea that the achievement of education means escape from toil that now we are even trying to make the process itself a laborless one.

We are constantly trying to devise methods by the use of which children shall be merely the passive agents, ac-

cepting without reciprocity effort even what the teacher and the book can get into their heads. Where education once meant labor, exertion, and self-sacrifice, it now means, often, merely getting into a wagon, being comfortably tucked in, being hauled to school, being placed tenderly in an adjustable seat, being given a free text-book, free paper, and a free pencil, and being interested and entertained into keeping something through such educational vaudeville as the teacher may be able to carry on.

The process begins in the kindergarten and continues until graduation from the high school, so that the modern child counts that day lost which sees not some new game, amusement, or device, or athletic event, or dance, or fraternity gathering to keep alive his interest in his school and education.

Do you remember away back in your own school days the tough old problem, how you struggled with it in school; how you took it home with you and sat down after supper to study it; how you took it to bed with you and slept over it, and how you got up and went at it again in the morning—and then do you recall the glad flush of happiness you had when you gained the victory? And aren't you grateful to-day to the teacher who allowed you to have the joy of that triumph?

It appears to me that in the softness of our modern pedagogy there is the danger that we shall prop and shield and coddle our children until they lose the power to go alone.

The education that is worth while does not imply freedom from labor; it means ability and power for labor, and a purpose to labor as well; it does not mean dependence, it signifies independence and the educational process is faulty that does not leave the child at each succeeding stage able to work for himself, more his own master, more independent both of the teacher and of the class.

For this defect we must all share the responsibility. Parents cannot bear to see their children undergo the same trials and hardships through which they themselves passed, they are forgetful that through the ordeals of self-sacrifice, effort and overcoming are developed the hardy virtues of the race. Teachers, on the other hand, like to have a part in the educational process. We do not like to efface ourselves. We want to feel that we personally have something to do about it.

And so we interfere with our development lessons, with our tricks and devices, and with our explanations until there is danger that our pupils lose the power to initiate, the ability to attack and to conquer for themselves the problems and the difficulties which they encounter.

If our schools shall succeed in producing generations of independent, responsible men and women, able to think for themselves, act for themselves, support themselves, then must we be careful how we take from them in youth the influences which shall work to these ends.

— *Journal of Education.*

A CURE FOR TRUANCY.

J. P. HANEY.

Manual training is the best truant officer a school system can employ. All corrective institutions find that their most valuable agent to a boy's reform is some useful form of handicraft. There are countless agents which serve to draw the boy out of school. The manual arts are the best bonds to hold him in school.

HALF PAY FOR STUDY.

During the last school year Boston has established a system of leaves of absence on half pay for teachers who desire to study and travel. Any teacher who has completed seven years of service in the public schools of Boston may, on the recommendation of the superintendent, be granted leave of absence on half pay for a period not exceeding one year. During this year the teacher must make such reports as the superintendent may require. A teacher taking this leave of absence shall file with the secretary of the board an agreement in writing, binding the teacher to remain in the service of the board for three years after the expiration of such leave of absence, or, in case of resignation within said three years, to refund to the board such proportion of the amount paid him for the time included in the leave of absence as the unexpired portion of said three years may bear to the entire three years. The provisions of this agreement shall not apply to resignation

on account of ill health, with the consent of the board, nor to resignation at the request of the board. After twenty-one years of service in the public schools of this city, a similar leave of absence not exceeding one year on half pay may be granted for the purpose of rest. This regulation has been in operation since September 1, 1906, and many teachers have already taken advantage of its liberal provisions.—*Journal of Education*.

EDUCATING BOYS.

With men life is a contest, and fortunately most boys love a contest. Those who do not must drop to the rear in the struggle for existence. But we are told that we ought never to pit two individuals or sides against each other because unsocial feelings would be developed. Life adopts that method all the time, selecting the better of two surgeons, managers of factories, and inventions, and thereby progresses. A boy should understand that life will displace him—and ought to displace him—for his rival, if that rival can do things better. To cover up this truth with sentimentality as many teachers are now doing, will train the boy not to be ready to face the conditions of life.

It is true that contests are unsocial, but so long as evil exists, we must develop fighters. Who wants to be social with the devil? The trouble with America to-day is not that there are too many fighters, but that there are too few Folks and Jeromes and Roosevelts.

Last week, when the boys of my school were given the choice of hearing a tale of western adventure and achievement, which, by the way, contained an incident of a struggle for supremacy between a game cock and a bull dog they voted almost unanimously to have that story—bull dog, rooster and all—in preference to some of Longfellow's poetry. If they had voted differently, I should have thought that I ought to send for the doctor. Some people think that such a choice proves the total depravity of boys and sigh that they are not all girls and then go to work to try to make them girls just as fast as possible. Modern psychology has taught us that we ought to build on the instincts of the young, that we must start from the domi-

nant interests of boyhood to climb to the heights of courageous and altruistic manhood.

—*Supt. Reuben Post Halleck, in Iowa Normal Monthly.*

DEFECTIVE PUPILS.

Boston maintains seven special classes for mentally defective children. This year there has been appointed an official called the medical inspector of special classes, who gives attention to the examination of backward children for the purpose of determining whether they may be properly assigned to the special classes. The number of children in a special class is limited to fifteen. The course of study in these classes is very materially modified and includes a very large element of manual training.

—*Journal of Education.*

VISITING SCHOOLS.

The school law of the Province of Quebec requires School Commissioners and trustees to visit the schools under their control once a year at least. The Bulletins of inspection sent in by school inspectors (Protestant and Roman Catholic) show that this law is almost a dead letter, that, as a general rule, it is ignored. Some school boards do comply with the provisions of this law and visit their schools regularly and are always willing and ready to carry out any suggestions made by teacher or inspector, to improve the condition of the school.

It is not only the duty of commissioners and trustees to visit the schools, but it is the duty of every parent who has children attending a school to visit that school once or twice a year at least.

The conscientious teacher will extend a cordial invitation to parents to visit her school and will set apart at least one day in each term for a visitor's day. Special exercises will be prepared in addition to the ordinary school work for this occasion, and all the parents of the children attending schools should be present in order to encourage teacher and pupils and to help along the good work.

The average parent will, no doubt, exclaim "How can I help along this good work?" "I have never taught school,

and I know very little about the art and science of teaching." How can I help? In the first place, make up your mind to visit the school, no matter whether the teacher has a visitor's day or not. Visit the school, keep your eyes and ears open and make a mental inventory of all the defects which come before your view.

Notice the school yard; is it level and graded, or is it rough and uneven? Is it surrounded by a fence? Are there any flower beds, shade trees or anything to make it attractive to the eye? Probably you will observe that the play ground is too small, and that the pupils use the highway for a play ground. Each school should have at least one half acre of land for a play ground. A good play ground is an essential adjunct to any school. Is there a flag-pole in the school yard, from the top of which on visiting days and public holidays the flag of our country may be seen flying in the breeze?

Look into the woodshed or the basement and ascertain if there is a good supply of dry wood. Examine the outbuildings carefully to see if they are clean and in a good sanitary condition. You may be surprised at the results of your investigation along this line. The condition of the outbuildings belonging to many of our public schools is a standing menace to the health of the pupils, and not at all creditable to the school boards that control the schools.

When you enter the school room note the ventilation. You will observe a marked difference between the air in the school and the outer air from which you have just entered. Few schoolrooms can stand this test because the system of ventilation is imperfect. This matter of good ventilation is very important, especially when you consider the effect that breathing vitiated air five hours a day for five days each week will have upon the health of your children. It is impossible for a child to use his brain to good advantage in a poorly-ventilated room.

Examine the thermometer which hangs, or should hang on the wall, and see what it registers.

Note the size of the desks whether they are all the same size or graduated to suit the children. Are the little tots sitting in seats so high that their feet cannot reach the floor, or, are the seats so low that the larger pupils are sitting with bent backs and hunched up knees? Is the school

room furnished with modern desks or do the old, long, wooden benches and desks still exist ?

Note the size, height from the floor, and the composition of the blackboards. Is there sufficient blackboard space ? Are the blackboards placed so high on the wall that the smaller children have to stand on their tip-toes to do their sums and write their exercises ? Is the school supplied with hyloplate blackboards, wooden blackboards covered with slating paint, or is the old blackboard with its smooth, shining surface, upon which it is impossible to write, still in existence ? If so, it is time to convert it into kindling wood, and put a new and better board in its place.

Is the school provided with a globe, maps, a dictionary and other suitable apparatus for teaching purposes ? Are there any pictures on the walls and has the room a cheerful, home-like appearance ? What about the water supply for drinking purposes ? Is the school provided with a pail, a drinking cup, a basin, soap, towels, etc., etc.

Cast your eye over the floor of the school room. Is it clean ? Ascertain what provision has been made for keeping the school room clean ?

How many times a year are the floors washed ? How many times each week are they swept ? It is a difficult matter for the teacher to make lessons on neatness, tidiness and cleanliness effective when the surroundings offer such a vigorous protest to the contrary.

The teacher cannot remedy these defects ; you can. If you are a member of the school board bring these matters before your confreres and have the defects remedied.

If you are a ratepayer, or a parent, call on the school board and respectfully draw their attention to these things and ask that the necessary improvements be made. It may mean that an extra mill on the dollar will have to be levied, but if the parents insist that these reforms must be carried out the school board will put the necessary machinery into motion to carry out the wishes of the people.

After having taken note of the things for which the teacher is not responsible, you may give your attention for a short time to the inner workings of the school :—

(1) Are the pupils respectful and polite ? Do they pass to and from their seats in an orderly manner ? Do they stand erect while reading or reciting ? Do they speak

clearly and distinctly, or do they mumble and drawl their words? Is there any hesitancy in answering questions? Do they appear to have a good grasp of their work? Are the copy books clean and neat? Can you see any improvement in your boy's writing? Look at the first page and then at the last page written.

Are the pupils able to add, subtract, multiply and divide accurately and quickly?

You will observe many things on Visitor's Day if you will keep your eyes open, and you can render efficient help by using your influence with the members of the school board, and by having a quiet, friendly talk with the teacher. Invite her to take tea with you some evening. This will give you an opportunity to discuss matters pertaining to the welfare of your school and to formulate plans for its improvement. It is an easy matter to criticize and to find fault—anybody can do this—some people, in fact, are past masters in the art, but fault-finding and berating teachers and school boards will never bring about the much desired improvement in our schools. The way to improve our schools is for parent, trustee, and teacher to unite and work together for the good of the school, and when this is done untold benefits will accrue to the children in the municipality.

Think what these things mean to your boy, your girl, and do not rest until a remedy has been found for the defects in your school, whether it is known as an Elementary, Model School or an Academy.

CANDY; ITS MANUFACTURE, AND EFFECT ON CHILDREN.

I have just concluded a series of interviews taken during the summer and early fall with a dozen employés of candy manufactories. Three of these employés were known to me personally. Nine I sought out, and, after gaining their confidence, secured many of the facts presented herewith.

Four of the employés work in large and important candy factories, while eight are employed in small establishments, whose business is largely to take care of what their salesmen call the "sucker" trade.

While the salesmen mean by this the child trade that cares for candy which can be sucked a long time, the term is fully applicable, in another sense, to the parents of the children who permit them to purchase and eat the foul stuff usually found in drug stores, or the small book and candy stores adjacent to schools, or in the groceries.

The "sucker" candy trade is the most profitable in the United States. It is a penny and a nickel trade, but it is the trade of the swarming children of the nation. The parent buys palatable bonbons at holiday time, and that is generally the end, for the year, of his candy purchases. The child, unless disciplined at home to subordinate the sweet tooth and the gas-filled stomach to common sense, is a steady, daily purchaser.

On Halsted street, in Chicago, in a district swarming with ramshackle buildings and unwashed, unclothed foreigners, there is a candy factory that supplies drug store and grocery trade with products fascinating to the child's eye. It is but one of many in Chicago and New York.

I spent an evening in this particular factory, where 2,000 pounds of sweets are daily prepared. That is a ton a day, or 365 tons a year, for the factory never shuts down for Sunday or a holiday. The salesmen are Greeks, Italians, Russian Jews. The manufactory employés are uneducated and never-washed girls' and boys of the same nationality. The proprietor cannot speak the English language except when he wishes to. If he thinks you are a possible wholesale purchaser, his English is excellent. Otherwise, hurl Yiddish at him.

The manufactory is located on the second floor of an "old clothes" establishment. On the first floor are heaps and heaps of cast-off clothing gathered from alleys, garbage boxes, sick-rooms, hospitals, every place of refuse. These clothes naturally steam in this den, as the place is almost airless.

On the second floor are big coal stoves, countless boiling pots and molds. The heat is terrific. The floor has never been scrubbed, and is sticky. The child workers slip on it and swear in a strange jargon. On the window panes are smoke, dust, cobwebs. Curtains are not needed—the dirt is sufficient.

“ How often do you clean the pots and pans ?” I asked a girl.

She broke into uproarious laughter.

“ Clean? Why ?” she exclaimed.

These offensive details are not presented to mothers for the sake of a mere pen picture of a condition.

The ton of candy daily manufactured in this room is regularly sold to small dealers in the country, through middlemen. It is made cheap, it is sold cheap ; it reaches the child buyer in the suburbs of large cities and in the stores of small towns—a nasty, adulterated, health-destroying mass.

This manufacturer produces caramels, licorice whips and twists, imitation bananas and grapes, imitation candy animals, solid chocolates, lettered candy mottoes, stick candy in one, two, three and five colors.

In producing a ton of candy, he uses less than a hundred pounds of sugar and less than twenty-five gallons of cream or milk. So he must introduce other ingredients. I saw them in boxes, barrels and vats in his place. I will take one of his licorice whips which, through shape and shininess catches a child's eye, as an example. I had one of the sticks analyzed by Frank W. Black, the chemist.

It weighed half an ounce. Three sold for a penny. It cost one mill to manufacture it, or one-tenth of a cent.

Calling its component parts ten, it contained :

Sugar, one-half of one part.

Hydrant-water, one-half of one part,

Residue of petroleum, three parts.

Lampblack, one part.

Shoe gum, three parts.

Bone ash, one part.

Chemical fruit juice, one part.

Instead of the chemical terms, I have used common English equivalents, that every mother may understand what the ingredients are.

This, then, is the mess on which the child pulls and chews, and which its digestive organs must either eliminate or absorb.

A large number of empty sugar barrels were collected in a backyard. A boy was breaking them up. The inner side of their staves was coated with sugar. The broken staves were thrown into a big pot and boiled. The liquid

sugar which came out of them was mixed with wood oil or sap. However, for the manufacturer it was a cheaper way of getting his sweetening than buying good sugar on the open market, and he was willing to take his chances on the wood oil injuring any consumer.

There had been a fire on South State street. A considerable stock of candy had been damaged by heat, smoke, water, and by having falling plaster mixed with it. The manufacturer had purchased this stock for ten cents on the dollar, and was jubilant over his bargain. He ordered the ruined stuff dumped into the boiling pots immediately. There it went to reappear as new candy.

With great pride I was shown the manufactory's rack of chemicals. A young Jewish boy who had studied chemistry in a night school was in charge of it. The chemicals in his charge took the place of natural fruit juices, of pure sugar, even of cream.

A revolving tin tube into which long sticks of candy were slipping was stenciled so that it had one, two, three or five openings through which the white surface of the candy could be seen. A girl sat in front of this tube. She applied a brush dipped in various chemical coloring solutions to the stenciled parts. The candy came out chemically colored. I was told by one of my informants that this coloring work could all be done by machinery now.

An imitation fruit candy which I had tested contained enough chemical matter, if in the pure state, to kill any human being within thirty seconds. The amount of natural sweetness in the article was less than one-thirtieth of one per cent.

The many candy manufactory employes with whom I talked summed up the situation to me in this statement:

“No candy can be cheap in cost to the purchaser and be manufactured purely. All pure candy is expensive. Pure candy cannot be retailed for pennies at a profit. Impure candy can be manufactured and sold at wholesale for ten cents a pound, and a profit of more than one hundred per cent. be made upon it. Nearly all high-grade pure candies cost at least twenty cents a pound to manufacture, pack and get upon the market. There are five tons of impure candy manufactured every day to one ton of pure. The most profitable trade in the impure and cheap candies is with children.”

The physiological effects of impure candy, or even an excess of pure candy, upon the child, Mr. Black has summed up for me in this statement :

Loss of appetite, chronic gastritis, permanent disorders of the kidneys and liver, introduction into the system or blood of permanent poisonous chemicals, causing rheumatism, spinal affection, destruction of the teeth, weakening of the eyesight, impairment of the efficiency of the lungs.

Human systems require different degrees of sugar foods. Where sweets poison one system, they may sustain another. However, for a general average, science has conceded that except for such sweets as enter the system through regularly taken food, a majority of the human race can live comfortably without sugar.

It is decreed that candy should not be eaten between meals or just before eating ; that it is best to have it as a dessert ; that the child allowed to purchase it indiscriminately at the stands is making itself a prey to diseases which will certainly manifest themselves in the years of maturity.

—*The Mother's Magazine.*

KEEP SWEET.

How wonderful would be the influence if every teacher in the country were a rainbow maker, a dispenser of happiness, giving forth smiles and good cheer. The teacher who is not happy in her school is sure to make her pupils unhappy. On the other hand the teacher who is happy, who smiles, who keeps sweet, will have no trouble in enlisting the co-operation of her pupils. You may forget your arithmetic lesson or how to solve the hard problem in algebra and be excusable, but there is no excuse when you forget your smile.

TO HELP THE TIMID CHILD.

It is such an easy matter to let the bright pupils do the reciting, and so hard to hold their attention while some timid, hesitating child stumbles along in a recitation, that I have adopted the plan of often sending the brighter ones to the board for written work while the duller ones get a

much needed chance for oral recitation. This has much improved the oral expression of some of the more timid ones who never like to say anything if they can help it, and is less of a tax on the patience of the teacher.

A BOY'S TROUBLES.

Aunt Libby patted me on the head the other day, and said, "George, my boy, this is the happiest part of your life." I guess Aunt Libby don't know much. I guess she never worked a week to make a kite, and the first time she went to fly it got the tail hitched to a tall tree, whose owner would not let her climb up to get it. I guess she never broke one of the runners of her sled some Saturday afternoon when it was prime coasting. I guess she never had to give up her humming top to quiet the baby, and had the paint all sucked off. I guess she never saved her pennies a whole winter to buy a trumpet, and then was told she must not blow it, because it would make a noise. No; Aunt Libby don't know much. How should she? *She never was a boy.*

TEACHING MANNERS.

Politeness is learned best by imitation.

A cheery good morning seldom fails to bring a response. Even when a child is late, I say "Good morning." As each child leaves, I say "Good night." I speak each one's name. In a short time many stop to say "Good night." Best of all, many stop to say "Good morning" to each other.

Politeness is mostly habit, and cautious drill is good. Lessons which cause politeness to be ridiculed do harm.

MIRTH AND MEDICINE.

I know of nothing equal to a cheerful and even mirthful conversation for restoring the tone of mind and body, when both have been overdone. Some great and good men, on whom very heavy cares and toils have been laid, manifest a constitutional tendency to relax into mirth when their work is over.

Narrow minds denounce the incongruity ; large hearts own God's goodness in the fact, and rejoice in the wise provision made for prolonging useful lives. Mirth, after exhaustive toil, is one of nature's instinctive efforts to heal the part which has been racked or bruised.

You cannot too sternly reprobate a frivolous life ; but if the life be earnest for God or man, with here and there a layer of mirthfulness protruding, a soft bedding to receive heavy cares, which otherwise would crush the spirit, to snarl against the sports of mirth may be the easy and useless occupation of a small man, who cannot take in at one view the whole circumference of a large one. — *Arnot*.

UNCONSCIOUS INFLUENCE.

Mark Guy Pearse says that many years ago he sat with Spurgeon on the platform at Spurgeon's Tabernacle, and in an interval during the meeting he whispered to Mr. Spurgeon :

“ When I was a young fellow in London I used to sit right over there and hear you preach, and you will never know how much good you did me.”

“ I cannot forget,” says Mr. Pearse, “ the bright light which came into his face as he turned to me and said, ‘ You did ? ’ ”

“ Yes,” replied Pearse ; “ and I am so glad to have the chance of telling you of it. You used to wind me up like an eight-day clock ; I was bound to go right for a week after hearing you.”

He put out his hand and took that of Mr. Pearse, and the tears brimmed to his eyes as he said, “ God bless you ! I never knew that.” — *Ex.*

HOW HABITS ARE FORMED.

A habit is formed in the same way that paths or roads are. You often see people “ cutting across lots.” Where they do this a narrow strip of grass, about a foot or fourteen inches wide, will be trodden hard, and that is a path. The more you do it, the easier it will become, just as a path grows wider and plainer the more it is traveled. It is hard to keep people from going across lots after a path is

once made; and so it is hard to stop doing what we have fallen into the habit of doing.

Bad habits are like the ruts made by carriage wheels in country roads—they hold people fast. I once read of an old man who had crooked fingers. When a boy his hands were as limber as yours He could open them easily. But for fifty years he drove a stage, and his fingers got so in the habit of shutting down on the lines that they finally stayed shut. The old man's hands can never open.

So it is with habits. Once formed it is almost impossible to change them. So you see how important it is to form right habits.

SUMMARY OF THE REPORT OF THE ASSISTANT EXAMINERS OF THE JUNE EXAMINATIONS, 1907.

ENGLISH COMPOSITION.

With few exceptions pupils throughout the entire grade (I. Academy) continue to show lack of sufficient training in Composition. More attention should be given to this important subject by the teachers in our public schools.

DICTATION AND SPELLING.

A marked improvement in spelling is noticeable throughout all the schools. Pupils in all grades took high marks. More attention, however, should be paid to punctuation

ENGLISH GRAMMAR.

Grade I. Academy. From answers given it would appear that the subject matter of the questions was not too difficult, but that, in many cases, pupils failed to comprehend the meaning of the wording of the questions. This failure is perhaps due to the modern tendency in education. The teacher explains too much; nothing is left for the pupil to think out for himself, so he gets no training.

III. Model. The questions were suitable and within the scope assigned. The majority of schools showed a decided weakness in analysis.

II. Model. The majority of pupils in this grade made over 60 p.c. The syntax on the whole was correctly answered, but more attention should be given to parsing.

ENGLISH.

In this subject, the papers were satisfactory. There were comparatively few failures in this subject, which seems to be a favorite with the pupils in all grades.

ARITHMETIC.

Grade I. Academy. The first three questions were generally well understood and the majority of pupils solved them correctly. Questions 4 and 5 were found to be more difficult. Question 6 was generally well answered and clearly stated throughout.

In the model grades the work was entirely within the scope and the pupils, generally speaking, showed a fair knowledge of the subject.

MENTAL AND RAPID ARITHMETIC.

All grades need to exercise more care in putting down their answers.

It is quite evident from the answer papers that some schools pay more attention to these features of Arithmetic than others. Sometimes an entire school would answer correctly every question; then again, another school would fail to do anything creditable. Many of the pupils would fail to pass in this branch of the subject.

Another observation was that few pupils excelled in both Mental and Rapid Arithmetic. It was a common occurrence to find a pupil do a couple of examples on the Mental paper and then do every example on the Rapid paper—and vice versa.

The most surprising failure was found in the inability of many pupils to do simple subtraction. For this reason fully four-fifths of the pupils lost marks. It seems too bad to have pupils fail in so simple a feature of their work and lose marks for failure in simple subtraction.

MENSURATION.

The papers in Mensuration call for no special comment. The work was well done. Pupils to the number of 88 took the examination and 77 of these passed successfully.

GEOMETRY.

From too many schools the papers in this subject sent in by the pupils of Grade II. Academy were poor both in form and in matter. Of 146 pupils from Academies 57 obtained less than 50 p.c. of the marks obtainable, and of the 29 pupils sent up from Model Schools, 25 failed to pass.

In Grade I. Academy the matter was better, but there was no improvement in form. Of the 195 pupils from Academies 157 obtained over 50 p.c., and of the 120 from Model Schools, 76 were above this percentage.

It is evident that the subject is poorly taught. It should either not be taken at all, or it should be taught in an intelligent and convincing manner.

ALGEBRA.

The papers in this subject were satisfactory in all grades.

BOTANY.

The papers on the whole were well answered with the exception of No. 6.

PHYSICS (GREGORY AND SIMMONS.)

In this subject the majority of pupils obtained pass marks. At the same time there is room for improvement in the wording of answers. In many cases marks were lost through carelessness due, perhaps, to want of reading the paper a second time.

(GAGE'S INTRODUCTION TO PHYSICAL SCIENCE.)

Very few schools chose this paper, evidently the other paper is preferred; at the same time it might be beneficial if Gage's Introduction were used to a greater extent as a better preparation to more advanced study of the subject.

SCRIPTURE.

Grade III. Model. On the whole the results were not satisfactory. It is true the paper was difficult, and a good test of the pupil's knowledge of the subject; yet at the same time there were too many evidences of carelessness and discrepancies on the part of the pupils.

I. and II. Model. The papers in these grades were comparatively easy, but they were not always well answered.

HISTORY.

Of the candidates who wrote on Greek History 52 p.c. were successful, and 87 p.c. of those who chose Great Events succeeded in passing the examination. This is due, to a large extent, to the difference in the textbooks used.

Grade I. Academy. As in previous years this subject (British History) accounts for many failures. The paper this year appeared to be too difficult for the average pupil as 47 p.c. of the pupils who took this examination failed.

Grade III. Model. In this grade the results were more satisfactory; 59 p.c. of the pupils passed.

In grades I. and II. Model fairly correct answers were given, but often they were incomplete.

GEOGRAPHY.

Physical Geography. Most of the schools showed a good knowledge of this subject, but in a great many cases the answers lacked detail and finish.

General Geography. Pupils in the Model grades showed a very fair knowledge of the subject. There were comparatively few failures.

GREEK.

There were only three or four papers in this subject, all of which were fairly good.

LATIN.

Grades I. and II. Academy. The translation of Latin into English was generally good, but on the other hand

that of English into Latin showed ignorance of Latin idioms, and the neglect of the observance of the most elementary rules governing the agreement of words in sentences.

In Grade III. Model, the use of Latin idioms and the observance of the several agreements were sadly neglected by more than 50 p.c. of the schools.

In Grade II. Model, the translation of Latin into English was well done.

FRENCH.

The translation from English into French, as well as the translation of French into English was generally well done in all grades. This was particularly noticeable in grade III. Model, and grades I. and II. Academy, showing a very marked improvement over what was sent in three or four years ago. The same may be said of Dictation, particularly of Grade I. Academy, which was excellent in the majority of cases.

Pupils in all grades need to read the questions more carefully. Many marks were lost because some part of the question was overlooked.

In neatness and arrangement there is much improvement.

DIRECTORY OF SUPERIOR SCHOOLS FOR THE YEAR 1907-08.

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Waterville:—Miss Leonie Van Vliet, Miss N. M. Giles, Miss Annie Wilson.

FRENCH.

GENERAL REMARKS.

The French papers in all grades contained more theory than has been the case for some time. and consequently, it is somewhat difficult to make a comparison of the results.

The *Translation* from English into French, as well as from French into English, was generally well done in all grades. This was particularly noticeable in Grade III. Model, and Grades I. and II. Academy, showing a *very marked* improvement over what was sent in three or four years ago.

The same may be said of the *Dictation*, particularly of Grade I. Academy, which was excellent in the majority of cases.

In too many schools, however, there was a lamentable lack of punctuation. Why? Punctuation is quite as important in French as in English. There is no excuse for its omission in the translation where it is given in the passage or sentences to be translated, and *every pupil*, from Grade I. Model up to Academy III. should be required

always to put, at least, the period at the end of every complete affirmative sentence, and the question mark after interrogative sentences. In reading for Dictation, the punctuation is evidently given in some schools. Why not in all?

Pupils in all grades need to read the questions more carefully. Many marks were lost because some part of the question was overlooked.

In neatness and arrangement there is much improvement.

GRADE II. ACADEMY.

Quest. I.—“Allons!” puzzled many pupils.

Quest. II. A.—Pupils almost universally gave “*un* (or *une*) cent fois” for “*a* hundred times.” The peculiarities of the numerals might be looked up,

Quest. III. (a)—Well done, even to tabular arrangement, with few exceptions.

Quest. III. (b)—Showed failure to grasp that on which the explanation depended, viz: the distinction between: the Past Participle conjugation with *avoir*

“ “ “ “ “ être and

“ “ “ used without an auxiliary.

Quest. IV.—Well done.

“ V.—Poorly done on the whole, showing lack of ability to express the thought, as well as lack of accurate knowledge or of clear understanding of what was required.

Quest. VI. (a) and (b)—See remarks on Quest. V.

“ VII.—Only fairly done—knowledge too inaccurate.

GRADE I. ACADEMY.

Quest. III. (a)—Those pupils, comparatively few in number, who had memorized the exact wording of the book, answered well, but most of the others failed to put their knowledge into words, or had not a clear understanding of the distinction called for.

Quest. IV.—Showed a fairly correct knowledge of the forms required, but a large number omitted to state which were the *principal parts*, and which the tenses derived from them—many gave full details of the formation (a great waste of time for both pupil and

examiner, besides showing failure to grasp the meaning of the question). This is a case for tabular arrangement.

Quest. V.—Well done with few exceptions.

“ VI.—Poorly done in the majority of cases. Very frequently, a whole page was filled with wordy explanations where a few words would have been ample, and the illustrations (1) and (2) showed inability to apply the explanation given.

Quest. VII.(a)—“ Illustrate ” was well done in the majority of cases, but “ the three forms of expression ” were almost universally absent.

(b)—Pupils in general failed to bring out the *two* points:—“ commenced in the past,” “ continuing in the present ”—a “ *thing* ” done is not necessarily an “ action ” done.

(c)—Well done.

GRADE III. MODEL.

(*Translation Method.*)

Quest. III. (a)—Poorly done by the majority of schools.

(b)—Fairly well done “ “ “ “

Quest. IV.—Almost complete failure—“ *verbs* ” evidently require more attention.

Quest. V.—Only fairly done.

NOTE.—Much improvement has been made in *neatness*, but there are still some schools very deficient in that important particular. It ought to be an easy matter to remember:—

(a) to leave top and side margins of at least *one inch*.

(b) “ “ at least *one blank line* between answers

(c) “ begin a *new line* for each separate part of an answer, or for each detached sentence in translation.

(*Natural Method.*)

This paper was *well done* by a small number of schools, and *fairly done* by the majority. There are still a few schools not quite prepared to teach well by this method.

Questions 7, 8 and 9 were those which showed most deficiency in the majority of schools. A very small number indeed *did well* in those questions. Evidently the *verbs* and the *pronouns* require special attention.

GRADE II. MODEL.

(*Translation Method.*)

Quest. I. (a)—Showed very inaccurate knowledge. “*Two*” or “*four*” was more frequently given than *three*. Pupils could not distinguish the accents, and more frequently than otherwise gave the wrong name to the example or avoided saying which was which. (See Page 13, Lesson III, I Fasquelle.)

(b)—Not known by the majority. (Is the answer to this question clearly stated in any part of the course ?)

(c)—Almost complete ignorance on this point. The answers most frequently given were :—“There is no use for the apostrophe.” “To make the word sound better.” “Whenever two vowels meet.” “Because two vowels cannot come together.” “The French have no use at all for it.” (See Page 14, Lesson III, 5.)

Quest. II.—The *rules* except for “*maréchal*” puzzled the majority of the pupils. They tried to frame rules for “*ciel*” and “*œil*,” in place of stating simply that they formed their plurals irregularly, etc.

Quest. III. (1st part)—Showed very inaccurate knowledge or very great inability to put the knowledge into words. (See Fasquelle, Page 37, Lesson XII, I.)

The fact that some few schools answered all the preceding questions *beautifully* proves that they are not beyond the pupils of this grade.

Quest. III. (2nd part)—*Well* done.

“ IV. and VI—Very well done on the whole

“ V.—Not quite as well done, but still satisfactory.

“ VII.—Showed weakness in the knowledge of the verbs—many pupils conjugated these verbs in full, a number gave the French only, and still others 1st pers. *sing.* and *plural*, or 1st *sing.* and 3rd *plural*, (neglect to read the question carefully.)

NOTE.—Inasmuch as the foundation for the work of the upper grades is laid in the lower grades, too much importance cannot be attached to :—

1. *Accuracy* (*a*) of knowledge, (*b*) of expression.
2. Habits of neatness and *orderly arrangement* of work.
3. Attention to *little things* usually considered unimportant (punctuation, capitals, etc.) No indistinct letter should be accepted.

If the pupils of this grade are expected to know what is asked for in Nos. 1 and 3, they ought to know how to spell the words required to express their knowledge. Judging by the spelling, one would imagine that the words necessary had never been seen by the great majority of the pupils.

Specimens of spelling :—

Circumflex = surpenlance, certain Plex, purcumplex, sycleux
Sircomplett, cerfixed.

Vowels = voles, voules.

Consonant = constanant, conansant.

Cedilla = syddle, cydle.

Àcute = a cute (accent), a qute, equt, ecuet, equat.

Syllables = cillibulls.

GRADE I. MODEL.

(*Translation Method.*)

Quest. I. (*a*) and (*b*)—(See remarks Grade II. Model, I. (*a*))

Quest. (*c*) “ “ “ “ (*b*)

Sp “s of answers. “It has a *grab* accent,” “*a* nothing in French, but *à* is *to*,” “*à* means *to* but *a* don’t.”

Quest. I (*d*)—(See Grade II. Model I. (*c*)—Specimens :—
“To mark off plain sentences”—“To separate a letter from a word”—“To show whether it is masculine or feminine”—“When two *words* come together one is left of.”

Quest. II.—Only fairly done.

Quest. III.—Well done generally.

Quest. IV.—Fairly well except the 4th, 6th and 9th sentences.

Quest. V.—Fairly well done, but “meaning” often omitted.

Quest. VI.—Much variety of knowledge—*Avoir* frequently given instead of *Etre*—Some schools gave the *two* forms separately, but the majority gave the combined neg. and inter.—The greater number of the pupils omitted the *interrogation point*—Some whole classes gave “I la” and “Ila” for *Il a*—“jai” and “ja i” for *j’ai*—“I am” for *je suis*.

Quest. VII.—Well done generally, but Lesson XXIV. 2, not XXIX. 1. gives the answer.

NOTE—(See Grade II. Model, Note.)—While much allowance may be made for the age of the pupils of this grade, a child who has passed through the *elementary*, grades should know :—

- (1.) That every sentence begins with a *capital* letter.
- (2.) “ “ “ ends with a period, inter. point, etc.
- (3.) “ “ *proper* name (noun or adj.) begins in *English* with a capital letter.

(See also Grade III. Model, Note.)

If the pupils of Grade I. Model, Longueuil School, can take 92 p.c. average) in this paper, is it not proof that the work—every part of it—is within the prescribed limits, and not beyond the intelligence of the pupils.

Longueuil School is to be congratulated on having a teacher that can produce such results.

1907

SUPERIOR SCHOOL EXAMINATIONS.

WEDNESDAY AFTERNOON, JUNE 12th, from 2 to 4

FRENCH (GRADE I. MODEL SCHOOL.)

(All the questions are to be answered.)

1. (a) How many accents are there in French? (b) Give an example of each. (c) What is the difference between a and à? (d) What is the use of the apostrophe in French?

25

2. Write in French :—The woman, the wife, the tree, of

the garden, some bread, some good bread, to the hero, the soldier's gun, some linen, some money. 20

3. Translate into English :—Il a l'épée de son capitaine. J'ai perdu la clef de la porte. Avez-vous écrit au président ? Où avez-vous mis votre gant ? Qu'avez-vous cueilli dans votre jardin ? 35

4. Translate into French :—

Are you hungry ? No, sir, I am very cold. Have you any bread ? I have no bread. Have you seen my garden ? I have seen his. He has my money and his. What pen-knife have you broken ? I have this (one) and our friend's. 50

5. Give meaning and all forms (singular) of *beau, mou, vieux*. 25

6. Write the present tense of the verb "être" in French and English (negatively and interrogatively.) 25

7. Name five adjectives of common occurrence that generally precede the noun. 20

WEDNESDAY AFTERNOON, JUNE 12th, 1907.

FRENCH.

(Natural Method.)

(All the questions are to be answered.)

Grade I. Model.

Time, from 2 to 4.

1. Compléter les mots Le, La, Le, Ce, Cet, Cette, Son, Sa, Un, Une.

L...racine. U...tasse. S...cage. C...orange. C...prunier.
U...lit. S...Leçon. L...soir. L...arbre. C...homme.
(24 marks.)

2. Copier en mettant au pluriel.

Son Cheval..... Le bras..... Cet arbre.....
La pomme..... Mon école..... Ce navet.....
Le jeu..... Le nez.....

(32 marks.)

3. Conjuguer le verbe s'habiller.

Je..... Nous.....
Tu..... Vous.....
Il..... Ils.....

(12 marks)

4. Répondre aux questions suivantes en employant le pronom :—

Savez-vous votre leçon.....
 M'entendez-vous quand je parle ?.....
 Voyez-vous le garçon ?
 Avez-vous des frères.....
 (32 marks.)

5. Remplacer les tirets par *celui* ou *celle* :

Je préfère cette maison-ci à —— de votre frère. J'aime ce tapis, mais je n'aime pas —— qui est dans ma chambre à coucher.

6. Répondre aux questions suivantes :

Qu'est-ce que la cuisine ?

Qu'est-ce que le chien ?

A quoi sert une plume ?

Où sont les enfants ?

Savez-vous nager ?

7. Ecrire les mois de l'année.

1	4	7	10
2	5	8	11
3	6	9	12

8. Ecrire sous dictée ce qu'on vous lira.

WEDNESDAY AFTERNOON JUNE 12th, 1907.

FRENCH.

(Natural Method.)

(All the questions are to be answered.)

Grade II. Model.

Time, from 2 to 4.

1. Compléter les mots *Un, Une, Ce, Cette, Cet, Mon, Ma, U.....* arbre. *C.....* soupe. *U.....* repas. *M.....* fromage. *C.....* église. *C.....* vase. 18 marks.

2. Ecrire en chiffres les nombres suivants :—Treizième dix-huit..... soixante-trois..... onzième..... 12 marks.

3. Ecrire le féminin des adjectifs suivants :

dangereux	bon
aetif.....	premier.....
cruel.....	muet.....
brave	Canadien.....

16 marks.

4. Mettre au pluriel.—

Le repas	Leur dent.....
Votre neveu.....	Le nez
L'animal.....	Son bras.....
Ma robe blanche.....	
Mon petit neveu.....	

18 marks.

5. Remplacer les mots en italiques, par les pronoms démonstratifs *Celui, Celle, Ceux, Celles*.

Voici mon canif et *le canif* de votre cousin ; ma plume et *la plume*..... de votre cousin ; Mes crayons et *les crayons* de ma sœur ; Mes mains et *les mains*..... de ma sœur.

20 marks

6. Répondre aux questions suivantes et employant les pronoms :

Aimez-vous les pêches ?....
 Votre frère a-t-il perdu son canif ?.....
 Avons-nous fini cette leçon ?.....
 Ce monsieur connaît-il votre père ?.....
 Ecrivez-vous souvent à vos amis ?.....

20 marks.

7. Conjuguer les verbes suivants aux temps et aux formes indiqués :

Passé de *parler* (Inter.)

.....

Futur de *finir* (nég.)

.....

Présent de *voir* (aff.)

.....

36 marks.

8. Former les participes passés des verbes *donner, vendre, finir, entendre.* 20 marks.

9. Ecrire sous dictée ce qu'on vous lira. 40 marks.

WENESDAY AFTERNOON, JUNE 12th, 1907.

FRENCH DICTATION,

Time, from 2 to 4

GRADE I. MODEL.

ORAL LESSONS, PART III., PAGE 13.

Trente-Troisième Leçon.

Y a-t-il.....la rue.

GRADE II. MODEL.

ORAL LESSONS, PART IV., PAGE 27.

Cinquante-Huitième Leçon.

On voit.....de Voyageurs.

GRADE III. MODEL.

ORAL LESSONS, PART V., PAGE 13.

Soixante-Septième Leçon, Paragraph 4.

Le libraire.....ma chambre.

WEDNESDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE II. MODEL SCHOOL.)

(All the questions are to be answered.)

1. (a) How many accents are there in French? Give an example of each one. (b) Why is an accent placed over the preposition à? (c) What is the use of the apostrophe in French?

2. Give the plurals of the following nouns; also the rules for forming them : *maréchal, ciel, chou, œil.* 25

3. How is the possessive case of a noun expressed in French ?

Write in French :—I have the lady's apples. Where are my brother's coats ? 20

4. (a) Give the plural of :—(1) *Mon livre.* (2) *Ma plume.* (3) *Votre petite sœur.* (4) *La leçon est trop petite.* (5) *Ma cousine a une belle robe.* (6) *Est-il à la maison ?* 25

5. Write in French :—To whom do you offer flowers ? Do you owe anything ? I owe nothing. Have you my books ? Yes, I have yours and mine. He gives me the book. He gives it to me. I give it to him. We give it to them. 50

6. Translate into English :—

Je vais à la maison. Combien de café rendez-vous ? Connaissons-nous quelqu'un ici ? Nous y allons maintenant. Allez-vous voir le fermier aujourd'hui ? Je reçois des fleurs d'eux. Vous lui en donnez. 30

7. Write the 3d singular and the first person plural Present Indicative (English and French) of *Aller, Finir, Cueillir, Sortir, Craindre.* 25

WEDNESDAY AFTERNOON, JUNE 12th, 1907.

FRENCH.

(Natural Method.)

(All the questions are to be answered.)

Grade III. Model.

Time, from 2 to 4.

1. Formez les pluriels irréguliers de : le ciel.....
l'œil..... le travail.....le bal.....
10 marks.

2. Mettre les verbes en italiques au présent de l'indicatif en les faisant accorder avec leurs sujets :

Je parler.....à ma sœur.

Les enfants *grandir*rapidement.
Batir-vous une grande maison ?
 es oiseaux *étendre*..... leurs ailes.

10 marks.

3. Mettre au pluriel : —La petite fille.....
 Ce Français est poli, gai et laborieux.....
 Notre neveu est absent,15 marks.

4. Compléter les phrases suivantes en écrivant l'article
 partitif à la place indiquée.
 J'ai....pain. Nous avons....bonne encre. Il n'a pas....pain
 J'ai..... bonnes pommes. 20 marks.

5. Ecrire en quatre colonnes le masc. sing., le fém. sing.
 le masc. plu., le fém. plu. des adjectis suivants :

	Masc.		Fem.	
	Sing.	Plu.	Sing.	Plu.
Bon				
Muet.....				
Sec.....				
Blanc				
Heureux.....				

20 marks.

6. Quels adverbess correspondent aux adjectifs :
précis..... *gentil*..... *bref*.....
 15 marks.

7. Qu'est-ce que l'imparfait exprime ?.....

 20 marks.

8. Remplacer les mots en italiques par les pronoms vou-
 lus en les mettant à la place voulue.
 Je vais à Boston, viendrez-vous à *Boston* avec moi ?

 J'attend mon père : si vous voyez *mon père*, dit à *mon père*.
 que j'attend *mon père*

 20 marks.

9. Ecrire la 3ième personne, pluriel, des verbes suivants aux temps indiqués :

Présent.	Passé indéfini,	Futur.
Venir		
Ils.....	Ils.....	Ils.....
Aller		
Ils.....	Ils.....	Ils.....
Savoir		
Ils.....	Ils.....	Ils.....
Parler		
Ils.....	Ils.....	Ils.....
Dire		
Ils.....	Ils.....	Ils.....

10. Ecrire sous dictée ce qu'on vous lira, 30 marks,
40 marks.

WEDNESDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE III. MODEL SCHOOL.

(All the questions are to be answered.)

1. Translate into English:—

Je suis venu ici dès le point du jour pour voir passer le roi, répondit le paysan : sans ce désir je serais à labourer mon champ qui n'est pas fort éloigné.—Monte sur la croupe de mon cheval, lui replique Henri, je vais te conduire où est le roi.

Sire, dit le jeune homme on veut me perdre. Je ne sais ce que c'est cet argent que je trouve dans ma poche. Mon ami, dit Frédéric, Dieu nous envoie quelque fois le bien en dormant. Envoie cela à ta mère, et assure-la que j'aurai soin d'elle et de toi. 50

2. Translate into French :

Offer her that jewel, she will accept it. Do not offer it to her, give it to me. The joiner of whom you speak. When he had studied his lesson he went out. Were you acquainted with that gentleman, You had read your lesson. This is your last year at school, is it not ? What are you going to do afterwards ? He is neither blind of the right eye nor of the left eye." 50

3. (a) How does the presence of *en* or *y* modify the form of certain personal pronouns following an imperative ?

(b) Write in French. (1.) Take him to him. (2.) Give him some, (3.) Take us there. 25

4. Write the following sentences : (1) in the imperfect. (2) in the past definite, (3) in the pluperfect, (4) in the future.

Le meunier nous vend deux poulets. Marie va à l'école. Ils sont bien sages. 25

5. Put pronouns instead of the nouns in italics in the following sentences :—

(1) Il appela *les voyageurs*.

(2) Agissez bien envers *cet homme*.

(3) Ne punissons pas ces *écoliers*.

(4) *Les officiers* punirent *les soldats*.

(5) Prêtez-moi *une feuille de papier*. 25

6. Write at the dictation of the teacher, in presence of the deputy-examiner six lines from the extract entitled "La brave petite Vieille," beginning at Voyant * * * * un refuge, page 8, Progressive French Reader. 25

WEDNESDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE I. ACADEMY.)

(All the questions are to be answered.)

1. Translate into English :

Frédéric le Grand avait coutume, toutes les fois qu'un nouveau soldat paraissait au nombre de ses gardes, de lui faire ces trois questions : Quel âge avez-vous ? Depuis combien de temps êtes-vous à mon service ? Recevez-vous votre paie et votre habillement comme vous le désirez ?

Non ! Non ! répondit la femme, je me tuerais plutôt que de vivre avec ce boudin à mon nez : crois-moi, nous avons encore un souhait à faire ; laisse-le moi ou je vais me jeter par la fenêtre. 30

2. Translate into French :

My Lord, said he to him, I ask pardon for disturbing you, but I must tell you that you snore so loud that you run the risk of awakening His Majesty.

3. (a) Distinguish the use of the *Imperfect*, the *Preterite* and the *Perfect*.

(b) Write in French :—He sang all the morning. He seized the lion in his arms and killed the beast. Last year we saw this mountain. 30

4. State what forms of the verb are called the principal parts and name the forms derived from each. 25

5. Turn the following statements into commands (imperative mood.) 1. Nous sommes attentifs. (2) Tu est attentif. (3) Vous avez de la patience. (4) Nous avons de la patience. 20

6. Describe the formation of the negative-interrogative conjugation and write in French : (1) Do I not carry ? (2) Has he not entered ? 20

7. (a) What three forms of expression does the French present tense represent ? Illustrate.

(b) When does the French present translate the English perfect ?

(c) Write in French ? How long have you been in this class ? The bell has been ringing ten minutes. 25

8. Write at the dictation of the teacher, in presence of the deputy-examiner the extract entitled : Un drôle de prisonnier. (Page 45, Progressive French Reader, Pt. 1.) 20

WEDNESDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE II. ACADEMY.)

(All the questions are to be answered.)

1. Translate into English :—

Alors la vieille se hasarde à sortir de son trou, rallume la lampe, et voit les quatre jeunes gens étendus par terre, chacun avec une blessure. Elle les examine ; la fatigue les avait plutôt renversés que la perte de leur sang. Ils se relèvent l'un après l'autre, et, honteux de ce qu'ils viennent de faire, ils se mettent à rire, et se disent : Allons ! soupçons de bon accord et sans rancune. 30

2. Translate into French :--

A. When he had eaten the last, the father turned towards him in laughing and said to him : " You see now that if you had been willing to stoop a single time to pick up the horseshoe, you would not have been obliged to do it a hundred times for the cherries.

B. She had tears in her eyes. I want to warm myself. I know what I am talking about. I like this coat, but I do not like Edmund's. I have seen neither the one nor the other. 40

3. In question 1, give (a) the principal parts of the verbs in italics. (b) Account for the *s* on *renversés* and on *étendus*. 25

4. The English *passive* voice is frequently translated by the *active* voice and a certain pronoun.

Translate into French :--It is supposed that there are no inhabitants in the moon. It has been said that every evil has its remedy, 25

5. When two personal pronouns are objects of the same verb what must be their position with reference to each other? Illustrate. 25

6. (a) Define and illustrate the position of *en* and *y*.

(b) How does the presence of *en* or *y* modify the form of certain personal pronouns following an imperative? Write in French :--Give it to me. Give me some. 30

7. How are adverbs derived from adjectives? Illustrate. Compare *bien*, *mal*, *peu*. 25

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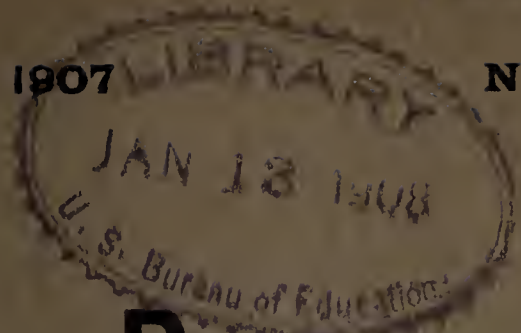
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The Protestant Committee is responsible only for what appears in the Official Department.

JOHN PARKER,
J. W. McOUAT, } **Editors.**
G. W. PARMELEE, **Managing Editor.**

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VOL. XXVII.

Articles : Original and Selected.

LITERATURE IN GRADES AND HOW TO USE IT.

The main purpose of this paper is to present a few *practical* phases of my subject, viz:—*How* literature may be so used in the grades as to realize its values; what are the great hindrances to this realization; and how they may be remedied.

First.—Literature should precede all formal reading and language lessons; and the children should be allowed to live with and in it. Poems and stories given by a sympathetic teacher of literary appreciation are, in the largest sense, a development of both reading and language power, and more. Rightly chosen, they appeal to child-life, and they also lift the spirit to a larger realm than that bounded by self. Listening to these poems and stories as they are read, recited, and told, by one who brings out their meaning and beauty, the child's mind is filled with pictures which he expresses or lives out, in word, by hand, and in play. He is getting all that reading implies, except association of thought with written or printed forms. Familiar with the words by sound, he has their meaning in his soul and their use in his oral vocabulary. The wise teacher does not hasten to the recognition of word-forms by the eye; and the wise superintendent does not set dates for

measuring her progress by the length or number of her steps. Both know that premature struggle with form arrests life, and causes waste, not only of time, but of the joy of growth.

Second.—Literature should be the basis of all reading lessons, the purpose of each being to kindle the thought and feeling of the reader, and to give him power to rouse the mind of another by its oral expression. Word-mastery is the only key, and *only* a key, and vocal culture is a means, and *only* a means. Reading for information should find its place in connection with the various school exercises, but should not be allowed to encroach on the period given to reading.

Theoretic agreement to all this seems assured, but it must be confessed that practice lags behind. This is the text of the preface of nearly every modern reading book, but in many cases we find the truth expressed only in the preface, and perhaps suggested by a few inserted pages of "memory gems." We believe, however, that books of sufficient number and variety, and of such character, are available for use in the intermediate and grammar grades that pupils in these grades may now read literature every day. But the feeling seems still to prevail that the first lessons in reading can be *only* the learning of written forms of words and sentences that are the repetition of statements made by the child about himself and familiar objects and actions. And *most* primers and first readers assume that the language used would be that of a young child. That the child prepared for his first reading by living with literature is inclined to resent these lessons, is not a bit of theory, but of experience.

Miss Sullivan attributes much of Helen Keller's marvelous ability to the fact that *books* were her daily companions *from the time she had learned her letters*. She says:

Helen learned language by being brought in contact with living language itself, brought for the purpose of furnishing themes for thought, and to fill her mind with beautiful pictures and inspiring ideals. Greater power of expression was obtained, but this was not the most important aim. I believe every child has hidden away somewhere in its being noble qualities and capacities which may

be quickened and developed if we go about it in the right way..... I have *always* observed that children invariably delight in lofty poetic language, which we are too ready to think beyond their comprehension.

And hundreds of those who teach normal children indorse the testimony of this rare teacher.

With the material provided by such pictures of child-life as are drawn by Eugène Field, Longfellow, and many others, notably by Stevenson, the very first lessons in both script and print, while based on a child's expressions of his own experience, may also be based on a simple word-picture of a similar experience. Read to him by one who feels its simple beauty, the picture of another colors his own, and the new phraseology enters into his own. All needed repetition and variety may then be given, but the final result is his association, by sight, of his own mental pictures with the words of the writer. Thus a bit of literature is made the beginning and the end of a series of lessons; and the child, having gone out of himself and found a larger self, has tasted *the joy of true reading*. In addition to this, he has learned to recognize certain words, quite as readily and much more effectually than as if these words had been artificially put together for the purpose of recognition.

We certainly have evolved methods of teaching in the primary grades that have needlessly complicated the problem. That, even for the eye, the vocabulary need not be so common-place as we have assumed has been proven. And many of us frankly confess our heterodoxy regarding the necessity of thoroughness, interpreted to mean the requirements that the child shall learn to recognize, at sight, *every* word in the reading lesson. Is it really so harmful to tell the child a difficult word now and then, if he is alive with the thought?

The teacher that feels the purpose or meaning of the poem or story, and appreciates the means by which the writer portrays this meaning—his pictures and their relation to each other, the beauty of his imagery, and the music of his words, as well as the end they all serve—will so use it that the purpose, the pictures, the beauty, and the music will find some response in the mind of the pupil. To express them truly and correctly in oral read-

ing necessitates study and practice in the mechanics of reading, which is now animated by purpose and meaning. The time will come when the daily reading lesson in school will universally mean the learning to read and to love literature.

Third—The inspiration and models for language lessons, oral and written, should be found in literature. Any principle underlying the teaching of an art is as true of language—the art of self-expression—as of painting, music, or sculpture. To teach an art is not merely to give instruction in the use of its form; it is, first, to rouse and stimulate the thought and feeling to be expressed, which of itself generates the desire to express; and, second, to guide the practice in striving to express in terms of beauty. For we know that art is not merely doing; it is skilful doing in order to express something in a true and beautiful way. Response to truth and beauty must always precede and accompany successful efforts to attain truthful and beautiful expression.

George Eliot voiced what every human being feels when she said: "For my part, people who do anything finely always inspire me to try. I don't mean that they make me believe that I can do it as well as they. But they make the things seem worthy to be done." And the time to act is when the influence is most strongly felt. From first to last, in the study of any art, it is by *vital contact* with the best expressions of thought by means of that art that they constantly breathe into the learner their subtle influence of thought and modes of expression, and thus mold his efforts into finer quality and form; and on the other hand, by his own efforts to express, he attains not only skill, but better appreciation of the work of the artist.

And this use of literature is not as the setting of a copy. A necessary element of art is that it shall be an expression of the individual's own way of seeing, feeling, and doing; and this means neither imitation nor reproduction. A poem should never be reproduced. Certain stories and descriptions may be rewritten; and a poem, description, or story may be copied for various purposes related to vocabulary or to study of form; but literature, as the basis of language lessons, has a far greater end to serve. It should suggest and recall, illumine and interpret, the child's own

personal experiences, which he is later to tell in speech or in writing as expressing himself. It is to him really a projection of his own experience, looked at objectively. The result is a series of pictures with familiar setting, suggested and colored by the word-pictures of another. One of Stevenson's "Memories" so forcibly illustrates the child's habit of weaving the web of the poem or story into his own life that we recall it here. He writes :

Rummaging in the dusty pigeonholes of memory, I came once upon a graphic version of the famous psalm, "The Lord is my Shepherd;" and from the places employed in its illustration, which are all in the immediate neighborhood of a house then occupied by my father, I am able to date it before the seventh year of my age. . . . The "pastures green" were represented by a certain suburban stubble field, where I had once walked with my nurse, under an autumnal sunset. . . . Here, in the fleecy person of a sheep, I seemed to myself to follow something unseen, unrealized, and yet benignant; and close by the sheep in which I was incarnated—as it for greater security—rustled the skirts of my nurse. "Death's dark vale" was a certain archway in the Warriston cemetery. . . . Here I beheld myself some paces ahead (seeing myself, I mean, from behind) utterly alone in that uncanny passage; on the one side of me a rude, knobby shepherd's staff, on the other a rod like a billiard cue, appeared to accompany my progress; the staff sturdily upright, the billiard cue inclined confidentially, like one whispering, towards my ear. I was aware—I will never tell you how—that the presence of these articles afforded me encouragement. . . . In this string of pictures I believe the gist of the psalm to have consisted; I believe it had no more to say to me; and the result was consolatory. I would go to sleep dwelling with restfulness upon these images. . . . I had already singled out one lovely verse—a scarce conscious joy in childhood, in age a companion thought :

"In pastures green Thou leadest me
The quiet waters by."

This simple and beautiful "memory," which may recall to each of us a similar experience of his own, opens a window into the inner life of childhood. It reveals a bookful

of truth. The words "scarce conscious joy in childhood, in age a companion thought" leave nothing to be added regarding the value of committing to memory—truly learning by heart—that which has brightened, uplifted, and given joy to the soul—the loss to the man or woman who has not in childhood become familiar with the gems of classic literature from the Bible.

While there is clearly illustrated the greater value of the greater ends served, there is also suggested the result to the child in an enlarged vocabulary and in high ideals of form as well as of content. Expression in terms of truth and beauty requires a choice vocabulary, and in sentences that clearly, forcibly, and musically express their meaning. Written expression requires, in addition, correct spelling, capitalization and punctuation. In the written forms of literature one may find his models; and in the realm of form study the same law governs—that attainment is the result of practice in doing, animated by correct ideals.

Let us summarize by outlining the general plan of language-teaching that embodies the principles presented:

A group of language lessons related in thought:

(1) The pupil's reading, and listening to the teacher's sympathetic reading, of something that has both vital contact with his own life and literary value.

(2) Thoughts and conversation suggested by the poem or story about the mental pictures seen and incidents related, and about the personal observations and experiences they suggest.

(3) Short conversations for the specific purpose of perfecting accuracy in use of grammatical forms and construction.

(4) Exercises in copying and writing from dictation—sentences, stanzas, and paragraphs in which special attention is given to study and use of correct forms in spelling, capitalization, punctuation, and arrangement.

(5) The final outcome, the flowering and fruitage of the group of lessons—the pupil's telling or writing about something he himself has seen, done, heard, thought, felt, or imagined, suggested by the poem or story—followed by encouraging and helpful class criticism of the results.

Fourth—To leave literature out of the lessons in geography, and study of nature is to leave out the link that

binds most closely to the child. To see the whole truth about a flower, a river, a mountain, a pebble, or a shell, it must be seen with the eye of the intellect and the eye of feeling. As the child both knows and feels, he responds to what is seen by both; and complete knowledge of the works of the Creator cannot be divorced from appreciation of their wondrous meaning and beauty. And from the poet a child may catch the meaning of many a fact in history as truly as he will ever reach it later with the philosopher.

The true teaching of reading and language, then, gives power both to master and to interpret the facts of the other lessons; and thus literature may unify and vitalize and shorten the programme. Half asleep, one drones for two hours over what, awake, he masters in one.

But such unifying and vitalizing demands much of the teacher. And this brings us to the greatest hindrance, to the realization of these ideals in actual practice—our own limitations as teachers. But we may have undoubted faith in the teachers of this country. Let them squarely face their needs, and give to them the leadership that marches with the army and that carries into every day's march the inspiration of a leader filled with life and enthusiasm by the force of his own convictions; then victory is certain. The hindrances will be overcome. That they exist is not the fault of our teachers, but is another evidence of the defect in our educational system that makes it possible to spend so many years in our schools, and even in our colleges, universities, and schools of professional training, and come out without the proper equipment for this work.

What are these needs which we must face? And how may we be helped to meet them?

1. We need larger conceptions of reading and of teaching reading, of language and of teaching language. If we would enter into a larger thought, let us listen to Carlyle, Ruskin, Emerson, and Stevenson, and learn from them the meaning of literature, of language, of art, and of true methods of teaching an art. Let us hold in thought these words of Carlyle: "Language is called the Garment of Thought; it should rather be Language is the Flesh Garment, the Body of Thought." And again: "How can an inanimate, mechanical Gerund-grinder foster the growth of

anything; much more of Mind, which grows not like a vegetable (by having the roots littered with etymological compost) but like a Spirit by mysterious contact of Spirit."

Cannot a wise leader profitably spend an hour now and then in the consideration of these great thoughts with his co-workers? Would not the influence be felt by the children?

2. We need a broader knowledge and cultivated appreciation of the simple literature of the English language.

Many a student that is able to quote Shakespeare, analyze "Paradise Lost," and unravel the intricacies of Browning knows little or nothing of the great wealth of simple, beautiful poetry to which children respond as truly as does the grown man. Again Carlyle: "How shall he give kindling in whose inward man there is no live coal, but all is burnt out to a dead grammatical cinder?" To select the best literature to meet the conditions of a particular class of pupils at a particular time means a knowledge of the whole field that life is not too long to gain. Let not the "dead grammatical cinder" attempt to enter it; but let him resolutely and persistently keep himself in daily contact with the literature that has in it the spirit that kindles, and out of the gray ashes a spark will glow. To know the names of good poems and stories to use is not knowing them; to know about literature is not knowing it; to know it is to live with it. There is no other way. Hence, without knowing and loving literature, and being able to read and recite it sympathetically, truly to teach reading or language is impossible.

3. We need clearer insight into the mind and heart of child life for the wise selection and effective presentation of literature. In the book of the heart of childhood we read of love of home; love of father and mother, of sisters and brothers, and a half-parental love of the baby; love of flowers and birds and animals, and of personifying sun, moon, stars, wind, and all phenomena of nature; love of the heavenly Father, trust and faith in his goodness and wisdom; faith in a life in heaven as real as a life on earth; admiration of brave acts; love of playing at all the activities of mature life. In the book of the heart of the poet the same joys, loves, and aspirations are revealed by such poems as Wordsworth's "We are Seven," Jean Ingelow's

“Seven Times One,” Tennyson’s “May Queen,” Longfellow’s “Children’s Hour,” Helen Hunt Jackson’s “October and November,” Alice Carey’s “Order for a Picture,” Lowell’s “The Nest,” Whittier’s “In School Days,” and “Snow Bound.”—*Educational Foundations.*

TEACHING GEOGRAPHY.

(By Miss Janet McLean, of Fairmount Model School.)

Geography is an unlimited subject, our knowledge of and interest in which is daily widening as new countries are being opened up.

Ten or twelve years ago, what were the Klondyke and the Transvaal to us, but merely geographical names of little or no importance. To-day, they are near, real and absorbingly interesting, because of the events which have been transpiring there in recent years.

Have we not all, in thought, followed the daring exploits of those hardy adventurers, who, to open up the former, traversed the passes of the Rockies, over trails all but impossible with dogs as their only means of transportation.

Can we not, even yet, see each step in the trek over unhealthy veldts, of those heroes in that sadly all-red line, who at last succeeded in unfurling the Union Jack over the latter? And these brave men were our “kith and kin,” by the law of adoption if not by ties of blood.

Sometimes the question is asked, “Why present the world as a whole to young children as is the method followed by all the text-books on geography?” We answer, “In order that they may know countries *relatively* and not in that one-sided manner which invariably leaves false impressions.” In addition, as British subjects, we *must* do so if our children are to *know* the Empire of which they are citizens. We do not profess to have “cornered the Globe,” yet there are corners everywhere on which we “have a lien,” and, when “The All-Red-route” is an accomplished fact, there will be one grand consolidated whole.

Besides, we must not permit Canadian children, heirs of so goodly an heritage, to harbour the hazy notions so com-

mon with our friends across the Atlantic, many of whom cannot, even yet, disabuse their minds of the old-time idea that *United States* and *America* are synonyms, while poor Canada, a frost-bound strip, is situated—nobody is quite sure where.

To us in a country of such vast extent, wonderful resources and great possibilities, it is rather amusing to be asked, as some of us have been, if Washington is our Emporium, and, if it is not easy to visit friends in Winnipeg or Calgary, by boarding a Montreal trolley.

A prominent educationist has said that the teaching of geography has a two-fold purpose, viz: (1) To *educate* the child, that is, to increase and develop his powers of reasoning, observation and imagination, and (2) to give him a basis of useful information upon which he can afterwards build. Our aim in this brief paper, is to discover, if possible, how best to present the geography lesson so as to accomplish this two-fold purpose.

It is not my intention to speak of geography in the primary grades.

Following the principle recognized by all successful teachers, that of beginning with the known and proceeding to the unknown—the little ones have been taught the topography of the part of the country in which they live, beginning with the school grounds and the roads leading to the school, the direction of places from school and from one another. They have learned, too, the natural divisions of land and water by making them on a small scale in the sand-box, or better still, by going with their teacher out into the country after a heavy rain, thus observing real rivers, lakes, islands, etc., for themselves.

A great many other things, too, they have learned in this same, pleasant, common-sense way. Taught thus from year to year, with nature for a text-book, they finally reach the grade where they become the proud possessors of a real geography book like big brother or sister. And here, too often, instead of continuing at least to some extent, the sensible methods of their earlier days, the lessons degenerate into merely memorizing what is in the text-book. A certain amount of this is of course very necessary, as the chief physical features; cities and even groups of counties, but do not let us make this burdensome to the child.

The number of facts learned is of vastly less importance than how these facts have been acquired.

As I have already said, one way is to have him memorize text-book lessons assigned, and, by the way, could he not do that quite as well without a teacher.

We can, perhaps, recall such a lesson which we have heard or given ourselves before we learned a better way. It would probably run something like this:—“Name the boundaries of Brazil. What are its exports? Point out its rivers. What are its products? Has it any mountains?” Questions which have not the slightest logical connection, but the answers to which the child is expected to repeat parrot-like, whether he understands anything about why these things are so or not.

What wonder that the geography lesson treated in this way is entirely devoid of interest to that intelligent wide-awake lad who is an animated interrogation point? Can we call that teaching of geography? Hardly. Is it not more in accordance with the purpose we have in view to assign a subject to be thought over and *studied* by the pupils in such a way that they can discuss it intelligently when the lesson half comes. By judicious questions logically arranged, the skilful teacher can get from her pupils who have been *trained to think* for themselves a much greater amount of information than the text-book affords—which indeed is often very meagre.

For example, suppose the topic assigned for study be “The Climate and Products of British Columbia.” First, find the country on the map of the Dominion. How far and in what direction is it from Montreal? What is the quickest way to reach it? Through what Provinces must we pass? Trace on the map the Canadian Pacific Railway through to the Coast.

Notice now the *particular* situation of this, our largest Province. In what heat belt is it? Warm, cold or temperate? In what direction from the Pacific. What are the advantages of situation near the ocean? The children will tell us about fishing as a source of wealth of the sea-breezes tempering the climate, of the probable summer resorts, and how much cheaper it is to transport produce by water than by land. What are some of the advantages of being *east* of a great body of water? How does this affect

the climate? The rainfall. The children will probably not be able to tell you this, so explain to them that the westerly winds laden with moisture from the Pacific, provide a copious rainfall, thus adding to the fertility of the soil—that land on the east side of any great body of water is generally well-wooded, etc.

Having discussed the *location* of the country, consider now its *physical features*. Observe the broken coast-line indicating the presence of mountains. Point out the chief ranges. In what direction do they run? Have they anything to do with the climate? By means of simple illustrations explain to the children that the westerly winds, of which we have already spoken, are arrested in their progress east by the coast range, thus creating what is known as the "dry belt" east of those mountains. The higher currents of air carry the moisture to the loftier peaks of the Selkirks, causing the heavy snowfall which distinguishes that range from its eastern neighbour, the Rockies. Thus a series of alternate moist and dry belts is formed.

Notice the elevated table lands between the great mountain ranges, in many places cut into narrow valleys by the rapid rivers.

Where do we find the short, rapid rivers? Where are the long ones, with splendid boating and fishing?

Draw conclusions about the natural fitness of the country for the production of certain articles of commerce, because of its temperature, rainfall, soil, etc. This would lead naturally and gradually to what the country actually produced. Taught in this way, the interest would be sustained throughout the lesson. It would then be no task for even the dull ones to remember about the splendid timber on the western mountain slopes requiring the services of many lumbermen; the salmon and other fish, so abundant in the rivers; the mineral wealth of the mountains, gold mines among the most valuable in the world; of the splendid pasture lands and the vast herds of cattle roaming over them; the high table lands with their great fields of wheat, barley and other grains.

Their pleasure would be great upon reading up the textbook to discover that they had found out almost all the facts for themselves. It is not sufficient, however, to seek to

develop the powers of reasoning and observation alone. The *imagination* also must be cultivated.

Geographical terms should bring before the mind of the pupil a clear, definite conception of the thing or place itself.

If, for example, we speak of a watershed, what mental picture presents itself to the child? Perhaps you would be surprised, as we were a few months ago. By means of a blackboard sketch we had, as we supposed, made the meaning very plain to all, but alas! when we called upon a lad next day to explain the term, he said, "It's a kind of a shed built over a marsh, and the water coming down from the hills runs down both sides of it." We learned a lesson. In a case like this it would be well to call in the aid of the sand-box.

Again, suppose we speak of a country, California for instance. What does the child see? Is it merely a long narrow country away out on the Pacific Coast—painted Yellow on the map?

Or is he, in a moment, transported across those intervening thousands of miles to "that golden land, that sunny land by far Pacific's breezes fanned," to gaze with awe and wonder at those rugged mountain chains with their peaks towering to the sky," the rapid streams, the deep, dark canyons, the magnificent waterfalls?

Does he see the smiling plains, broad table lands and fertile valleys with their fields of golden grain, their orchards, their vineyards? Does he wander on the hill-sides, revelling in the profusion of beauty and fragrance of the countless flowers which nature has strewn about with such lavish hand? Does he stand amazed as he looks up at those giants of the forest and compares their height with that of the tallest spire in Montreal. Perhaps he visits an ostrich farm near San Francisco, an orange grove near Los Angeles, or the Experimental Farms of the world-famous plant-wizard, Luther Burbank, at Santa Rosa. But we have already lingered too long in giving these hints of what might be seen in this land of fruit and flowers.

These and similar facts about other countries the children can discover, as in the study of British Columbia by observing certain natural conditions and drawing conclusions therefrom. I repeat, geographical terms should con-

vey a clear, definite idea of the thing or place referred to.

Let us now notice a few *aids* to the successful teaching of this important subject.

In addition to maps and a globe, which are a necessary part of the equipment of every school-room, I would mention map-drawing as of *prime importance*. Let the pupils have much practice in this, because not only is it a valuable exercise for fixing the exact location of places in the mind, but it trains the eye in accurate observation and the hand in neatness in executing details as printing, colouring, etc., and is, besides, a valuable aid to discipline because of the pleasure it affords to the pupils.

Two other helps only I shall speak of, which to me, personally, have become almost indispensable. They are the stereoscope and views and the school cabinet.

While the advantages of the former in giving to the children delightful glimpses of the wonderful in nature and the beautiful in art, are too obvious to require comment, those of the latter deserve more than a passing notice.

To furnish the cabinet, the pupils have co-operated with the teacher in collecting rare and interesting objects from the animal, mineral and vegetable world, and have assisted in classifying and arranging these objects together with pictures and descriptive clippings.

This search for information has been the means of awakening in them an interest and enthusiasm unknown before, and through this very self-activity a spirit of self-reliance is cultivated and, too, of closer sympathy and of comradeship, shall I say, with the appreciative teacher whose tact has enlisted the services, not only of the shy lad but also of the mischievous, troublesome one, who is really a splendid fellow when his surplus energy is directed into proper channels.

“But of what service is this *cabinet of curios* in teaching geography?” perhaps some one may ask:

Let us suppose we read in the lesson that the exports of a certain country are cochineal, arrowroot, mace and ebony, some, if not all of these, are unfamiliar to the majority of the children. From the cabinet we bring a few cochineal insects with a picture of the tree-like cactus upon which they feed, a bit of arrowroot and some starch made from it, a nutmeg with its coat of mace and a picture of the nutmeg

tree and from our assortment of imported woods, a piece of ebony. Allow the children to examine these. It will require far less time than a verbal description by the teacher and they will have a much clearer idea of the objects referred to.

Again, suppose the lesson of next day is to be upon the minerals of the Dominion. At the close of the afternoon, before going home, give the class an opportunity to examine the mineral specimens so neatly arranged and labelled with names of places where found. It will be less difficult to remember what sections are especially rich in silver, nickel, mica, asbestos, gold, coal, etc. These are but suggestions of the many ways in which the school cabinet may be used in making "the rough places smooth" for the oft-times discouraged pupil who has a poor memory but a great deal of common sense, and thus he may be helped to walk "the rugged paths of knowledge" by sight rather than by the memorizing of dry, uninteresting facts. We shall then less frequently in written examinations find statements which reveal such surprising misconceptions of the meaning of words. As, for instance, the small boy's affirmation that "Arrowroot is a kind of weapon that was used by the Indians long ago."

It is well to *vary* the regular Geography lessons occasionally by using that half hour for *current events* of world-wide interest. For example, the trouble in Morocco. What gave rise to it? What nations were involved? The leading incidents, and the probable outcome of it all. The Asiatic question in British Columbia. The latest and most reliable facts regarding the construction of great railroads and the building of ocean vessels.

For a review lesson, to fix the facts upon the mind have the pupils either write out all they know about the country, from heads you give them, or, what is more practical and to them much more enjoyable, let them take an imaginary journey, telling what places they pass through and what they see of special interest, producing specimens of such things when practicable.

The exercise is beneficial in many ways--not the least of which is in the *confidence gained by practice* in expressing clearly, concisely and logically their own ideas or facts which they have acquired by reading.

Is it not true that we children of a larger growth are educated more through the eye than through the ear ? Then let us make things real to the children.

In conclusion, the teacher must have a *definite aim* in every lesson presented. Having decided what that is to be, all *illustrations*, whether pictures, objects or short stories should be ready to present at the right moment. Her *fund of knowledge* of that particular subject must be richer, fuller than that of the pupils or of the text-book. Her *preparation* of the lesson so thorough that she will be able to lay aside the book while teaching. She will use such methods to interest her class and give variety to the lesson as seem most desirable under existing conditions.

Through the lesson let us be bright, energetic, enthusiastic, and this spirit will be imparted to the class ; the lesson will be a pleasure to them and to us, and we shall, in some degree at least, fulfil the purpose we set before us, that of awakening in the child a desire for knowledge, sharpening his perspective and imaginative faculties, and cultivating in him the power of accurate observation and sound reasoning which will result in logical conclusions.

ALLIGATORS.

The mother Alligator makes a nest for her eggs. She brings sticks and leaves to a safe place among the reeds on the bank of the river. After she had laid her eggs she covers them with leaves. She stays near to keep them from harm. When they have hatched, she leads the little alligators to some quiet pool. The babies like to play on the sunny bank. They climb all over their mother. If they hear a noise they all scramble into the water. If the babies are too little to get away, the mother holds them in her mouth until the danger is over. The bodies of the baby alligators are soft, not hard and scaly like their mother's. Hawks like to eat the little alligators.

The faithful and competent teacher never fails to secure the confidence, respect, and even affection of his pupils. He is, as he ought to be, esteemed "in place of a parent." He is thought to be infallible. He ought, therefore, to be correct.—*Wm. H. McGuffey.*

REQUIREMENTS IN ENGLISH FOR THE
UNIVERSITY SCHOOL EXAMINATIONS.

(By Miss Flora Taylor, High School, Montreal.)

It was Daniel Webster, was it not ? who gave as the elements of Success (1) Preparedness, (2) Preparedness, (3) Preparedness. If this view be correct must we not feel that upon us, teachers, in large measure, responsibility for the success or non-success of the boys and girls who go forth from our schools to grapple with life's problems, since our whole life is given up to helping others towards that state of preparedness. Setting aside for the moment the larger question of character-building—by far the most important function of the true teacher—perhaps the immediate test of the success of the course in the High Schools and Academies is the standing taken by the pupils in the University School Examinations. Hence it is that we so carefully look over the tabulated results, so earnestly peruse the extracts from the "Detailed Report," so eagerly grasp helpful suggestions. Sometimes, indeed, almost in despair, we are fain to wish that to the rapid-calculating machine, the writing machine, the piano-playing machine, some genius might add the teaching machine, so that all that would be required of the individual should be to "play what stop be pleased."

And yet we realize that success in teaching depends almost entirely on the personality of the teacher. In no sphere of life is it so true that interest awakens interest, that love kindles love, as in the sphere of education.

One who is an enthusiast in her subject, and only such a one, can succeed in arousing enthusiasm in her classes, and without enthusiasm work becomes drudgery; drudgery, despair, despair, death. Those who have had experience of trying to put new life into a class that has become dull-ed into insensibility realize how necessary it is that a class should be kept interested and alive.

Though this is true in regard to the teaching of all subjects, it is preeminently true of the teaching of the English. The successful teacher of English must indeed have enthusiasm, culture, sympathy and tact, since by the very nature of the subject she has many opportunities to touch

and kindle the emotions and to give the pupil high ideals and lofty aspirations. Not only does she cultivate in him an abiding task for good literature by familiarizing him with the best thoughts and the noblest emotions of the wisest and greatest of men—perhaps in this age of materialism it would be well if the refrain of the old English song were heard more often,

“ For a jollie goode booke whereon to look
Is better to me than gold ”—— ;

not only does she develop in him power to unlock the thought recorded on the printed page ; not only does she store his mind with things rare and precious, that may in later life prove as the shadow of a great rock in a weary land ” ; but she must also stimulate his imagination, cultivate his emotions, develop his spiritual nature, help him to realize that to make the most of human life he must regard it as but the threshold of an invisible world and “ bright with something of angelic light.” Thus a discussion of the character or incidents introduced in the various studied works may teach lessons of sincerity, honour, self-denial, kindness, courtesy, and other virtues which make life enjoyable and divine.” But in the main, life lessons are taught incidentally, not formally, and it is the formal teaching of College Requirement English we are asked to consider.

Here we are fortunate in having laid down for the course the works of those who stand on the hill-top of Fame. Yet the average child is more interested if he first meets Shakespeare standing on tiptoe to look over the hedge at the gaygoings-on at Kenilworth, Wordsworth skating on the Derwent, Coleridge diving his hand into a stranger’s pocket in the course of his imagining himself swimming the Hellespont—if, in fact, he meets him somewhere on his own level, so that he may feel that “ touch of Nature that makes the world of kin.”

Again, to have the work to be studied put in its proper setting, the pupil must have some knowledge of the man who produced it, of the time in which he lived, of the outlook on life common at that time, of the scene and time the action of the work studied—in fact anything that will help to awaken a live interest in the work itself. The

mere grouping of Shakespeare's works under Dowden's suggestive headings (1) In the workshop, (2) In the world, (3) Out of the depths, (4) On the heights, stimulates the imagination and awakens interest.

As a means of furthering interest it might be well to encourage pupils to bring newspaper or magazine clippings bearing on their work in English, stories from the lives of the author or of his friends, views of places mentioned, sketches of scenes described. Not only do the pupils take a keen delight in having extracts they have brought, read and discussed, pictures they have selected, submitted to the class for the others to discover what work and what scene in the work the pictures illustrates, but not unfrequently the teacher herself has thereby suggested to her a new view-point. Such clippings, after being brought before the class, may be used by the pupils to brighten their compositions.

Perhaps after *Interest* in the work studied, *Familiarity* with the text is the next important factor. If it ever be true that "Familiarity breeds contempt," it is certainly not so in regard to the masterpieces of English literature. The more familiar we are with such, the greater beauty do we find in them. Here *Memorizing* comes into play, but, as Charles Norton points out, it must be learning by *heart*, not merely by note as a task, but by heart as a pleasure. A few lines committed to memory each day will require but little time—say two or three minutes before the opening exercises—yet will take a deeper hold than long passages memorized at one sitting. Pupils themselves enjoy selecting passages to be committed to memory by the class and will defend their choice with spirit, thus gaining an insight into the thought that they might otherwise miss.

Such exercises as the following will also help to secure familiarity with the text:—

(1.) Express in literal language the thought given by the author in a figure of speech. (This leads to a keen appreciation of the author's conception. Comparison of the results obtained will also develop taste.)

(2.) Select from the text a brief bit of conversation or narrative and preface that extract with suitable introducing matter concisely and clearly expressed.

(3.) Make a list of descriptive words that suggest points

in the character of persons introduced, and select from the text passages that illustrate these various points.

(4) Suggest a suitable title for the work studied—other than that which it bears. Give reasons for your suggestion.

(5.) Imagine yourself Bassanio at Belmont and write a letter to Antonio describing your journey thither and your first impressions of Belmont.

(6.) Write such an account of the death of Sir Richard Grenville as an "English Mercurie" reporter might have sent to the editor had that newspaper been more like the present type.

(7.) Describe a scene in the "Merchant of Venice" that excites sympathy for Shylock.

(8.) Describe what is suggested by these lines:

" By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorps, a little town,
And half a hundred bridges."

9) Quote from the text passages to show how differently the Lotos-Eaters and Ulysses looked upon Death, Losses in life, Effort, Old Age.

A debate on a subject connected with the course will both stimulate interest and further familiarity with the text. On one occasion we took as the subject of debate:—Resolved,—That Shylock was more Sinned Against than Sinning.

No lack of interest could be charged. Every day for the two weeks that elapsed from the date of the announcement of the subject until the debate was held, discussion was hot—sometimes too hot—around the lunch-table. The arguments finally put forth may not have been convincing, but from that time on Shylock and Antonio were familiar acquaintances.

Again, a scene from the play may be presented by the pupils with as much in the way of stage setting and appropriate costuming as may be available or advisable. Pupils take quite a delight in this sort of thing and show not a little ingenuity in improvising costumes and arranging suitable scenery. Then, too, such an undertaking must cause a certain amount of discussion of

the play in the homes of the pupils, and thus establishes another bond of sympathy between the home and the school.

Another device that has often been found helpful in connection with the "Merchant of Venice" is to assign each of the characters in the cast to a definite pupil, so that when scenes are read, that pupil takes the assigned part, the leading characters having, of course, under studies. When such an arrangement has been made, the pupil loses his identity and is addressed as Bassanio, or Bassanio's under study, as the case may be.

Familiarity with the text is also gained by frequent practice in *Scansion*. Those who are so fortunate as to have "The Lady of the Lake" in the course of study have perhaps the best material available for an introduction to scansion, since in that poem are illustrated all the metres commonly used. However, even in the "Selections from Tennyson" we have comparatively few irregularities, and these the ear of the pupil generally detects. A few formal notes explaining terms together with frequent practice is all that is necessary. When a pupil is memorizing, too, he can hardly fail to note the recurrence of accent, indeed one often sees a pupil counting the feet so as to determine the length of the line. From "The Revenge" he may be led to see that a Heptameter is too long a line for the ordinary printed page, and so he will be prepared to see the ballad line break up into a Tetrameter followed by a Trimeter; from the "Recollections" he becomes familiar with the swiftly-moving anapaest and the slow and impressive spondee. Irregularities in scansion of lines in the "Merchant of Venice" are discussed fully in Abbott's "A Shakespeare Grammar."

Another point which the teacher of English must not neglect is the history of our own language; of the words themselves, their origin, their development, the transition from meaning to meaning, the changes in their form and application, the influences that brought about these changes; all this helps a pupil to appreciate and respect his own language. Even to realize that the words we use every day are the very words used by the literary giants of past centuries—even this is an inspiration. To some, too, it is a real delight to find the great movements of history

recorded in the modification of the letters in ordinary household words. True it is that we have not time to make an exhaustive study of the English language, indeed all we can do is to skirt round the edge of that study, but we can suggest to pupils that they find from the text examples of (1) obsolete words ;

(2) Words used with a meaning entirely different (or apparently so) from their modern meaning ;

(3) Words that have been modified in form or in meaning. What causes contributed to that modification ?

(4) Words that occur in text in two forms, one of which has fallen into disuse ;

(5) Words that in the text are differently accented. What does that change of accent indicate ?

In connection with this point attention might also be drawn to some of the characteristics of Elizabethan English :--

1. The use of the redundant object :—

“ You hear the learned Bellario, what he writes.”

2. The strengthening of the comparative and superlative inflexions by the use of “ more ” and “ most ” :—

“ How much more older art thou than thy looks.”

3. The omission of the “ ed ” of the past tense in verbs in which the infinitive ends in “ t.”

“ Stood Dido————— and waft her love
To come again to Carthage.”

4. The less restricted application of prepositions :—

“ How say you by the French lord ?”

“ Many may be meant by the fool multitude.”

5. The use of the rhymed couplet in blank verse to mark a change of scene, or an aside.

6. The pronouncing of final “ lin ” in two syllables, also the pronouncing of the now silent “ i ” in such words as “ marriage.”

It is quite a help to have a number of books of reference easily accessible to the pupils. Then, when any topic is being discussed such books may be referred to, the teacher, in some cases, indicating the chapter in which matter bearing on that topic may be found, in other cases leaving it to the pupils to discover for themselves the information required. Some of these we have used in this way are :—

Hudson's.....	"Shakespeare's Life, Art and Characters."
Winter's.....	"Shakespeare's England."
Miss Mitford's.....	"Our Village."
Stoddard's.....	"Venice."
Scott's	"Kenilworth."
Mary C. Clarke's...	"Girlhood of Shakespeare's Heroines."
Lamb's.....	"Tales from Shakespeare."
Myer's.....	"Classic Myths." Stories from the Odyssey.
Hallam Tennyson's.	"Memoirs of Tennyson."
Van Dyke's.....	"Study of Tennyson."
Hamson's.....	Tennyson, Ruskin, Mill, and other literary estimates.
Mrs. Jameson's.....	"Characteristics of Women."

In connection with the Composition section of our course in English, the theoretical part may be easily mastered: indeed, much of it may be reduced to two or three concise tabulated forms. But in this as in other things theory is easy; practice much more difficult. Our chief trouble seems to be to get our pupils to think clearly. It may be questioned if a thought is ever clear until we have given it definite form: "thoughts," says Palmer, "are almost as dependent on words, as words are on thoughts." Hence our aim should be (1) to give a pupil power of expression, and (2) to stimulate thought.

To aid a pupil to have mastery over words, the following exercises may be found helpful:—

1. Give one pupil a list of words, another a list of names. The first reads a word on his list, the second a name; the person whose name is called responds at once, using the given word correctly in a well-constructed sentence.
2. Give practice in unifying sentences. (a) by changing a relative clause into a noun in opposition, (b) by changing a co ordinate sentence into an abstract noun or into a participial phrase, (c) by combining a number of short sentences into one long sentence.
3. Require pupils to select from the works studied words that do not ordinarily occur in their own conversation and to use these words suitably in sentences.
4. Ask pupils to write a definition of the name of some

common object and compare their definition with that given in a good dictionary.

5. Encourage them to cultivate expressiveness; *e.g.*, "whispered," "thundered," "shouted," "whimpered," "drawled," "screamed" rather than "said."
6. Require them to bring a copy of a thoroughly well constructed sentence chosen from some book they have read.
7. Give them frequent practice in transferring the movable elements of a sentence; in improving sentences rendered faulty by the use of threadbare expressions, colourless verbs, mixed structure, and that which seems especially to beset the unwary—dangling participles.
8. Give practice also in the use of synonyms. Perhaps the only way to help pupils to appreciate nice distinctions between synonyms is to have them use one in a sentence, replace it by the other, and tell definitely how the meaning has been affected by the change.

Such exercises as these help to give power of expression and also flexibility of style.

So much for sentence-structure; but perhaps paragraph-structure is of greater importance since the paragraph is the unit of the composition. The three essential qualities of a good paragraph, Unity, Continuity, Emphasis, must be constantly kept before the pupil, and to this end some artificial means of securing these qualities may not come amiss until he has gained power of free expression. In addition to the means enumerated by Sykes under "Qualities of a paragraph," there might be added the use of a short sentence interposed between long ones, *e.g.*, "Nor is this all." Such a sentence gives the reader time to collect his thoughts, and also holds his attention. To insure that each sentence shall follow naturally from the preceding, such phrases as "on the contrary," "in spite of all this," "on the other hand," "hence," are of use. Here it may be well to warn pupils against the weak connectives "and," "also," and to suggest to them that, whenever they are about to use either of these, they should examine the two clauses thus to be connected to discern if possible some relation existing between them—time and event, cause and effect, etc. Let them test the unity of a paragraph by condensing the thought into a single summing-up sen-

tence. Paragraphs thus tested may very well be such as they themselves have selected from books, magazines, newspaper editorials—selected for their special excellence or evident weakness. If extracts from Macaulay's Essays are available for this purpose, pupils may discover his plan of building up a paragraph and may perhaps adopt it, thus mastering at least the art of making their thought clear.

For practice in paragraph-structure four or five topic sentences may be given, one to each row of pupils. Allow five minutes in which to write a paragraph on that topic. Then change papers and let each mark the paper he is criticizing, A, B or C, as in his estimation it is "Excellent," "Fair," "Poor." Then have one or two papers of each grading read aloud and take the class opinion as to the correctness of the grading. From such exercises pupils will gather that in every paragraph the main idea must stand out clearly and that the details bearing upon the main idea must be given their relative importance.

In connection with the whole composition the indispensable quality is that it should follow a well-thought out, orderly plan, so that the reader may have the main points clearly before him. To this end composition subjects should be worked up orally in a general way before writing is begun, the teacher guiding this preliminary discussion in accordance with a definite plan. To secure personal interest in such discussion it is well to have a list of composition subjects for the year tacked up where pupils may see it at any time, so that whenever they see an article bearing on any of the subjects or a picture suitable to illustrate it, a story connected with it, they may cut it out and produce it when the subject comes up.

When pupils have information worth communicating and a well thought-out plan for communicating it, the subject may be left in their hands.

After the compositions have been written it is sometimes well to change papers and let pupils read over and criticize one another's progress. Encourage them to appreciate their class-fellows' work. The "Course of Study in English of the Indianapolis Public Schools" suggests the following points to guide the pupil in such criticism:—

1. Read the composition through.
2. Is it interesting? Tell one thing that made it so.

3. Did the author keep to his subject? Did he put anything in that was unnecessary.
4. Were any of the expressions new to you?
5. Mention any apt word you noticed.
6. Indicate a particularly good sentence or sentences.
7. Indicate a sentence that could be improved.
8. Help the pupil to restate it.
9. Correct grammatical errors.
10. Correct mechanical errors.

In most cases, however, better results follow from criticism offered by the teacher. Though this entails much work, we must remember that nothing worth while was ever accomplished without hard work. A few criticisms in regard to the mere form of the written composition will help to minimize labour, *e.g.* :

1. Use black ink, and write legibly.
2. Use the regulation size of paper.
3. Write only on one side.
4. On the left-hand side of each page leave a margin of one inch.
5. Indent each paragraph.
6. Number each page, and fasten pages together in the order in which they are to be read.
7. At the top of the first page, and in the middle of the line, write the title.
8. Leave a space of one line at least between the title and the composition proper.
9. Consult a dictionary in regard to the spelling of any word of which you are doubtful.

The use of a set of abbreviations to indicate faults or suggest improvements also economizes labour. Such a set of abbreviations should be used throughout the school, so that they may be quite familiar. An error that is common to a number of pupils might be marked "G" and the attention of the whole class directed to it orally when papers are returned.

It would be most satisfactory if once a week a teacher could have a few minutes' conference with each individual pupil upon the composition submitted, but this is impossible even when classes are only fairly large. The best that can be done seems to be to indicate on each paper faults and excellences and to append to each a brief criticism.

These brief criticisms should be such as would encourage the pupil to make the revised composition as excellent as possible.

Yet in the final analysis, we realize that we can accomplish results that are worth while only if each and every teacher of each and every subject teaches English. In other words, in all classes improper English and slipshod constructions should be persistently corrected, complete but concise expression of thought insisted upon, clear enunciation and pleasing quality of tone encouraged. Thus by constant practice the pupil will have acquired the habit of talking fluently, articulating clearly, expressing his ideas correctly and gracefully; in fact, he will have mastered one of the elements necessary to success in practical life—the ability to speak and to write clearly and effectively.

THE NEED OF MORAL TEACHING.

On November 2nd, at the opening of the London County Council's new day training college in Southampton-row, Lord Rosebery said in regard to the need of Moral Teaching:—

“I take it for granted that you will turn out from this institution men and women trained in all the arts and sciences which appertain to education. Is that all? (‘No.’) You have already had great success in London. I was furnished to-day with two or three remarkable cases, one of which only I have carried in my mind—that of a boy taught in the board schools, who passed through the various scholarships, to a great historic university and is now a Fellow of his college, after having reaped some of the greatest prizes in that university. There are cases of girls as striking, though I have not got them in my mind. But you must remember this—you turn out these boys and girls who take the laurels of the universities and the institutions to which they go. You are also responsible for the larrikins and the hooligans who stay behind. You are responsible in your schools of London for the gangs who used to haunt the Regent's-park and fought to the verge, of murder itself. And here I come to the point. I want to say that when you have taught a teacher all that science

and art and learning can teach him, you still leave him an imperfect product of such a college as this. If your chiefs cannot impart the moral qualities which are at the root of the manhood and womanhood of a nation, they fall short of the ideal we have set before us. I suppose it is not possible in any lesson of the time-table to inculcate moral qualities. Manhood, womanhood, charity, kindness, that outward and inward courtesy that springs from kindness and from charity—all three can be taught by a teacher not in lesson, but by example and by influence. I venture to say, Sir, to Principal Adams—I am sure no one is more aware of it than yourself—that if you cannot turn out teachers calculated to plant and to strengthen the moral qualities that lie at the root of a nation's greatness your college will fail.

“ May I say another word, and that shall be the last, on a question which, to the disgrace of Christianity, in my opinion, has become a political question—the religious question? Do not suppose that I am going to touch on it in its political or its legislative aspect. That is far from my intention. Public speakers often have to dance among burning coals, but no public speaker who has reached my age ever elaborately shovels out a mass of burning coals in order to dance upon it. I do not know, and it does not matter to me to-day one farthing, how that religious question will be dealt with in the way of formal Acts, or by forcing it, by a secular system, on to the care of the churches whom it more immediately concerns. That is not my point. My point is that if you send out sceptical teachers—though they may not have the opportunity, and probably will not have the opportunity of giving a word of religious instruction within their school hours—you are doing the schools to which you send them, not a benefit, but an injury. Scepticism may be a useful acid at later periods of life. On that it is not my province to pronounce an opinion to-day. But of this I am convinced—that scepticism applied to the tender years of childhood, boyhood, girlhood is a corrosive acid eating deep into all the foundations of character that you wish to strengthen and support. I cannot tell you how, or in what direction the children will develop whom you may be called upon to train, but this at least you can foster in them—the seeds of faith, of earnestness, of honesty, of truth, of a legitimate ambition. I now declare this college open.”

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, November 29th, 1907.

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. ; Prof. A. W. Kneeland, M.A., B.C.L. , Rev. A. T. Love, B.A. ; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec ; H. B. Ames, Esq., B.A., M.P. ; Principal W. Peterson, LL.D., C.M.G. ; W. S. Maclaren, Esq. ; Gavin J. Walker, Esq. ; Hon. J. K. Ward, M.L.C. ; John C. Sutherland, Esq., B.A. ; Rev. E. I. Rexford, LL.D., D.C.L. ; S. P. Robins, Esq., LL.D., D.C.L. ; John Whyte, Esq. ; W. L. Shurtleff, Esq., K.C., LL.D. ; Hon. Justice J. C. McCorkill ; Rev. E. M. Taylor, M.A. ; Hon. W. A. Weir, K.C., M.P.P.

Apologies for the enforced absence of the Hon. S. A. Fisher, B.A., M.P., Principal J. W. Robertson, LL.D., C.M.G., and P. S. G. Mackenzie, Esq., K.C., M.P.P., were read.

The minutes of the last meeting were read and confirmed.

The Secretary announced that the Hon. W. A. Weir had accepted his election as member of the Committee, and that the Rev. E. M. Taylor had been re-elected to represent the Teachers' Association.

The Hon. Mr Weir, upon taking his seat with the Committee for the first time, was welcomed by the Chairman.

The Secretary reported that the Government had authorized the payment of indemnities to former teachers of the McGill Model Schools as recommended at the last meeting of the Protestant Committee.

The following report was read and received for discussion :—

“ Report of delegation of the Protestant Committee appointed to wait upon the Government as to the proposed early distribution by the Government of the sum of \$16,866.67 released from Normal School grant by the bene-

faction of Sir William Macdonald and applied to rural schools.

“ The deputation consisted of Rev. Dr. Shaw, Chairman ; Principal Robertson, LL.D., Mr. Maclaren, and Mr. J. C. Sutherland, accompanied by the Secretary, Dr. Parmelee. By request of the Chairman, Dr. Peterson also attended, representing the Governors of the McGill University, Trustees of the Macdonald College.

“ Apologies for absence were received from the Hon. Justice McCorkill and Dr. W. L. Shurtleff.

“ The deputation was received on Tuesday, October 8th, 1907, in Montreal, by the Honorable Mr. Gouin, Premier, and the Honorable W. A. Weir, Minister of Public Works.

“ The deputation expressed, on behalf of the Protestant Committee, dissatisfaction on the following points :

“ 1. As to the mode of distribution itself set forth in the recent order in council relating thereto.

“ 2. As to the Government apparently ignoring the Protestant Committee in the matter.

“ 3. As to the date of the order in council, only three days before the regular quarterly meeting of the Protestant Committee in September.

“ 4. As to the departure of the Government from the understanding made with the representatives of Sir Wm. Macdonald and the Trustees of the Macdonald College, that the money in question should be applied to Protestant education on the recommendation of the Protestant Committee.

“ In this connection Dr. Robertson read a minute of an interview of representatives of the Protestant Committee with the Government of date September 29th, 1905, and stating as a matter of agreement that “ in future the Protestant share of the Normal School grant should be continued and should go to Protestant education in this Province as the Protestant Committee should determine.”

“ In further support of these views Dr. Robertson submitted the following representations :—

“ I. (1.) That the basis on which it is proposed to make the distribution by the order in council is unsatisfactory, in so far as it is proposed to pay the sum of \$20.00 to each elementary school regardless of the merits or needs of the school.

“(2.) That the Protestant Committee had represented to the Government, on more occasions than one, that the distribution of such moneys would be particularly beneficial to Protestant education if paid (a) to stimulate and encourage school authorities who are not yet doing as much as they could, and (b) to help poor municipalities who can hardly find sufficient means to keep a good school open for a reasonably long term every year.

“II. The deputation further expressed the opinion, on behalf of the Protestant Committee, that a most effective use of part of said money would be in paying a sum, not exceeding \$20.00, to every elementary school upon the recommendation of the Protestant Committee, after taking communication of reports of Inspectors, with special reference (a) to the salaries paid to teachers, and to the diplomas held by the teachers; (b) to the rate and total amount of local taxation; (c) to the character and condition of the buildings and equipment; and (d) to the lengthening of term of the school in the year.

“III. The deputation were further of opinion that a wise use of part of the money would be to pay small bonuses to teachers, based on the quality of work done by them, taking into account the circumstances under which it is carried on.

“IV. The deputation expressed regret at the want of consideration to the Protestant Committee shown by the action of the Government in passing the order in council without consulting the Protestant Committee, and in disregard of the recommendations which the Protestant Committee had passed from time to time, the deputation also holding that such action by the Government was contrary to the spirit and understanding of the negotiations and agreement which placed the money at the disposal of the Government, to be administered by the Government for the benefit of Protestant education in Quebec, as may be recommended, from time to time, by the Protestant Committee.

“V. It was represented by the deputation that the most effective and judicious use of the money would be in arranging that part of it should be paid:—

“(a) As bursaries to teachers, to assist in retaining train-

ed teachers of ability, particularly in the rural schools of the Province ;

“ (b) To help and encourage poor municipalities (1) to pay higher salaries to teachers, (2) to raise more money for the schools by local taxation, (3) to improve school buildings, premises and equipment and (4) to lengthen the term of school in the year : and

“ (c) To increase the salaries of Inspectors.

“ The Hon. Mr. Weir made the following statement :—

“ 1. As to the first complaint, he remembered that at a previous interview a delegation from the Protestant Committee had urged on the Government, as a matter of prime necessity, the increase of the elementary school grant, in order to give the Committee more control over the school boards for the enforcement of its regulations.

“ The order in council was a response to this request. It provided, moreover, that all payments from this source to school boards “ shall be made with the distinct understanding that they shall be applied not to decrease in any way the local contributions for school maintenance, but to improve education by increasing teachers’ salaries, lengthening school terms, or improving the school buildings or furnishings.”

“ Another clause of the order in council stipulated that “ the Superintendent may withhold payments, when he desires, pending assurance that the grants mentioned herein will be applied in accordance with the terms of paragraph 1.” He had heard from many sources—including members of the Protestant Committee—warm commendation of the order in council in question.

“ 2. As to the second complaint, it must be remembered that the Government is a Committee of the Legislature, and is bound to act in accordance with its wishes. The Legislature had not instructed the Government to consult the Protestant Committee in connection with the distribution of the Public School Fund, the \$100,000 Grant, or the McGill Normal School Grant, but had placed the sole responsibility therefor upon the Government, under the laws of the Province. There could, therefore, be no question of the Protestant Committee being ignored by the Government in this connection.

“ 3. As to the third complaint, the date of the order in council has no reference whatever to the September meeting of the Protestant Committee. The Government, through one of its members, had been in communication with the Department of Education and others since early last Spring, in connection with the conditions of the distribution of the fund in question. The Secretary of the Department had written that the distribution should be made before the 1st October, when the Inspectors began their annual visits. One of the reasons why the order in council had not been passed earlier was that in May and June the Secretary of the Department of Education was absent in England on official business, and in August, on his vacation.

“ 4. As to the fourth complaint, he would say :—

“ (a) That he had never heard of any understanding with the representatives of Sir William Macdonald that the money in question should be administered for rural schools by the Protestant Committee. It was strange that if such an understanding existed, it should never have been referred to in his presence by any of the representatives of Sir William Macdonald, the McGill University, the Secretary of the Department, or the individual members of the Protestant Committee, with whom he had spoken as to the distribution of the money in question;

“ (b) That the McGill Normal School Grant had always been administered by the Government;

“ (c) That the administration of the amount could only be transferred to the Protestant Committee by enactment of the Legislature, and this had not been done;

“ (d) That the substance of the Premier's reply to the query of the sub-committee as to whether the Government would continue the McGill Normal School Grant in the event of that institution disappearing, for the benefit of Protestant education, was apparently merely an affirmative; that beyond this it was hardly right to go in an attempt to bind the Government to the terms of a minute which had never been brought to its notice; that the interview referred to took place in 1905, before Sir William Macdonald had definitely decided upon any course of action in respect of the establishment of a Teachers' Training School in Macdonald College.

“(e) That the proposition of McGill University, in connection with Sir William Macdonald’s bequest, appears to have been finally submitted to the Protestant Committee at its meeting on January 8th, 1907, and was at that time submitted to some of the members of the Government with the following result, according to the minutes of the Protestant Committee :—

“The Premier declared himself and his colleagues to be willing to give effect to the offer should the members of the Legislature representing the Protestant population be satisfied with such a course of action. Steps would be taken to learn their views early enough in the session to allow the necessary legislation to be prepared.”

“This answer was apparently satisfactory, as no protest was entered to the effect that the Premier or the Government was already bound in the matter.

“(f) The draft of the contract embodying the agreement of the parties was drawn up and subsequently alterations made, both by McGill University and on behalf of the Government, and in the final form was sent to McGill University and to Dr. Robertson. No complaints were received as to its form or meaning. It was finally adopted by the Legislature, and is the law on the question as to the use of the McGill Normal School Grant. It puts the administration of that grant solely in the hands of the Government. In view of these facts, it is hard to understand the claim now made that an “understanding” existed differing from the authentic agreement.

“(g) If the written contract differs in any way from the memorandum submitted on the part of McGill University, it is in regard to the clause which said that in the terms of the memorandum in which Sir William Macdonald conveyed his gift to McGill University, it was provided that “the Government of the Province of Quebec shall have representation upon the Committee in charge of the Teachers’ Training School.” This was altered at the request of McGill University. The other clause of the memorandum, which appears to have been changed in the contract, as subsequently agreed upon by the parties, was in regard to the understanding by the Board of Governors that “the Government of the Province has already expressed its willingness to continue the sums now voted for the

maintenance of the McGill Normal School which may be set free on the acceptance of this offer from the Board, and to devote these sums (in addition to other grants made from time to time) to the support of Protestant education, under the regulations of the Protestant Committee." These last words "under the regulations of the Protestant Committee" do not appear in the contract or in the statute. Their presence would not have meant that the McGill Normal School Grant was to be administered by the Protestant Committee, but by the Government, subject to the regulations which the Protestant Committee is empowered by law to make. As he understood it, these regulations—notwithstanding the omission of the special statute—could still be applied to the expenditure of the grant in question by the school boards.

"The Honorable Prime Minister said that he recognized the need of cordial co-operation between the Government and the Protestant Committee. He understood that his colleague, the Honorable Mr. Weir, was now a member of the Protestant Committee, and the matter could be discussed with him at the November meeting. If necessary, he would be very glad to attend that meeting himself.

"As to the order in council, it only referred to the use of the money for the present year, and would have to stand, as it would be a delicate matter to order its cancellation. The Government would always be glad to hear any representations from the Protestant Committee."

"The following statement of Principal Peterson is submitted by order of the sub-committee:—

"Speaking for McGill University, Principal Peterson said that he would limit his remarks to (1) the memorandum containing the offer of Sir William Macdonald and the Board of Governors, and (2) the terms of the statute in which its main provisions are embodied. As to the former, while they had never lost sight of the fact that the actings of the Protestant Committee are subject to review of the Provincial Government, the terms of the offer clearly show that the Board made it an "essential condition" that the moneys now under discussion should be applied by the Protestant Committee to the support of Protestant educa-

tion. Even where they had spoken of the "Government of the Province" in connection with educational provisions, they had meant the Protestant Committee as the natural agent of the Government. This interpretation had been generously conceded by the Premier himself in connection with the appointment of public representatives on the Committee in charge of Training at Macdonald College.

"It is true that the words "Under the regulations of the Protestant Committee," which appear in the memorandum, are not repeated in the statute. But this is a matter of drafting. The whole scheme was to be carried out as stated in the first page of the memorandum "Under the regulations of the Protestant Committee as representing the Provincial Government". Dr. Peterson stated that he had Sir William Macdonald's authority for saying that it would never have occurred to him that the Government had the intention of reserving to itself the allocation of these moneys without consulting its natural agent, the Protestant Committee. If the order in council now under discussion could be treated as a draft, the Protestant Committee would still have the usual opportunity of expressing its views on the subject. The administration, by the Government, of Normal School funds has not in the past been inconsistent with initiative on the part of the Protestant Committee, and any change of policy now will make for dualism instead of harmonious co-operation. In any case, he was glad to be assured by the Premier that in the wording of the statute the Government had not sought to preclude that reference to the Protestant Committee, which his Board had all along put forward as an essential condition of its offer."

"All of which is respectfully submitted.

" (Signed,) WILLIAM I. SHAW,
Chairman.

Moved by Dr. Rexford, and seconded by Dr. Shurtleff, —

"1. That this Committee desires to assure the Government of the Province of its loyal co-operation as its advisory educational committee and of its anxiety to promote in every possible way the educational interests of the Protestant minority in the Province;

"2. That this Committee desires to record its convic-

tion, after an experience of a generation, that the strong efforts made shortly after Confederation by leading Protestant representatives such as:—Sir A. T. Galt, Hon. Geo. Irvine, Hon. James Ferrier, Sir William Dawson and others, to secure adequate guarantees for the educational interests of the Protestant minority in this Province by the appointment of a Committee of Protestant educationists, which should have, under the Government, the administration of Protestant education in this Province, have been amply justified, and this Committee points, not without feelings of pride, to the fact that educational progress in different sections of the minority in this Province has been in direct proportion to the degree of influence which the Committee has been empowered to exercise ;

“ 3. That this Committee desires respectfully but definitely to call the attention of the Government to an apparent tendency, of which the recent order in council dealing with the liberated Normal School Grant is a conspicuous example, to break down these guarantees secured for the educational interests of the Protestant minority, which have made for her harmony and for progress in the past, by gradually eliminating the influence of this Committee from the administration of Protestant education, and thereby bringing the educational interests of the Protestant minority under the direct administration of Government, which, from the nature of the case, must be overwhelmingly Roman Catholic.

“ 4. That this Committee desires to re-affirm its frequent representations to the Government, that the per capita method of distribution of educational funds is ineffective and unsatisfactory, and to recommend that the Protestant share of the legislative grant for normal schools, now set free by the munificent benefaction of Sir William Macdonald, should be appropriated as follows:—

“ (a) Five thousand dollars as bursaries for the encouragement of candidates (1) to train at Ste. Anne and (2) to teach in rural schools under a scheme to be approved by order in council ;

“ (b) The remaining amount available to be placed to the credit of the Protestant share of the Poor Municipality Fund, or some similar scheme mutually agreed upon between the Government and this Committee.”

After some discussion Dr. Rexford asked permission to withdraw this motion and to substitute another.

It was ruled that consent to do so must be unanimous, which consent was not given, Mr. Weir objecting.

Thereupon it was moved in amendment by Dr. Peterson, seconded by Mr. Ames,

“ That this Committee desires to record its conviction, after an experience of a generation, that the appointment of an advisory committee of educationists to conduct, under the approval of the Government, the Protestant educational interests of the Province, has made for harmony and progress in the working of our educational system.

“ That this Committee desires respectfully to call the attention of the Government to an apparent tendency, illustrated by the recent order in council distributing the Normal School Grant, to eliminate the influence of the Protestant Committee from one of the most important departments of educational administration, namely, the methods and conditions of distribution of educational grants, and to ask whether this indicates a change of policy on the part of the Government in this regard, or whether the Committee may still expect to have an opportunity of submitting, as a regular part of its functions, recommendations for the distribution of grants for educational purposes such as the Protestant share of the Normal School Grant, now set free, and similar grants provided by the legislature.”

In amendment to the amendment, it was moved by Prof. Kneeland, seconded by Mr. Masten, that the motions of Dr. Rexford and Dr. Peterson be laid upon the table for three months, and that a sub-committee be now appointed to draft a series of recommendations under which the sum released by the abolition of the McGill Normal School might, in their judgment, be wisely distributed in the future, and that the sub-committee report at the February meeting of the Protestant Committee.

On being put to the meeting this sub-amendment was carried, and a sub-committee was appointed accordingly, consisting of Dr. Robertson, convener, Dr. Shaw, Mr. MacLaren, Dr. Shurtleff, Mr. Sutherland and Mr. Whyte.

An application from E. R. Smith, Esq., of St. Johns, for the restoration of the St. Johns Model School to the rank of an academy was read, with a special report of the Inspector of Superior Schools.

It was resolved to rank the school as an academy at the next September meeting of the Committee, should the results of the next June examinations warrant doing so.

An application from the school trustees of Hull for the intervention of the Committee in a matter of the collection of certain taxes was read and referred to the Superintendent of Public Instruction for such action as he could take in the premises.

Reports of the Inspectors on the teaching of Temperance and Hygiene were read, and the Secretary was instructed to summarize them for the use of the petitioners who brought up the subject at the last meeting. In general the reports showed that the subject receives attention in all the schools, but that the Inspectors were not entirely satisfied. However, they will take occasion to improve the character of the instruction in this subject, and to have more time given to it where necessary.

A report of the meeting of the Protestant Inspectors in October was held over for the February meeting.

The Secretary submitted a proposed bill to give effect to various resolutions and recommendations of the Protestant Committee as follows :—

AN ACT TO AMEND THE EDUCATION ACT.

His Majesty, with the advice and consent of the Legislative Council and of the Legislative Assembly of Quebec, enacts as follows :—

1. Article 115 of the Act 62 Victoria, chapter 62, is amended by adding thereto the following paragraphs :—

“ Whenever, during one year, the average school attendance in any district has fallen below ten pupils of school age, the school commissioners or trustees, as the case may be, may close the school therein and convey, if necessary, the pupils free of charge to any other school or

schools within the municipality. They may also, in such case, annex the district to another district or to other districts temporarily or permanently, at their discretion, without appeal under article 482 of this Act, provided conveyance is furnished so that no child shall be obliged to walk an unreasonable distance.

“ Whenever the school commissioners or trustees decide to unite two or more schools and to convey pupils to a central school, they may undertake all necessary expense, including, at their discretion, the purchase of suitable vehicles for the use of the contractors. The contract for conveyance along the routes which they prescribe shall be made by tender after public notice which shall specify all the conditions of the service. The school board may fix an upset price, and should the contract not be accepted at said price, any member of the board may, by unanimous vote of the other members, accept the contract. The contract, in such case, shall be for one year only and can be renewed under the same conditions after tenders have been invited.”

2. The said Act is amended by inserting the following article after article 120 thereof:—

“ 126a. So soon as such trustees have been elected all rate-payers within the municipality belonging to the religious denomination of the dissentients therein and not sending their children to any school under the control of the school commissioners, shall be deemed to be dissentients, and shall, for school purposes, be under the control of the school trustees. The provisions of this article shall apply in the case of school trustees elected under the provisions of articles 128, 132 or 135 of this Act.”

3. Article 139 of the said Act is replaced by the following:—

“ 139. Subject to the provisions of article 129 of this Act, any dissentient may and shall cease to be so by giving, before the first day of May of any year, a notice to the chairman of the school trustees, or to their secretary, and to the Superintendent of Public Instruction, that he holds the religious belief professed by the said majority and therefore wishes to come under the control of the school commissioners for the said municipality.”

4. Article 397 of the said Act is amended by inserting before "The," in the first line thereof, the words: "Subject to the provisions of articles 405 and 410 of this Act".

5. Article 410 of the said Act is amended by adding the following paragraph thereto:—

"In a school municipality where there are two school boards, either board, when levying a special tax, may tax incorporated companies uniformly with other rate-payers under its control for an amount equal to what such board would be entitled to if the tax were an ordinary tax and apportioned under the rule prescribed by article 397."

6. Article 295 of the said Act is amended by inserting before the word "The," in the first line, the following words:—"Subject to the provisions of article 436 of this Act."

7. Article 436 of the said Act is replaced by the following:—

"436. The sums destined for public schools shall be divided each year between Roman Catholic and Protestant schools in the relative proportion of the respective Roman Catholic and Protestant population of the Province according to the then last Dominion census.

"The Superintendent of Public Instruction shall then distribute the sums allotted to Roman Catholic schools amongst Roman Catholic school municipalities in proportion to the Roman Catholic population, and the sums allotted to Protestant schools amongst Protestant school municipalities in proportion to their Protestant population, according to the last census.

"The Protestant Committee of the Council of Public Instruction may, however, by regulation and with the approval of the Lieutenant-Governor in Council, direct the Superintendent to distribute the share of the Protestants among public schools of its own faith without regard to population, but in accordance with what it shall consider to be the needs and merits of the several municipalities.

"Such distribution shall be made yearly and shall be subject to the approval of the Lieutenant-Governor in Council."

8. Article 437 of the said Act is amended by inserting before the word "The," in the first line, the following words:—

"Subject to the provision of article 436 of this Act."

9. This Act shall come into force on the day of its sanction."

This draft was approved, and a sub-committee, consisting of the Chairman and the Quebec members, was appointed to bring it before the Government, and to make any minor alterations in the phraseology that may be necessary to carry out the wishes of the Committee.

The Secretary reported that an examination for the Inspector's Qualifying Certificate had been held since last meeting, and that the candidate, Mr. E. W. Hodgins, had passed satisfactorily in all subjects except school law.

The Committee declined to order a certificate to be issued, but offered no objections to a supplemental examination after further preparation on the part of Mr. Hodgins.

The Secretary reported that the Department had issued a manual for the use of teachers in elementary schools, which had been distributed through the Inspectors. A copy had been sent to the members of the Committee for their information.

It was moved by Mr. Justice McCorkill, seconded by Dr. Robins, and

Resolved,—That it be a respectful recommendation to the Government to take into consideration the necessity of making a substantial increase in the salaries of the Protestant Inspectors, both as a matter of justice to men who have important educational duties to perform and as a means to retain the present officers and to secure competent successors to them in the future; that the attention of the Government be called especially to the fact that with the greatly increased cost of living, the travelling expenses of the Protestant Inspectors, who have large territories to cover, absorb a large part of their salaries."

The Rev. Principal Parrock and Dr. Hamilton appeared before the Committee to urge that arrangements be made

by which pupils of Bishop's College Grammar School may take the University School Examinations on the same terms as pupils of the schools under control of the Committee, that is, as a right and not as a privilege. In June last the pupils were admitted to the examinations as a privilege and it was necessary to provide definitely for the future.

Dr. Peterson explained for the University Board of School Examiners that the Board held that under the regulations of the Committee it could examine only such candidates for the A.A. certificate as come from schools under control of the Protestant Committee, or from schools authorized by the Committee to take the examinations. The Board would willingly accept the pupils of Bishop's Grammar School on the instructions of the Committee.

Dr. Rexford and Dr. Peterson were asked to report at the next meeting some method of extending the A.A. examinations to schools not under control of the Committee.

The Secretary was authorized to transfer to the Pension Commission the sum of \$40.00, the annual interest on the Callista Burnham legacy, to be added to the pensions of Protestant teachers.

Moved by Mr. Masten, seconded by Mr. Maclaren, and
Resolved,—That the thanks of this Committee be extended to the special lecturers who were employed for part time in the McGill Normal School, and whose services have not been continued at Ste. Anne, for their important and faithful services rendered in years past to our Normal Training School.

The sub-committee on text-books submitted a corrected list which was approved. It was ordered that the corrected list be printed.

Dr. Robins submitted a report on the continuation of Normal School bursaries, which the Secretary was ordered to print for the use of members before next meeting.

Professor Kneeland submitted the following as a course of study in Physiology and Hygiene, based on Knight's text-book :—

Course of Study in Physiology and Hygiene for Grades
I. and II. Model.

- I. Grade I. Model:—Part I. with Lesson XIX. of Part II.
II. Grade II. Model:—Part II. with Lessons XX. and XXI. of
Part III. and Lesson XXI. of Part IV.

The course was adopted.

The interim reports submitted by the Inspector of recent visitation of thirteen superior schools, were presented by the Chairman. They show in most cases educational progress "good," and in many "excellent," besides many incidental improvements in premises and equipment.

The Secretary reported that although his last audited financial statement is correct, as well as the statement in the books and the recorded minutes, the printed minutes in the EDUCATIONAL RECORD contain an item in "Receipts" of \$1,769.93 entered in error. The unexpended balances, to which the item refers, were paid to the Committee only in July, and should appear in the next financial statement instead of the last one.

The Chairman reported that he had audited the last financial statement and found it correct, with a balance in the Bank of \$2,909.53.

The meeting then adjourned till Friday, the 28th of February, 1908, unless called earlier by order of 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 10th of October, 1907, to appoint Mr Oscar Bélanger, school commissioner of Saint Placide, county of Charlevoix,

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 14th of October, 1907, to appoint

Mr. Wenceslas Levesque to the office of school commissioner for municipality of "Moisie", county of Saguenay.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 17th October, 1907, to appoint Mr. Arthur Langlais, a school commissioner for the school municipality of the city of Sorel, county of Richelieu, in the place of Mr. J. B. A. Falardeau.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 24th of October, 1907, to appoint Messrs Vivian Burril and Howard Murray, school trustees for the municipality of Shawinigan Falls, county of Saint Maurice, the former to replace himself, as his term of office has expired, and the latter to replace Mr. W. Forrest who has left the municipality.

Erection of a new school municipality for Roman Catholics only.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 14th of November, 1907, to detach from the following school municipalities the territory hereinafter described, to wit:

1. From the school municipality of Eaton, in the county of Compton, the lots having on the official cadastre of the township of Eaton, the numbers 15 and following to 28 inclusively of the ranges 1, 2 and 3 of that township ;

2. From the school municipality of Compton, in the county of Compton, the lots having on the official cadastre of the township of Eaton, the numbers 18 and following to 28 inclusively, of the ranges 9 and 10 of that township ;

3. From the school municipality of Clifton, in the county of Compton, the lots having on the official cadastre of the township of Clifton, the numbers 18 and following to 28 inclusively of the ranges 5, 6, 7, 8, 9, 10 and 11 of that township ;

4. From the school municipality of Ascot, in the county of Sherbrooke, the lots having on the official cadastre of the township of Ascot, the numbers 1 and following to 7 inclusively of the first range of that township ;

And to erect this territory into a distant school municipality by the name of Martinville.

The erection of this school municipality will, however, concern only the Roman Catholics comprised in the aforesaid territory.

This erection will take place on the 1st of July next, 1908.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated 14th of November, 1907, to detach from the school municipality of Saint Dominique, in the county of Bagot, the lots bearing on the official cadastre for the parish of Saint Dominique, the numbers 336 and 337, and to annex them to the school municipality Saint Pie, in the same county.

This annexation will come into force on 1st of July next, 1908.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 14th of November, 1907, to appoint Messrs. Philip Sinnet and Remi Bérubé, jnr., to the office of school commissioners for the municipality of La Madeleine, county of Gaspé, the first name to replace Mr. Alexis Bernatchez, whose term of office is expired, and the second, to replace Mr. Cyrias Dubé, who has resigned.

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