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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. XXVI.
JANUARY TO DECEMBER,
1906.

QUEBEC:
THE CANADA STAMP COMPANY
—
1906.

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 AND OFFICIAL ANNOUNCEMENTS.

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

JOHN PARKER, Editor.

G. W. PARMELEE, Managing Editor.

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QUEBEC

THE CANADA STAMP COMPANY

1906.

Subscription, \$1 per annum.

Exchanges to be Addressed to "Editor of the Educational Record," Quebec P. Q.
 All Communications to the Managing Editor, Quebec.

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THE
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No. 1.

JANUARY, 1906.

VOL. XXVI.

Articles : Original and Selected.

THE UNIVERSITY AND THE SCHOOL.*

After thanking Mr. Mayor Miner for the cordiality of his reception, and the Graduates for the efforts they had made to render the meeting a success, Principal Peterson craved the indulgence of the audience while he referred to the important subject of the provincial schools. The University was popularly supposed not to have any real interest in the schools, and to give itself very little trouble about keeping in close touch with actual school conditions. This sort of talk is very common, the Principal went on to say, among those who seemed to make it their business to set the city and the country in antagonism to each other, and to stir up unhealthy rivalries.** On the Protestant Committee for example, the city member is "suspect" to the noisy little clique that is so fond of airing its views in the press of the province. He is not supposed to know anything about our rural schools. If he happens to be what is erroneously termed a "University representative," so much the worse for him! His motives are purely selfish, and all he cares about is the 5 p.c. of pupils in the country schools who are likely to go to the University. The other 95 p.c. he does not consider at all, except so far as he may get the opportunity of forcing them into the same mould as the University entrance.

Now what nonsense all this is, on the very face of it! I do not hold any brief for all Universities in all lands, and at every period of the world's history. But of the modern

*An address delivered before the McGill Graduates Society of the District of Bedford,—Granby, 8th December, 1905.

and up-to-date University it can be confidently stated that the standard and the subjects which it prescribes for entrance are those of a good "School Leaving Examination." It seeks to apply an impartial test, according to approved methods, to the general work of the school, and makes as little distinction as may be between "University candidates" and pupils who are merely seeking a certificate of good standing at school. It would be strange indeed if the University had any other aim or policy. Its obvious interest is to harmonize matriculation as far as possible with the conditions of a school leaving-examination, and to keep its requirements in close touch with the best work of the schools. Any other policy would result in creating a great gulf between school and college, where no gulf should be.

Take for example, the A.A. examinations of the Province of Quebec, as conducted by the Matriculation Board of McGill. With their numerous options in the later stages, in addition to the preliminary examination on essential and fundamental requirements, they may be held to cover the whole needs of our provincial school system, so far as examinations are concerned. So when I read in the local papers diatribes about the iniquity of the McGill people in receiving the large sum of \$500 (five hundred dollars) from the Protestant Committee for the expenses of this examination scheme, I know exactly where I am. It is one more touch from our friends who love to represent the rich University as making away with public moneys that ought to go to the poor municipalities. My view, on the other hand, is that the Province is well served under the existing arrangement. With some knowledge of what goes on in other countries, I may be allowed to state the opinion that nowhere is a system of school examinations operated more efficiently and more economically than in the Province of Quebec.

But what about the Marriage Licence Fund and the poor municipalities? So much has been written on this subject, without regard to the facts, that I am sure you will be surprised to learn from me how the matter actually stands. People speak as though McGill and Bishop's, by accepting from the Government an annual subsidy of no more than \$3,200.00, prevented the whole of the Marriage Licence Fees from going to the poor municipalities. This is not the case. The Universities have no con-

nection whatever with the Marriage Licence Fund. It was only by a curious method of book-keeping, which prevailed up to 1895. that any colour was given to the charge that they had such a connection. The only fund the Universities know is the Superior Education Fund, in which the Marriage Licence Fees are merged; and several years ago the Protestant Committee placed on its minutes an official record of the facts "so as to show that it is not open to any individual to represent the Universities as benefiting from that part of the fund" (*i e.*, the Marriage Licence Fees) "only, to the prejudice of the poor municipalities." (Minutes of the Protestant Committee, 4th October and 29th November, 1901.)

My venerable predecessor, the late Sir Wm. Dawson, held very strong views as to this subsidy to the Universities. He looked on it as a binding compact that was never to be broken, and he used solemnly to adjure me to see that it was maintained. Just about the time of his death, the amount was cut in two, so that McGill and Bishop's each get only half what of they used to derive from this source. My opinion at the time was that if the Legislature wished to take this action they should have done so on their own motion, instead of flinging an apple of discord to the Protestant Committee. But in the circumstances, I acquiesced in the action that was taken, just as I shall be prepared to acquiesce in further action along the same line, provided it be taken by the Legislature itself. It will be a curious development if the Quebec Government should feel constrained to intimate that it is unable to make any provision whatever for the support of our English-speaking Universities,—and that at a time when the Province of Ontario is finding such large subsidies for both Toronto and Queen's. The withdrawal of the \$2,075 at present enjoyed by McGill would certainly emphasize the fact that we are not in any way under State control, and the Annual Report of the Superintendent of Public Instruction would thereafter be robbed of one of its most interesting features.

But what a calumny it is to say that the "University representatives" (so far as there are any!) on the Protestant Committee at Quebec are there only to see that they get the "lion's share of the plunder" for their institutions! After all \$3,200 between McGill and Bishop's is not a large sum—especially when set alongside of the \$150,000 voted an-

nually to Toronto. Personally, I feel that I have done a good deal more inside the last ten years as a member of the Protestant Committee than only show this matter in its true bearings. If the schools of the Province have a list of well-selected text books and a carefully graded course of study, they have to thank mainly the expert educationists whose presence at Quebec seems to be so much resented by certain ignorant or prejudiced persons. And if any one is desirous of informing himself as to Protestant school conditions in this Province, he will do well to turn, not—in the first instance at least—to the Superintendent's Report but to a little volume written by Professor John Adams, of London University, who undertook some years ago, with the valuable assistance of Dr. H. M. Tory, of McGill, to investigate our Protestant School system of Quebec. I shall always remember with pleasure my connection with this volume. It was Sir William Macdonald who supplied the money, and I got the man. The work which Professor Adams did, at our invitation, among the schools may always be cited in disproof of the allegation that the University is not interested in the elementary school system of the Province.

The fact is that while education may be in a pretty poor way with us here in Quebec, its condition would be so much the worse if the fostering care of the University were withdrawn from our schools. Most of our teachers are well aware of this. There is no more satisfactory feature in our present work at McGill than the close connection we have established between the University and the teachers. This year we have started a series of special classes conducted at hours that will meet the convenience of our Montreal teachers; and you know what we have done for the establishment of a special Summer School in French, open to teachers from all over the Province and from elsewhere. The close association of the Normal School with McGill has resulted in great benefit to teachers in training, and it is full of the promise of further progress. If we could only induce the Government to spend money in providing a residence, where the young women who at present attend classes in the Normal School could be conveniently lodged, on advantageous terms, our friends in the country might be more reconciled than some of them seem to be at present to the necessity of a shorter or longer period of training.

But the general problem of education in the Province of

Quebec, apart from these particular aspects of it, will still bear to be stated. Can it be said that education has enjoyed its fair share of the increased revenues of the Province, and of the advancing prosperity of our people? We are certainly still far from what has been somewhere stated as the ideal of our cousins to the south of the line, viz:— that the accumulated wealth of the State should be brought to bear, in the first instance, on the education of its children. It was shown last year that we are spending rather less per capita on our schools than we spent as far back as 1878. The figures work out to something under eleven dollars per head; it ought to be thirty or forty dollars. The result of this starvation policy on the status of the teaching profession is too obvious for words. The fact is that there is very little of a “profession” about it. A line of life in which people talk of “hiring” the teacher, and command her services for less than they would pay a maid-of-all-work, is not even a “calling.” No wonder that so many are “called,” not to it, but away from it, after a few years’ trial. One of the most unsatisfactory features about our school system at present is the shortness of the period during which teachers are content to remain in any one position. The engagement is generally, of course, for the term of the school year, as in Great Britain. But in the old country the teacher stays on if not told to go; with us she goes if not told to stay. And so our elementary teachers are apt to form a floating population, moving about from one centre to another, and falling out of the ranks, in many cases, just when the experience they have gained might come to be useful. The main reason for this is of course that comparatively few of the young women who take up teaching intend to make it a life-work. And so long as they are engaged in teaching, they desire as much change and variety as possible. Many of them are too restless to stay for long in any one place. If they were genuine students, they would find even the seclusion of the isolated rural district not uncondusive to study. The teacher who desires to rise in the profession ought to welcome the opportunity of work that is always to be found in quiet and retirement. But the aspiration is absent in many cases—too many of our teachers being content with the lowest grade of certificate that will retain them in the ranks. And there is always the tendency to gravitate to

more populous centres, where there is more life and bustle and activity.

It is this, among other factors, that gives rise to the problem of the rural schools. In our Province some people often speak as if the rural problem existed nowhere else. But no one who knows the "Report of the Committee of Twelve on Rural Schools," adopted at the meeting of the National Educational Association of the United States in 1895, can fail to realise that conditions have a way of repeating themselves all the world over. Some of the recommendations of that Report are quite applicable to the existing circumstances of this Province: as for example, that the unit of organization should be as large as possible, in order to secure effective and economical administration, and to enforce the doctrine that every interest concerned in the education of children—county and province as well as township and municipality—should bear a proportionate share of the burden of taxation.

Not even the most hide-bound academic obscurantist can possibly imagine that for our poorer rural districts we can command the services of teachers who, after passing the Academy stage, have taken a full course at the Normal School. That is no reason, on the other hand, for holding that the rural teacher should be altogether disconnected from higher educational influences. Some persons are fond of asking what the University can do—what even the Normal School can do—for the isolated teacher in our poorest school districts. It should never be forgotten, by way of answer, that even in cases where there can be no direct relation, there is often an indirect. Even where the teacher does not go to College, she may still be taught and trained by those who have gone to College. And in any school curriculum into which language and literature enter, as well as mathematics and science—no matter how elementary may be the stage—there is always room for contact with University influences. Apart, however, from this argument, why may not the University share in the aspirations which are now so generally entertained that the course of study in rural schools shall be more fully related to the environment of the children, and shall take more account of the lines along which their future activities will lie?

The rural problem, on its economic side, is of course a far greater one than can possibly be solved by any change in educational methods. It is mainly the desire for better prospects and more remunerative employment that has brought the people from the country to the city. Human ambition is a more or less constant factor here, and is not likely to be eliminated by new courses of study in the schools. You cannot expect to keep young people on the farm by simply expelling the story of Dick Whittington and his Cat from the reading-book in use in rural schools ! Those who wish to understand the "deserted village" problem in its economic aspects should read a recent volume by Professor Vandervelde, of the new University of Brussels, entitled "L'exode rural et le retour aux champs" (Paris 1903). Meanwhile the following quotation from a recent article in the *London Times* is a well-timed warning against expecting too much from any artificial attempts to wall off, as it were, the country from the city.

"Some, for example, lay the blame upon education, which, as they think, unfits the labourer for country life and work, fills him with new and uncalled for ambitions, and makes him discontented with the lot that satisfied his progenitors. Make rural education preparatory for rural life; be content with the "three R's," and teach gardening, ploughing, carpentering, "nature study," and the rest of it, and you will find the next generation more alive to the advantages of the country over the town, and willing, as their fathers did to live and die upon the land. Then will "Sweet Auburn" smile as before and "health and plenty cheer the labouring swain." Alas! for the conclusions of the armchair economist. He forgets that among the "three R's," which even he does not presume to withhold from the labouring class is the power of reading; and that a cheap Press, penetrating to every village in the land, diffuses information about the world outside and its varied prospects, while ever-increasing facilities of locomotion make it easy for the villager to see and know for himself what lies beyond his parish bounds, or to hear from others, who have gone forth to make their way, the larger possibilities of other callings, to say nothing of the fuller and more eventful life of the streets. Reform rural educa-

tion as we may—and, to do them justice, our educational authorities are giving all facilities for reform*—we cannot shut out from our villages the wider educational influence of the half-penny newspaper and the cheap excursion, and of much else that makes for excitement and restlessness. Whatever be the cause of village depopulation, the blame does not lie with education, nor will the remedy be found in educational reform.”—*Times*, August 24th, 1905.

In rural schools, as in all others, good teachers are the first requisite,—well-equipped, interested in their work, and with a trained faculty for discriminating between the various subjects of the curriculum. For while the new must be admitted, the old cannot be allowed to go to the wall. The great danger to which our schools are exposed at the present time is the exaltation of a smattering of extras over the mastery of essential and fundamental subjects. Whether a teacher is to teach in the city or in the country, his training in the latter branches is the thing that counts. Even when it is dignified by the name of “Nature Study,” the process which results for many pupils in acquiring a mass of superficial, desultory, and unrelated knowledge cannot stand by itself as of greater value than the imperishable lessons of history and literature. We must not neglect the things of the mind. Certainly give their proper recognition to the mechanical and manual arts; but maintain the intellectual element above them all. To many it will appear that children in rural schools need only be taught to observe. They come naturally in contact with every detail of farm and country work, and the school should not neglect that part of its teaching which may lift them into other regions remote from their daily associations. Flower boxes and flower pots are all very well; so is “smelling the soil” and “experimenting with manures,” the study of the rocks and soil of the neighborhood,

* Compare the follows extract from the American Report of the Committee on Rural Schools, p. 89.

“The rural school should aim especially to make country life more attractive and beautiful, and should pay more attention to rural industries. Every Normal School should have as a means of instruction a school garden, planned and conducted not merely to teach the pure science of botany, but also the simple principles of the applied science of agriculture and gardening; and every Rural School should also have its garden, through which the training of the Normal School may reach the home.”

and the "histories of weeds and insect pests" But all this can never be more than an interesting addendum to what is more essential even for rural schools—reading, writing and arithmetic "expanded in the case of the well-educated", as Dr. Robins expresses it in a recent letter to me, "into the study literature of many kinds, effective expression of worthy thought, and that knowledge of formal and numerical relations which we call mathematics."

Good teachers, as I have said already, are for all this the most essential requisite. How are they to be secured, and retained in the service of our provincial schools? At present there is a great outcry about the alleged scarcity of qualified teachers for our rural districts. The scarcity is rather in the money with which they ought to be paid. It is a fact that our Normal School,—where by the way the numbers are not decreasing, as is sometimes stated,—sends out enough graduates to put all the uncertificated teachers in the Province out of business, if only they could secure adequate remuneration for their services. Cases will of course always occur in which it will be found necessary or expedient to allow teaching to be done on a temporary and provisional permit. That feature is common to all school systems everywhere. But when we are told that about 20 per cent of the teachers in our province are uncertificated, we are justified in asking whether we are not encouraging some laxity in the interpretation of our regulations. Professor Adams reported in 1902 that he had been told by the Secretary-Treasurer of the municipality of the township of Stanstead that of thirty schools under his commissioners, exactly one-half were taught by teachers without diploma, and that all the thirty—whether holding Model diplomas, Elementary diplomas, or no diploma at all—received exactly the same salary, \$16.00 per month! While such a state of things is possible in a prosperous township, it behoves the Protestant Committee to be on its guard against any unnecessary relaxation of its regulations. The Chairman, Rev. Dr. Shaw, stated in a recent interview that quite half of the Protestant School Boards of the province failed to put forward their best efforts on behalf of their schools. We are being urged now, in the interests of the poorest schools to cancel the regulation which requires a four months' course of training at the Normal School, and allow

young girls, of the class from which our rural teachers are generally drawn to take up school work as soon as they themselves leave school. Its advocates admit that this would be a retrograde step, but they believe that it is forced on us by the necessities of the case. The great objection to it is, that it is a letting down of the barriers by legalising for the province as a whole the minimum qualification that is permitted in certain exceptional cases. The experience of the Normal School staff is that the Second Grade Academy is too low a standard for admission, and yet this would become under the new proposal the standard for qualification as a teacher, without any further training. Apart altogether from the interests of the Normal School, which are not considered by the advocates of this change in the existing regulations, the answer of the Protestant Committee ought to be that—while continuing to provide for exceptional cases in exceptional ways—it must level up rather than down in this all-important matter of training. We ought certainly not to “progress backward.” Rather should we unite our efforts to strengthen our footing on every inch of ground that we gain, and get ready at the same time for further advances.*

* The same holds good of other departments of work, as well as of the training of teachers. Take the preparation for the ministry. Some ill-will was excited in theological circles a few years ago by a statement, on the part of McGill, of the relations which ought to obtain, in the case of most students, between the Arts curriculum and the course for a degree in theology. It was held that under ideal conditions, the study of theology would be taken up only *after* the course in Arts had been concluded. In particular it was stated that the literary courses at present offered are, from many points of view, a hindrance to the work of the Faculty of Arts, and should gradually be eliminated from the programme of the theological colleges. These views now find greater acceptance than they did formerly. Take the following extract from “The Montreal Gazette” of 13th December, 1905 :

“ A HIGHER STANDARD

Rev. P. H. Hutchinson urges University Course in Arts for
Theological students.

In submitting the report of the Examination Committee at yesterday afternoon’s session of the Presbytery of Montreal, Rev. P. H. Hutchinson casually referred to the advisability of a University Course in Arts being made compulsory on the part of those desiring to study for the Ministry.

He remarked that when conducting the examination, he asked each one of the students what was his reason for not taking an Arts course at McGill. “Some,” said Rev. Mr. Hutchinson, “replied that it was too long, and some that it was too hard.” I had a feeling, when I looked at them, that the course in Arts at McGill would be none too long for them. I have a feeling, and it is growing stronger, that we should never admit men unless we have a guarantee of their literary qualifications. I think it would be a good thing for the Church and for the Montreal Presbyterian College if the literary course at the College was abolished. I think the College should discourage men taking a short and easy way into the Ministry. All those who have taken the literary course this year are young men, with one exception, and he, too, is a young man—29 years of age. I admit his is a special case and he has special qualifications. Unless under special circumstances, we should insist on men taking the course in Arts. They consider that the literary course is a very easy way of qualifying for entrance to the study of theology. I would like to hear an expression of opinion from the Presbytery on the matter.

The matter was dropped without further discussion.”

Especially at such a time as the present, when we are living in the hope of some improvement in local educational conditions, it would seem a counsel of despair to still further disparage and depreciate the value of the trained teacher as compared with the untrained. Recent utterances on the part of the head of our Provincial Government, the Hon. Mr. Gouin, appear to encourage the expectation that more will be done for our schools. Bonuses are to be offered to induce teachers to remain in the service for a longer period, and other steps will be taken that may help to bring home to the general body of our people an increased consciousness of duty in regard to the schools. So far as material help goes, we are not yet at the end of our resources. The Provincial Treasurer has been greatly exercised lately—to judge by his tax on commercial travellers—about the question of ways and means. May I suggest the appropriation for education of some sections of the country through which the new Transcontinental Railway is to pass? This railway will no doubt give an enhanced value to some of the lands owned by the Provincial Government, and education ought to have its fair share of the increase. Or may I make another suggestion? “Pennsylvania meets her annual state school appropriation, in whole or part, by laying a tax of four mills on the dollar on all moneys loaned by citizens of the State.” That is one of the facts brought out by the Committee on Rural Schools, from whose report I have already quoted. The sources of school revenue that are met with in the State constitutions and laws of the United States are very varied and miscellaneous. It has even been suggested “that an inheritance tax should prove a popular as well as an abundant source of school supply.”

In ordinary circumstances, it would only be on the failure of the Government to do its part that recourse could be had to private generosity. But the case of the Protestant Schools of Quebec is an exceptional one, and they are fortunate in having attracted the sympathy of one who has proved himself, in other departments, to be a true friend of education. You know what Sir William Macdonald has been doing, through the agency of Professor J. W. Robertson, for Manual Training and Nature Study. His schemes for school consolidation have also attracted

strong popular support; in my judgment, the Principal of the consolidated school of the future will have the best chance any teacher can have in Quebec of rivalling the fame of the old Scottish parish school-master, who enjoyed his full share of recognition and respect even alongside of the parish clergyman himself. And now Sir William is promising benefactions to poor schools as an encouragement to school authorities to improve their buildings and equipment, and especially to secure and retain the services of thoroughly competent teachers of experience. In view of the local conditions of some municipalities, where the English-speaking population is rapidly dying out, some effect might well be given also—among other remedies—to a suggestion by Dr. Robins that a few good itinerant teachers should be provided to guide the children's studies by periodic short visits to the localities which it is desired to assist.

With such proposals in view, it would hardly be wise to follow the advice of those who recommend the Protestant Committee, at this time, to grant diplomas to such persons as wish to enter the teaching profession, for service in our country schools, without any training at all. The way of progress does not lie in that direction. The bonuses which the Provincial Government has just announced will have some little effect in making the profession of teaching more attractive than it is at present. It has been suffering from the superior inducements offered in connection with other activities. The attitude of the Provincial Government ought to be reflected also in the public conscience, which has been for too long dead to the depressing conditions of the educational situation. This is certainly not the time, therefore, to lower standards and let down barriers. Increased efficiency and thoroughness ought to be the battle-cry for the immediate future. The influence of the University in Montreal will most certainly be exerted in that direction, and in no other.

W. PETERSON.

Christmas 1905.

ADDENDUM.

At a meeting of the Protestant Committee held in Quebec, on the thirtieth of January, 1906, full discussion took place in regard to the proposal to give certificates to untrained teachers, — the debate having been adjourned for the purpose of further consideration from the November meeting. After prolonged conference and discussion, (in the course of which the Committee resolved to place on record the fact that the existing conditions in regard to training had not been brought about, as was popularly supposed, by the representatives of the McGill Normal School), the proposal was rejected on a division. Among the new facts brought out in the course of the debate, which may be considered along with the argument stated on pages 9 to 12, were :

1. That the members of the Committee who claimed to be specially familiar with conditions in the rural districts, did not agree among themselves as to the views of their constituents, and took opposite attitudes in regard to the question.

2. That the representative of the Protestant teachers of the Province brought forward a resolution passed in disapproval of the new proposal.

3. That the proportion of uncertificated teachers is subject to considerable fluctuations, from time to time, and is no higher now than it was some ten or twelve years ago.

4. That on the other hand, the number of teachers with Normal School diplomas has increased in the same interval by about 250.

5. That the Department, as represented by the English Secretary, finds no reason for requesting the Protestant Committee to make any change in present arrangements.

6. That the qualifications of the untrained teachers teaching at present cannot, so far as is known, be considered inferior to those of the young girls who would be eligible for certificates under the new proposals, after passing Grade 2 Academy.

7. That, in these circumstances, instead of securing what its advocates desiderate as "some scheme for duly certificated teachers," the effect of the new proposal would simply be to give certificates to a body of teachers who do not come up to the existing requirements. It would not go to the

root of the matter and would not in any way increase the efficiency of the school staff, while it would, on the other hand, tend to further disparage the benefits of training in the public mind.

McGill University Montreal,
31st January, 1906.

W. P.

CANADIAN HISTORY.

HOW AND WHAT TO TEACH.

(Helen Rorke, M.A., McGill University, Montreal.)

This paper does not aim to be a complete or in any way perfect method of teaching History, but it may serve to indicate what has been found most useful and helpful in actual teaching. In recent years, History and how it should be taught has become very important in the sight of almost all educationalists except our own. We must look abroad, therefore, for outside assistance. France and Germany have methods, which rich in detail and elaborate in plan, yet give good results. British methods have improved and made a considerable advance, and the United States is using the experience of others to perfect its own. Those teachers, however, who wish material quite apart from their own experience will find it in periodicals, educational journals and in books published by those whose theories and experience place them in a position to speak.

Nor is there more than a passing allusion to methods which require almost unlimited space for black-boards, for historical and modern maps, pictures, flags and all the historical etceteras which go to make the teaching of History comparatively easy in luxuriously, or even well-equipped school-rooms. As much as possible the scanty equipment of many school-rooms has been kept in mind, and only the necessary tools—if I may be permitted to use the word—of the school-room are required. Maps are absolutely necessary, but they may be drawn upon the black-board, during the lesson or at some time previous, in readiness for the lesson. There are many who would do away with a text-book, and certainly text-books are very faulty, but a text-book (preferably the best) is required by

most teachers. It is a guide to the teacher who knows History very well, but is prone to wander from the point, as well as to the teacher who does not know the work so well and desires to follow a plan already thought out and shaped. To the pupil with examinations in prospect, it is absolutely necessary, but the text-book ought to be a basis only, a foundation for the teacher who may erect upon it whatever edifice ability may be able to construct.

The teaching of History, however, does not depend upon the text-book, the school equipment, the time given to it on the school time-tables, or upon any of the other accessories so often mentioned in talks upon the teaching of History. All these are aids, the real teaching depends upon the teacher, who too often has been taught History in such a fashion as to dislike it, and who, therefore, brings to the class, a mental prejudice against it. The popular method of giving a class, a mental portion of a text-book to learn, dates to memorize and other events to enumerate, is desperately dry and uninteresting, the very best means to induce a hatred of the subject in your pupils. Always they will regard History as the most unpleasant of their studies, and to most children so taught there is really "no sense to it" as a small boy informed his mother when she found him crying bitterly over his history lesson.

Every teacher of History should have three qualifications or acquire them; sufficient knowledge, fair-mindedness, skill in narration. When one has had no special instruction or training in History, the next thing is to get it. Read the text-book your pupils use, know what is in it, and have collateral or source reading for yourself and for them, if possible. From your own knowledge you may then supplement the text-book and illustrate each lesson by something new to them. Self-instruction is only possible where one can command the use of reading material and one says "Buy books." Unfortunately they are expensive and soon get out of date, but if several persons collaborate, each making a judicious selection, it is possible by exchanging to get a sound knowledge of the subject. Borrow books, if you do not buy them, and one of the best ways of which I know, is by means of the Travelling Library, to be procured from the McGill University Library. To me the Travelling Library seems a very great boon for those

who have not access to a Library and ought to commend itself to every serious teacher who tries to instill a love of reading into his or her pupils. One objection to borrowing these books is that individuals prefer to buy a few books rather than spend their price on borrowing a large number. For the individual it is usually better, but for the school, and for the benefit of the pupils, surely means may be found of getting, say six dollars, which will give a school the use of from fifty to sixty books all winter, but would buy at the outside only four or five. Upon enquiry I found that these Libraries contain many books on Canada, as well as upon other subjects, from fiction to the most serious of accounts, with which every school should be acquainted. At any rate get books, and know them, for a teacher should never face a class knowing even less than the pupils, for they must close their books ; we may keep ours open.

First of all then, it is necessary to know Canadian History well, but that is not enough. There are conditions which connect us with the old world, as well as with the new, and a good working knowledge at least, of the history of Europe and America, is required. Teachers must know something of France, of Spain, a great deal of Britain and of the United States to teach Canadian History well. Why the discovery of America itself was the result of a certain condition in Europe, just as was the coming of the Cabots or Jacques Cartier. Having acquired this knowledge and having read as widely as possible you will have acquired fair-mindedness enough to present facts properly. You will thus avoid pinning your faith to one author unless you are absolutely sure he is right, nor will you fall into the error of uttering dogmatic opinions on politics and religion. You will develop a love of truth and justice and not persuade your pupils to believe all Catholics are bad, all Protestants good. Then comes the skill in narration. Some will have a natural talent for this, but the great majority will need to carefully cultivate the habit of story-telling. First, know what you are going to tell, and then practise telling it over and over until you have acquired some skill in bringing the main points into their proper positions, and then continue to practise.

Teachers of other branches of education may perhaps see no reason why they should be perpetually reading up, but

the teachers of history must never fall into the errors of complacent knowledge if they would be successful. There is always the possibility of a fresh point of view, which may change opinions or conclusions or at any rate make events clearer. Every new point aids in teaching a pupil who learns through the imagination chiefly, though it may be aided by various devices presented to the eye, which after all only serve to give colour to what has already been taught.

Frequently both teacher and pupil wonder what History is taught for, what benefit is derived from it? There are many answers to such a question for History shows how things have come to be, (the position Britain occupies in the world to-day); how changes have come about (the United States a republic though it began life as a colony); how our institutions have come to us (Parliament); what men have done when once swept from their accustomed places, (Cromwell), teaches a patriotism which is faithful to a nation's best traditions. Stories from History are true, and induce a search for truth. To study history requires the weighing of evidence and so judgment is exercised. One understands better the conditions of the world, and one's place in the universe is clearer. In young children, it awakens the imagination, gives them new words and thoughts and prepares the way for an intelligent grasp of their country's welfare as they grow older.

Moreover, History may be taught with every subject on the curriculum and the pupil thus early learn what history itself is. Reading, of course, is supplementary to every subject, and no teacher should permit any branch of the work to be neglected in reading lessons. But the two subjects which cannot be separated are History and Geography. Neither can be well taught alone. Geography teaches the importance of the earth's surface in the making of history, so give your pupils a foundation by the describing the earth's surface, illustrating as you talk by a black-board drawing. Teach the structure of the earth and how the position and character of a race depend upon the character and structure of the land it lives upon. Teach soil, vegetation, animals, man, races of men, their peculiarities, customs, dress and habits. Locate the races and show how North America or Europe is bound to produce quite a dif-

ferent type of man from Africa. Do as much of this as you can in first years, then continue from year to year until you teach lessons on government, how men found its forms were necessary, how towns were founded and became cities or disappeared. Teach the condition upon which they were established and the increase of population. Group industries and their needs, note inventions, commerce, ocean routes and railways, until when Geography has been ended as a school lesson, the pupils not only know that subject, but can bring from it much practical knowledge to bear upon History. In Canada what has played a greater part in our History than the River St. Lawrence and the water-ways generally. They were the stages for the early settlers to play their parts upon and they belong to geography of course, but that part of geography which refers to people, and what they have done, is History, which is all that men have done and are doing.

First of all, and this applies to teachers of every grade, look over the year's work, think carefully how much you are going to teach, unless the course is laid down by school regulation, in which case you must be guided by the regulations. Plan the year's work and each day's lesson. Know just what facts you intend your pupils to learn and have in mind the just value of each day's lesson and teach so it that your pupils get that value. Personally, I found when I could add to each lesson something lighter, of the nature of adventure, romance or humour, the class remembered it better and seemed to have received a more lasting impression of its value.

A very great difficulty is overcome once the teacher has decided what is important and has grouped intermediate events so as to make a connected whole of the nation's progress or failure and downfall. The British North America Act, for instance, is not merely something that was suddenly thought of, drawn up, legalized and received the sovereign's consent, all beginning and ending in 1867. That is the view most pupils receive. Classes are not told of the causes which led to the Act being evolved and the conditions which preceded and followed. When a teacher comes to such an event, a résumé in few words of the circumstances preceding it, well told and insisted upon, gives the class an idea that there are reasons for wars, treaties, acts of Parliament and the like.

In selecting the facts to teach, always consider your pupils, their ages and general maturity, the time you can give to History and what your pupils ought to know at the end of the school year. But do not try to do too much. One topic well taught, giving a class an interest in and a desire to learn, will do more for the pupils and to lighten your teaching than many badly taught lessons. A class responsive to your influence and to your teaching is a joy forever, and most of us know the horror of a class that will persist in being inert— a dead weight in history periods.

I know many teachers are longing to ask about dates. Are they important or are they not? In so far as the pupils require dates to make their knowledge accurate, just so far must the memorizing of dates be insisted upon. Some dates are famous, outstanding, marking great events, standing for a dividing point between two great periods, and these must be learned, but the ceaseless repetition of dates which mark something more or less important as having happened, is one of the most useless and most wearisome of methods and the one showing most markedly poor results.

To teach History in periods is convenient and in a way necessary, but do not make the division so right that the pupil has a vague idea the machinery of the world paused and stopped at the end of such an artificial division. That knowledge will come later you will say, but I have known early training of that nature hamper later research. Happenings overlap, and while you teach the American Revolution, make your class see that the French in Canada were influenced, were invited to join the revolutionists and yet remained loyal.

I have been speaking of the teaching of History in general, rather than to elementary classes. What to teach in the first and second year is rather more difficult to decide, for each person has ideas upon the importance of what we may call minor facts or details, but I found with pupils in the first year History, the less detail the better. So long as they receive a clear, true, well-connected version of what you wish them to know, there is no need to over-burden them with minor points. In beginning History with a class it is best to teach them the lesson in the guise of a story, for stories will hold the attention of a class when nothing else will. Illustrate what you say, while speaking

with pictures, if you have them, certainly with black-board drawings, done while talking if possible. The coming of Jacques Cartier and what he saw and did can be made most picturesque, and effective as well as truthful, also Champlain's voyages, the coming of settlers and how they lived, the advent of Maisonneuve, and of Frontenac, his quarrels and struggles. Have your stories brief, simple and well told, and have your class repeat the lesson in their own words, asking questions where a point seems obscure. Names, dates and new words to be written upon the black-board, while pictures, maps or whatever you use to give colour should tell just what you want them to say, not too much or too little. The advantage of drawing as one talks comes in the pupils thus learning directions, distances, locations, etc. Give biographical history occasionally, as the lives of Talon, Jesuits Fathers, LaSalle and many others tell them what men have done. Geographical History shows where these men once lived, how they reached Canada, where they went and how. Tell of Indians, of what they taught the white man, and what they in turn were taught. Speak of the settlers' houses, the means of livelihood, how they travelled and how they worked. Their clothing, customs, manners, their religion and their wars, and if your pupils have learned this in the first year, it is not a bad beginning. A real picture of how people lived, family and social relations, their education and customs, are of more value than the life of any statesman that ever lived.

Often it is thought best to teach the first lessons on the locality in which the pupils live. For instance, children in the city see a large city, the long, dirty, dusty streets, the rows of houses, the immense buildings. Contrast this with the island as Maisonneuve found it, show how the place has changed and grown, give them an idea of the first town as built by Maisonneuve. If possible take them upon an excursion showing just how the old town used to look. If thoughtfully and carefully done, it is very successful, but the teacher has to guard against narrowness of vision and against being unable to proceed smoothly to other localities, once the history of the locality is exhausted.

One soon finds if one has begun right, that the adventures and wars, personal enmity and national loyalty, revolutions, conquests and defeats, the religious and political

struggles, the parts that men and women have played, all these things are most interesting to the average child, if told simply and in a fashion he or she can understand.

Teach even a young child from maps which correspond to the time of which you are speaking and that the situation of a country counts for much in its progress or decay. For instance, note how greatly Britain's isolation by means of the English Channel has aided her in retreating from European complications, when British interests were not threatened. Such circumstances may be taught quite naturally and simply in the second year anyway.

Do not make the lessons too easy. Pupils do some work, though the tendency seems to be to require the teacher to do it all. Those who study history for the first time are not too young to reproduce the lesson as an exercise and to test your power of imparting knowledge. I cannot lay too much stress on this point. Train even the youngest to express thoughts with the pencil and guard them against parrot-like repetitions and superficial brightness.

In order to illustrate how lessons in history may be taught permit me to outline a lesson on feudal tenure, which comes early into Canadian History. It is useless to teach it from a text-book only. Go to Europe in the beginning and ask what is a château? Has any one seen one? If so, have it described or named, and if not produce a picture or drawing, showing battlements, walls, etc. Ask who lived inside, the object of the wall, lead them to discover it is for defence. Ask what defended against, who fought and what they fought with and for. Lead them to see how the lords spent their time, their never-ending wars, the injury to the peasants. (In European history there is far more to be taught, but if the class in Canadian History has understood to this point it will suffice.) Suggest then, where this system was found, and as we had French in Canada, ask if it was likely to be brought to this continent, how and who brought it, that it was not the ordinary settler. Lead them to discern that the yoke was easy, that it served a good purpose here, and what was done when other ways of holding lands were introduced. When the lesson on Canadian feudalism is finished, you have explained the narrow strips of land running back from the rivers, the small old-fashioned farm-

ing methods, the quiet contented frame of mind of the habitant who looks from his doorway upon meadow, stream and forest, dotted in a long row with the houses of his neighbours. It is easy then, too, to make your class see there was a Canadian nobility during the French régime, how they regarded the ordinary man, the aristocratic pretensions of the nouveaux riches, the attitude of Bigot and his entourage, Vaudreuil, Montcalm, the cliques in Montreal and Quebec, all of which helped to make British conquest more easy.

In closing, I wish to refer to the excursion as a means of teaching history and the true patriotic spirit. The Province of Quebec is the most historic part of our Dominion and has numberless points and places of interest. Teachers here can make use of these excursions easily, as there will be some place of historic note in the vicinity. Let a school pay a visit now and then to points mentioned in the history lessons and though it may involve labour, energy, time and perhaps some expense, it will repay the teacher greatly in added interest and in the stimulus given to History generally.

CANADIAN HISTORY.

SUGGESTIONS FOR FIRST LESSONS TO MODEL, GRADE I.

(*Mary I. Peebles, McGill Model School.*)

1. Drill the pupils in the geography and history of the locality in which the school is situated, this is calculated to arouse interest in the subject.

2. With an outline map of the River and Gulf of St. Lawrence, locate and teach the islands, tributaries, north and south, lake expansions and rapids.

3. Devote one or two lessons to the work done by Columbus and by John and Sebastien Cabot.

4. Jacques Cartier's voyages.

In teaching these, use outline map, marking the various routes as the lesson proceeds.

1st Voyage: — outline of lesson.

Jacques Cartier ... sea-captain of St. Malo, France — sent by Francis I. — started April, 1534 — entered Strait of Belle Isle — turned south — rounded Magdalen Islands — sailed along Pr. Ed. Island — entered Bay of Chaleur — its

name given on account of its heat — planted cross on Gaspé — passed by Island of Anticosti — returned to France by St. of Belle Isle.

2nd Voyage :—

Started in spring 1535 — passed through St. of Belle Isle — entered Gulf on St. Lawrence Day — name since given to the Gulf — passed up the river along the southern shore — reached Stadacona, where Donnacona, the Indian Chief dwelt — wonder aroused in the Indian — Cartier landed — presents given — Cartier heard of Hochelaga — reached Hochelaga — ascended hill, called it Mont Royale — return to Stadacona — passed winter — hardships endured — in spring, planted cross taking possession of the country — enticed Donnacona and some followers on board — returned to France.

3rd Voyage :—

Object, to found a colony — started, May 1541 — Roberval, made Viceroy, Cartier made captain of the expedition — Cartier set sail first — reached Stadacona — reported to natives concerning Donnacona and his followers — built fort at Cap Rouge, 12 miles further up — went further up the river with little result — return to Cap Rouge — no news of Roberval — passed winter — hardships endured — in May started for France — met Roberval with three ships and two hundred colonists — Cartier commanded its return to Cap Rouge — Cartier disobeyed and returned to France — Roberval reached Cap Rouge — hardships endured in 1544, when Cartier was sent to rescue him — their return to France.

Teachers' Convention

Oct. 1905.

TO THE MAPLE-TREE.

I saw thee in thy youth, fair tree,
 All decked with shoots of green ;
 And later in the summer bloom
 With sunlight gleams between,
 But fairest sight of all to me
 Thy flame-shot column high ;
 Ah, winsome, winsome was the life,
 And cheerly didst thou die.

AMY K. LLOYD.

DO IT YOURSELF.

“ Will you please show me how to do this example?” said a bright-eyed little boy to his teacher one day—“ please do it is so hard, and I have tried so long and fail every time.” This is not an uncommon question in the average country school. How many teachers are there who have never heard these—not altogether unwelcome sounds? Did the teacher comply with the boys pathetic request and show him how to do the example! In this particular instance, the small boy was sent to his seat with the answer. “ I cannot show you now *do it yourself.*” The boy went to his seat with a sour look on his face and bitter disappointment in his heart.

Soon, however, he began to reflect upon the words of the teacher; “ *do it yourself.*” “ Can I do it ? ” enquired the disappointed boy. It may be possible that I have the power within me to accomplish this work, and setting his mind to the task in all earnestness he encountered for the seventh time the difficult problem. The decisive answer of the teacher sharpened his mental vision and brought energy to him. Soon a look of triumph spread o’er his face. He had conquered. It was his own conquest. Alone and unaided he had met the foe that had stood so long in his pathway. This victory paved the way for another more decisive and brilliant. It was a positive step in the highway of knowledge and it proved a turning point in the boy’s career. It was a lesson in self-reliance. Had the teacher complied with his request, and done for him what was evidently his own work, it would have indulged in the pupil a spirit of indolence, apathy and indifference, fatal to all true progress. If “ Teaching is guiding a pupil in those exercises which performed by himself will best develop his powers,” then the main work of the teacher is to generate and encourage the self-activity of the pupil. The careless habit of showing them indiscriminately and continuously is opposed to this result.

Lead your pupils with a firm but gentle hand and teach them that there is no easy, gilded path to the temple of knowledge, that the pathway is rugged and hard and that persistent, personal effort is the only key to those shining portals which all should strive to reach.

PREVENTION OF CONSUMPTION

The Sixth Annual meeting of the Canadian Association for the Prevention of Consumption and other Forms of Tuberculosis will be held in the Railway Committee room of the House of Commons on the 28th of March next. The Honourable Senator Edwards will preside in the afternoon.

In the evening a public lecture will be delivered in the Lecture Hall of the Normal School by Dr. Arthur J. Richer of Montreal which will be illustrated with stereopticon plates showing the stages of Consumption and some of the appliances now in use to check and cure the disease. The chair will be taken in the evening by His Excellency, Earl Grey.

The following points and suggestions regarding the prevention of Consumption which deserve the attention of everybody, are gathered from a recent article by Dr. Knopf, of New York, is to be found in the Medical Record of November 18th, 1905 :

There are more cases of advanced tuberculosis to be treated than any other disease.

There is no disease where so much can be done to render the patient comfortable and hopeful as pulmonary tuberculosis in the advanced stage.

There is no disease where one case in a family can more readily become the cause of infection of other members, particularly in the stage where the consumptive begins to be confined to the close association of the family members only.

It is extremely important to remember that advanced consumptive patients who are able to go about, perhaps able to work at their ordinary calling in the office or factory, when ignorant or careless, constitute the greatest danger to the health of the community. They must be considered as the most frequent cause of infection. The careless, ignorant or helpless consumptive when confined to bed can do little more than infect his room, but the advanced patient able to follow some calling can, if he is careless, scatter 7,000,000,000 bacilli every day with the greatest ease.

Of all tuberculous patients, he should be the most carefully instructed and should be most deeply impressed with

the fact that carelessness in the disposal of the sputum is dangerous to himself as well as to his neighbors.

As yet people generally have not been educated up to the point at which they are willing to carry and use a pocket flask or cardboard purse. Being desirous to conceal their condition, they are extremely reluctant to do anything which would call attention to their infirmity. Some way less likely to cause remark must be found. Probably the best that can be done in the meantime is to suggest that tuberculous men should have two pockets lined with some material which can be easily cleaned and that they should carry in one of these pockets very cheap handkerchiefs or bits of cheesecloth or other cheap material cut like handkerchiefs, which when used can be put into the other pocket and there kept until the close of the day when they can be easily be destroyed or sterilized by boiling after their return home. In this way they can escape observation and at the same time secure their fellow-workmen and associates against danger. When so simple a precaution as this, and one so easily within the reach of every right thinking man, is available, not to make use it, would seem to be little less than criminal neglect.

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All candidates for admission to the several classes of the Normal School during the session September 1st, 1905, to May 31st, 1906, 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, 1905, on forms that can be procured from him.

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JOHN PARKER, Editor.

G. W. PARMELEE, Managing Editor.

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No. 2.

FEBRUARY, 1906.

VOL. XXVI.

Articles : Original and Selected.

PROBLEMS ARISING IN THE INTRODUCTION OF
PHYSICAL TRAINING IN OUR EDUCATIONAL
SYSTEM. *

I have with the permission of the Chairman of the Programme Committee altered the title and scope of this paper considerably, so that it now reads as above, instead of "Problems in Physical Training."

The problems in the teaching of Physical Training are many, as many of us, who have tried it know, but it seemed to me that more important than these was the question, How shall we bring physical training in our schools up to the place it ought to occupy, and what are the main hindrances to its introduction. It is hardly necessary, before an intelligent audience of this character, to go into the question, "Is Physical Training necessary?" That question has been thrashed out over and over again, and so now the only difference of opinion can be as to when, where and how this physical training shall take place.

Will the parents look after it, or is it important enough to take a place on the regular school curriculum, or shall we wait to graduate from school, and follow it up in college and business life.

*Paper by C. B. Powter, Supervisor of Physical Training, Protestant Schools, Montreal, Que., read before the Elementary Section of Teachers' Convention, Oct. 12th, 1905.

A very little inquiry will so establish the fact, that while the bones are still soft, the muscles small, and the nerve centres undeveloped, is the proper time to bring about the best results:

This brings down the discussion to two questions, Shall it be at home or at school?

When we consider the number of hours the average school child is required to give to mental development (in and out of school), there is little time left for rest and recreation; so that I think we can dismiss the question of physical training being confined to the home, and consider whether or no the mental, moral and physical sides of the children are not equally important; and if we find they are so, let us look carefully into the reasons why we have not paid more attention to this matter before.

No doubt many of you can give reasons why physical training has not been introduced into your particular district school or class, and if I have not mentioned yours among mine, I trust you will be good enough to state them at the end of this paper.

It will be very little use for a paper of this or any other kind to be given in such a gathering if it simply gave you a list of the difficulties in connection with this work, but I trust before I am finished to solve in some measure these difficulties, and at least give some suggestion, that may lead to your overcoming them yourself.

I assume that the majority of you are interested in your work, and that you have chosen the teaching profession for other reasons than simply a question of salary, social position, or because there was nothing else to do.

If so, you are then deeply interested in my first problem, viz., "*The Scope of Education.*"

Let me quote one or two imminent authorities on this matter.

Supt. Maxwell, of the New York City School, said in a recent address:—"It is not sufficient that boys and girls should graduate from our school without breaking down, they must graduate with a maximum of health and power for the world's work."

Dr. A. F. Carter, Senior Physician, Queen's Hospital, London, at the annual meeting of the British Medical Association, 1890, said: "There is one error of a fundamental

kind, which is especially common. It is to the effect that education is synonymous with intellectual training, and that intellectual training consists in acquiring information.

Until the higher and truer idea of education is grasped as the co-ordinate and interdependent development of intellectual, moral, and physical faculty, we shall not get far on the road of educational reform.

It is our duty as a profession to do what we can to enlighten public opinion on this matter, and not to lose sight of the fact (in any attempt we may make to improve education on its physical side, and to bring it into harmony with those laws of our being, which it is our business to study), that the true object of education is to develop all those faculties, which serve to raise the standard of individual and social life, and to bring them into symmetrical and harmonious relation with each other.

Laurie, a well known Scottish writer on education, says: "By education we mean the training of a man with a view to making him all that he may become, and he goes on to say The attainment of the ultimate end of education must be considered from the point of view, not only of the growth of the mind, but of the body."

Said Montaigne; "For we have not to train up a soul, nor yet a body, but a man, and we cannot divide him."

Froebel has this to say: "An active, vigorous body, in all conditions and pursuits of life, a dignified bearing and attitude of the body can only result from all sided cultivation of the body as bearer of the mind; and further, the will as such do not yet control the body at all times; therefore the body should be enabled to obey the mind at all times, implicitly; as in the case of a musical performer. Without such cultivation of the body education can *never attain its object which, is, perfect human culture*. Therefore the body like the mind should, in this respect, pass through a school, though not in a one-sided manner; and regular physical exercises proceeding from the simple to the complex, based on the mental development, are a proper subject of instruction in every school."

Again he says, "Only harmony of mental and bodily culture renders true discipline possible."

Mary Foote Henderson, in her interesting book the "Aristocracy of Health," says: Nowhere is reform more needed than in our educational system. It is deficient in

advancing the very fundamental principles. In knowledge and practice of sanitary laws, lies the foundation of all human success, whatever the calling. Vigor of constitution alone feeds and furnishes the courage, the stamina, the mind itself, both to acquire and apply education. It is not only the basis of what makes life profitable, but what makes it moral and enjoyable. It is of paramount importance that these vital principles should be thoroughly engrafted by educational training.

A scientific course of study on physical culture should be obligatory at every college and school in the country. It is well known that by intelligent physical culture the body may be developed at will. It is also well known that our boasted civilization represents a people, nine-tenths of whom are physically defective, while a great majority of degenerates, the physically, mentally and morally weak people of to-day might be sound, had they been blessed with the advantages of an education which intended the training of the body as well as the mind.

The tendency of modern scholastic training is to develop one set of faculties at the expense of others. The school graduate is abundantly equipped with valuable information of one sort, and is at the same time densely ignorant of the proper use and development of his own body.

These might be multiplied a hundred fold, but they serve to show that some of the best minds of modern and other times considered that a rational system of education takes into consideration the impossibility of separating the mind from the body and recognizes the fact that a sound mind is the product of a sound body, many illustrations to the contrary notwithstanding. If then it is agreed that a proper educational system is to pay as much attention to the physical welfare of the child as it does to the mental and moral, what are we as earnest teachers and educationalists going to do about it here in the Province of Quebec? What can we do? How shall we begin?

Fortunately a beginning has been made here in Montreal, and has proved such a success, that we can have no doubt as to the good results obtained, nor as to the means employed to introduce this work, and we trust the influence of the effort made here will spread rapidly.

I shall, however, consider this paper a waste of your good time and my own unless I can through it hasten the cause

of Physical Training throughout the Province and possibly our fair Dominion.

What can you do? What is there to do in your section? Are you interested in the subject at all. If not, why not? Is your Principal or Governing Body interested. Commence right here and now get all the information you can and try to arouse public opinion and those near you interested in education in this matter.

If you are interested and they also, it will not be long before you will find some means of introducing this work into your school curriculum. Two of the most common reasons given for not introducing Physical Training into the school course have been lack of time and lack of facilities.

To the first, I can only answer what others are doing under the same general course of study, you can do.

To the second objection (lack of facilities,) I would say, that with a little ingenuity it soon disappears. Not that one can obtain the same results in closely crowded classroom that you can in a well equipped gymnasium; but you can get results, and that is the main consideration. I have seen the objection offered that children in country schools do not need this work. That they are strong enough, and that their home duties give them all the exercise necessary. If building up muscle and getting muscular strength was all there was to physical training, this objection would hold good, but we know it is not. They need the setting up exercises to counteract, cramped and awkward positions as school desks, and bad habits of standing and sitting (so marked in country trained boys and girls) and they need the disciplinary work that teaches that prompt obedience of muscle to mind, alertness, quick judgment, and control.

Parents sometimes object to their children taking up gymnastics, but I have never run across a case yet that was not entirely due to a misunderstanding of the parent as to the nature of the work. For there is unfortunately a great deal of ignorance yet among even intelligent people as to just what is meant by physical training.

They cannot quite get it out of their heads that it is not something closely allied to the circus, and some nervous mothers have the idea that their boy is not fit for turning somersaults in the air or standing on their heads on a bar.

The greatest hindrance to the introduction of physical training that I have run across, is lack of interest on the part of principals and teachers themselves, and that there is, without doubt, some reasons for it.

The teachers are, in the majority of cases, working to their full capacity, and they naturally look upon the introduction of another subject as but another straw.

Let me try to show some of the results that can be obtained by this work, that will amply repay and materially assist a hard worked teacher in all.

First, it is not like the introduction of some subjects that require half an hour at a time, but five minutes at the beginning or ending of one of the ordinary lessons will do.

Second, the complete change of thought, both to pupil and teacher, makes the subject different from all others, and then as the child goes through the various exercises the tension on the nerves is done away with and that restlessness and desire to change position is obliterated.

The mind is refreshed, the circulation stimulated, and by proper breathing methods, the blood is reoxygenated, so that at the end of the period you will have a different being to teach and one capable of doing far more efficient work.

I hold that if every half hour of school work was commenced with five minutes light freehand, trunk and breathing exercises, there would be fewer sleepy pupils, and without doubt the quality of the work done in the balance of the time would outweigh the quantity that might be done in the full time. Now may I assume that you are interested and want to do that which is best for your pupils and most helpful to yourself? If so, the question naturally arises, what can I teach without the proper training?

I do trust that this question will not be a natural one long. For I understand that at the present Normal School, and at that about to be, Physical Training will have its proper place.

The literature on this subject is so varied and in some respects so different that it would be difficult to select any one book that would cover the ground, but I do not think you will make a mistake if you get either of the following: "Methods of Teaching Gymnastics," by Dr. W. G. Anderson, of Yale; and "School Gymnastics," by Miss Ban-

croft. These can be obtained of any book dealer in this city.

If you attend summer schools for any reason you can pick up a good deal about gymnastics. Now let me say here that it looks as if in the near future there is going to be a demand for a number of specialists in Physical Training, and it is almost certain that some of you would like this branch of teaching more than that you are engaged in.

If you can do nothing else, you can find out the proper method of sitting, standing, walking, and ask your pupils to conform to these standards.

Then breathing exercises would come next, and then movements of the arms, legs, trunk.

If you do not know anything about it, and have not the time to read, invent movements, get your pupils to suggest movements, and to make it interesting, try to find out what parts are affected by the movements. Anything is better than indifference. There are a number of hindrances that I have not touched upon that perhaps should not be forgotten.

One of these is the physical inability of the teacher. I can only hope that such cases are very rare, and even then something can be done if the pupils are utilized to lead the exercises. Of course this does not mean that the teacher is then free to correct papers.

Another objection that has been raised was that so many advocates of physical training disagreed as to what system of exercises to adopt that it was unwise to take it up until they were more unanimous.

Let me give you the answer Baron Posse, one of the foremost lights in the United States on this subject, gave when asked what was the best system of Gymnastics for Public Schools. He said:—"Swedish gymnastics are good in Sweden for the Swedes, German gymnastics in Germany for the Germans, but we are a conglomerate people, with different climate and conditions to deal with, and what we want is not a system but gymnastics. As many of you may know Baron Posse was a Swede, and such an answer carries double the weight, when we know how dear to the heart of a Swede is their system.

In the few minutes a day that we shall ever be able to give to this work, no possible harm can be done by any system that seeks for the following results:—

Correct attitudes, sitting, standing, walking.

Proper breathing methods.

Increased circulation.

Reduced nervousness.

Prompt obedience of muscle to will.

Improved physical judgment.

To these should be added or perhaps have come first, proper habits of cleanliness, eating, resting, sleeping. All of this to be governed by a general law that we should get the maximum results with a minimum expenditure of energy.

With regard to the hygienic habits mentioned above, you may perhaps have thought as I did until recently that these matters should be left to the home; but this is simply out of the question in our city schools. Unless these things are looked after by the school, they would in many instances never be attended to at all. Now to summarize—We have found that the best time to exercise is when young, that when young we are, as a rule, at school; that while the school course is full to overflowing, the benefits derived from the introduction of physical training more than makes up for the time lost. That most of the hindrances can be done away with, and that we shall not be doing our duty until we have proper exercises in school, on an equal footing with those studies which strengthen and upbuild the mental and moral sides of the child.

May we not hope then that the time will soon come when full allowance will be made in the school course for this subject, and that when practical specialists will be employed to get the best results, so that from our school and colleges will graduate beings who will be able to make full use of their learning, and not be handicapped by bodies deformed at school desks and vital organs wasted by disuse and improper attitudes.

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LATIN COMPOSITION IN SECONDARY SCHOOLS.

BY BENJAMIN L. D'OUGE, PH. D.,

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A paper read before the Conference of the Classical Association of the Middle West and South, held at Chicago University.

While all the subjects in the Latin curriculum come in for more or less criticism for barrenness of results in proportion to efforts expended, I doubt if any calls forth more censure or causes more discouragement than the subject of Latin Composition. And this is not a new complaint, but has long been chronic in our secondary schools. Among the painful memories of my early youth, I recall my struggles with the subject. How I hated the weekly *prose day*! How weak-kneed I felt in the presence of linguistic problems which I knew but too well were too much for me! Later on at the university the case was much the same. The subject received scant attention at the hands of our professor, who disliked to teach it almost as much as we disliked to have him. The sentences were somewhat harder than they had been in the high school and were written somewhat worse. Interest and enthusiasm were conspicuous by their absence, and we left college but little better able to write Latin than when we entered. Afterwards I myself became a teacher of Latin, and I approached the subject of prose with much the same feelings of fear that I had experienced in former years as a pupil, and the fear arose from much the same cause, namely, the uncomfortable conviction that I was attempting to teach something that I did not know much about myself; and I imagine that my pupils were not slow in finding it out. I have given these personal confessions because I know that my case was typical of perhaps a majority of the Latin teachers twenty-five years ago, especially in the west.

But lack of knowledge was not the only cause for this deplorable condition of affairs. Even in the east, in schools where the light of classical learning burns with the brightest flame there was serious trouble. In 1889, Mr. William C. Collar, headmaster of the Roxbury Latin School, wrote as follows:—"My own belief is that no part of the preparation for college is more imperfect, perhaps no par

so poor as on this subject of writing Latin. I know of no subject that is so generally distasteful, or to speak more correctly, so generally detested. I know of no subject in which a fair measure of success is so seldom attained, and in which lamentable failure is so common. I know no subject, unless it be Greek composition, that is so discouraging to teach, because in none do energy, intelligence, and skill seem to count for so little. Pupils hate it because progress in it is slow, difficult, and, if I may say so, intangible; and because, in a great majority of cases, any satisfactory attainment seems almost impossible. Failure seems inevitable. I have a very high opinion of the value of practice in Latin composition rightly pursued; but my discouragement and dissatisfaction at what seemed to me the futility of my attempts to impart some power to my boys to express thought in Latin, to say nothing of writing sentences grammatically correct, would have led me, years ago, to abandon such labour altogether, but for the requirements for admission to college.* Besides Mr. Collar, other teachers of prominence have voiced similar opinions from time to time even to the present day. It seems that lack of preparation on the part of teachers has not been the only cause for trouble.

What about the text books and methods of presentation during these years? Here there has been considerable variety and shifting of emphasis. I was brought up on the method best represented by Jones' Latin Prose Composition—a most excellent book of its kind—in which the emphasis is thrown almost exclusively on syntax. It contains forty lessons, and gives, in systematic order, drill through precept and example on the principal constructions of the language. The sentences are short, there is no attempt at writing connected Latin, the course is exceedingly brief, and there is no organic connection between the exercises for translation and an accompanying text. This book was used very extensively for many years, and it still enjoys some favour. As a drill book in syntax, its value cannot be questioned, but beyond that it does not go.

It was, therefore, a warm welcome that was accorded to two wise men of the east, Mr. William C. Collar and Mr. M. Grant Daniell, when in 1889 they each published a

* Latin Writing in the Schools, Academy, January, 1889.

Latin prose composition along new lines that promised better results. They said in substance, that, to learn to write Latin one should study a Latin model. Study a Latin text, master its words, syntax and style, and then reproduce something like it. They said, further, that there should be much oral drill in forms, idioms, and constructions, and their books were abundantly provided with material of that character. This method, commonly known as the *pari passu* method, seemed superior to the previous one, in that it promised to impart the power of writing connected Latin. It is not strange, therefore, that the new method met a cordial reception and that the dawn of the Latin prose millennium seemed at hand. That is now fifteen years ago, and it is time to inquire into results. Strange to say, they are not only no better than before, but the wail has gone up from college examiners all over the country that candidates for admission are decidedly weaker in prose than they were before the *pari passu* method was introduced. They say that whatever may have been gained in the knowledge of idioms, vocabulary, and the structure of the period is more, than counterbalanced by an absolute chaotic void on the subject of syntax. This verdict is a serious one and cannot be lightly set aside. So serious is it that Prof. Bennett, in his book on "The Teaching of Latin," strongly advocates a return to the old Jones method, and has led the way by himself preparing a prose book of that description.

Having traversed this much pedagogical history, ladies and gentlemen, we have now returned to our place of beginning and seem no nearer our goal than we were twenty-five years ago. We still have the whole problem with us and we are still in search of wisdom, waiting for some Moses to arise and lead us out of the Wilderness into the Promised Land. I do not profess myself gifted with unusual wisdom on this subject; I have, however, given it some thought, and have had a somewhat wide and long extended experience which has led me to certain definite conclusions. First, I propose a few practical questions, the consideration of which may perhaps clarify the intellectual atmosphere a little and enable us to see a way out of our difficulties.

And first of all we should be quite clear what we are teaching Latin prose for and what we expect to accomplish

by it. We should have a better reason than its appearance in the course of study or the necessity of meeting the demands of that Judgment of the American High School—the university requirements. I ask, then, what is the purpose of teaching Latin prose? Is it to teach students how to write Latin? If by that is meant to teach students the fine art of writing elegant Latin as an end in itself, I must say no, for two reasons: first, because under modern conditions and for our educational purposes the acquirement of this art would not pay for the labour expended, even if it were possible.

There is no branch of Latin study more difficult of mastery than the art of writing elegant Latin. We all know how much time the Romans themselves gave to it, and how that master of diction, Cicero himself, was studying rhetoric in his old age. During the revival of learning, when Latin was the language of culture, politics, religion and diplomacy, Latin writing was again the subject of profound study; not as an elegant accomplishment, however, but for its practical value in the business and social life of the day. But since the fifteenth century its practical value has steadily diminished and few men have felt it important enough as a mere adornment of culture to devote the time required for its attainment. In Europe, where the old traditions still survive, there are a number of men, especially in the German universities, who possess a pure and copious Latinity, but in this country such are few indeed, and even these scarcely practise it enough to keep in training. The boys in the higher classes of the German gymnasia write Latin with great ease and the best of them with some elegance, but when we compare their Latin course of nine years, with almost daily practice in writing, with our extremely limited time and sporadic and spasmodic efforts, the absolute absurdity of hoping to teach our students how to write really good Latin, becomes painfully apparent.

If, then, the ability to write elegant Latin is little more than a fine accomplishment, and if its acquisition is quite impracticable and unattainable for school boys, why study Latin prose at all? Because such study and practice affords by far the best means for drill in *forms, vocabulary, syntax and the principles of Latin sentence structure*, all four of which are essential to the successful interpretation of Latin.

In other words, Latin prose in the secondary school when properly taught is the master key that unlocks the literary treasures of Cæsar, Cicero and Virgil. It is by far the most effective instrument to that end, and when your students translate these authors with comparative ease, and show by their intelligent and appreciative rendering that they have entered into their literary possession, your labours in Latin composition have borne their legitimate fruit, and all the fruit that can seasonably be expected. To be sure, if your students can write good grammatical Latin with fluency and ease as an additional result, you have the more cause to thank the immortal gods and take courage; but such an experience is so exceptional as to prove the truth of the prevailing rule.

The reported failures and unsatisfactory results in Latin writing are then of two kinds; they are either imaginary or they are real. I call the failures imaginary when the teachers who report them have set up an unattainable standard, and have looked in vain for impossible results. The real failures are those where students seem to have failed of getting from the study even such general strengthening in Latin scholarship as we have a right to expect; and these failures are, alas, numerous enough without adding any that are imaginary. We will, therefore, limit our further discussion to the real failures, adding only a final word of comfort and warning to ambitious and capable teachers with high ideals of excellence not to be discouraged or even surprised if their students' attempts to soar on the pinions of Ciceronian eloquence end as disastrously as the fabled flight of Icarus.

But to what are the *real* failures due? There are many reasons, but, to be perfectly frank, I think that most of them are due to poor teaching and the poor teaching is due to inadequate scholarship. A poor prose book is an evil, a poor method is bad, but much worse is a poorly prepared teacher. Neither a good prose book nor a good method will save him or his unfortunate pupils. While, on the other hand, a thoroughly prepared teacher succeeds in spite of a poor book, and rises quite superior to any method which would cripple his divine inspiration and fetter his power. This lack of preparation is due, I own, to some extent to the meagre instruction given to Latin writing in some of

our colleges and universities. There has been great improvement in this direction in recent years, but many institutions are still open to criticism in this respect, and as long as their graduates can obtain situations to teach Latin, the conditions will remain bad. A stream can rise no higher than its source. A still darker picture is presented when we contemplate the classical ruin wrought by teachers of Latin who have had no college training at all. I know men who have had but four years of Latin, but whose sublime faith in the doctrine that "sufficient unto the day is the evil thereof" nerves them in the attempt to teach those same four years, and who find their chief difficulty in keeping ahead of their classes.

But what can the ambitious and conscientious university graduate do who is suffering from the inadequacy of his *alma mater's* courses in Latin writing? His case is far from hopeless. Persistent private study and constant practice in composition can accomplish wonders. The vital question in this whole matter, my fellow teacher, is, can you write, not elegant, but good grammatical Latin? If you can't, you will fail in teaching Latin prose, and you deserve to fail.

A second reason for poor results may be found in the quality and methods of our Latin composition text books. The value of a prose text book may be tested by observing how well it serves the four purposes named above for which the study is pursued, namely: drill in forms, vocabulary, sentence structure, and syntax. For example, Jones' Latin Composition and books of similar type, while they are strong in the emphasis placed upon systematic instruction in syntax, are weak in that no easy sentences are provided for rapid oral drill in forms and vocabulary and in having no organic connection with a Latin text as a basis for the study of Latin idioms and sentence structure. In other words, these books accomplish but one of the four prime objects of Latin prose instruction.

The serious weakness in the books of the *pari passu* type is that they fail utterly where the former are strong and are strong where the former are weak. They have abundant material for oral and written translation based on the text of Cæsar and Cicero, and the exercises are just the kind of drill in vocabulary, idioms and sentence structure which will be most useful in developing power to read

those authors; but unhappily there is no coherence or plan in the presentation of the syntax. Constructions are studied as they happen to occur in the reading of the text and instead of a well organized unit of classified knowledge, we have syntactic chaos. Though the student of this system may save a few fragments, "*rari nantes in gurgite vasto*," his general mental condition in syntax will be what I may perhaps call Latin prose decomposition. I wonder what mathematician would teach first a little addition, then a bit of long division, then some percentage, then a little cube root, then a liberal dose of decimal fractions and expect after a continuous use of this method to find that his pupil had a well organized and integrated knowledge of arithmetic. High school pupils are not old enough or mature enough to classify knowledge for themselves. Facts must be taught in their relations, and only after this has been thoroughly done can they with any certainty relegate phenomena in language or in nature to their proper place. The fatal weakness with the so-called *pari passu* method of teaching syntax lies just here. To-day we have a lesson on the genitive, to-morrow on the ablative, next the subjunctive with *quoniam*, then the gerundive, then the indirect question, then a little more genitive, then a glancing shot at the dative, and when all is done, need we be surprised if our students fail to have an orderly and comprehensive view of the subject and are sick unto death of syntactic indigestion?

After so much destructive criticism, it is time that I offer something of a constructive character. During my long service, I have made some experiments and gathered much experience and perhaps a little wisdom, especially from failures in this difficult field, and I will venture to outline the sort of prose work which has yielded me the best results. From what has preceded, you can readily infer its chief characteristics. In the first place, I believe in having a good deal of it; all that is possible. A little every day is better than a little more once a week. Continue the work through the second, third and fourth years of the secondary school course. In the second year more time should be given to it than in the third, and in the third more than in the fourth.

The work of the second year is vitally important and should comprise a systematic study of all the principal con-

structions by lessons from the grammar enforced and illustrated by the translation of parallel exercises based on Cæsar. The exercises should be both oral and written. The sentences for oral translation should be short and easy. The chief value of the oral exercise as compared with the written exercise is that it gives better drill in forms and vocabulary. To make this drill effective, however, the translation must be made quickly and sharply, and that is impossible when the sentences are long and difficult. Ten easy sentences, for this purpose, are worth ten times as much as ten hard ones and can be given in half the time. This drill is all the more necessary because we are but too well aware that the majority of students come to the work of the second year with forms but half learned—a condition likely to continue as long as teachers continue to cherish the pleasant heresy taught by many beginners' books that a knowledge of forms can be absorbed by a painless process of unconscious cerebration. A written exercise should be required at least once a week and should be in continuous discourse so as to afford drill in Latin sentence structure as well as in syntax, forms and vocabulary.

In the third year the grammar should be gone over again in much the same way as in the second, except that constructions should be discussed more fully and the sentence should be somewhat more difficult. Possibly some may imagine that it is not necessary to go over the grammar again the third year; but I am emphatically of the opinion it is, and that the fog of ignorance which prevails the first year and which begins to lift the second year, does not fully lift until the third year, and then only through fasting and prayer. The exercises in the third year are naturally based on Cicero, and as in the case of the Cæsar exercises of the second year, are of great importance in leading to a fuller grasp of the author read.

An important phase of the work to be begun in the second year and continued with increasing attention in the third and fourth is careful discrimination in the use of words. If the prose book you are using does not contain lists of the common synonyms, get one that does or make such lists yourself for the student to learn.

After a student has been carried through the prose of the second and third years, as I have sketched it, he will enter

the fourth year with the following inventory of accomplished work: a complete mastery of the inflected parts of speech—a good vocabulary of words and idioms from Cæsar and Cicero—a rudimentary knowledge of synonymous words—the fundamental principles of word order and sentence structure—a comprehensive grasp of the essentials of Latin syntax. With a mind thus stored and disciplined the student is well prepared for the final test of the senior year when he should be asked to translate miscellaneous sentences and connected passages unaccompanied by a basic text. These exercises should, however, in a general way, be based upon the works of Cæsar or Cicero with whose vocabulary the student is most familiar. One or at most two written exercises per week throughout the senior year would accomplish the purpose admirably, and, if a student thus prepared goes from the secondary school to the university, he can go with the serene consciousness that he will shine as a star of the first magnitude in the nebulous mediocrity of the average freshman class.

A final question which I desire to discuss briefly is how the written prose work may be corrected most advantageously, for careless and ineffective methods here are fatal to all improvement in writing. The usual *modus operandi* we are all familiar with. The sentences are written on the board by a portion of the class, the teacher corrects them with perhaps some suggestions from the pupils, and that is all. If the students are expected to keep their sentences in a note book for the future inspection of the teacher, they simply copy the corrected sentences from the board, accepting with joy such as they did not write themselves. Now this method leaves the teacher so much in the dark about the real work of the individual student and presents such a paradise for the shirk and incompetent that I wish it might be banished. How much does the teacher know about the work of those who were not sent to the board? Nothing. How much about that of those who were sent? Very little, if each student writes but one sentence. The second serious objection is that copying corrections from the board destroys all individuality and independence on the part of the student. It is quite conceivable that a blind following of what is before him will lead him to correct in his own paper what is superior to what is on the board. I

strongly advocate, therefore, that the work of all students be handed in before any corrections are made. Let the teacher examine the papers and underline for correction such errors as appear, but make no change himself. When the papers are returned the next day, the teacher, in full possession of the facts, will have such parts of the work placed on the board as afford alternative constructions or such as the inspection of the papers has shown to be in need of explanation. Here is a splendid opportunity for some effective teaching. After this class exercise the papers should be re-written and again handed in and again examined by the teacher for remaining errors. This method makes more labor for the teacher, but it leads to such excellent results that I have followed it for many years in collegiate as well as in secondary grades and would choose no other.

This paper has already exceeded its allotted length, but the vital importance of the subject must be my excuse. Let us do all in our power to make the work in prose effective. We can hardly overdo it. And it is well to remember that the only way to make our students like it is to like it ourselves.

SUGGESTIONS FOR THE TEACHING OF GEOGRAPHY IN THE UPPER GRADES.

BY W. C. RUEDIGER

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The study of geography in elementary schools is quite uniformly shaping itself into the form of a double 'spiral,' preceded by a somewhat detailed consideration of the home environment. This gives us (1) home geography, which is beginning to take on a definite form and to receive attention proportionate to its importance; (2) the first spiral, represented by the elementary text-book; and (3) the second spiral, represented by the larger or Grammar School Geography. A fair division of time places the home geography in the 3A and 4B grades, the elementary book in the 4A, 5B and 5A grades and begins the larger book in the sixth grade.

Although these three divisions of the work all conspire to give a pupil a knowledge of the earth's surface in its

relation to man, they nevertheless differ quite widely in subject matter, aims, and method of treatment. The method in home geography is almost entirely inductive. The pupil is led to study his environment first hand in order to gain a knowledge of and a mastery over it and to accumulate a stock of concepts by means of which he may later interpret the geography of regions remote from home. Much that might be classed as 'nature study' forms a part of this work, and geography and nature study should not at this time be treated in separate classes.

In the study of the elementary book the pupil is given his first general view of the world. The concepts gained in home geography are drawn upon and applied. Description is a leading characteristic here, and the teacher should constantly aim to make the work concrete and realistic. Much use should be made of pictures, and the pupils should be given vivid mental pictures of every region studied. The details of agriculture, lumbering, mining, and other industries should be brought out and made meaningful.

The distinctive feature of the second spiral in geography is the greater stress that is laid on the tracing of causal relations. While this feature is not omitted from the preceding work, it is nevertheless given a subordinate place; and on the other hand, the study of *facts* as such is by no means eliminated in the advance work. An accurate knowledge of facts is a prime requisite in the deductive process, for only in the degree that we have this knowledge can we draw correct conclusions. From a knowledge of the position, size, contour, surface features, and prevailing winds the pupil is led to infer what the climate, productions, and chief industries of the country should be. Approached in this way geography becomes a science, and the knowledge gained is rational and integrated, informing one not only of the facts, but also of the reason underlying the facts. Knowledge of this kind is more easily retained and gives one a sense of mastery over the subject matter.

MATHEMATICAL AND PHYSICAL GEOGRAPHY: In order to gain an organized knowledge of geography, it is necessary that the pupils have at their command some of the leading facts and principles of mathematical and physical geography. These form the basis of all scientific geography,

and a knowledge of them must be presupposed if the subject is to be understood from the bottom up. Ultimately not only the plant and animal life of the globe, but all the activities of man are regulated by them. Without a knowledge of these principles on the part of the class, a country could not be studied in the deductive manner above indicated. There is, therefore, ample justification for devoting perhaps a half year at the beginning of the larger book to the study of the fundamental facts and principles of mathematical and physical geography.

Owing to the immaturity of the pupils, the teacher must content himself with a somewhat elementary treatment of these subjects at this time. Some parts may profitably be left over for the review in the eighth grade or for the high school. But if the topics are carefully and logically presented in an inductive way by means of a globe and simple illustrations and experiments, even a sixth grade class will go far in understanding them. What is needed first of all is a clear and thorough knowledge of these things by the teacher. Many of the facts of mathematical geography may be presented to the class as problems to be discovered from the globe, and if this is ingeniously done comprehension is almost assured. As a problem to be discovered may be mentioned the position of the tropics and polar circles; what locates them just where they are?

In the fifth and sixth grades the pupils are easily interested in the solar system and the constellations, and an elementary knowledge of these may be presented. The motions of the earth, or rather, the apparent motions of the heavens due to the motions of the earth, can be observed only when some of the constellations are known. The conception of the earth as a body floating in space seems to be hard for many people to grasp. The idea that it floats in the air must be guarded against. The child is greatly aided in getting the right conception by seeing the earth in its relation to the other planets,—a relation that is easily diagrammed. Furthermore, it is only as he sees the earth in space that the pupil can fully grasp the conceptions of 'up' and 'down,' without which he can never realize that the people on the other side of the earth walk with their feet down just as we do. It becomes apparent that the directions up and down are purely relative to the earth and do not exist in space.

There is one thing, however, that the teachers in the upper grades should never forget and that is this: The pupils' knowledge of the principles brought out in the first part of the larger book should be *used*. These principles should be used in connection with every continent and nearly every country studied. Only in this way can a thorough knowledge of the general climatic conditions, and all that results therefrom, be gained. Whenever necessary the teacher should go back to the globe and to a review of the winds, rainfall, and ocean currents. When this is systematically done the pupil soon gain a mastery of the principles in hand, and the causes for the existence of deserts in certain regions, for the wet and dry seasons of California, Oregon and Washington, and other problems of that nature will not form stumbling blocks to them.

The following is a suggestive outline to be used as a basis of study. It is in a few respects too comprehensive for the sixth grade, and the topics that are omitted here may be included in the final review. When an outline like this is used, the text-book should be made subordinate to it. That is, the work should be given according to the outline and the text used as a reference book. This will afford an easy opportunity to use several standard texts in class. In general, every topic should be developed by the teacher before any text-book study on it is assigned.

OUTLINE : 1 Where is the earth?

(Bring out the conception that the earth is a body floating in space, unsupported. It does not float in the air, but the air is a part of the earth.)

2. Meaning of "up" and "down."

3. Other planets and solar system.

(Lead the children to look up the visible planets in the sky. If possible, point out some of the constellations for the children, especially those in the zodiac and those about the north pole.)

4. Shape of the earth.

(Bring out from five to ten proofs that the earth is a sphere and make sure that each is understood. Demonstrate to the class mathematically that the roughness caused by mountains is inconsiderable.)

5. Is the earth a perfect sphere?

Reasons for believing that it is flattened at the poles are :

- a. Measurement.
 - b. Weight increases toward poles.
 - c. Flattening must result from rotation.
 - d. Other planets are flattened at poles.
6. Size of the earth.
(Diameter approximately 8,000, circumference 25,000 miles. Make these numbers meaningful by means of problems. How long would it take a train to go 25,000 at the rate of 30 miles an hour? etc.)
7. Motions of the earth. Rotation and revolution.
- a. Rotation: What moves visibly?
Proofs of rotation:
Deflection of falling bodies.
Foucault's pendulum experiment.
Flattening at poles.
Daily motion of heavens.
 - b. Results of Rotation;
Unit of time, —day.
Axis, poles, and equator.
Cardinal points.
Longitude.
Standard time.
International date line.
 - c. Revolution: What moves visibly?
Proof: The assumption that the earth revolves about the sun makes the mechanics of the solar system simple and conforms to the law of gravitation.
 - d. At this point bring out clearly the position of the earth in its orbit.
(1) Axis inclined $23\frac{1}{2}$ degrees.
(2) Axis always parallel with itself.
 - e. Results of Revolution:
(1) *Year:* In connection with the length of the year the calendar should be taught. (The year is 365 days 5 hours, 48 minutes and 46 seconds in length.)
(2) *Seasons:* In teaching the cause of the seasons teach first the heating of the earth.
Why is it warmer at noon than in the morning or evening? Bring out two reasons distinctly, making them clear by means of diagrams:
(1) Rays cover smaller area at noon.
(2) Rays pass through less atmosphere.

Lead the class to see that these two factors apply in explaining the temperature difference between summer and winter, and that there is yet a third factor: There is much more sunshine in a day in summer than in winter.

Now let the pupils place the globe in position for spring, summer, fall, and winter, explaining every step. Lead them to see that three things—(1) inclination of axis, (2) parallelism of axis, and (3) revolution—are all necessary to produce the seasons.

(3) Latitude at Zone: Relate zones to seasons.

(1) Where do the sun's rays strike perpendicularly in summer, winter, spring, and autumn?

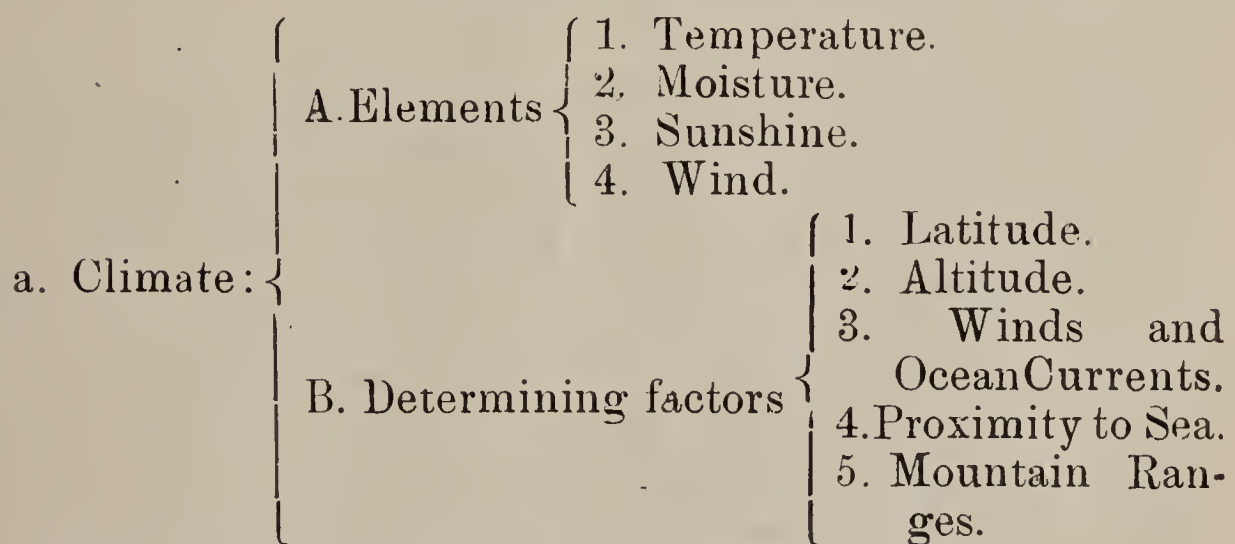
(2) How far north and how far south do the rays reach in each of these seasons?

(3) What, then, determines the boundaries of the zones? Are these boundaries artificial or natural divisions?

(4) Are the zones heat or light belts?

(5) Show how latitude naturally results from observation of distribution of sunlight at different times of year.

8. Climate and its relation to heat belts.



Teach both A and B inductively.

b. Winds. Cause. (Use experiment.) Show relation to temperature.

(1) Trade winds. Direction. What determines direction?

(2) Belt of calms or doldrums; horse latitudes.

(3) Prevailing Westerlies.

(4) Monsoons.

(5) Land and sea breezes.

c. Rainfall. Causes. (Use experiments and familiar illustrations)

Give inductive lesson. Show relation to doldrums and mountain ranges. Study world distribution.

d. Ocean currents. Causes. Directions how determined?

THE STUDY OF A CONTINENT OR COUNTRY: The following outline may serve as a guide in studying a continent or country. Time and energy are saved when the teacher has a definite plan of procedure; but such a plan must not be allowed to crush out the individuality of the teacher, or to make the work monotonous. For this reason a plan should never be followed slavishly. Wholesome variety may be secured by judicious deviation from the outline, the guiding principle being the high points of interest in the subject-matter. Begin the study of a country with that feature which stands out most prominently. Such features are usually the result of surrounding conditions and hence make the logical as well as the psychological starting points. Italy may be approached through the historical and religious interest attaching to Rome, Spain through the characteristics of her people, Holland through the adverse conditions of life, and England through her advantageous position for commerce.

OUTLINE:

1. *Preparation.* Let us suppose that the continent to be studied is Asia. The first recitation can profitably be spent by talking with the class about Asia in general.
2. *Position.* As to latitude and longitude, in relation to the other continents. As to winds systems.
3. *Size and Extent.* Mostly in a comparative way, but the accurate determination by latitude and longitude is not to be neglected. This, as well as the area in square miles, may serve as bases for comparison. The size of the United States and that of the home state should be well known. To the east and west extensions the relation of longitude to time may be applied in comparison. For instance, the extreme east and west points of Asia are ten hours apart while similar points in the United States are but four hours apart.
4. *Surface.* Highlands and lowlands, mountain ranges, lakes, rivers, etc.
5. *Coast.* Regular or irregular?

- a. *Water forms* Oceans, gulfs, seas, bays, straits, and channels.
- b. *Land forms.* Islands, capes, and peninsulas.

These topics appeal almost entirely to map study and should be accompanied by map drawing, the chief object of which is to teach form, size, and position. In map drawing the principle of going from the indefinite to the definite may be applied. Begin with a rough and quick free-hand drawing, or even with straight lines representing the general shape of the continent, and proceed gradually to more and more definiteness, ending with a somewhat finished map showing latitude and longitude. As guiding lines in the more accurate maps the lines of latitude and longitude are better than artificial construction lines, for they teach position on the globe as well as act as guides. After the continent as a whole has been considered, and while the different countries are being studied, it will be of advantage to let each pupil make a progressive map.

6. Climate.

7. Industries.

8. Products.

9. Cities, routes of trade, etc.

The treatment of the last four topics should be essentially different from the first four. The distinguishing feature here should be logical deduction. The climate should be deduced from the position, ocean currents, prevailing winds, coast lines and surface features. What facts would give Europe the same climate as the United States or North America, and what facts would make the climate different? Productions may next be deduced from climate, position and coast and surface features; and the location of important cities and routes of trade mostly from surface features. After these things have been studied in this way they may be read up in the text and in reference books and discrepancies noted. In each case where the facts are found to be at variance with the deductions, the reasons for the disagreement should be determined if possible.

After a continent has been studied in this manner, the separate states or countries of that continent may be taken up according to the same outline; but the treatment may be much abridged in places. Climate, productions, and occupations are peculiar to physiographical rather than to

political units. In these respects, therefore, political divisions may be most economically studied by noting their relation to continental regions.

In connection with the geographical work, the national song of a country should be learned, if possible, and before the country is left, a special 'day' may be set apart for it. We may have a Scotch day, a German day, a French day, or an English day, depending on the country under consideration. At that time the class may imagine itself transported to that country, and the literature, songs, customs, occupations, and scenery may be illustrated. Photographs, lantern slides, and stereoscopic views may be used to good advantage here

THE STUDY OF A TRADE CENTER: St. Paul-Minneapolis as a type. (Adapted from McMurry's *Method of the Recitation*.)

1. *Preparation*. Where are these cities? What do you know about them? Why called Twin Cities? Why is Minneapolis sometimes called the 'flour city'? If history has been studied, recall Hennepin's trip. Talk also in a general way about the wheat fields and prairies.
2. *Location*. Why to cities? Bring out the fact that St. Paul was located at the head of navigation on Mississippi before the time of the railroads, and that after the railroad simplified the problem of transportation, a city could be started where it could take advantage of the water-power afforded by the falls of St. Anthony, thus giving rise to two cities near together. Organically, of course, these cities are but one trade center.
3. *Water-power*. Of what use is the water-power? This question leads naturally to the consideration of the saw-mills and flour-mills, and thence to lumbering and agriculture, both of which may be studied in detail. The guiding conception in the teacher's mind should be to trace cause and effect and to build up in the minds of the pupils a picture of the leading activities of that region. Much help may be derived here from pictures found in geographies, railroad folders, current magazines, etc.
4. *Lumbering*. A detailed consideration may include the pine forest, cutting and sawing the timber, the lumber camp, swamping or loading on cars, the drive, rafting, the saw-mill, and the transportation of logs and lumber

down the Mississippi by means of steamboats. Planing mills, making sash, doors, mouldings, etc., may be considered in connection with saw-mills.

What becomes of the lumber finished at St Paul and Minneapolis? Some is used in the cities, but most is shipped to the prairies lying to the west, southwest, and northwest, where it is used in the smaller towns and by the farmers. It is now transported mostly by means of the railroads, which, on their return trips, bring back train loads of wheat to be made into flour in the big mills at Minneapolis. In this connection the function and importance of a railroad in developing a country may be brought out.

5. *Agriculture.* Next in order should be a somewhat detailed consideration of agriculture. This might include the preparation of the soil, seeding, harvesting, trashing, elevators, transportation, and milling. The farmers are enabled to pay for their lumber, farm-machinery, etc., by means of their crops.

What is done with the flour? Much is shipped to Hamburg and Liverpool via the Great Lakes and New-York and more to the central states via Chicago. This may lead to a consideration of trade routes and their relation to production, population, and physical features.

6. *Other industries.* What other industries would naturally spring up at St. Paul and Minneapolis as the surrounding country developed
 - a. Manufacturing:—Furniture, wagons, farm implements, barrels, etc.
 - b. The cities would become a wholesale distributing center for dry goods, groceries, machinery, drugs, china ware, books, etc.

7. *Other cities.* Before leaving this section of the United States, Duluth and West Superior, and a number of cities along the upper Mississippi may be briefly studied. An imaginary trip may be taken down the river.

An outline like the above should be made to serve a larger purpose than the mere study of a trade center. An entire country should be reviewed in sections by means of it, after it has been studied as prescribed by the text-book. The entire United States might be reviewed about such centers as New York, Boston, and

Philadelphia in the east, Charleston and New Orleans in the south, Chicago, St. Louis, and St. Paul-Minneapolis in the middle west, Denver and Butte in the mountain and mining region, and Seattle, Portland, and San Francisco on the Pacific coast.

APPARATUS AND COLLECTIONS: Practically all the geography outside of the home environment must be taught by the indirect method. For obvious reasons the class cannot deal directly with distant regions, but must depend on secondary sources of information. This fact perhaps more than any other, makes geography the most difficult subject to teach satisfactorily in the elementary curriculum. In language, reading, spelling, arithmetic, and elementary science the object of study is dealt with more or less directly by the class, so that first hand interest is aroused; while in history, although dealing with its subject matter indirectly, we have mostly narration which is inherently easier for the mind to follow than static description. In geography, however, most of our material must be secured from such secondary sources as text-books and books of travel, which are largely descriptive, and from maps and pictures.

Recognizing these limitations, we see the necessity of resorting to such devices as will aid in bringing concreteness and directness to the work. Every school should have a museum of specimens from all parts of the globe, for illustrative material is needed in nearly all classes, and almost every day. But if the school is lacking in this respect, much may still be done by the teacher. There is much that he may have in the way of specimens and pictures in his private equipment. Besides maps and globes, which are indispensable, some or all of the following are within easy reach of the teacher.

1. *Pictures*

- a. Photographs.
- b. Stereopticon views.
- c. Stereoscopic views.
- d. Views of the world (in book form).
- e. Magazine and newspaper cuts.
- f. Railroad folders and other advertising matter.
- g. Illustrations from books.

Sets of pictures illustrating scenes, trades and industries may be obtained at reasonable rates from the Nature Study

Publishing Co., 521-531 Wabash Ave., Chicago, and many things of value may be obtained from the departments of the United States government. This material should be collected and preserved in a systematic way. So as to be easily accessible, it should be classified and indexed, the card catalogue system according to the alphabet being perhaps the most serviceable.

2. *Products and Specimens.*

- a. The grains, as wheat, oats, etc
- b. The plants and seed-pods of these grains.
- c. Wood of many kinds.
- d. Leaves and branches of these woods.
- e. Plants of cotton, tea, coffee, spices, etc.
- f. Curios from different countries.
- g. Rocks, soils, and minerals.

DEVICES AND SUGGESTIONS FOR REVIEW WORK: The ingenuity and resourcefulness of a teacher are nowhere more thoroughly exemplified than in a review exercise. No teaching exercise is more illuminating than a thoughtful review, while, on the other hand, no exercise is more stupefying than a review devoid of thought. In the review the subject should, if possible, be approached from a standpoint different from that of the original presentation. The subject should be viewed in "new and unexpected ways, in new lights, in altered perspective, in fresh connections." (Chubb.) This insures continued interest, produces new lines of association, and leaves the knowledge in a more thoroughly integrated form. Cleverness at devices is no less essential in successful teaching than an intelligent review. They may be spoken of as the utensils of instruction. The following devices and suggestions may be used at the discretion of the teacher. Some of them will serve only as review exercises.

Mathematical geography may be reviewed and tested in topical recitations illustrated with the globe and drawings, and by means of problems embodying the principles of the earth's motions and position in space. The following may serve as illustrations:

Where are the days always equal? Why?

Under what conditions would there be no change of day and night? Illustrate with globe.

In the year 1904 the earth rotated 367 times. Why? Discover with the globe.

Where do growing crops receive more sunlight, in Florida or in Montana? Why?

Are the zones natural or artificial divisions?

What change would bring the Arctic Circle through your home?

Under what conditions would there be no temperate zones?

Many interesting problems suggest themselves in regard to latitude, longitude, time, and the 'date line.' (For further suggestions see Jackson's *Astronomical Geography* and Gillan's *Lesson in Mathematical Geography*.)

Dissected maps may occasionally be brought into good purpose in reviewing and impressing form, size, position and direction. Is the pupil able to recognize by their shape the different states and countries when presented out of their relation to the entire map? Comparative areas may be impressed by bringing dissected countries constructed on the same scale in juxtaposition. Maps to be used in this manner may readily be made by the pupils. Let the map be carefully drawn first and then dissected.

As a map review of a continent or state, an outline map may be placed on the board and the class may be called upon to supply the names and details. The rivers, position of cities, boundary-lines, etc., may or may not appear in the outline, depending on the nature of the review. With some variation this may be made a geography game. Geography games, occasionally used and judiciously conducted, bring about an excellent result in clearness of knowledge. They are almost sure to be accompanied by keen attention and vigorous thought.

To test the ability of logical inference, a detailed map of 'nowhere' may be placed upon the board and the class may be asked to infer the probable climate, productions, and industries, giving reason for every statement. In examination, a map of this nature may serve as a test in map reading.

Questions like the following 'sprung' on a class occasionally have a good effect.

1. Which is larger? and how much larger? Cuba or Montana? Texas or Australia? Lake Superior or the Caspian Sea?

2. Name the largest state east of the Mississippi.

3. Which extends farther south, Africa or South America?

4. What foreign country would you reach in going due east from your home? In going due west?

5. Could you reach South America in going due south from your home? From Chicago? (In dealing with questions of size and direction, a globe is usually better than a map because maps are often much distorted toward the poles.)

Some aspects of geography may be treated to advantage in the language and arithmetic classes. This will do more than furnished material for these classes. It will direct attention to many things that would otherwise pass unnoticed, and by bringing the material into use, the knowledge will become more thoroughly organized.

The arithmetic class may deal with such topics as the population of states and cities, the areas of continents, states, and bodies of water, the output and navigability of rivers, exports and imports, and commerce in general; while in the language class may be treated the customs and manners of people, occasional imaginary journeys and description, and the stories of agriculture, stock raising, lumbering, mining, etc.

BIBLIOGRAPHY: The following literature is recommended in the belief that books that broaden and deepen the teacher's knowledge in fields related to geography will do more for vital work in the class room than books on method. A more extended list may be found in Redway's *New Basis of Geography*, chapter XII.

Several text-books of geography, especially Frye, Redway and Hinman, Tarr and McMurry, and Dodge

A set of geographical readers especially Carpenter's.

A few good books of travel.

A text-book of physical geography, especially Davis' *Elementary Physical Geography*.

A text-book of commercial geography, as Adam's or Gannett, Garrison and Houston's.

A text-book of geology, as Brigham's.

A text-book of astronomy, as Comstock's or Bowen's.

Redway, *The New Basis of Geography*, Macmillan.

Fiske, *The Discovery of America*, Houghton, Mifflin & Co.

Geikie, *The Teaching of Geography*, Macmillan.

Redway, *The Reproduction of Geographic Forms* Heath & Co.

Nichols, *Topics in Geography*, Heath & Co.

Russell, *Rivers of North America*, Putnam.

Jackson, *Astronomical Geography*, Heath & Co.

Gillan, *Mathematical Geography*, Gillan & Co, Milwaukee.
Teachers, College Record, March, 1901. Devoted to geography in the Horace Mann Schools

Valuable maps, charts, and data may be secured from departments of the United States government. The Coast Pilot Charts. Weather Bureau maps, and maps of the Geological Survey and the Coast and Geodetic Survey may be mentioned. A list of government maps suitable for school use may be found in *Government Maps for School Use*, Henry Holt & Co., New York.

The consular reports are rich in geographical information and are valuable for reference in the upper grades. The *Year Book of the Department of Agriculture* should be in every school library. These may be obtained free by application to your congressman.

Sets of pictures illustrating scenes, trades, and industries may be obtained from the Nature Study Publishing Co., 521-531 Wabash Ave., Chicago.

SOME NOTES ON SOUTH AFRICA.

The botanists told us of the extraordinary richness of the South African flora; for example of four hundred and twenty known species of heather in the world, four hundred are found in the southwest coast belt of Cape Colony, and three hundred are found on Cape Town peninsula, an area about equal to that of the Isle of Wight. The dry interior afforded many examples of plant adjustment to aridity: small leaves, covered with down or felted hairs, to reduce evaporation; quick growth of annual plants, which reach maturity in the short wet season and remain as seeds for the rest of the year; perennials which shrivel as if dead in dry months, and become bright and green after a few hours of rain; a double set of roots, the tap root going down deep for ground water, and a film of surface roots, as if to gather moisture from dew. Very curious are

the plants (mostly Proteas) in which pollination is effected by birds instead of insects; not by birds of the humming type but by perching birds, and as if to meet them the flowers are turned backward from the end of a twig toward the branch. While the gums (Eucalyptus) and wattles (Acacias) have been beneficially introduced in great number from Australia the prickly pear (Opuntia) from America has become a pest, even causing the abandonment of certain farms.

—W. M. Davis in *Boston Evening Transcript*.

The Journal of Geography.

STRAINING AT A GNAT AND SWALLOWING A CAMEL.

After the opening exercises of the morning were over, a boy came to the teacher's desk and said "My father was sick last night, and I had to do all the chores; I have not been able to learn all my lessons. Will you please excuse me this time, and I will make it up as soon as I can." The teacher, who prided herself on strictly enforcing a set of cast iron rules, replied; "You must get time, the lessons set for home work must be learned even though you have to sit up all night. I cannot accept any excuse. You will, therefore, receive a discredit mark and remain in after school to study your lessons."

One of his classmates, who had been watching with much interest this appeal to the teacher, concluded to try another scheme; he had been out sliding all the previous evening and had neglected to study his lessons. He asked his seat mate to prompt him in the parts of the lesson he was unable to recite, and by keeping his finger between the leaves he was able to take an occasional peep at the lesson. With the assistance of his seat mate and the text book he managed to guess out most of his lesson. When the marks were taken, he answered "perfect" and was marked accordingly, while his class-mate, whose father was sick, was marked "unprepared." One boy was truthful and honest; he did the best he could under the circumstances. For doing so, he received a reproof, was marked "unprepared," and was detained after school, while the

other boy who had not prepared his lesson, who disobeyed his teacher by communicating with his seat-mate, deceived in reciting, gave in a false report, was marked "perfect" both in recitation and conduct.

On Friday afternoons the pupils have to recite memory selections learned during the week. Tommy Brown in Grade III Elementary, marches to the teacher's platform, stands up boldly before the whole school and rehearses his piece without faltering or hesitation; while Willie Gray, who is naturally diffident and retiring, steps up trembling upon the platform and recites hesitatingly a short piece that he, with great difficulty and exertion, had committed to memory. Some of the pupils smile, others laugh, and poor Willie breaks down in dismay. He receives a sharp reproof and Tommy Brown is praised.

During the afternoon recess the pupils are playing in the school yard, which, after the manner of many country schools, is not fenced. The pupils are forbidden to cross the boundary. In his eagerness to catch the ball, John steps over the boundary and is reported for transgressing the rules of the school. One of his class-mates is behind the school inciting two small boys to fight, and finally succeeds in getting them to blows.

The little boys are punished for quarreling, and the large boy who provoked the quarrel goes unreprieved.

Just before the close of the school, the deportment marks for the day are given. An honest pupil, who had spoken to his seat-mate before he thought of it, reported communication, lost a conduct mark and was kept in after school, while a deceitful pupil, who talked whenever he could do so without being observed, reported "no communication" and received "perfect" in deportment.

Day after day, honesty and truthfulness receive reproofs, while deceitfulness, disobedience and lying go unpunished and unrebuked. Pupils are punished for disobedience to the rules of the school, whilst actual wickedness and disobedience to God's law, go unreprieved, unpunished.

We strain at a gnat and swallow a camel. What kind of citizens will such a course make? Let us rather attend to the "Weightier matters of the law"; even if we sometimes leave the other undone.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Appointment of School Commissioners.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th of December, 1905, to make the following appointments, to wit:

School Commissioners.

Arthabaska, Chesier East.—Messrs. Auguste Bisson and Johnny Paradis, the former continued in office, his term of office having expired, and the latter to replace Mr. Nazaire Corriveau.

Saguenay, English Point.—Messrs. Nérée Dugas and Ulfranc Vallée, continued in office, their term of office having expired.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th of December, 1905, to appoint Mr. Ferdinand Dionne, school commissioner for the school municipality of Saint Arsène, county of Temiscouata, to replace Mr. Horace Gagnon, resigned.

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JOHN PARKER, Editor.
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QUEBEC

THE CANADA STAMP COMPANY

1906.

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Exchanges to be Addressed to "Editor of the Educational Record," Quebec, P. Q.
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THE
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OF THE
PROVINCE OF QUEBEC.

No. 3.

MARCH, 1906.

VOL: XXVI.

Articles : Original and Selected.

THE TEACHING SPIRIT.

EVELYN M. WOOD LOVEJOY, HELENA, MONTANA.

The teaching spirit—what is it? When one speaks of the Christian spirit or the missionary spirit, we think we understand what is meant. Do we have as clear an idea of the significance of the term, the teaching spirit? Does it really exist? If it does, and I believe it does, then it may be profitable to analyze it to see in what it virtually consists. As I view it, the first essential is love for the young and for knowledge. Without such love strongly developed, no one ought to choose teaching as a profession. The work at best will be only half-hearted, and the stimulus that will bear one through many an arduous task, and through discouragement and trial, will be lacking. It is the oxygen of the school atmosphere, and when it is deficient there is a corresponding degree of unrest and dissatisfaction.

Every prospective teacher would do well to ask himself if he enjoys association with children; if he is keenly alive to their interests, and can readily take their viewpoint; if he looks forward to the opportunity of extending his knowledge; if he would choose such opportunity in case another opening was at hand leading to more material results. If he can say yes to these self-questionings, then he is justified in choosing to become a teacher. He may not prove successful, but he can conscientiously try.

Self-sacrifice is a second element in the teaching spirit. From a pecuniary standpoint many may have to sacrifice little or nothing in taking up school work. A large minority, doubtless, earn as much in this way as they have the ability to earn in any other, but the strongest and most influential have to sacrifice much in this direction. This sacrifice means the renunciation of many of the luxuries of life and opportunities for culture. It means humble homes and limited horizons. It means seeing one's comrades forging ahead in the race for wealth, while one is daily trying to curtail expenses and make both ends meet. It means pitiful contributions to public enterprises and to charities in which one may have as keen, if not a livelier, interest than those who are lauded for generous gifts. It means the renunciation of all the power for good to oneself, one's family, and to the world, which wealth possesses. This is no small sacrifice.

From a social standpoint the sacrifice is greater or less according to the part of the country in which one is working. Nowhere do teachers occupy so high social rank as in the extreme East, notably in New England. It is not the province of this paper to discuss why they are held in lower estimation in the newer sections of our country. It is sufficient to note the fact that sacrifice of the enjoyment of social life is often demanded; not alone on account of false social standards, but through lack of time. The conscientious teacher has not the time for social recreation that even most manual laborers have.

Where society holds a low opinion of the teaching profession, one loses little, doubtless, by being shut out from its doors. In almost every community there is to be found a cultured class, men and women of high ideals in life who welcome teachers to their homes and to the social opportunities which they themselves enjoy. It is such companionship that teachers desire and miss most of all. With a weary mind and a weary body, with home work for the school nearly every day in the week, vacation seems to offer them about the only leisure for indulging in what the social nature craves and needs to maintain just views of life, and to enlarge one's usefulness. The sacrifice of ease and rest comes in as a corollary to this. Those possessing the teaching spirit renounce all this and more, and do it with

cheerful, buoyant heart, hoping and laboring for the time when school-room duties will be less arduous, when they who spend their lives in the service of youth, who deal with mind and soul, will at least take rank with those whose efforts have to do only with the perishable things of earth.

Thirdly, the teaching spirit includes loyalty. There must be loyalty to supervisors. Not the loyalty that will always make one agree with sentiments expressed, but the loyalty that urges one to put forth highest effort to carry out the instructions of superiors, and that forbears unkind criticism of them. If all teachers were imbued with this spirit, the ante-room talk about principals mentioned by one writer in a recent educational journal would not have disgraced the profession. It is to be feared that this spirit is too often lacking. It must be, when teacher will go before a board of education without the knowledge of the superintendent and furnish them with material for a fight. The accused has a right to be heard, and to know who his accusers are. The right guaranteed by our jury system certainly ought to obtain in school matter.

Loyalty to the school board is just as essential. This means a sincere desire to carry out their regulations and to render them due honor. It does not mean, however, acquiescence in any underhand methods, and it is cause for congratulation that so few boards of education stoop to such practices.

Helpfulness is another characteristic of the teaching spirit. It is apparent in the attitude manifested toward one's pupils. The patient efforts to have them understand a subject, not so much that they may pass, as that it may establish a right habit of mind, shows the helpful spirit of the teacher. He does not grudge a few extra minutes for aid at the solicitation of slow pupils or those anxious to get ahead. He is ready also to cooperate with parents in making a study of doubtful and troublesome cases. He is helpful to his associates. If he has a good idea, he does not patent it for fear his fellow teachers will jump his claim, neither is he envious if he sees one promoted to a position that he coveted. Whenever and wherever he can help his colleagues to further the interest of the school, he does it. He does not even whine when he finds that his co-laborers or superiors have adopted his new ideas without giving him

credit therefor. He believes the whole is greater than any of its parts, and if in any way he can conduce to the good of the school and the cause of education, he is content. This is the true spirit of helpfulness.

Lastly, I would name the desire for new truth as a prominent evidence of the teaching spirit. This is what enables one to grow, and not to simply vegetate. The teacher who is perfectly satisfied with himself is on the road to mummyism. There is nothing so good that it cannot be better. What is best to-day is only fair to-morrow. There must be a constant reaching out for new light. The problems may be old, but there are new and better solutions. New problems present themselves. They are to be studied in the light of the old, it is true, but experiment will evolve new principles, which may, and certainly ought, to be an improvement upon the old.

The child of to-day is a new creature. Its environment and associations make it a very different child from the one of thirty years ago. It demands new treatment. Where conditions of life are varying, methods of instruction must be changing to meet the new demands. The teaching spirit recognizes this, and cautiously strives to keep abreast of the times. If one feels inclined to reject every innovation, and in a complaining way follows out a course of study based on seemingly progressive thought, then that one has not the right attitude toward new truth.

If a teacher possesses the five characteristic mentioned as essential to a true teaching spirit, it is quite certain that his services will be recognized. He does not need to be subservient; he does not need to trim his sails this way and that to catch the breeze of popular favor, favor of "influential" teachers, principals, members of the board, or parents. He does not need to surrender his political or religious convictions; he does not need to give up one thing that makes him less of a man, less worthy of his own respect or that of his fellow men. He may not have wealth, but he is "a man for a' that." He may not be a member of so-called society, but he is still "a man for a' that." He is doing honest work in an honest way, and in the final analysis honesty pays. Let him keep his integrity of soul, and he is a peer of any man, no matter what public opinion may say of him, no matter how humble a station in life he fills. — *Education.*

TEACHERS' SALARIES.

The most important work done in any community is that of the teacher. Teachers are the poorest paid class in the country.

In other walks of life, while learning their callings, young men and young women get a living salary. After long years of expensive preparation teachers get barely enough to feed and clothe themselves.

In all other professions or callings the heart is sustained by the prize the future has in store for the successful ones. There are no such prizes in teaching. The result is that owing to the beggarly wages paid, but few who have any intention of spending their lives as teachers, take up the work. They know that when they have passed middle age their usefulness as teachers will be greatly impaired. School boards want young blood, and the older members of the profession are forced to the wall.

There is no opportunity to save; there are no pensions, and as the years roll by the teacher can look about for a comfortable workhouse, an insurance position, or a book agency.

Even a kindergarten teacher has now to spend some six years in secondary and training schools before being allowed to teach. Her expenses during that time cannot amount to less than \$300 a year, and it will take six years at least under the present wage system to get her capital back.

The expenditure for education in public, high schools, etc., in the whole of Canada for 1904, amounted to only \$11,886,154. As our population at the end of the year was estimated at 6,000,000, this is less than \$2 per head.

The educated citizen is the efficient citizen. If the expenditure per head were increased five-fold the country would be the richer for it. It is wise to erect improved buildings, to install proper heating and ventilating systems, but it is equally necessary to get the very best teaching. Of late the teaching profession has been retrograding. Men and women are seeking other professions, and the failures of those who are merely waiting till something better opens are finding their way into the noblest of callings.

The authorities in Ottawa have, in the course of the last few weeks, had an opportunity to raise the teaching profession to a higher position by granting better salaries. Teachers are expected to work largely from love, but love is apt to vanish when the purse is continually empty. We properly take pride in our educational system. It is a magnificent machine, but the workmen to operate it are wanting. Many of them are to be found in the schools and offices of the United States—exiles, because their own country would not give them a fair living, or threw them a scanty crust.

Pay the teachers better salaries; if not because it is right, because it will pay. A well educated population is the best asset any country can have.—*The London Free Press.*

LONG-SPAN BRIDGES OF THE WORLD.

It is surely a sign of the great magnitude of the engineering works of the present day, and the multiplicity of such works, that the magnificent bridge which is being thrown across the St. Lawrence at Quebec should have attracted so little public attention. Time was, and not so very long ago, when the spanning of a broad river or estuary like the St. Lawrence or the Firth of Forth, held the attention and commanded the admiration of the whole world. It was thus when the Roeblings spun that seemingly delicate cobweb of wires across the East River, New York, which is now world-famous as the Brooklyn Bridge. It was so when, a few years later, Sir Benjamin Baker and his associates boldly set out to build a double-track steel highway across the stormy Firth of Forth, a few miles above Edinburgh, announcing that they intended to cross the channel in two bold leaps each of 1,710 feet, with the historic Inchgarvie Island as a single intermediate stepping-stone. In each case, the work of building these monumental engineering structures was followed in its successive details with absorbing interest, from the sinking of the huge caissons and rooting them to the solid rock far below the river bed, to the erection of the giant towers and the stringing of the airy cables, or flinging out the giant cantilever arms to join hands in mid-stream, nigh upon a thousand feet from the points of support.

Bridge-building upon a Titanic scale was a novelty in those days, and comparatively novel also were the sinking of wooden or steel caissons through water and underlying mud and sand to a rocky bed, and the out-building of gigantic trusses, hundreds of feet beyond their point of support without the aid of temporary falsework or scaffolding. Familiarity, however, even in engineering works of great audacity and difficulty, breeds the inevitable contempt, and hence it is that the spanning of the St. Lawrence has awakened an interest that is almost purely academic and confined largely to the technical press and to the limited circles of our engineering societies.

The great cantilever bridge which is now being built across the St. Lawrence River at Quebec will include the largest single span ever erected in the history of the world. It is well understood among engineers that the true test of the magnitude of a bridge is not its total length as made up of many individual spans, but the length of the individual span itself, and in this respect the Quebec Bridge is pre-eminent. It reaches across the St. Lawrence River in a single span of 1,800 feet. This is nearly 100 feet greater than the spans of the Forth Bridge cantilevers, which measure 1,710 feet in the clear. Next in length is the Williamsburg suspension bridge, which is 1,600 feet in the clear, and then follow the Brooklyn Bridge, 1,595 feet, and the new Manhattan Bridge adjoining it, which will be 1,470 feet in the clear. Had the various railroads which have their terminals in Jersey City shown the same liberality and zeal displayed by the Pennsylvania Railroad Company a few years ago, there would now have been under construction, across the North River, a colossal suspension bridge, which would have far exceeded in size and importance the great bridges above mentioned. We refer to the North River suspension bridge, designed by Gustav Lindenthal, which would have crossed the North River with a single span of 3,100 feet in length between the towers, and would have measured 7,340 feet over the anchorages. The cables, each 8 feet in diameter over the outer covering, would have carried a triple-deck suspended structure, with a promenade on the upper deck, six railroad tracks on the middle deck, and eight railroad tracks on the lower deck; and over this single structure it was

intended to have brought in all the traffic of the Jersey roads to a single station in the heart of Manhattan. The four towers carrying the cables would have been 550 feet in height, the same as that of the Washington monument. This wonderful structure came very near to being built, and had the work been put through it would have constituted the noblest work of engineering in this or any other country in the world.

Although the new St. Lawrence Bridge will exceed our East River bridges in total length of span, it will not compare with them in the magnitude of the traffic that it can carry. Its total width of 75 feet is not much more than half of the Williamsburg Bridge, which measures 120 feet over all and provides two 18-foot roadways, four trolley tracks, two elevated tracks, two passenger footways, and two bicycle tracks. Even greater than this is the capacity of the new Manhattan Bridge which, on the lower deck, provides for four lines of street cars, two passenger promenades, and a broad carriageway $35\frac{1}{2}$ feet in width, and also carries on the upper deck four elevated railway tracks. The total width of the floor of this bridge will be 122 feet.

As the St. Lawrence Bridge is the first cantilever structure that compares in magnitude and length of span with the Forth Bridge, the latter forms the proper basis of comparison. At the time that it was constructed the engineers, who were responsible for its design, had absolutely nothing to guide them in the way of long-span railroad bridges, since nothing approaching the proposed bridge in magnitude had hitherto been constructed. In determining what section to use for the members of the cantilevers, it was decided to use the tubular section, for the reason that it presented the stiffest and strongest form for a given weight of material. It was also decided, in view of the fact that abnormally high wind stresses had to be provided for (56 pounds to the square foot), to give a very pronounced batter or inclination to the towers and cantilevers. Both of these features added greatly to the labor and cost of construction. In the interim since the building of the Forth Bridge, we have learned that wind pressures on long-span bridges are much less than was supposed, being, indeed, scarcely half as great. Moreover,

steel mills can now furnish rolled rectangular steel in sizes which were not obtainable when the Forth Bridge was built. Consequently the St. Lawrence Bridge is being built with its cantilevers and towers in vertical planes, and the materials used are entirely of standard shapes, such as can be rolled in the mills. Instead of the 12-foot tubes of the Forth Bridge, we have built-up lattice chords and posts and 18-inch eye-bars in the Quebec Bridge, and the combined result will be a structure relatively lighter and cheaper to build, and of unquestionably more graceful appearance than the far-famed bridge across the Firth of Forth. — *Scientific American*.

TO TAKE THE DRUDGERY OUT OF YOUR OCCUPATION.

Respect it.

Take pleasure in it.

Never feel above it.

Put your heart in it.

Work with a purpose.

Do it with your might.

Go to the bottom of it.

Do one thing at a time.

Be larger than your task.

Prepare for it thoroughly.

Make it a means of character building.

Do it cheerfully, even if it is not congenial.

Make it a stepping stone to something higher.

Endeavor to do it better than it has ever been done before.

Make perfection your aim and be satisfied with nothing less.

Do not try to do it with a part of yourself—the weaker part.

Keep yourself in condition to do it as well as it can be done.

Believe in its worth and dignity, no matter how humble it may be.

Recognize that work is the thing that dignifies and enobles life.

Accept the disagreeable part of it as cheerfully as the agreeable.

See how much you can put into it, instead of how much you can take out of it.

Remember that it is only through your work that you can grow to your full height.

Train the eye, the ear, the hands, the mind—all the faculties—in the faithful doing of it.

Remember that work well done is the highest testimonial of character you can receive.

Use it as a tool to develop the strong points of your character and to eliminate the weak ones.

Remember that every vocation has some advantages and disadvantages not found in any other.

Regard it as a sacred task given you to make you a better citizen, and to help the world along.

Remember that every neglected or poorly done piece of work stamps itself ineffaceably on your character.

Refuse to be discouraged if the standard you have reached does not satisfy you; that is a proof that you are an artist, not an artisan.—*The Master Printer.*

SUGGESTIONS FOR TEACHING MEMORY GEMS.

BY OLIVE I. CARY.

Memory gems are part of the grade work in our school.

When I entered the school I found it up-hill work to have anything committed to memory. Children in this day of the new education seem unable to commit anything to memory.

After many experiments I finally adopted the following plan which has proven successful:

From educational journals and magazines I cut all the suitable quotations I could find. These I pasted on cardboard and numbered each one.

Every Wednesday each child received one which he was to copy and learn before Friday. I allowed them to retain the stanza until noon and no longer, experience having taught me that if they were allowed a week some would not have it copied then. I kept a record of the number of the stanza learned by each pupil, so it would be impossible for him to repeat the same one. At first I had a quarter of the room fail, but after two or three months a failure was a very rare occurrence. If a child was absent

when the quotations were distributed, the first thing he did on his return was to ask for one. A child was not allowed to go home Friday until his quotation was learned, but very few had to stay when that fact had become thoroughly impressed upon them.

Memory gems before this had been a sort of go-as-you-please, and it struck them as a very disagreeable sort of surprise to find that they were held accountable for them.

The habit of concentration helped them in other lessons also, and I found them unconsciously using the phrases from their quotations in their written work. Instead of a spelling down we had a "quotation down" as the pupils called it.

One class was on the floor at a time. Each one repeated a quotation until his supply gave out, when he took his seat. Each time around they were allowed to repeat any quotation given during previous times; but no two pupils gave the same quotation during the same time round. It was far more interesting than either "spelling or geography down." One day I asked the definition of mansion and was told it was "something the soul built." I was puzzled, but at length to explain the meaning the child said: "Build thee me stately mansions, O my soul." After that I not only required the quotation but also an explanation of the meaning, taking nothing for granted.—*Normal Instructor and Teachers' World*.

SUGGESTIONS FOR SEAT WORK.

1. Pupils write lists of names of objects in the school room beginning with a certain letter. Take, for example, the letter c. The list will be chair, curtain, chalk, ceiling, etc.

2. Write all the words possible derived from the same root words, as: hope, hopeless, hopeful, hoped, hopefully, etc.

3. Write a list of geographical names, each beginning with the last letter of the preceding words, as British Columbia, Alberta, Andover, Regina, etc.

4. Take a short word as *reader*, and make as many words as possible from the letters in it as: ear, red, rear, dear, are, etc.

5. Let the small children mark familiar words in newspapers and magazines.

“Busy work” or “seat work” should have a purpose beyond merely keeping the child busy.—*Sel.*

REASONS FOR SOME FAILURES IN ARITHMETIC

We spend more time in arithmetic than our results justify. This is due to a number of causes, among which are :

(a) There is a lack of intensity in the study; children are allowed to snooze over their work to acquire habits of mental indolence, to let their thoughts go wool-gathering.

(b) There is too much formalism

(c) Pupils are not trained to read the problems and to grasp the conditions. In other words, they cannot read.

(d) Pupils are not accurate in the four fundamental processes. They cannot add, subtract, multiply and divide. In testing on these processes we rank those who average 90 per cent. as high. Suppose the banker made one mistake in every ten operations, how would he rank?

(e) We teach arithmetic as scraps and fragments instead of as a connected whole. Each new subject is treated as something separate and apart from all others. We should at least take an inventory of what they already know which will apply to the new subject. After all there are not many facts to learn in arithmetic, if it is taught properly.—*The Progressive Teacher.*

MCGILL UNIVERSITY A. A. AND MATRICULATION EXAMINATIONS, 1905.

REPORT ON FRENCH.

(Received too late for insertion in the Annual Announcement.)

The result of the examination in this subject shows that the schools have not yet taken to heart the warning given two years ago that “candidates who fail in the translation of simple English sentences into French will not be allowed to pass.” The leniency that was shown last year in the application of this rule would have been out of place this year when nobody could any longer plead ignorance of the rule. An admittedly easy paper with very easy sentences for translation into French had been set; yet 37 p. c. of

the candidates failed to satisfy the Examiner. What could be easier than the translation of the first of the sentences : *We have sent them the bread ; have they eaten it ?* As many as six and seven mistakes were made in this sentence ; over 60 p. c. of the candidates were unable to translate it without a mistake ; and, in one case, a school sending up about 40 candidates could show only 8 who gave a perfect translation, such as ought to have been handed in by at least 80 p. c. of the candidates.

It is clearly not a question of method (natural or classical) ; it is simply a question of very elementary knowledge accurately applied.

The translation of the English prose passages into French was attempted by most of the candidates, but, though excellent work was done in individual cases, the result was, on the whole, very unsatisfactory.

The translation into English was generally well done. It is only to be regretted that so many candidates should carry the slang of the street and the playground with them into the Examination Hall. Do these candidates mean to be funny, or do they not know any better ?

Satisfactory was also the purely grammatical part of the paper, though the monstrous verbal forms occurring in the composition and the perfect statement (often in French !) of the rule of the past participle in the grammatical part, together with its consistent non-observance in the translation into French, seems to point to a good deal of mere memorizing and insufficient practice.

1905.

SUPERIOR SCHOOL EXAMINATIONS.

MONDAY 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. Classify the following sentences, as Simple, Compound or Complex.

- (a) My father says that this book is mine.
 (b) A man who has courage will not desert his friends
 (c) The minster clock has just struck two and yonder
 is the moon.
 (d) I bring fresh showers for the thirsty flowers from
 the seas and the streams.
 (e) The tree lay where it fell. 15
2. Define (a) Clause; (b) Phrase. 10
3. (a) In question one, pick out the different subordinate
 clauses and state the class to which each belongs.
 (b) Pick out the phrases and classify them as adjective
 or adverbial. 15
4. Analyse:—When May comes the apple trees will
 blossom. 14
5. Define (a) Inflection; (b) Name the parts of speech
 that are not inflected. 10
6. Write the possessive case singular and plural of:—
men, ladies, thief, child. 10
7. What is a relative pronoun? Name three. 10
8. Tell whether *this* and *that* are used as adjectives or
 pronouns.
This pear is ripe.
That paper is not good; *this* is better. 6
9. Put in capitals and punctuation marks:—
 Gold gold do my eyes deceive me am I asleep or
 awake. 10

MONDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. Write in French the singular and plural forms of:—
 The brother, the stocking, the plaything, the heaven,
 bad book, a happy man, the beautiful horse, the fire, the
 work, the large tree. 20

2. Write in French :—

My flowers and his. Your nephews and ours. These carpets and your sister's. What carpets have you? I have these and those. Are those books interesting? 15.

3. Write in French :—

He lends. They are going. Do I finish? Are we going out? They come. You receive. Do we hear? Dost thou owe? Do they hold? Do I lose?

After each verb place a number to indicate the conjugation to which it belongs. 15

4. Answer in properly constructed French sentences the following questions :—

(a) Venez-vous chez moi?

(b) A qui prêtez-vous ce canif?

(c) Ne me devez-vous pas cet argent?

(d) Est-ce que je vous prête un livre?

(e) Avez-vous de l'argent? 20

5. Translate into English :—

Il demande une pomme. Je la lui vends. Vous me le donnez. M'apportez-vous ma canne? Pourquoi ne lui ouvrez-vous pas la porte? Ma place et la vôtre. 12

6. Write in French :—

We give him some. He lends it to us. At our house. He expects nothing from me. Many persons. Where are you going this morning?

MONDAY AFTERNOON, JUNE 12th, 1905.

FRENCH (NATURAL METHOD.)

Grade II. Model. Time from, 2 to 4.

(All the questions are to be answered.)

6. 1. Ecrire *Du, De la, De L' ou Des* devant chacun des noms suivants :—

.....enfant.....bois.....chapeaux.....air.... eau.....laine.

12. 2. Ecrire le féminin des adjectifs suivants :—

bon, blanc, gros..	long....	sec.....	Public...
blanc.....	muet...	bref.....	Doux.....
gros.....	cher....	cruel....	Beau....

8. 3. Ecrire *Son* ou *Sa* devant chacun des mots suivants :
- | | | | |
|---------------|----------|-----------|-----------|
| pommes..... | thé..... | clef..... | montre.. |
| assiette..... | argent.. | carafe | nom.. ... |

24. 4. Copier en mettant au pluriel tous es mots :—

Son crayon.....	Ma boîte.....	Le métal.....
Leur oiseau..	Cette carte..	Cet homme....
Sa fleur.....	La mère.....	Ce feu.....
Votre plume.....	Mon église..	L'oiseau.....

6. 5. Ecrire *Ce*, *Cet*, *Cette* ou *Ces* devant chacun des noms :—

...lit...homme...pommes...chevaux...noix...beurre.

12. 6. Ecrire en toutes lettres (= mots) les nombres suivants :—

11.....	17.....	90.....
31.....	23.....	10.....
15.....	72.....	24.....
52.....	81.....	100.....

18. 7. Répondre aux questions suivantes en employant des pronoms personnels compléments :—

Aimez-vous les fleurs ?.....
 Ecrivez-vous vos lettres ?.....
 Connaissez-vous votre pasteur ?.....
 Vous parle-t-il quelquefois ?.....
 Lisez-vous la leçon ?.....
 Est-ce que Charles voit le tableau ?

36. 8. Conjuguer les verbes suivants aux temps et aux formes indiqués :—

Passé de <i>mettre</i> (aff.)	Futur de <i>finir</i> (nég.)	Près de <i>finir</i> (inter.)
Je.....	Je.....	Je.....
Tu.....	Tu.....	Tu.....
Il.....	Il.....	Il.....
Nous.....	Nous..	Nous..
Vous.....	Vous..	Vous..
Ils.....	Ils.....	Ils.....

Près de <i>vouloir</i> (nég.)	Futur de <i>aller</i> (aff)	Passé de <i>voir</i> (aff.)
Je.....	Je.....	Je.....
Tu.....	Tu.....	Tu.....
Il.....	Il.....	Il.....
Nous.....	Nous.....	Nous.....
Vous.....	Vous.....	Vous.....
Ils.....	Ils.....	Ils.....

28. 9. Répondre aux questions suivantes :—
 Quelle sorte de viande préférez-vous ? (4)

 Qui a caché mon chapeau ? (4)

 Avez-vous reçu beaucoup de cadeaux à Noël ? (6)

 Que faites-vous le dimanche ? (4)

 A quelle heure finirons-nous cette exercise ? (4)

 Avez-vous bien dormi la nuit dernière ? (6)

 (Divide total marks (150) by 2 = 75).
25. 10. Ecrire sous dictée ce qu'on vous lira (Écrivez la dictée de l'autre côté de ce papier.)

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, January 30th, 1906.

On which day a special 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; the Honorable Boucher de LaBruère, D.C.L., Superintendent of Public Instruction; George L. Masten, Esq.; the Right Reverend A. H. Dunn, D.D.; H. B. Ames, Esq., B.A., M.P.; Principal W. Peterson, LL.D., C.M.G.; W. S. Maclaren, Esq.; Gavin J. Walker, Esq.; John C. Sutherland, Esq., B.A.; Professor James Robertson, LL.D., C.M.G.; Reverend E. I. Rexford, LL.D.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; W. L. Shurtleff,

Esq., K.C., LL.D.; the Hon. J. C. McCorkill, K.C., M.P. P.; H. J. Silver, Esq., B.A.

Apologies for absence were submitted for J. Dunbar, Esq., K.C., D.C.L.; the Honorable J. K. Ward, M.L.C.; the Honorable S. A. Fisher, B.A., M.P.; and Professor A. W. Kneeland, M.A., B.C.L.

The notice calling this special meeting reads as follows:

“ I am directed by the Superintendent of Public Instruction under article 66 of the school law, at the suggestion of the Premier of the Province, to convoke a special meeting of the Protestant Committee of the Council of Public Instruction for Tuesday, the 30th day of January instant, at 9.30 a.m. The purpose of this meeting is to consider proposals to amend the school law. The proposed amendments you will find indicated upon the slip attached hereto. ”

(Signed,) GEO. W. PARMELEE, Sec.

These proposed amendments to the school law are as follows:—

TRANSLATION.

1. Art. 46 :— The following words are to be added to Art. 46 :—

“ The Secretary of the Province is *ex-officio* a member of the Council of Public Instruction and of the two Committees thereof, but he has a vote only in the Committee of the religious faith to which he belongs. His membership in the Council of Public Instruction alters in no way the effect of article 47 as to the number of the lay members of the Roman Catholic Committee or the number of the members of the Protestant Committee there provided for. ”

2. Art. 47 ;—The following words are added to the first paragraph :

“ This Committee may associate with itself six officers of primary instruction, of whom four shall be named by the Committee and the two others by the two Associations of Catholic Teachers respectively at their annual Convention for the year following that Convention. These Associate Members have consultative and deliberative powers, but shall not be members of the Council of Public Instruction. ”

3. Art. 78 :—Replace the second paragraph of this article by the following :—

“ To have obtained a Superior Diploma (Academy Diploma.)”

4. Art. 84 :—Replace the last line by the following :—

“ Each Board may issue diplomas valid in the schools under the control of the Committee which recommended its appointment and in accordance with the regulations of the Committee concerned.”

5. Art. 266 :—Strike out all the words after “ interested parties ” in the fourth line and replace them by the following :—

“ The site and the school house shall be sold at auction and the proceeds of the sale shall be divided between the two parties in the manner indicated in article 264 of this law.”

6. Art. 458 :—Replace this article by the following :

“ The Normal School shall give diplomas for elementary, intermediate (model) and superior (academy) schools, and the Superintendent of Public Instruction shall deliver a diploma to each pupil of a Normal School who has obtained from the Principal thereof a certificate declaring that he followed with success a regular course of studies.”

7. Art. 493 :—Add to this article the following words :

“ However, this person shall have the right to abandon teaching at fifty years of age, and to preserve his rights to a pension, which he shall not begin to receive before he reaches the age of fifty-six years.”

8. Art. 496 :—Add to this article the following words :

“ If an officer of primary instruction dies during the said period between a service of ten and twenty years, the reimbursement of stoppages shall be made to his legal heirs.”

It was moved by the Rev. E. I. Rexford, seconded by Mr. H. B. Ames, and carried unanimously :—

“ Whereas the proposal to enlarge the Council of Public Instruction by the addition of the Provincial Secretary *ex-officio*, seems of necessity to come under the provision of paragraph 48 of the School Code as a matter “ in which the interests of the Roman Catholics and Protestants are collectively concerned ” and whereas it is deemed inadvisable, on prudential grounds, for either section of the Council of Public Instruction to pronounce finally on

questions so fundamental without having before it the views of members of the other section, it is therefore resolved that the Honorable the Superintendent of Public Instruction be respectfully requested to call a special meeting of the Council under provision of paragraph 66 to consider the said proposal, if the Government so desire."

It was moved by Dr. S. P. Robins, seconded by Mr. G. Walker, and unanimously resolved :—

"That this Protestant Committee of the Council of Public Instruction deems it advisable to express its sympathy with and acquiescence in the proposal to give a member of the Government an *ex-officio* seat on the Protestant Committee of the Council of Public Instruction, and desires our colleagues, members of the Council of Public Instruction, to support the proposal of the Government in regard to the proposed change in the constitution of the Council of Public Instruction."

Art. 47 :—As this amendment does not in any way affect the interest of the Protestant Committee, it was deemed advisable to express no opinion.

The proposed amendments to Articles 78, 84 and 226 were adopted as presented.

The amendment to Art. 458 was adopted with the addition of the following words :—“According to the regulations of the Roman Catholic or Protestant Committee, as the case may be.”

The amendment to Art. 493 was adopted in the following form : Add to this article the following words :—

“However, in case of women teachers, this person shall have the right to abandon teaching at fifty years of age, and to preserve her rights to a pension which she shall not begin to receive before she reaches the age of fifty-six years.”

The amendment to Art. 496 was adopted without change.

Mr. Silver wished to have his dissent to any amendment to Art. 493 recorded.

The meeting then adjourned.

GEO. W. PARMELEE,

Secretary.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, January 30th, 1906.

The general meeting of the Protestant Committee of the Council of Public Instruction having been called by order of the Chairman for this day, the session opened immediately after the adjournment of the special meeting

The attendance was the same as that recorded in the minutes of the special meeting except that the Honorable the Superintendent and the Honorable Mr. McCorkill were obliged to be absent.

The minutes of the last regular meeting were read and confirmed.

The Secretary reported that he had invested the Miss Burnham legacy in the City of Hull bonds at a price which produced $4\frac{3}{4}$ per cent interest, and the small balance left he had deposited to his own credit as Secretary, in trust, in the Savings Bank, all as shown in the financial statement.

As a result of correspondence and interviews with officers of the Provincial Board of Health he had prepared a regulation which would be submitted at a later hour with another concerning the acceptance of new school houses.

The Chairman laid upon the table copies of the Catechism authorized at the last meeting of the Committee to be used at the option of school boards, and as supplementary to the Scripture lessons, and subject to the conscience clause in Regulations 137-139.

By permission Mr. Gavin Walker, seconded by Mr. J. White, substituted the following motion for the motion made by them and held over from the last meeting :—

“ Moved by G. J. Walker, seconded by Mr. John Whyte, “That owing to the great scarcity of qualified elementary Protestant teachers in this Province, the regulations of this Committee be amended as follows :—

“ 1st That pupils having passed in Grade II Academy and also an examination in School Law and Regulations and School Management (text-books on these subjects to be issued by order of this Committee,) be granted a diploma to teach in our elementary schools.

“ 2nd. That these examinations take place at the same time as the usual June examinations and be conducted by the same Examiners.

“ 3rd. That no charge be made for these examinations or for the diploma.

“ 4th. That the Secretary of this Committee be instructed to draw up a set of regulations governing the conduct of these examinations, to have these regulations printed, and to submit a copy thereof to each member of this Committee ten days before the next May meeting of the Committee.”

The amendment of Mr. J. C. Sutherland, seconded by Mr. H. J. Silver, was renewed in the following terms:—

“ That this Committee, while it recognizes the fact that in some districts of the Province the school boards have difficulty in obtaining teachers even when offering what may not be designated as large, but at the same time average, salaries, is of the opinion that the question of the supply of competent teachers is, here as in other parts of the world, an economic one, not merely in the sense of the direct money reward, but also in the sense that the conditions of life in some municipalities are such that they constitute a factor in the determination of a teacher's choice of a situation ; and that therefore this Committee is not prepared to support a movement looking towards a general lowering of the standard required for admission to the teaching profession to meet localized conditions at a time when a general increase to teachers' salaries in the Province should be looked for by means of a general increase of local effort in keeping with the prosperity of the country and supplemented by Government assistance.”

Dr. W. L. Shurtleff, seconded by Mr. G. L. Masten, moved as a sub-amendment,

“ That article 20 of the regulations of this Committee be amended by adding after paragraph 1st the following :—

“ The Central Board shall, however, grant second class diplomas to persons who shall have attained the age of 17 years, have produced certificates of good moral character provided by article 41 of such regulations, and have passed Grade II. Academy, and an examination in pedagogy and school law set by the Central Board, and that the papers be sent to the Deputy Examiners for each Academy, and be written at such Academies immediately upon the completion of the examination for Grade II Academy. It shall not be necessary, however, for the persons to be enrolled

as pupils of the Academy where the examinations are written."

After discussion the sub-amendment of Dr. Shurtleff was lost upon the following division :—

For.—Dr. Shurtleff, Mr. Masten, Mr. Maclaren and Dr. Robins--4.

Against.—Messrs. Whyte, Walker, Silver, Ames, Dr. Peterson, the Lord Bishop of Quebec and Mr. Sutherland—7.

Dr. Shaw, Dr. Robertson and Dr. Rexford did not vote.

Mr. Sutherland's amendment was then carried.

For.—Messrs. Sutherland, Silver, Ames, Dr. Rexford, Dr. Peterson and the Lord Bishop of Quebec—6.

Against.—Messrs. Whyte, Walker, Maclaren and Dr. Shurtleff—4.

Professor Robertson, the Rev. Dr. Shaw, Dr. Robins and Mr. Masten did not vote.

During the course of discussion a letter was read from the Executive Committee of the Protestant Teachers' Association of the Province of Quebec endorsing the attitude taken by Messrs. Sutherland and Silver as expressed in their amendment, and Dr. Robins asked for a record of the fact that neither the officers of the Normal School nor the Normal School Committee had initiated or supported the movement making attendance at the Normal School compulsory upon candidates for a diploma.

The report of the sub-committee on the course of study was submitted as follows :--

"Your Sub-Committee met in the High School, Montreal, on Saturday, December 16th, 1906. There were present the Chairman, Rev. Dr. Rexford, Principal Peterson, Professor Kneeland, Mr. Masten, Mr. Silver and the Inspector of Superior Schools.

"Upon the invitation of the Chairman the Matriculation Board of McGill University was represented by Dean Moyse, Dr. Tory, Professor Walters and Mr. Nicholson. Mr. H. H. Curtis, Director of French in the Protestant schools, Montreal, was also present by invitation, and took part in the discussion regarding the proposal to continue the teaching of French by the Natural Method throughout the academy grades in our superior schools.

“ All matters referred to your Sub-Committee were discussed in an amicable spirit with the University representatives.

“ Heretofore a certain degree of uncertainty has prevailed among the teachers in the superior schools on account of apparent differences which existed between the matriculation requirements of the University Calendar and the course of study for superior schools. This fact occasioned a certain amount of anxiety on the part of teacher and pupil, and was the source of more or less friction with the Protestant Committee.

“ The representatives of the Matriculation Board explained that examination papers would be prepared in accordance with the text-books and limits laid down for Grade III. Academy in the course of study, and that candidates who gained the required standing on these papers in the matriculation subjects will be accepted for matriculation—so far as the subjects are concerned—and that this arrangement will be continued until further notice irrespective of the requirements laid down in the College Calendar.

“ The representatives of the Matriculation Board also stated that suggestions were under consideration (in consultation with a Committee of the Teachers' Association) for providing, if required, alternative examination papers in French based upon the Natural Method.

“ After careful consideration of the course of study and the petition of the sub-committee on the course of study of the Provincial Association of Protestant Teachers, your Sub-Committee respectfully recommends :—

“ I. That Collier's Great Events and the Primers of Greece and Rome be retained as text-books in History for Grades II. and III. Academy.

“ II. That in the subject of Physics and Chemistry, the text-books edited by Gregory and Simmons, Stages II. and III be retained for Grades II. and III. Academy as at present.

“ III. That the superior schools which are provided with suitable apparatus are at liberty to take up “ Gage's Introduction to Physical Science ” instead of “ Physics and Chemistry as found in Gregory and Simmons.”

“ The Inspector of Superior Schools will prepare an optional paper for the June examinations, based on chapters one and two, Gage's Introduction to Physical Science for

the pupils of Grade II. Academy who elect to take this subject instead of Physics and Chemistry, Stage II. Gregory and Simmons.

“ IV. That the recommendation submitted by this Sub-Committee on February 24th, 1906, be amended in accordance with the above.

“ V. Your Sub-Committee having carefully considered the question of increasing the number of marks assigned for French, beg to report that from the evidence of the teachers, the Inspector of Superior Schools and the Teachers' Association, it is of the opinion that there is no general demand for such increase, therefore we respectfully suggest that no proposal to increase the marks in French be considered unless the schools are prepared to undertake more advanced work in this subject.

“ In connection with this subject, and with the approval of Professor Walters' of McGill University, we recommend that “ Cameron's Elements of French Composition ” be placed on the list of authorized text-books, and we suggest that this book be used by the pupils in Grade III Academy as supplementary work to aid them in the study of the French language.

“ VI. That the Inspector of Superior Schools publish, yearly, in the Educational Record, — (a) the names of the ten pupils in each grade who lead at the annual June examinations throughout the Province, (b) the total number of marks taken by each pupil, (c) the name of the superior school which each pupil attended. In this competition no pupil is allowed to write on more subjects than will give the maximum number of marks as found on page 6, Memoranda of Instructions to Teachers.

“ The question of a suitable text-book in Botany was considered. The general consensus of opinion is that the text-book now in use is not suitable for the work that can now be done in secondary schools. No definite action was taken, but the subject will be considered later.

“ Professor Armstrong's report on Drawing was considered. It was agreed to defer any action for the present' and to ask the Inspector of Superior Schools to confer with Professor Armstrong upon this subject and to report the result to this Sub-Committee.

“ In view of the fact that in some academies the pupils in Grade III. academy are studying “ Wrong's History of

the British Empire", the University authorities have consented to set the examination paper in this subject for 1906 on chapters one to ten inclusive. Furthermore, the Matriculation Board will take into serious consideration the complaint made by the sub-committee on the course of study of the Provincial Association of Protestant Teachers in regard to the very difficult papers in Geometry and advanced Algebra set for Grade III. Academy in June 1905.

" All of which is respectfully submitted

On behalf of the Sub-Committee,

ELSON I. REXFORD,

Convener.

The report was adopted with the exception of paragraph five, which was held over for further consideration at a later meeting, with Dr. Shurtleff's motion.

The sub-committee on vacancies in the Normal School staff reported progress and was continued.

The Chairman informed the Committee that Dr. Robins had placed his resignation in the hands of the Government, and that it had been accepted to date from the first of September next.

It was then moved by Alderman Ames, seconded by Dr. Rexford, and unanimously

Resolved,--That the Chairman, the mover and the seconder be a sub-committee to draw up a suitable resolution for the May meeting, expressive of the Committee's great appreciation of Dr. Robins' long and valuable services to the cause of education in this Province.

The sub-committee on the granting of the Scholarships offered by Sir William Macdonald submitted a list of candidates which it recommended.

Owing to the unsuitability of the winter season for Nature Study work, the course in this subject which had been announced had since been withdrawn. In addition to the four candidates who were appointed at the last meeting the following were recommended:—Misses Bessie C. Hall, Cookshire; Helen Paton, Lachute; Margaret H. Boyd, Granby; Ruby J. Godue, Knowlton; E. Winnifred Miller, Clarenceville; Sarah M. Thompson, Alva; Mary W. Hall, Dunham; Helen A. Rothney, Leeds Village, and Ella B. Sweet, Sutton Junction.

The report was adopted and the sub-committee was instructed to fill any vacancies that may occur' and to deal with any new applications that may be received before the first of April.

The report of the sub-committee on the distribution of the Poor Municipality Fund was submitted as follows:—

“Your sub-committee on the distribution of the Poor Municipality Fund reports that it met in the office of the Secretary on the 29th instant, and went carefully over the lists which had been prepared in the Department. The time required for examination was not so great as usual, because of the fact that the members of the sub-committee are now familiar with the principle upon which the distribution is made from year to year, and because of the fact that the sums allocated to the different municipalities do not vary much.

“Your sub-committee is pleased to observe that the Poor Municipality Grant continues to secure an improvement in the school facilities of the various poor municipalities without decreasing the local contributions. As a matter of fact local contribution is considerably stimulated by this grant. If what is known as the Public School Fund could be distributed in a similar way it would be much more effective in improving the conditions of our schools.

The total amount available for distribution this year is \$7,575.75, and is derived from the following sources:—

Protestant share of the Legislative Grant of \$13,000.....	\$1,658 00
And of supplementary grant of \$7,000.....	893 00
One-half of the Marriage License Fees, as voted by the Protestant Committee.....	3,980 75
Government Grant mentioned in the appropriation for Superior Education.....	1,000 00
Cancelled cheque of last year.....	44 00
	\$7,575 75

This sum is \$514.12 less than the sum which was distributed last year. The diminution is caused by a decrease in the Marriage License Fees.

“ Your sub-committee would respectfully recommend the approval of the lists as submitted herewith.

(Signed)

JOHN WHYTE.

“

GAVIN J. WALKER.

A memorandum from Inspector Parker was submitted asking for an interpretation of the terms “ number of pupils enrolled,” which are not understood in the same sense by all superior school teachers.

It was ruled that “ number of pupils enrolled ” means the number of pupils enrolled who have attended the school for at least ninety days, and have taken the compulsory subjects in their respective grades.

The Chairman reported the appointment of Professors Parrock and Dunn as representatives of Bishop’s University on the A.A. Board. The appointment was confirmed.

It was resolved that the following be a regulation of this Committee under the number 111 A :—

“ All regulations of the Provincial Board of Health, or of other competent authority, in regard to hygiene and sanitation in school-houses must be observed by the local school boards.”

It was resolved that regulation 112 be amended by the addition of the following words :—

“ School-houses shall not be opened before having been accepted by the school inspector who will visit them at the request of the school board, and the said school board shall pay the travelling and other expenses incurred by the school inspector for the purpose of this visit. The school inspector shall report the result of his visit immediately to the Superintendent of Public Instruction.”

An application from Mr. T. B. Reith, M.A., for an Academy diploma, was referred to the Chairman for further enquiry and report, and a similar application from Mr. J. H. Hunter, M.A., was granted on condition that he pass a satisfactory examination in school law and submit to the Secretary the documents upon which his application was based.

The sub-committee on text-book was requested to examine Symes and Wrong’s History of England, and to con-

sider a communication from The Empire League in regard to the production of an Empire History.

The sub-committee on arrangements for the June examinations was re-appointed.

A letter from the Normal School Committee commending Professor Armstrong's report on drawing was read.

The Chairman presented the following digest of the report of the Inspector of Superior Schools ;—

“ During the past two months 21 schools have been inspected. The report on educational work is almost uniformly favorable. Suggested improvements have been made in Inverness and Clarenceville. Repairs are needed in Lacolle, Marbleton, Bishop's Crossing and Maple Grove. Beebe Plain School should be made warmer and cleaner. Mansonville needs to have blackboards painted and the floors washed oftener. Waterloo needs new blackboards and a new school-house. Of Kinnear's Mills it is reported,—
 “ A small school. There is not much enthusiasm on the part of the pupils and but little on the part of the parents.’

The financial statement for the half year ending December 31st, 1905, was accepted subject to audit by the Chairman.

1905.

Receipts.

July 1.	Balance on hand.....	\$,1091 50
	Unexpended balances deposited by the Superintendent of Public Instruction.....	2,811 47
Oct. 7.	From Dr. Robertson to repay the part of the Macdonald scholarships advanced on the funds of the Committee.....	480 00
	From Dr. Robertson to pay for future Macdonald scholarships.....	480 00
	Unused balance of \$850 for Deputy-Examiners	86 00
	R. D. Forrest. contribution to Marriage License Fund.....	100 00
Dec. 18.	Balance due Protestant education to July 1st, 1905, on the \$50,000 grant	1,000 00
		<hr/>
		\$ 6,048 97

Expenditure.

1905.			
July 2.	G. W. Parmelee, to pay Deputy-Examiners.....	\$ 850 00	
	G. W. Parmelee, quarterly salary.....	100 00	
	G. W. Parmelee for Central Board of Examiners.....	200 00	
Aug. 10.	T. J. Moore & Co., Sup. School printing.....	177 85	
	Chronicle Printing Co.....	21 00	
Sept. 20.	Miss Ida Fair, Macdonald Scholarship	40 00	
	Jessie Godfray " "	40 00	
	Gertrude King " "	40 00	
	Nora E. Lay " "	40 00	
	Theo. MacNaughton " "	40 00	
	Gladys E. Watson " "	40 00	
Sept. 29.	Chronicle Printing Co.....	55 50	
Oct. 2.	G. W. Parmelee, quarterly salary.....	100 00	
Nov. 13.	Dr. James Robertson refund of unexpended balance of \$480.....	240 00	
Nov. 18.	D. T. Towne, Sec.-Treasurer, Kingsey	300 00	
	Rev. A. Delporte, Sec.-Treas., (St. Philip).....	50 00	
	Rev. A. J. Balfour, Secretary Church Society (Magdalen Islands).....	100 00	
	T. J. Moore & Co., printing and supplies for Inspector of Superior Schools.....	35 00	
Nov. 19.	John Parker, balance of December salary.....	75 00	
Dec. 31.	Balance on hand.....	3,504 62	
		<hr/>	
		\$6,048 97	

Special Accounts.

1905.			
July 15.	City Treasurer of Montreal.....	\$ 1,000 00	

Contra.

1905.			
Sept 20.	Dr. S. P. Robins, for McGill Normal School.....	\$ 1,000 00	

Miss Burnham Legacy.

1905.
July 1. Balance on hand\$ 900 00

Contra.

1905.
Dec. 18. \$1,000 Debentures of the City of Hull,
Que., bearing 4 p. c. interest, pay-
able semi-annually, 1st May and 1st
Nov., and maturing 1st Nov., 1941,
(35½ years to run) to yield 4¼ p.c..... \$ 871 90
Accrued interest at 4 p. c. from 1st
Nov. to 18th Dec. (47 days)..... 5 26

\$ 877 16
Balance deposited in Savings' Bank
account in Bank of Montreal..... 22 84

\$ 900 00

E & O E.

All subject to audit by the Chairman.

It was decided to hold the next meeting on Friday, the 11th day of May next, unless it should be called earlier by order of the Chairman.

The meeting then adjourned.

G. W. PARMELEE,
Secretary.

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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 Québec, 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.

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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, Editor.

G. W. PARMELEE, Managing Editor.

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QUEBEC

THE CANADA STAMP COMPANY

1906.

Subscription, \$1 per annum.

Exchanges to be Addressed to "Editor of the Educational Record," Quebec, P. Q.
All Communications to the Managing Editor, Quebec.

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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.

No. 4.

APRIL, 1906.

VOL. XXVI.

Editorial Notes and Comments.

—THE attention of teachers and School Boards is called to the "*Witness* Diamond Jubilee Flag Offer," which appears in this issue. The publishers of the *Witness* are to be commended in their laudable efforts to inculcate patriotism on the minds and hearts of the present generation of children in this fair Dominion by making it possible to have the Canadian Flag floating on every school-house in the land.

With a flag so full of meaning and so capable of stirring fine emotions, teachers should have no difficulty in giving an effective object lesson on patriotism. The attention of the pupils may be called to the emblems of our own Dominion joined to those which represent the glorious past and present of our mother land, and a lesson may be given which will leave a lasting impression on the child's mind.

—ALL teachers who wish to improve their knowledge of the French language should take advantage of the French Holiday Courses in connection with McGill University, of which notice is given in this issue of the RECORD.

Summer schools, though of recent origin, are growing rapidly in popular favor. We have heard it stated repeatedly that good mental work cannot be done during warm weather, and that teachers who have been in the harness for ten months need a rest. True, but will lying around and doing absolutely nothing rest and invigorate a person?

Teachers who attend a good summer school for a few weeks during the holiday season return to their duties in

September invigorated and full of inspiration. The new ideas, the new knowledge acquired, and the fresh view of things lead them to think along different lines and give them a grasp and a mastery over the subjects which they could not have otherwise obtained. In order to succeed a teacher must keep abreast of the times, and the only possible way to do effective work is to get all the light we can upon the subjects which we are attempting to teach. For the benefit of teachers in this Province, the French Holiday Courses were established a few years ago, and it is a matter of regret that our teachers have not availed themselves of the excellent opportunities afforded by this Summer School with its thoroughly efficient staff of instructors. Many of the students in attendance last year, who had never heard French before, were able to benefit greatly by the Elementary Courses, and to understand and speak the language in a way they themselves had hardly thought possible, considering that the course extended over only three weeks.

Articles : Original and Selected.

BONUSES FOR TEACHERS AND SCHOOL MUNICIPALITIES.

I. The Government of this Province has, by order in council, established a competition amongst the various municipalities of the Province for the purpose of stimulating the zeal of school boards for the further progress of the cause of education. The competition will be based upon the following considerations:—(1) State of school-houses, outhouses and grounds. (2) Condition of furniture. (3) Progress of pupils. (4) Salary of teachers which cannot be less than \$100 annually. (5) Observance of the provisions of the school law and regulations, especially those contained in art. 125 of the Protestant Committee, for Protestant schools, and in art. 118 of the regulations of the Roman Catholic Committee in regard to Roman Catholic Schools.

Five prizes will be given in each inspectorate to the most deserving municipalities, namely, those which, compared with the previous year, shall have obtained the highest number of marks. The 1st prize is \$60 ; 2nd, \$50 ; 3rd, \$40 ; 4th, \$35 ; 5th, \$30.

The above prizes are to be awarded upon reports made by the school inspector and are to be applied to the purchase of modern furniture, adornment of school grounds, and for other purposes to be determined later by the Committees of the Council of Public Instruction and approved of by the Executive.

The prizes shall not be used to diminish the rate of assessment imposed by the school boards which receive them.

The Government has also decided, by order in council, to give bonuses to lay teachers, male and female, with diplomas who are actually engaged in teaching and have taught for more than fifteen years in schools under control of commissioners or trustees in this Province.

The following extract contains the conditions required for this bonus :—

“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, with diploma, who have actually been engaged in teaching for more than fifteen years in schools under the control of commissioners or trustees.

“That for this purpose a sum of \$12,500.00 on account of the \$100,000 voted by the Legislature be applied under conditions mentioned below.

“That a bonus of \$15.00 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 20 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.

That the sum of \$12,500 on account of the \$100,000 voted by 60 Vict., ch. 3, amended, should be appropriated for this purpose.

“In consequence, the Hon. Secretary proposes that the sum of \$12,500 be placed at the disposal of the Superintendent of Public Instruction for the said purpose, under the direction of the Provincial Secretary ; such bonuses shall be paid to the lay teachers, male and female, as long as they continue to teach, all under art. 60 Vict., ch. 3, amended.”

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

FRENCH HOLIDAY COURSES.

French Holiday Courses will be given at McGill University, Montreal, in July. They will extend over three weeks, beginning on Friday, July 6th, and ending on Thursday, July 26th.

These courses are intended for teachers of French, and persons desiring of perfecting their theoretical and practical knowledge of the language. What is particularly aimed at is that every student who enters on these courses with a fair preliminary knowledge of French should, by the end of the three weeks, be able not only to understand French, but also to express himself in that language with some degree of facility. These courses are not meant for persons possessing no knowledge of French.

Lectures will be given by a staff of competent instructors, and Practical Lessons taught by efficient teachers of the French language. The students will have an opportunity of hearing or speaking French from 7.30 to 10 p.m. daily.

The Lecture Courses are divided into Elementary and Advanced. In the Elementary section the teaching will be as much as possible in French. In the Advanced section the teaching will be carried on entirely in French. All lectures and lessons will be given in the morning. In the afternoons the students will, three times a week, be divided into groups, each under the charge of a French-speaking person, for the purpose of conversation on the grounds of McGill University or on Mount Royal.

A list of books required and a time-table will be forwarded to students on application.

Address all correspondence to Prof. H. Walter, McGill University, Montreal.

NATURE STUDY.

THE SCHOOL GARDEN AND THE COUNTRY SCHOOL.

By Geo. D. Fuller, Director of School Gardens, Macdonald Rural School
Knowlton, Que.

The place this school garden is to occupy in connection with the country schools of Canada is yet an unsolved problem. We are told of its advantages and are beginning to realize something of its possibilities as a field for nature study, as a laboratory for the student of natural science, and as a training school for the progressive farmers of a coming generation. Certainly its advantages are great, but there are many difficulties to be surmounted before the school garden can become recognized a necessary part of the equipment of every rural school.

The solution of this problem has been begun in a systematic way in the Macdonald Rural schools, which have been directed by Prof. Jas W. Robertson, and perhaps there is no better way to indicate the progress made, to tell of the difficulties encountered and to enlist the co-operation of others, than to describe one such school garden and tell what it has done for one country school. Such an account may point the way to teachers who wish to test the benefits of a school garden and may help them to surmount the difficulties and avoid some of the failures others have encountered.

In the spring of 1903, at Brome, Quebec, a little red school house, dull and dingy, seated with hard plank benches, was occupied by a teacher and some 25 pupils. Although in the country surrounded by large farms and farm houses with attractive grounds, the school yard was only four rods square so that the wood-shed crowded the school house almost into the road. For play ground there was the smooth, well travelled road. The poorest houses in the vicinity were less bare and uninviting. Fortunately the soil was fertile, well cultivated and with good natural drainage, so that the problem was not complicated by the question of moving to a locality where soil suitable for a garden could be obtained.

An acre of land immediately adjacent to the original school yard was bought and fenced by the Macdonald Ru-

ral School Fund, and plans for a suitable play ground and a school garden were begun. This aroused the people of school district to action, and they determined that, as suitable grounds had been provided, they would not have the front door of the school house open into the street; so the school house was moved 100 feet back from the road and the wood shed placed behind it; both were painted and and modern desks were placed in the school room.

These changed conditions made changes in the garden plan necessary, and an effort was made so to lay out the grounds that they might with advantage be copied by other rural schools in making the school environment a potent factor in promoting the refinement, courtesy and happiness of the pupils.

The trees fringing the banks of a stream made a good back ground for the whole. As one enters the gate a straight path leads directly to the door. On the left is the main play ground clear of trees except in the corners and along the sides while on the right is a smooth lawn with trees which in a few years will make it cool and shady. Beginning towards the road, a border runs along the fence to the back of the garden, now well filled with perennials brought by the pupils and donated by friends. Beds of annual flowers front the garden and border the school house. Immediately back of the flower border come the vegetable plots, one for each pupil, while still farther in the rear are a few experimental plots, a few young fruit trees and extra space for coarse growing vegetables.

This arrangement provides a good open play ground, a pleasant bit of lawn and a garden convenient in size and design, the whole surrounding the school building so as to make an attractive picture. At a very small expenditure the school and its surroundings have been made and beautiful, in striking contrast to their former desolate condition.

The flower plots are under the charge of the older girls, but all the pupils join in caring for them. During the past season, from May till October, there was not a week but saw some bloom to delight the young gardeners, and often large bunches of flowers were picked every day. Pansie

were the first to come and the last to go. The crocus and tulip too were favorites on account of their early flowering. Sweet allysum, sweet peas, Phlox Drummondii, balsams, asters, verbenas, nasturtiums, poppies and sunflowers have proved the most satisfactory of the annuals. A few of the plants were started in window boxes in the school, but most of the seed was sown in the open ground.

The coming of autumn frosts did not end the enjoyment of the flowers : as the heating did not permit window gardens at the school, the school flower garden was transferred to the pupils' homes. In October some of the more easily growing winter blooming bulbs, such as paper white narcissus, Roman and Dutch hyacinths, and freesias, were potted at the school garden. These the pupils took home and treating them according to directions, they were soon able to report a fine lot of flowers. The pupil gardener was often so proud of his home-grown flowers that he would wrap up the pot and bring it to school to exhibit his success.

A most convenient size for the individual vegetable plots was found to be 4 x 10 feet for the younger pupils, and 8 x 10 feet for the older ones. Each pupil eight years old or over was given a plot and allowed much freedom and choosing what should be grown in it ; but radishes, lettuce, carrots, beans, cabbages, cauliflowers, beets and turnips have been most satisfactory. At the back of the garden in the extra space, larger and more ambitious pupils grow corn, potatoes, squashes and cucumbers. All the produce of the individual plots is the property of their pupil owners and is removed and disposed of as each particular boy or girl decides, a wise restriction being that it shall only be removed when the instructor is present.

" But how, " you may say, " is the school garden work done ? "

While it is still winter, plans are made for the spring planting. These plans made may be drawn to scale by the older pupils and will provide a good drawing lesson. Then as warm days indicate the approach of spring boxes of soil are placed in the windows and seeds are sown so that the plants may be well grown when spring has really come. This is also the best time to study the germination of seed and the growth of young seedlings ; for, when the time for planting out of doors arrived, with it will come a

profusion of material and work to crowd the nature study hour to its utmost.

The garden is treated like the ordinary kitchen garden in the spring. It is fertilized with stable manure, ploughed, harrowed, and the services of a laborer are secured to assist in laying out the paths and removing a few inches of soil from them. Then the pupils assume ownership of their miniature gardens, level and rake their plots and sow them with the seed they have planned. Classes working together prepare the flower beds and sow the seed. During the planting season an hour or two each day are spent in the garden ; or, if rain prevents work for a couple of days, the greater part of the afternoon is devoted to the garden as soon as the soil is dry enough to work.

Garden work is the most popular thing at school, and there is never any trouble in getting the garden planted and well cared for during the school session. The size of the plots is a troublesome question. Larger plots are more difficult to have kept clear of weeds during the summer months, but they promote interest on account of the larger material returns. The larger boys in particular wish to see a crop worth growing. Plots 10 x 16 feet have been well cared for by boys and girls 13 or 14 years of age.

After the planting season a half hour twice or three times a week keeps the garden clean and free from weeds. This time may be taken so as to interrupt the regular work very little. A little longer intermission in the afternoon, or closing the school room classes a half hour earlier, will provide plenty of time, and the book studies will not suffer ; indeed, where school gardens have been started, the teachers have nearly always reported more interested pupils and a greater regularity of attendance, while parents at first opposed to the garden idea admit that it has not made progress in other subjects less rapid.

As the seeds have sprouted and the young plants have increased in size, the pupils have learned the conditions necessary for plant life, and, as they have seen buds unfold and leaves expand, the garden has provided material to be used in the class room as the subject of drawing lessons or English composition work.

The school garden has taken advantage of the love of activity so prominent in child nature, and by providing a

field for the exercise of these activities has afforded an excellent opportunity for training the hand and the eye, and thus reaching the mind.

The care of the garden during the summer holiday has proved the most troublesome of all the school garden problems, and its solution is yet incomplete. Last summer very satisfactory results were attained by having the instructor and pupils meet once each week at the garden and spend two or three hours in caring for the plots. This vacation attendance was entirely voluntary ; yet, so thoroughly were they interested in their work that there was a weekly attendance of 33 to 60 per cent. of the pupils enrolled. This was regarded as very satisfactory and sufficed to keep nearly everything in good order. One or two of the larger boys were usually hired to do any further work required to keep the weeds in check. Should the teacher be absent during the holidays, a hired caretaker for the summer will be necessary.

While it will not be desirable to abolish the summer vacation, where school gardens are established it may with advantage be shortened. The school should not close before the end of June, nor open later than the middle of August.

The commercial side of garden work has received no emphasis, although at one school a globe was purchased with money coming from the sale of vegetables while many of the pupils have augmented their supply of pocket money by the sale of the produce of their plots.

The possibilities of the school garden as a field for nature study and as a treasury from which material may be drawn for class work in natural science, are as yet only touched upon. The drawing books contain representations of things from the garden, while diaries and reports of observations made, and experiments attempted, have given pupils practice in expressing their ideas in good English.

The experimental plots have done good work educationally. Plots of better varieties of vegetables and grain have attracted attention of both pupils and parents by the larger yields thus obtained. The crop resulting from good seed has been compared with the produce of poor seed of the same variety, but the most satisfactory experiments have been those made with potatoes, both in comparing the

different varieties and in showing the advantages of using the Bordeaux mixture to keep the plants free from disease.

The effects of spraying with the Bordeaux mixture were eagerly watched by the surrounding farmers, and the results were considered remarkable. In 1904 the sprayed plots in two gardens yielded 30 per cent more than the others, while in one garden the sprayed potatoes produced more than twice the quantity of marketable tubers dug from plots which had received no Bordeaux mixture. In 1905 spraying added over 10 per cent. to the crop in three gardens, 25 per cent. increase in one garden and 50 per cent. in another being the best results obtained.

Seeing potatoes grown under scientific treatment, which when dug yield over 100 bushels per acre more than those grown as their father's manage the crop, makes a more lasting impression on embryo farmers than any number of lectures or reports. This work in the school garden will bridge the chasm which has in the past existed between the experimentalist and the practical farmer, and, if these experiments with potatoes lead a fourth of the farmers in the district to adopt similar methods in their own fields, the community will be yearly enriched by cash returns many times greater than the cost of maintaining the school garden.

The aim of this part of the school garden work is not to teach technical agriculture but to lead to such an appreciation of scientific methods that pupils will come to regard the work of the scientist with favor, and be ready to accept his improved methods to aid them in more successfully meeting the conditions of modern life, whether that life be spent in the office, the workshop or on the farm.

The teachers in the schools where the gardens have been maintained for two years, have all declared that the results have surpassed their expectations, and they favor a continuation of the work. It is true that it has added to the teacher's cares and responsibilities ; but this has been more than repaid by the added interest and enjoyment it has brought into the school life.

As the pupils have planned their plots, have measured and staked them out, planted the seed and cared for the plants, they have become more skilful of hand and more

accurate of eye, while working from a definite plan, has trained the judgment and taught them to foresee the future. All these results would warrant the existence of school gardens, but more noticeable has been the response to the appeal made to the higher nature of the child.

As the school environment has been improved, there has been a marked change in the moral tone of the school. The pupils' attention has been turned to a consideration of the beautiful to the exclusion of many baser thoughts, and the resulting moral culture has found expression in more orderly behavior. A smooth bit of lawn and a lawn mower have proved themselves aids to good discipline, for the play hours are more rationally enjoyed on well kept grounds than on the old rubbish-littered premises, where the chief joy was often found in working greater destruction. In some schools there has been a very noticeable change in the attitude of the pupils towards the school room and grounds, and they now take pride in beautiful surroundings and care for them where formerly they sought but to make desolation more hideous. Some of the pupils have been led to attempt flower and vegetable plots at their own homes, and it seems hard to over-estimate the better training for good citizenship which pupils receive in such schools where school gardens have broadened the educational horizon and improved the school environment so greatly.—*Ottawa Naturalist*.

REGULATIONS RESPECTING EXHIBITS OF SCHOOL WORK.

(*In force November, 1897, amended February, 1901, October 1902, and February, 1906.*)

1. The regulations governing the preparation of school exhibits have been made to harmonize with those governing the preparation of specimens of school work for the Honourable Superintendent of Public Instruction, so that one and the same effort on the part of a school will satisfy both requirements. To this end the Department has concurred in the following arrangement :

(a) **ELEMENTARY SCHOOLS.**—School Inspectors are authorized by the Superintendent to have the spe-

cimens required by Regulation 9, sec. 9, of the Protestant Committee's School Code, prepared in accordance with the rules hereinafter enumerated, to retain them for exhibition at the Annual Convention of the Provincial Association of Protestant Teachers, and subsequently send them to the Department of Public Instruction.

(b) SUPERIOR SCHOOLS.—The specimens of work annually sent to the Department from these Schools may be made up in *two* parts, ONE marked "*For exhibit at Convention,*" THE OTHER not so marked; and the Department will forward to the Convener of the Exhibits Committee, at the proper time, all packages marked "*For exhibit at Convention.*"

2. Elementary Schools must send in specimens of school work from *six pupils*, in writing, arithmetic, map-drawing and English composition; and from at least *three pupils* in book-keeping.

These specimens (33 in all) must be selected from Grades III. and IV. only as follows:—Three specimens from different pupils of Grade III. in arithmetic writing, drawing, map-drawing and English composition; three specimens from different pupils of Grade IV. in arithmetic, writing, drawing, map-drawing, English composition and book-keeping. Drawings must be from authorized text-books or developments of types contained in them.

3. Superior Schools must send in *three* specimens (from different pupils) from each of at least four grades in Academies, and of at least three grades in Model Schools (the lowest being Grade I Model School) in each of the following subjects, viz:—Writing, arithmetic, map-drawing, drawing, English composition and at least one other subject.
4. The Elementary Schools of Montreal, Quebec, and Sherbrooke, and the Elementary Departments of Superior Schools shall form a separate class, and shall compete with one another for certificates only.
5. Specimens of Kindergarten, Botanical, and Industrial work may be sent from any school. Such shall be styled SPECIAL EXHIBITS. *Ordinary exhibits must be fastened and protected between stiff covers; and special exhibits sent in suitable boxes or cases.*

6. Schools are recommended to prepare their specimens on authorized paper (8 × 10 inches.) Any school however, may submit its specimens on any other suitable paper of uniform size and mounting.
7. All specimens shall show (a) the name of the school and municipality from which they come, (b) the name, age and grade of the pupils whose work they are, (c) the school year in which the work was done.
8. All specimens must be the *bona fide* work of the pupils whose names they bear and must have been prepared within twelve months previous to exhibition.
9. All exhibits must be sent addressed to "Exhibits Committee, High School, Peel Street, Montreal, so as to reach their destination at least two days before convention opens.
Exhibits of Elementary Schools must be sent through the Inspectors of their districts: Exhibits of Superior Schools through the Principals or the Department.
10. Prizes and certificates will be awarded annually as follows:--
 - (a) Two prizes, consisting of school apparatus, of the value of \$10.00 and \$7.50 for the best exhibits sent in from High Schools and Academies under the above regulations, provided in the opinion of the judges such exhibits possess sufficient merit.
 - (b) Two prizes of same value and under same conditions for the best exhibits from Model Schools.
 - (c) Two prizes consisting of school apparatus of the value of Five Dollars and Two Dollars and a Half under the same conditions for the best exhibit from the Elementary Schools of each Inspectorate.
 - (d) A Provincial Prize of Ten Dollars to the Elementary School sending the best exhibit in the Province.
 - (e) Certificates will be given for (1) exhibits from the Elementary Schools of Montreal, Quebec, and Sherbrooke; (2) for Special Exhibits from an Academy, a Model School, and an Elementary School; (3) for

a Special Exhibit from a Superior or a Model School in the cities of Montreal, Quebec, and Sherbrooke.

- (f) Certificates of Honour to schools taking prizes.
 - (g) Certificates of Honour to schools not taking prizes or debarred from competing under Article II, but sending in exhibits (ordinary or special) of remarkable merit.
11. A school winning a First or a Provincial Prize is ineligible to compete again for these prizes until the fourth annual succeeding convention.
 12. The Executive Committee at its first meeting after each Convention shall appoint a Sub-Committee on Exhibits, whose duty it shall be:—
 - (a) To receive and display exhibits.
 - (b) To appoint three judges to award prizes and certificates, and to receive their report.
 - (c) To see that exhibits fulfil the prescribed conditions, and to arrange and classify before submitting to the judges all exhibits entitled to compete.
 - (d) To return exhibits after the close of Convention.

To secure their safe return all exhibits must be distinctly labelled.

This Sub-Committee shall continue in power until its successors are appointed, and shall report to the Executive Committee.
 13. A grant not exceeding One Hundred dollars shall be made annually to defray the expenses of the Committee on exhibits.
 14. It shall be the duty of the Corresponding Secretary of the Association to notify prize-winners, and to arrange with the Treasurer for the distribution of prizes and certificates within a month from the close of each Convention.
 15. Prizes not applied for before the close of the next succeeding Convention cannot be paid.

SPECIMENS OF SCHOOL EXERCISES:—“The Committee desires to urge upon the attention of teachers the importance of securing from the pupils during the school year carefully prepared specimens of school exercises as required by Regulation 81. In order to facilitate the work of the schools in preparing specimens for the Department, for the Inspector of Superior Schools and for Exhibition purposes, the Committee recommends that one set of specimens be made to serve all requirements. For this purpose the Secretary of the Department of Public Instruction will upon formal application by letter return the specimens sent to the Department, immediately after the September meeting of the Committee, either to the school or as directed.

Memoranda to Teachers.

REPORT OF INSPECTOR HEWTON.

I have the honour to submit my annual report for the year 1904-5.

This inspectorate comprises within its area the township of Tingwick, in the county of Arthabasca, the county of Shefford with the exception of the townships of Granby and Shefford, and the counties of Bagot, Drummond, Richmond and Sherbrooke.

The schools of this inspectorate are managed by thirty-three corporations, of which number thirteen are boards of commissioners. Four of these corporations, in addition to separate elementary schools, rural or otherwise, have superior schools with primary departments under their control, while three others have no primary schools under their jurisdiction, save the elementary classes of their model schools or academies. The former of these are Sherbrooke, Richmond, Durham and South Durham; the latter, Danville, Lennoxville and Windsor Mills. Kingsey Falls has a graded school with two teachers and one rural ungraded school. At Lennoxville, besides the academy under the control of the commissioners, are situated the Arts and Divinity Faculties of the University of Bishop's College and the various departments of the University Preparatory and Grammar schools.

Owing to various natural obstacles, such as lakes, rivers, mountains and forest, the distance necessary to be covered

by vehicle, in visiting these schools, is proportionately large, being about two thousand five hundred miles. The travelling expenses usually exceed two hundred and fifty dollars.

I am happy to be able to report that the great majority of school boards have complied with my request to rebuild or repair the houses in need thereof, and to equip them with modern furniture. The following municipalities have all their houses furnished with proper school desks, &c.: Brompton, Drummondville, Durham, Kingsbury, Kingsey Falls, Melbourne, Melbourne Village, Milton, North Stukely, Oxford, Richmond, Sherbrooke, South Durham, St. Elie d'Oxford, St. François-Xavier de Brompton, St. Germain de Grantham, St. Pie, St. Théodore, Tingwick and Windsor. With the exception of those in St. Germain de Grantham and in St. Théodore, all the school houses in the above mentioned municipalities in addition to the school furniture may be designated as in excellent condition. The majority of the school houses in the important township of Shipton are likewise in a praiseworthy state of repair. Ten of these have, within recent years, been thoroughly renovated and refurnished. Cleveland, another important municipality, has devoted commendable attention to almost all its school buildings. All the school houses now in use, save two, have within a few years been furnished in accordance with modern ideas. All but two are in good condition, while four are in an excellent state of repair. North Ely has two buildings designated excellent, a third is in good condition, being comparatively new, but is not suitably seated nor adequately equipped, while a fourth is in good condition, but owing to the lack of pupils in the district is not in use. The buildings belonging to the school municipality of South Stukely, six in number, are all in good condition—one being excellent—but only two are furnished with modern desks. St. Joachim de Shefford has fifty *per centum* and Ste. Pudentienne de Shefford seventy-five *per centum* of its buildings equipped with graded desks of recent manufacture. Sherbrooke (city) is the most populous school municipality in my inspectorate, the last census showing nine hundred and seventy-three Protestant children of school age residing within the city limits. In addition to the important High School, three graded ele-

mentary schools are conducted by the commissioners. These are known as the Central, East Sherbrooke and Prospect Street schools and are all admirably conducted. The Central is the largest of the three, constantly employing five teachers as well as special instructors in French and vocal music. Sewing is a special feature of the work in the East Sherbrooke school. All these schools are equipped with musical instruments. After Sherbrooke, Ascot is the most populous municipality in my territory. This is in part due to the fact that there are almost no dissentients in the township. In consequence of this the commissioners conduct a number of Roman Catholic schools. These are, of course, visited by the inspector of their own faith. The last census reports eight hundred children of school age within the area of Ascot. The majority of the school buildings are in good condition, four being ranked excellent. Numbers one and four are, however, far from satisfactory, while numbers two, thirteen and fifteen are in need of repairs. Number one has been condemned and is, I am informed by the secretary, to be presently repaired. Ascot is the most backward of any of the large municipalities in my district in providing its schools with modern desks, only five of the buildings being suitably seated. In Kingsey, the English-speaking rate-payers have seceded in order to unite in the erection and maintenance of a consolidated school; consequently, I make no mention of the school properties now in use.

The most difficult problem to solve in connection with the externals of our schools is that of their environments; in other words the keeping the grounds surrounding the various school houses in respectable condition. In these municipalities where summer schools obtain, teachers and pupils are, as a rule, interested in beautifying their environment, but in those cases where the termination of the school term occurs in May or the early part of June it seems impossible to preserve the school grounds throughout the summer months in a condition even approaching neatness. I am of the opinion that a moderate sum of money expended with a view to encourage the caring for and the beautifying such grounds would be productive of public benefit, for, nothing can more seriously detract from the worth and the sacred character of the jewel education than indifference to or neglect of its setting.

The conferences held in the various populous centres have, as in the past, proved beneficial to both teachers and inspector. I take this opportunity of expressing my gratitude to those ladies and gentlemen who so kindly came to my assistance in conducting these institutes.

The school commissioners and trustees as a rule attend to the duties of their honourable office with commendable diligence in all respects save one. With the noteworthy exception of the commissioners of Sherbrooke it seems well nigh impossible to induce school boards to visit the institutions under their charge as required by the school law of the province. In some municipalities the secretary-treasurer is a familiar figure in the school room, but in the majority of cases the important duty of keeping in accord with the daily routine of the school work goes by default.

The average rate of school taxation in this district of inspection is five mills on the dollar; the lowest rate is two and a half mills in the village of Melbourne, where the school building is owned and maintained by the village corporation, and the highest rate is twelve mills. This latter excessive rate is collected in the dissentient municipality of Windsor; in many dissentient school corporations the rate of taxation would, if the will of the trustees and of the majority of the rate-payers could be carried into effect, be much higher than it is at present. In nearly every such municipality may be found a number of property owners, who having no children of their own to educate will pay to the trustees only so long as the dissentient rate does not exceed that imposed by the commissioners. As soon, however, as the trustees levy a fraction of a mill more than that collected for the support of the schools of the majority, these owners take advantage of the provisions of the school law to that effect and place their estates under control of the commissioners for school purposes. Thus trustees in the past have discovered when too late, that by raising the rate they have correspondingly increased the burden of those having children to educate without appreciably adding to the sum total at their disposal for the support of their schools. In some municipalities a loss of revenue would certainly result from the imposition of a higher rate than that now collected. I desire to commend this question to your serious consideration, for in certain locali-

ties English and Protestant elementary education is on this account heavily handicapped.

Seventeen teachers who were not in possession of the necessary professional certificates were last year employed in the schools under my charge. Six of these have passed the examination for the rank of Associate in Arts of the Universities and intend to proceed to the Normal School course, but have hitherto been by various causes prevented. Three others intend entering the elementary classes of the Normal School after Christmas, while yet other three completed terms for teachers who were ill or were in attendance at one of the Sir William Macdonald courses.

I find a decided improvement in the average quality of the specimens of school work prepared by the pupils attending the various establishments. The custom of exhibiting these specimens at the annual conferences has had a good educative effect. The tyro is thereby directed on his way and the veteran stimulated to renewed endeavour.

The secretary-treasurers continue to carry on their work faithfully and well. No change in their ranks has taken place during the past year, all are under bonds, and as a rule their books are audited soon after the close of each scholastic year. Like the inspectors and others connected with elementary education they are underpaid for the duties they perform.

Despite the severity of the winter the attendance was slightly in excess of that of the previous year.

No words of praise are too warm adequately to express appreciation of the earnest, devoted work of the majority of teachers in my inspectorate. They merit public approbation, and it is devoutly to be wished may soon reap a more substantial reward.

The salaries paid elementary teachers, other than those engaged in the primary grades of superior schools, is about eighteen dollars per month. In one or two cases only fifteen dollars were paid last year. Next year however, an increase will take place in these schools. Two schools each pay six hundred dollars *per annum*. In one of these the recipient is a lady and in the other a gentleman. The nearest approach to this is four hundred and fifty dollars *per annum*. Two female teachers receive this emolument.

Ten bonuses of twenty-four dollars each were awarded for successful teaching to the following who are by regulation debarred from participation in this year's distribution. Mr. Walter Odell, Ascot; Miss Manona Brooks, Ascot; Miss Ella B. Lowry, Shipton; Miss Janet, M. Watters, Melbourne; Miss Etta J. Smith, South Durham; Miss Lizzie G. Porter, Durham; Miss Nora E. Laye, Shipton; Miss Emily Harper, South Ely; Miss Helen A. Rothney, Kingsey; Miss J. K. McCurdy, Ascot.

As in the past the grant from the poor municipality fund has proved most beneficial in inducing some municipalities to expend considerable sums on repairs and equipment, and in enabling others to conduct schools which without this aid would have been closed the greater part if not all of the year.

The distribution of dictionaries and additional books for extra reading has added to the interest taken by the pupils in their work and has correspondingly increased the efficiency of the schools.

The question of the consolidation of rural schools has occupied a considerable share of public attention during the latter part of the year especially in the counties of Drummond and Richmond. In Kingsey, county of Drummond, several public meetings were held, at which addresses bearing on the subject were delivered by Dr. G. W. Parmelee, B.A., Secretary of the Department of Public Instruction; Mr. J. C. Sutherland, B.A., member of the Council of Public Instruction; Principal Honeyman, of St. Francis College, Richmond, and by your Inspector, Mr. Sutherland and I also held conferences with several school boards to take the question into consideration. As a result of these and other efforts on the part of school corporations and broad-minded rate-payers, Kingsey set about the construction of a building for a consolidated school. This is now nearing completion. Richmond also decided on concentration and is now conveying the pupils of the northward to St. Francis College School.

I desire to draw your attention to a movement which I believe will prove of great educational value in this part of the province, and which I hope will eventually spread far beyond its present local. I refer to that movement inaugurated by the formation of the District of Saint Francis

Teachers' Association, whose object is to promote especially the interests of elementary education in the rural districts of this section of the townships. Several successful meetings were held during the year, and in addition an entrance examination to the secondary schools was conducted at the same time and in the same manner as that under control of the governmental authorities. I have found this already acting as an incentive both to teachers and pupils since it provides a definite object within the reach of all who by zeal and perseverance prepare themselves for its attainment.

This Association and the townships in particular have suffered a great educational loss in the return to Great Britain of the Rev. Dr. Whitney, lately Principal of the University of Bishop's College, Lennoxville. Taking, as he did, a warm and deep interest in our elementary education, his breadth of view, high culture and genial personality were of the greatest value to all with whom he came into contact. He will long be kindly remembered by a large circle of elementary teachers as well as by your Inspector.

I cannot but note that during the past ten years a great change for the better has taken place in the accent and intonation of our school population. Except in rare and isolated cases the atrocious nasal drawl which once shocked the cultured ear has practically ceased to be the prevailing method of vocalization. Attention on the part of teachers has produced its effect, while the general adoption of singing in the schools has tended to impart softness and flexibility to the youthful voices. I do not wish to be understood as representing that we have attained to the softness and liquid beauty of the cultured English voice, but the progress made in that direction is well worthy of note and commendation.

In closing my report, I have to congratulate this district on the appointment of Mr. J. C. Sutherland, B.A., of Richmond, to the Council of Public Instruction. Mr. Sutherland is both able and enthusiastic, and will without peradventure aid the cause of elementary education in this part of the province.

1906

TIME
SUPERIOR SCHOOL
TUESDAY,
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

WEDNESDAY,

"	I.	Model.....	Dictation and Spelling.....	9 to 10
"	II.	".....	Latin.....	9 to 11
"	III.	".....	".....	9 to 11
"	I.	Academy...	".....	9 to 12
"	II.	".....	".....	9 to 11

THURSDAY,

"	I.	Model.....	Arithmetic.....	9 to 11
"	II.	".....	".....	9 to 11
"	III.	".....	".....	9 to 11
"	I.	Academy..	Arith. and British History..	9 to 12
"	II.	".....	Mensuration	9 to 11

FRIDAY,

"	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

MONDAY,

"	I.	Model.....	Geography.....	9 to 11
"	II.	".....	".....	9 to 11
"	III.	".....	".....	9 to 11
"	I.	Academy..	Geometry.....	9 to 11
"	II.	".....	".....	9 to 11

TUESDAY,

"	II.	Academy...	Chemistry.....	9 to 11
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TABLE
EXAMINATIONS. 1906

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
No Examination.....	
Botany.....	2 to 4

June 15th.

Canadian History.....	2 to 4
“.....	2 to 4
British History.....	2 to 4
Greek.....	2 to 4
Greecian 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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LIST OF TEACHERS in Protestant Elementary Schools who
obtained bonuses for success in teaching during the
school year 1904-05.

DISTRICT OF INSPECTOR E. M. TAYLOR.

Names and surnames of Teachers.	Municipality in which the Teacher taught.
Miss Mabel Bacheller.....	Rougemont
“ Beatrice Armitage.....	Abbotsford
“ Andra Worden.....	Brome
“ Florence Power.....	Dunham
“ Fanny Hawk.....	Granby
“ Victoria Wadleigh.....	East Bolton
“ Luida Temple.....	Shefford
“ Kittie Scagel.....	Dunham
“ Mary Westover.....	Sutton
“ Augusta Purdy.....	Eastman
Mrs C. L. Jones.....	Sutton
Miss Minnie Thompson.....	St. Ignace
“ Carrie Higgins.....	East Farnham
“ Mabel D. Hall.....	Stanbridge-East
“ Sarah Morey.....	Shefford
“ Maud Wallace.....	West Bolton
“ Bessie Cook.....	Sutton
“ Lucy Titlemore.....	Philipsburg
“ Sylvina Chilton.....	Stanbridge East
“ Emma D. Boright.....	Sutton

DISTRICT OF INSPECTOR W. THOMPSON.

Miss Addie Todd.....	Eaton
“ Bessie Hyndman.....	Stanstead
“ Emma McDonald.....	Clifton
“ Isabella Lyster.....	Eaton
“ Persis Parker.....	Hereford
“ Susan McVeay.....	Stanstead
Mrs. Soutière.....	“
Miss Eusie Leavitt.....	Hatley
“ Gertrude Gage.....	Stanstead
“ Sarah Thompson.....	Newport
“ Myrtle Chadsey.....	Barnston
“ Elisabeth Bailey.....	Dixville
“ Edith McDuffee.....	Stanstead

Miss Florence Hopkins.....	Coaticook
“ Carrie Trenholme.....	Stanstead
“ Georgie Wheeler.....	Eaton

DISTRICT OF INSPECTOR A. L. GILMAN.

Miss Sadie McLennan.....	Fort Coulonge
“ Hannah McKillop.....	Bristol No. 8.
“ Annie J. Armstrong.....	Clarendon
“ Hattie Taylor.....	Bristol No 9.
“ Bertha Grant.....	Clarendon 10.
“ Grace B. Simpson.....	Lochaber
“ Mamie Cardiff.....	Thurso
“ Henrietta Balfour.....	Montebello
“ Emily Eddy.....	North Onslow
“ Mary Terris.....	South Hull
“ F.M. Bates.....	East Templeton
“ Sadie Wheelen.....	South Onslow
“ Sila-J. Smiley.....	“
“ Ada Armstrong.....	Eardley
“ Mabel Chamberlin.....	Masham
“ E.-M. Warden.....	Clarendon 11.

DISTRICT OF INSPECTOR R. J. HEWTON.

Miss Pearle A. Morin.....	Shipton
“ Maud Lefebvre.....	Drummondville
Mrs J. M. B. Goold.....	St F. X. Brompton
Miss Laura R Beane.....	Shipton
“ L. Y. Skillen.....	Cleveland
“ Mabel Larrabee.....	Windsor
“ Carrie Dean.....	Ascot
“ J. E. McFadden.....	“
“ Mildred Graham.....	South Stukely
“ Mary L. Weed.....	Melbourne & B. Gore
“ Elisabeth Duff.....	South Durham
“ Eva Reynolds.....	Milton
“ Maria Penney.....	Ascot
“ Fanny Frost.....	Cleveland
“ Bertha Dresser.....	Kingsbury

DISTRICT OF INSPECTOR I. N. KERR.

Miss B. Bechervaise.....	Gaspé Bay South
--------------------------	-----------------

Miss A. Mabe.....	Cape Cove
“ C. Patterson.....	Gaspé Village
“ C. Gale	Cox
“ O. Courser.....	Gaspé Village
“ E. Bartlett	Grande Grève

DISTRICT OF INSPECTOR O. F. McCUTCHEON.

Miss Katherine Lowry.....	St. Désiré du Lac Noir
“ Jessie McNicoll.....	St. Gabriel, East
“ Marguerite Proctor	Mill Hill
“ Annie F. Bowman.....	Lingwick
“ Emma L. Duff.....	St. Pierre Baptiste
“ Marguerite Donn.....	St. Roch North
“ Annie M. Olson.....	Bury
“ Katherine MacMillan.....	Weedon.
“ Grace E. Ford	St. Edouard de Frampton.
“ Amy K. Lloyd	St. Colomban de Sillery.
“ Ella B Lowry.....	Leeds.
“ Violet E. Woodside.....	“
“ J. Florence Simons.....	St. Dunstan.
“ Helen A. Rothney	Leeds.
“ Bertha Rossy	St. Sauveur.
“ Jennie O. Woodington	St. Gilles.
“ Linda E. Smith	Aubert Gallion.
“ Annie M. Hepburn.....	Dudswell.
“ Gladys C. Cowan	Lingwick.
“ Marguerite J. Fraser.....	Winslow
“ Martha J. Porter.....	Ireland South.

DISTRICT OF LATE INSPECTOR J. MCGREGOR.

Miss E. Christina McDiarmid	Havelock.
“ Mary E. Patton.....	“
“ Winifred Ellerton	Hemmingford.
“ Annie Robertson	“
“ Hattie Bullock	St. Bernard de Lacolle.
“ Margaret Graham	Hinchinbrooke.
“ Mary Maither	“
“ Mary McKell.....	St. Anicet.
“ Mabel Stewart.....	Hinchinbrooke.
“ Maggie Maither.....	“
“ Nellie Tupper.....	“
“ Jennie Flemming.....	St. Anicet.
“ Lizzie McArthur	Hinchinbrooke

Miss Jennie Wallace	Elgin.
" Lillian S. Fraser	Hinchinbrooke.
" Haddassah Rennie	"
" Jane Roy	Ormstown.
" Mary Cowan	St. Jean-Chrysostôme.
" Ethel McKell	Ormstown.
" Annie Milne	Howick.
" Jessie Sutherland	Beauharnois.
" R. A. Rutherford	St. Anicet.

DISTRICT OF INSPECTOR J. W. McOUAT.

Miss Rebecca Ferrill	Côte St. Louis.
" Helen Campbell	Wentworth.
" Annie Gorham	Grande Frenière.
" C. Hall	Ste. Sophie
" Rose Hanna	Rawdon.
" Mabel Pridham	Ste. Agathe des Monts.
Mrs. Ray Pepper	Verdun.
Miss Ethel M. Doull	Côte St. Paul.
" Jessie Dobbie	St. André.
" Eva M. Cooke	Arundel.
" Alice Riddell	Morin.
" Margte. Mason	Verdun.
" Minnie B Sully	Sault au Récollet.
" Hannah McCallum	Harrington.
" Esther Fraser	Verdun.
" Minnie Webb	Notre-Dame de Grâce.
Mr. Chas. A Humphrey	Côte St. Louis.
Miss Anna McDiarmid	Ste. Thérèse.
" Ethel Mackie	Chatham No. 1.
" Edna Higgins	Longue Pointe.
" Elizth. Patterson	Ste. Jérusalem.

DISTRICT OF INSPECTOR J. M. SUTHERLAND.

Miss Lilius Fairservice	Sellarville.
" Anne McKenzie	Restigouche.
" Lena Doddridge	New Richmond.
" Emma Cooke	Hamilton.
" A. L. E. McKenzie	New Richmond.
" Bertha McLeod	"

DISTRICT OF INSPECTOR JOHN BALLANTYNE.

Mr. David Simons	Grosse Isle.
Miss Jessie Patton	"

1905

SUPERIOR SCHOOL EXAMINATIONS.

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

LATIN (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 on the left of each page, with the number of the question alone written on it].

[All the questions are to be answered.]

1. Translate into English :

Vir bonus *mulieribus* libros dat. *Reges* mercatoribus magnam *pecuniam* sæpe dant. *Nomen* amici mei Alexander est. Balbus, vir fortis et sapiens, dextro *pede* claudus, et sinistra aure surdus, est. Magna est *spes* victoriæ in *animis* fortium militum. Nihil *exercitibus* Romanis difficile est. *Aures, manus, pedes, partes corporum* nostrorum sunt. 25

2. Give the declension, gender, and genitive singular of the words in italics in the above extract. 15

3. Translate into Latin.—

The boy returns home every day. My mother never goes out from home in the winter. The boys remain at home for a few days. The soldier is lame in the left foot. The young man charms the old man with his witty conversation. The words of the master urge on lazy boys. 25

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

1. Sermo facetus ;

2. Album lac.

10

5. What nouns of the second declension are neuter ? What is the difference in the manner of declining *magister* and *puer* ?

What cases are alike in neuter nouns ?

6. (a) What is a syllable ?

(b) How can the number of syllables in Latin be found ?

(c) What is the last syllable called ? The last but one ?

(d) Write three Latin words and syllabicate each. 16

TUESDAY AFTERNOON, JUNE 13th, from 2 to 2.40.

MENTAL AND RAPID ARITHMETIC,

(GRADE II MODEL SCHOOL.)

All the questions are to be answered.

1. How many square yards in an acre? Ans.....
2. What will a ream of paper cost at the rate of 5 sheets for 3 cents? Ans.....
3. What would you add to $\frac{3}{8}$ to obtain $2\frac{1}{4}$? Ans.....
4. What will 2,560 cubic feet of wood cost at \$2 50 per cord? Ans.....
5. How many acres in a piece of land a half square? Ans.....
6. From $1\frac{3}{4}$ take .875 Ans.....
7. A farmer, exchanged 10 bush. of wheat at \$1.20 a bush. for 18 bush. of oats and \$3 00 cash.
What were the oats a bushel? Ans.....
8. How many fathoms in a rod? Ans.....
9. What will $3\frac{1}{2}$ cwt. of hay cost at \$25, per ton? Ans.....
10. A person gives away $\frac{2}{5}$ of his money to a friend, 75 cents to another, and then had \$1.50 himself; how much had he at first? Ans.....

1. Add vertically and horizontally:

\$17.31	41.44	98.16	16.17 -- \$
68 39	61.73	49.47	18.19 _
47.86	68.75	86.94	17.14 -
94.75	49.64	37.45	11.21 =
67.44	67.41	47.63	14.17 -
86.73	78 94	45.94	96.41 =

2. The minuend = 4 0 0 0 0 0 4 6 1 2 1
 " subtrahend - 7 9 4 5 7

Find the difference or remainder.

3. The multiplicand = 8 9 6 7 4 3 5 6 .2
 " multiplier = 8 9 6

Find the product.

4. Divisor Dividend Find the quotient

6 8 9	5 4 3 6 8 7 4 2 1 9	
-------	---------------------	--

Official Department.

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 February, 1906, to appoint Messrs. J. B. Caux, Didace Kirouac and Napoléon Samson, school commissioners for the school municipality of Saint Narcisse de Beaurivage, county of Lotbinière, the first to replace Mr. Augustin Demers, and the second to replace Mr. Léon Taylor, and the third to replace Mr. Edouard Simard, who have resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 3rd of March, 1906, to appoint Messrs. Philéas Colin, Herménégilde Mercier, Arthur Lemieux and Joseph Kirouac, school commissioners for the school municipality of Notre Dame du Rosaire, county of Montmagny, the first to replace Mr. Elzéar Mercier, the second to replace Mr. Alphonse Côté, the third to replace Mr. Alphonse Fournier, and the fourth to replace Mr. François Langevin, who have all four resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th of March, 1906, to appoint Messrs. *abbé* L. E. Gagné, priest, *curé*. Siméon Perrault, Honoré Turgeon, Ferdinand Gosselin and Napoléon Beaudoin, school commissioners for the school municipality of Saint Ferdinand d'Halifax, county of Megantic.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 22nd of March, 1906, to amend the order in council of the Governor-General in council, dated the 19th of August, 1861, erecting the school municipality of the village of "Coteau Saint Louis," in the county of Hochelaga, by giving to that municipality the name of "Saint Denis of Montreal." This change of name will take effect only on the first of July 1906.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th of March, 1906, to appoint Mr. Alexander Messervey, Alderman, a member of the Protestant School Commission of the city of Quebec, to replace the Revd. B. Watkins, absent.

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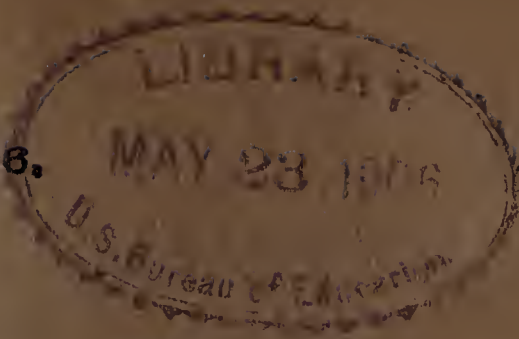
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THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS AND OFFICIAL ANNOUNCEMENTS.

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

JOHN PARKER, Editor.

G. W. PARMELEE, Managing Editor.

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QUEBEC

THE CANADA STAMP COMPANY

1906.

Subscription, \$1 per annum.

Exchange's to be Addressed to "Editor of the Educational Record," Quebec, P. Q.
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. 5.

MAY, 1906.

VOL. XXVI.

Editorial Notes and Comments.

At the annual Teachers' Conferences held by the Inspectors during the first half of the scholastic year, part of the afternoon session was devoted to discussing the teaching of patriotism in our rural schools. The teachers present were enjoined to do all in their power to secure a flag for their school, and also to teach the pupils the meaning of our flag. The Inspectors emphasized the importance of teaching patriotism and urged the teachers to devote more time to this subject.

A programme indicating patriotic exercises for Empire Day was given to the teachers. A copy of this programme will be found in this issue of the RECORD, and it is to be hoped that teachers and pupils will celebrate Empire Day in a patriotic manner.

EMPIRE DAY.

SUGGESTED PROGRAMME.

1. Assembly of pupils and teachers.
2. Hoisting the Union Jack.
3. National Anthem.
4. Saluting the flag and singing of the "Flag of Britain."
5. A short address of the duties and responsibilities of British citizenship.
6. The recitation of some poem illustrative of heroic duty of self-sacrifice on behalf of the nation.

7. A short lecture on "The British Empire."
8. Recitation, "The colors of the Flag."
9. Recitation by the entire school of Rudyard Kipling's "Recessional Hymn, "Lest we Forget."
10. The National Anthem.

EASTERN TOWNSHIPS BANK MEDAL.

In order to prevent any misunderstanding on the part of the Principals of Academies, we submit herewith, an extract from an official letter containing the conditions governing the competition for the silver medal awarded yearly by the E. T. Bank to academies situated in towns and villages in this Province, in which there is a branch office of this Bank :—

"(1.) The medal is for competition in the second grade academy class.

(2.) The pupil who takes the highest average of marks in the pass subjects of the grade, now six in number, at the Government examinations, shall be the winner.

(3.) The competition will first be held in June, 1903, and will continue from year to year unless notice to the contrary is given.

(4.) The donors reserve to themselves the right to alter in any way the conditions upon which the medal is to be awarded.

Notice will be given, however, early in the year of competition if any alteration is made.

You will observe that these regulations do not prevent a pupil from taking more than the six pass subjects, but only six will count in the competition. Each competitor who takes more than six should, before the examinations, elect upon what six subjects the marks are to be counted.

I understand from my correspondence with Mr. Mackinnon that the donors wish to encourage thoroughness of work, so that the habit of carefulness and precision, so essential in all occupations, shall be formed in the pupils."

In case of any difficulty arising from the award of the medal, the local manager of the E. T. Bank should be consulted.

Patriotic Selections.

RECESSIONAL.

God of our fathers, known of old—
 Lord of our far-flung battle line—
 Beneath whose awful hand we hold
 Dominion our 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 Nineveh 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! Amen.

—*Rudyard Kipling*

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 ;
Yea, 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 clear 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.

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, concentr'd 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.

—*Sir Walter Scott.*

Articles : Original and Selected.

SOME NOTES ON MANUAL TRAINING GATHERED
 DURING TWO VISITS TO THE UNITED
 STATES.

E. W. ARTHY, Superintendent of Protestant Schools, Montreal.

In Montreal we have recently taken some advance steps in the direction of Manual Training. In the Public Schools we have completed the introduction of a graded course in drawing, design and construction, which now extends over seven years from the Kindergarten to the end of the elementary school. We are also erecting a new building to be called "The Commercial and Technical High School," in which a more advanced course in manual work will be offered. Before planning and equipping this school, the first of its kind in Montreal, the School Board determined to see what was being done elsewhere. Accordingly in April last a deputation, which I accompanied, visited the best commercial and technical schools of New York, Boston and Philadelphia. We examined the buildings, the appointments of

the class-rooms, and the courses of study, all under the guidance of the experts who were in charge. While in New York I spent half-a-day in studying the exhibit in manual work prepared by the New York schools for the St Louis Exhibition. In July last I attended, as your delegate, the convention of the American Institute of Instruction, held at Portland, where I listened to several papers and discussions on Manual Training, and met some of the best New England exponents of this side of school work. Some notes taken during these visits I have collated and put into shape to present to-night.

They represent the advanced rather than the conservative point of view. The more progressive advocates of manual instruction now deplore a rigid sequence of given exercises to be worked out by every child in school, a few in one grade, more in the next, and so on, because too great an emphasis is thus placed on the development of tool technique. They claim that this system locks the subject into hard and fast courses, and fails to bring out the originality and initiative of the pupil for the reason that it does not provide adequate opportunities for individual development.

In all of the best schools of the United States the field of knowledge has been broadened to embrace something in the domain of things as well as in the domain of books. The trend of modern education is steadily towards *doing* rather than *knowing*, towards the boy of the present and his surroundings. Its aim is to put the boy in touch with the realities of life in both thought and things, and to fit him more closely to his environment. Many reasons are given in justification of this aim. I will mention a few of the most important:—

First. The life of the child, after his school days are over, will be concerned with those activities that deal with things rather than with books; with what men *do* and with what *he* is to do, rather than with what men say; and very much more with what men do to-day, and with what is to be done to-day, than with what men said and did a thousand years ago. Therefore the training in the school which will early put the child in touch with things, and which demands the activities essential to deal with those things, is a kind of training that directly fits him for his later work in life.

Second. Much of that which the child usually acquires in school as a matter of knowledge has little value as knowledge. Whatever gain there has been in its acquirement is in the effort put forth and in the resulting effect upon the individual in increased capacity for similar effort. It is believed that many of the facts that make up the body of ordinary school knowledge may be safely omitted, and in place of the work necessary for their acquisition, there may be substituted a training which is essentially *doing*, which will play a large part in the efficient activities of the child in later life, than would a knowledge of the omitted facts.

Third. Mental training results not only from a study of what others have done and said, but in the study of what is to be done to-day, and how it shall be done; and in the control and direction of physical activities employed in the doing, there is a kind of mental training unsurpassed in value by any other as a preparation either for professional work or for work with the hand.

Fourth. Statistics show that ninety out of one hundred young people that complete the work of the grades below the High School subsequently earn their living by the work of their hands. Therefore a public school system, which plays its proper part in the training of citizens and in the development of the highest type of manhood and womanhood, must offer some training of the hand, some training of the mind through the training of the hand, some training in recognition of the nobility of manual labour, if it is to be the best that can be done to fit those ninety young people out of one hundred during the time that they are in school. To put it in other words, the training of the mind through the training of the hand is unsurpassed by any other kind of mental training for the few who are fitting themselves for professions demanding mental work chiefly, and it has a practical value superior to any other kind of training for the many who find their life activities in the field of manual labour.

Fifth. A practical development of the organs of the body is essential to the highest well-being of the individual. Intelligent, systematic and persistent physical training in the school will do much for the development of the physical organs, and for the training of the child in the

proper care of the body. It is not sufficient that boys and girls shall graduate from school without breaking down. They must graduate with a maximum of health and power for their life's work.

Sixth. There should also be a development and training of the æsthetic sense for practical uses and for the largest enjoyment of the individual. An appreciation of beauty in form and colour, of harmony and fitness in dress, and in the decorations and furnishings of the home, will add to the comfort, usefulness and cheerfulness of life.

I do not think that I overstate the case when I say that the views expressed in these six propositions are now accepted as axioms by educators who desire to see instruction in the manual branches offered as an integral and essential part of the general course of study. The purposes served by manual instruction are many. Perhaps the four most important are (*a*) the development of the power to observe accurately and to express freely; (*b*) the development of muscular co-ordination or manual dexterity; (*c*) the development of individuality and originality in planning and execution; (*d*) the fostering of a love of order, neatness and system of work, and of a love of beauty and of appreciation of what contributes to that desirable attribute—taste. The course in manual training as generally accepted, embraces three branches, Drawing, Construction, and Design, now commonly called by one generic name—the Arts. These branches are closely related to each other, and are presented as a co-ordinate whole, rather than as a series of unrelated studies. Many reasons urge this identity. The arts are necessary to one another in practice. They cannot be successfully taught apart. Knowledge of drawing is needed in design, and knowledge of design in construction. Developed apart the arts suffer. Each appears to exist in isolation only for the cultivation of some peculiar technical skill. A rigid sequence of models and exercise is adhered to. Rapidity and skill, the smooth product of automatic performance, are sought at the expense of original expression. Exercises are praised which have required hours of mechanical work, though they may not have had given to them ten minutes of actual thinking—theoretical drawings on clean white paper, to show that they have not been soiled by having been carried into real

work. Too great emphasis on the technical side looks to the product rather than to the producer. The desire for results in the form of a perfect product blinds the teacher to the importance of a sound comprehension by the pupil of both purpose and process.

We may distinguish two growth periods in the child's life. From the fifth to the ninth year he develops through sensory channels. His language is limited, and drawing and making form his chief means of expression. Opportunity for abundant illustrative drawing is presented through this period, in order that the child may use such drawing as a means of expression. Instruction in object drawing is also systematically given in order that from his entrance into school he may steadily gain in the power to see, to make discriminating judgments, and to record the results of such judgments with ease and certainty. At this stage the arts are not presented as separate subjects at all. They are used as a means of teaching, as agents injecting the concrete into many subjects of the curriculum. The teacher constantly turns to her drawing and her making in connection with her language work, her nature study, her number lessons and the like. The arts are, as it were, dissolved in the curriculum, serving constantly as modes of teaching, as means of securing the child's personal expression. Technical accuracy at this stage is subordinated. The work done will require no fine muscular adjustment. None of it will be small—trying both to sight and fingers, and none mechanical, leading to hours of automatic performance. The materials used will be many. Original expression will constantly be evident. The things made will belong to their makers.

The second growth period of the child is from nine to thirteen or fourteen, when his elementary school life is completed. Difficult muscular adjustments are now easily acquired and habits of action readily fixed. Much constructive work is now presented in order that the pupil may acquire dexterity and skill in the handling of simple tools, and the manipulation of a variety of materials. The arts are now found serving as disciplinary agents, giving precision of handling and self-control. They inculcate perseverance, and hold up ideals of self-reliance and honesty. Many processes appear in the classroom, drawing, painting,

cutting, pasting, card-board and wood-carving—all in use in developing concrete forms of immediate value. At the end of his course the boy's natural bent has been heightened by cultivation. His hand is gifted with some little skill. He can perform some score of operations, and is familiar with some score of tools. He will make for you a simple plan and use it. He can design a simple decoration and apply it. He has completed half a hundred models, books, toys, home utensils, etc. Through his work he has conceived a strong constructive bent, and above all has learned to see the world about him as a constructive world.

Between his twelfth and fourteenth years the pupil passes from childhood to adolescence. The æsthetic sense now awakens with him, and his eyes are opened to appreciate the beauty of fine lines, harmonious proportions, and other æsthetic relations hitherto beyond his comprehension. At this stage the work of design is again closely related to that in construction, as it is believed that a knowledge of design—of what contributes to beauty in form and arrangement—should be knowledge for use. Instead of giving the pupil a prescribed model, a model is now suggested to him at a regular drawing lesson as an exercise in constructive design. This provides at once that each pupil shall have an opportunity to work up a project, which shall be original, or at least individual, no matter how simple. In the carrying out of such a project in the wood-carving room, the pupil will rely much more upon himself, and will feel more keenly his individual responsibility for the results of his work than will be the case where he is working upon a prescribed model. When the model is completed it is, or may be, returned to the class-room to serve as a basis for a decorative design. This bringing together at this stage of the drawing and wood-carving is of benefit in several ways. It makes the former more practical and the latter more artistic. It makes real to the pupil some of the drawing which might otherwise seem meaningless; and it provides for individual initiative and widens the horizon of both the teacher of drawing and the teacher of wood-working. It is claimed that successful manual training will not result until we change our point of view from sequence in tool practice to opportunities for pupils' expression of original ideas in terms of tasteful design. To do this we must give all the opportunities for

the expression of original ideas of form, line and colour, appropriately united in useful objects of pleasing character. Such an appreciation of the true purpose of manual training is becoming the fixed policy of the most progressive American cities. In Boston and New York we find the conservative courses merging more and more into the broader field of applied design. It is an indication that the manual training of the future must be along the line of artistic handicraft, and no longer confine itself to the attainment of mechanical skill.

These are some of the ideas respecting Manual Training that I have gathered during my recent visits. I wish that I could convey to you the deeper impression that this tour has left upon my mind, not in regard so much to manual training as to education in general. What is a Canadian teacher most likely to learn on such a tour? First of all he will learn the tremendous importance of education in the present life of the world. He will be impressed, as never before, with the amount of money, the number of men and women, the quality of heart and brain that are directing the great educational interests of the United States. Acres of school buildings, magnificently equipped, will proclaim this fact as no other possible means could proclaim it. He will also learn that others are doing in other ways, and often in better ways, what he is doing in his own way. If he is quick and receptive he may find the better way in which some other man does the work he does; and as he compares the work of one country with that of another, he may add to his own knowledge and power the knowledge which others have won, and the strength of many men. A tour of this kind is a great promoter of modesty.

THE MONTEREGIAN HILLS.

SERIES OF VOLCANIC BUTTES.

By JOHN A. DRESSER, Montreal.

The Eastern part of St. Lawrence plain is crossed in the vicinity of Montreal by an interesting series of hills of the butte class known as the Monteregian hills. One or more of these can be seen from most of the schools of the district

at which physiography is taught, but it is nevertheless possible that their usefulness for purposes of local illustration has been overlooked. Accordingly a brief sketch of some of their salient features, which seem especially useful for teaching purposes, is here given.

The St. Lawrence plain, which separates the Appalachian highlands on the southeast from the uplifted edge of the Laurentian peneplain on the northwest, presents to the eye a level surface and an even sky-line, except for these buttes. It has, however, slight differences of elevation, ranging from one hundred feet above sea level along the river, to four hundred feet near the edge of the Appalachian highland about fifty miles distant. It is thus a very broad, flat valley in which the tributary streams are reduced to the base level of erosion.

The buttes, locally known as mountains, are eight in number, six of which stand in a nearly east and west line, viz., Mount Royal, St. Bruno, Beloeil, Rougemont, Yamaska and Shefford. The remaining two, Brome and Mount Johnson, stand a few miles to the south of the others. They are generally six to ten miles apart, and rise to heights of five hundred feet above the plain, their sharply defined profiles making them conspicuous features of the landscape.

1. Mount Royal, at the foot of which the City of Montreal (Mont Royal) stands, has an area of about two square miles and rises 769 feet above sea level, or 650 feet above the plain.

2. Montarville, or St. Bruno, area 2.5 sq. m., height 563 ft. above the sea, 466 ft. above the plain.

3. Belœil, or St. Hilaire, area 4 sq. m., height 1,437 ft. above the sea, 1,350 ft. above the plain.

4. Rougemont, area 6 sq. m., height 1,400 ft. above the sea, 1,250 ft. above the plain.

5. Johnson, area less than $\frac{1}{2}$ sq. m., height 876 ft. above the sea, 720 ft. above the plain.

6. Yamaska, area $5\frac{1}{2}$ sq. m., height 1,500 ft. above the sea, 1,300 ft. above the plain.

7. Shefford, area 9 sq. m., height 1,600 ft. above the sea, 1,200 ft. above the plain.

8. Brome, area 30 sq. m., height 1,600 ft. above the sea, 1,100 ft. above the plain.

In the type of their relief all the larger of these hills are

somewhat uniform. They consist in general of a rim of hills reaching about to the maximum height of that particular mountain with a central basin-like depression, generally several hundred feet lower than the surrounding summits. The northeast southwest running valleys are often deep and V-shaped, suggesting pre-glacial valleys afterwards deepened by ice action.

The southwestern side is usually the lowest part of these mountains, a phenomenon which has not yet been satisfactorily explained.

These hills are composed chiefly of igneous rocks. In some cases they are the necks of ancient volcanoes by which the lavas passed upwards to the surface of the earth which was then hundreds of feet above the present land surface. Others of these hills are composed of rocks formed by the cooling of lava, which has never reached the surface but has been intruded into subterranean cavities in the sedimentary rocks and hence are laccolites, instead of volcanic necks.

In the long ages that have elapsed since the igneous rocks were formed by either process, a great amount of degradation and later of denudation, has taken place. The plain has thus been worn down, more than a thousand feet at least, but the igneous rock and the hardened rim of sedimentary rock near enough to the contact to be heated and hardened by the lava, have resisted these erosional processes so much better than the sedimentary rocks around them, as to still leave them their present elevation. Hence the popular idea that the hills were thrown up above the present land surface by volcanic eruption is incorrect. The common impression that the central basins already referred to are the original volcanic craters is also an erroneous one. The craters, where any existed, were hundreds, perhaps thousands of feet above the present surface and all traces have been completely removed. Remnants of sedimentary beds are still found adhering to the igneous rocks high up on these hills, thus evidencing their residual origin, and attesting to the enormous erosion of the district.

Besides indicating this great amount of erosion they also record the high water marks of the period of submergence which this part of the continent suffered near the close of the ice age. During that period the water stood

for some time at various heights, cutting on these hills a series of beach terraces, many of which are still well preserved. A beautiful one on the south side of St. Bruno mountain can be well seen by the traveler on the Grand Trunk Railway from Portland to Montreal between Belœil and St. Bruno stations. On Mount Royal these terraces have given the direction to many of the principal streets of the City of Montreal. Thus St. Antoine, Dorchester, St. Catharine and Sherbrooke streets represent different water levels of this prehistoric sea, which at its greatest height possibly covered the entire mountain.

Among other examples of physiographic control afforded by the Monteregian hills are the magnificent apple orchards which flourish upon these mountains probably supported by the particular enrichment of the soil due to the decay of the alkali-rich volcanic rocks. Also the oak tree, which is rare in other parts of the district, here finding drainage and other conditions suitable to its growth, becomes quite common. Thus Brome mountain has one elevation known as "Oak Hill", while on Mount Royal the oak is probably the most abundant tree in the natural park which has been reserved by the city of Montreal upon the mountain top.

The different hardness and texture of the rock in different part of these hills gives them an uneven surface, and consequently, an incomplete drainage. A principal feature of this is the number of small ponds or lakes which are thus formed. Brome mountain has three small lakes; Shefford, one; Yamaska, two; Rougemont, two; Belœil, one; and St. Bruno, no less than five. Owing to their elevation these lakes commonly supply water to neighboring towns in the plains and are generally the source of the ice supply. They also afford admirable summer resorts in many instances, and in a few cases have lately been well stocked with fish.

These and other features of the Monteregian hills should make them especially useful for local observation of study in elementary physiography.—*Journal of Geography*.

REPORT OF MR. J. W. MCOUAT.

Sir,

I have the honour to submit to you my report for the year 1904-1905.

Territory :—This field of inspection consists chiefly of the Protestant schools in the counties of Argenteuil and Hochelaga, which latter includes the schools of Montreal and all its suburbs. Each of these two counties contains about *one third* of the schools of the inspectorate while the remaining *third* is found in the counties of Vaudreuil, Soulanges, Jacques-Cartier, Two Mountains, Terrebonne, L'Assomption, Montcalm, Joliette and Chambly. This year, owing to the vacancy of Inspector McGregor's position, the counties of Beauharnois and Chateauguay were temporarily added.

Mileage :—The distance travelled to accomplish this work exceeds 3,000 miles by horse and railway. The cost of doing the work remains about the same as formerly and is a heavy tax on a salary of \$1,000 per year.

School Boards :—There are 62 school boards in this inspectorate, which perform their functions in a faithful manner excepting in one particular, viz: visiting their schools. Only 15 boards have thought it worth while to enter their schools during the past year. I have urged this point all along as an essential part of their duties, but preoccupation seems to prevent the interested persons from knowing what is being done. Books are more generally and more regularly audited than heretofore. Surety-bonds are held by all but *three* boards, in which cases they consider the secretary worth many times the money he collects.

Conferences :—These were held during September and October and were fully attended by the teachers. The topics assigned were taken up and much else also arising from the experiences of the teachers, many of whom were teaching for the first year, and welcomed an opportunity to confer upon school work and its requirements.

I also held a conference of school officials under the presidency of Rev. Dr. W. I. Shaw, in the High School, last October, for the purpose of considering the needs of the school from the school board side of the question. This

meeting was addressed by Dr. G. W. Parmelee, very Rev. Dean Evans and Rev. Inspector Taylor.

Inspection :—I have visited each school during the year and forwarded to the Department the official report of each municipality. I have made also *triplicate* reports of the results of inspection in each school, and have given to each teacher as well as to the school board a copy of such reports. In this way all persons interested know the results of my inspection in *detail*.

Taxation :—The least rate is 10c. per \$100, and the greatest rate is \$1.30 per \$100, while the average rate is 48c. per \$100. Many schools have now increased their salary to \$20.00 per month especially those receiving assistance from the poor fund grant. Others have lengthened the school year and raised the salary also. In many other ways this poor fund grant has been a great assistance to these poorer districts of this inspectorate, and I am glad to know the fund is likely to be increased.

School-houses :—Upper Lachute (No. 2 St. Jerusalem) and Edina in No. 2 Chatham have each built a fine new school at considerable cost to the districts. Other new schools are being contemplated and I expect some of the poorest to be replaced by new ones in a year or two. The school premises are neatly kept so far as the teachers are concerned, but there is much to be desired in the matter of regular scrubbing of the school floors and proper ventilation. The latter is not so easily procured in the case of old buildings, but the former could be done at any time.

The Teaching Staff :—It affords me much pleasure to report that I have found the teachers competent, faithful and mostly successful, only 12 out of 122 schools falling below 75 p. c. general average school work. The highest percentage taken was 96½ p. c. on all features of a teacher's duties. Only 10 of the 122 teachers were engaged on permission, of which 7 were in my own inspectorate and 3 were in Chateaugay and Beauharnois. Those schools have most difficulties wherein the term is short, and several of such schools were taught by those teachers who completed a short term in the autumn and then engaged for another ending in the spring. I thus report fewer teachers than schools. The following is a list of those teachers who have obtained 90 p. c. and over. Those marked with an *asterisk* received

a bonus last year and may only receive a certificate of first class results for 1904-05.

Rebecca Terril 96.5 p. c., St-Louis-de-Mile-End ; * Jane-V. Palmer 96. p. c., Verdun ; * Helen Hills 94.5 p. c., St-Louis-de-Mile-End ; * Helen Campbell 94.5 p. c., Wentworth No. 1 ; Annie Gorham, 94 p. c., St-Eustache ; Bessie C. Hall 94 p. c., New-Glasgow ; Rose Hanna, 94 p. c., Rawdon ; Mabel Pridham 94 p. c., Ste-Agathe ; * Laura Bulmar 93.5 p.c., St. Laurent ; Mrs. Ray Pepper 93.5 p c., Verdun ; Ethel McDowell 93.5 p c., Côte-St-Paul ; Jessie Dobbie 93 p c., St. Andrews ; * Margaret Pollock 93 p.c., Ste-Jérusalem ; * Mabel G. Cooper 93 p. c., St-Louis-de-Mile-End ; Eva-M. Cook 93 p.c., Arundel ; Alice Riddell 92.5 p c., Morin ; Ida Roulston 92 p.c., Sault-au-Récollet ; Margaret Mason 92 p.c., Verdun ; Minnie B. Sully 91.5 p.c., Sault-au-Récollet ; Hannah McCallum 91.5 p.c., Harrington ; Ethel Fraser 91.5 p c., Verdun ; Minnie Webb 91 p.c., Mount-Royal-Vale ; Chs. A. Humphrey 91 p.c., St-Louis-de-Mile-End ; Ethel Mackie 90.5 p.c., Chatham ; Anna McDiarmid 90.5 p.c., Ste-Thérèse ; Edna Higgins 90 p.c., Pointe-aux-Tremblss ; Elizabeth Patterson 90 p.c., St-Jérusalem.

Montreal city schools, containing over one-third of the 25,895 pupils in the elementary schools of our province, are doing a very valuable service to our people. The chief difficulty they have to contend with now is lack of room in certain sections of the city. This, however, is being resolutely overcome by extending old buildings and erecting new ones. The "Baron de Hirsch," a Jewish school, has now been placed under control of the Montreal School Board. This school does excellent work amongst foreign born children, who soon gain a fair knowledge of English in its classes. In this school I saw children from nearly every part of Europe, who were all learning English and who all declared themselves to be Canadians.

Westmount school maintains the same high standard of efficiency from year to year. The secret of such results is found in the fact, that a competent and successful staff has been retained from year to year, and the pupils receive the benefit of experienced instructors.

St. Henri also, noted for good work, retains its staff and its creditable standing.

In these two municipalities and in the city of Montreal a regular scale of wages and system of promotion obtains. By these teachers are enable to calculate their future and, knowing what to expect, are better satisfied and more loyal to the Board. The premises in these schools are regularly cared for and the classes though large are usually provided with a good supply of fresh air.

It is only due to all teachers to say, that I found the discipline excellent throughout, in city and country alike, and that my work was made pleasant by the sincerity and kind co-operation of the whole staff, whom it is my privilege to visit.

SUPPLEMENTARY.

According to your instructions I visited, during the month of June, the Protestant Schools of Chateauguay and Beauharnois counties, and those of Franklin township, in the county of Huntingdon. The work in these schools was being well done, only *four of thirty-two* falling below 75 p.c., in the results of inspection.

The books of account were well kept and regularly audited and the records were carefully preserved. Most of the teachers were paid monthly while the salaries average \$19.60 per month. The valuation of these municipalities is large and the rate of taxation is correspondingly low.

The municipality of St. Etienne, in the county of Beauharnois, is really a poor municipality and ought to be placed on the poor fund list. The few families who have children to go to school are compelled to pay \$1.00 school fee per month (which of course is illegal) to maintain their dissentient school. If the rate should be increased their rate, payers, though Protestant, would cease to dissent! and so close the school for want of means. By granting aid to these people you will prolong the chances of getting an education to the children of this dying municipality.

I send you also the following list of eminently successful teachers in the schools of Chateauguay and Beauharnois. Those marked with a *star* received a bonus last year and are not eligible for a bonus this year.

* Ethel Cogland 92 p.c., Howick No. 2; * Elizabeth McEwen 92 p.c., Ormstown No. 3; Jane Roy, 91 p.c., Ormstown No. 7; Mary Cowan 90 p.c., St. Chrysostôme

No. 3 ; Ethel McKell 90 p.c., Ormstown No. 13 ; * Elsie Muir 88 p.c., Ormstown No. 1 ; Annie Milne 87 p.c., Howick No. 1 ; Jessie Sutherland 87 p.c., Beauharnois No. 1.

I regret, that our friend and co-labourer, Inspector McGregor, has been called from his work so unexpectedly. It affords me pleasure to state, that I have heard only sentiments of respect and appreciation of both himself and his work on my visits through this part of his inspectorate. The teachers and pupils have lost a true friend and the Department a competent and reliable officer.

PRINCE RUPERT.

Romance, history, and adventure happily blend in the naming of a city not yet in being, but which, it is entirely safe to say, will play an important rôle in the future development of Canada's great North-West. Realizing the importance of a right selection of a name for the city to be established at the western terminus of its great transcontinental railway, the Grand Trunk Pacific Company some time ago offered a prize of \$250 to the person who would suggest a name that should be euphonious, appropriately significant of Canada, and more particularly of the North-West and British Columbia. The company received upwards of 12,000 suggestions, and awarded the prize to Miss Macdonald, of Winnipeg, who suggested Prince Rupert, the name eventually selected. The selection happily restores to the geography of North America the name of the dashing cavalry officer who harried Cromwell's sturdy Ironsides, contested with Blake the supremacy of the seas, and, after a romantic career in the old world, made for himself a name as an explorer in the new. For his brilliant, though in the end, unsuccessful services in the Stuart cause, Prince Rupert received from Charles II. in 1669 a grant to a vast domain in North America for a century or more known as "Rupert's Land." The grant was made to Prince Rupert, 11 other noblemen, and six commoners, who were officially styled "The Governor and Company of Adventurers of England trading in Hudson Bay." The grant comprised a vast domain, much vaster in fact than King Charles or even Prince Rupert dreamed, embracing as it did all the territory drained by the waters flowing

into Hudson Bay. With true kingly generosity, this "Company of Adventurers" was required yearly to pay to the king and his successors only two elks and two black beavers. The company took formal possession of their new empire, and established trading-posts from the Atlantic to the Pacific, including what is now Alaska. With the exception of a period of 17 years, during which it was held by the French, the company, known later as the Hudson's Bay Company, claimed occupancy and control of all this vast region, excepting, of course, Russian America, now Alaska, down to 1867, when, under the "British North American Act" of the Imperial Parliament, negotiations were entered into whereby in 1869 "Rupert's Land" became a part of the Dominion of Canada. The importance of the grant to Prince Rupert is readily seen in the fact that it was the charter of the Hudson's Bay Company which he secured that saved the great North-West to Canada, and it was this grant also that was the historical bar to the old-time slogan, "Fifty-four forty or fight," which once endangered the peace between the United States and Great Britain. The city which is thus fitly to perpetuate a name so closely associated with British North America will be established on Kalen Island, about 40 miles below Port Simpson. It is near the Skeena river, and along the bank of the latter will be built the railway to terminate at Prince Rupert.—*The Outlook*.

THE NEW STEEL CITY.

Pittsburg is to have another formidable rival. The largest steel plant in the world is to be erected on the shore of Lake Michigan, a little on the east of the Illinois boundary line. The railroad facilities are ample for the supply of coal, while the location on the lake is a guarantee of cheap ore. Pittsburg is subject to an increasing disadvantage because it costs more to put down ore there than at Chicago or any other steel-making point on the great lakes.

A project is on foot to lessen the disadvantage by building a ship canal from Pittsburg to Lake Erie. A bill for a charter from the national government is now before congress. Even if the canal shall be constructed, the cost of

transporting ore to the inland city of Pittsburg will be a trifle more than to the steel mills on Lake Michigan. Nowadays a trifling difference in the cost of production of a commodity is a vital matter. The manufacturer in whose favor the difference exists need not fear competition. Nothing can be done to avert the inevitable transfer of supremacy in the steel and iron industry from Pennsylvania to the foot of Lake Michigan.

It is the intention that the new steel plant shall be the nucleus of a new city. It is said that the mills will give work to 15,000 men and that that will mean a population of 100,000. In four years' time it is expected that many people will be comfortably housed on ground which has been occupied only by a few farmers.

The city is not to be permitted to grow up casually and at haphazard, as most cities do. It is to be a "model city," with everything planned before work is begun. All matters of transportation, lighting, water supply, sewerage, etc., will be settled in advance. The steel company does not propose to be the solitary landlord, with all the inhabitants of the new city its tenants. It will sell lots, but with restrictions in the deeds that will make the city conform to its idea. That may result in uniformity and monotony of construction.

A city with a population of 100,000 will require a municipal government. Political power will be in the hands of the workers in the steel mills and not of the steel company. They will have the votes with which to elect mayor and aldermen, and their administration of municipal affairs may not conform to the ideas of the company in all respects, especially if there should happen to be a strike.

If the expectations of the planners of the new steel city are realized it will become the largest city in the state, with the exception of Indianapolis. Evansville will be deprived of that distinction. The taxable wealth of Indiana will be greatly increased.—*Chicago Tribune*.

RURAL ELEMENTARY EDUCATION.

AT A MEETING OF THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION, held on the 11th of May, Mr. John Whyte gave notice that at the next regular meeting he would submit the following motion :—

“ That inasmuch as elementary education in this Province is in an unsatisfactory condition—due in a large measure to lack of funds to engage duly qualified teachers and provide comfortable school-houses and sufficient equipment and apparatus for teaching purposes—this Committee respectfully requests the Provincial Legislature to impose a small tax of half a mill on the dollar upon all taxable real estate in the Province held by persons professing the Protestant faith, and that the amount arising from the collection of such assessment be devoted to the improvement of Protestant Elementary education in accordance with such regulations as this Committee may from time to time make, subject to the approval of the Lieutenant-Governor in Council.”

(Signed,) JOHN WHYTE.

Mr. Whyte then gave the following reasons for introducing this motion at the present time :

“ In making some remarks in support of this motion, I wish to say that encouragement may be taken from the fact that, at the present time, there is a general forward movement in favor of better elementary education. In France and Austria great educational movements have taken place. At the present time, England has a Bill before the House of Commons, in which it is proposed to increase the annual grant to education by one million of pounds

In Europe, however, the educational difficulty is quite different from ours, theirs being religious, ours, financial.

In this Dominion, the Provinces lying east of the great lakes have the educational difficulties to face. In Ontario, New Brunswick, Nova Scotia, and Quebec there is a great scarcity of duly qualified teachers. So far, Ontario is the only Province that is trying to meet the difficulty in a practical manner. The Provincial Government has introduced a Bill to raise the standard of education, and for this purpose the educational grant will be increased by seventy thousand dollars annually, and the ratepayers are called

upon to pay a higher rate of assessment towards the education of the youth of Ontario. The salaries of teachers will be increased materially:—the minimum salary for a qualified elementary teacher will be \$300, and any qualified teacher found teaching for a lower salary will be deprived of her certificate. The Government of Ontario recognizes the fact that the salaries of teachers are too low, and unless teachers are paid higher salaries, the teaching ranks will soon be depleted.

The State of Ohio in the neighbouring Union has just passed a law that the minimum salary paid to teachers shall not be less than \$40 per month.

In this Province we are suffering to a far greater extent than in Ontario. We have under our control 861 elementary schools, of which 300 are taught by young girls who have no certificate, *i.e.*, one out of every three schools has not a qualified teacher. In the Legislature, and in the press, in some sections of this Province, this Committee has been reproached for having neglected rural elementary education. This is not so, as we have made several efforts in this direction—*viz.*, in November 1895, November 1898, and February, 1899. Success did not attend any of these efforts owing to the state of the finances of the Province.

It has been repeatedly stated that the Protestant Committee is not representative; that it is split up into factions, and if it were remodelled, a better state of things would exist. What is really wrong is that the Committee has the semblance of power without the reality. Regulations in themselves, no matter how wise they may be, will not improve the condition of our schools unless they are carried into effect, and the only way to make them effective is to increase the financial aid to elementary schools.

The Committee has always looked to the Provincial Government to provide sufficient funds for the proper working of our rural schools. The income of the Government is about five million dollars per annum. After the interest charges have been deducted, there remains something less than three and one-half millions to pay the expenditure incurred in running the affairs of the Province. Even though an increased provincial subsidy is received, the Provincial Government can not give a sufficient sum to place elementary education on a sound financial basis. For this purpose it would require, at least, \$500,000. At

the present time, the grant is \$160,000, therefore \$340,000 more would be required. There is no prospect of relief in this direction. We must appeal directly to the people and ask their assistance in placing education on a sound basis. Teachers must be paid larger salaries or they will not qualify for the profession, or if they do qualify, they will not remain long in this Province. School inspectors tell us that our best teachers are making applications for recommendations in order that they may apply for lucrative positions available in the great North-West.

The motion is to lay one-half mill on the dollar, or to put it so that no one can misunderstand it—five cents on the \$100 on all taxable property owned by Protestants in this Province. The approximate value of such property is one hundred and thirty million dollars per annum. This would give an income of sixty-five thousand dollars per annum. This sum, properly applied, would enable the Committee to overcome the difficulties with which it is struggling at the present time.

There has been much spoken and written about the sins of omission and the sins of commission of the Protestant Committee of the Council of Public Instruction. It may be that an improvement can be made in the regulations concerning McGill Normal School and the training of teachers, but the main thing required is to secure a good financial basis upon which to work. There will be no difficulty in obtaining qualified teachers for all our schools when we are in a position to pay them a salary commensurate with their services, and in my opinion, this is the only solution of the difficulty.”

Official Department.

ADMINISTRATIVE COMMISSION OF THE PENSION FUND FOR OFFICERS OF PRIMARY INSTRUCTION.

DECEMBER MEETING, 1905.

SITTING OF DECEMBER 7th, 1905.

Present :—The Honorable the Superintendent of Public Instruction, President ; Mr. John Ahern, of the City of Quebec, Roman Catholic Teachers' representative for Que-

bec ; Messrs. H. M. Cockfield, B.A., and M. C. Hopkins, B. A. of the City of Montreal, representatives of the Provincial Association of Protestant Teachers ; and Mr. J. N. Perreault, of the City of Montreal, representative of the Roman Catholic Association of Teachers of Montreal.

The minutes of the last annual meeting of the Administrative Commission, held at Quebec on the 28th and 29th of December, 1904, were read and confirmed.

The Secretary read the following report :—

Receipts and Expenditure of the Pension Fund for the year closing June 30th, 1905.

REVENUE.

Receipts	\$ 44,551 06
Expenses	42,588 62

Surplus..	\$ 1,962 44
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This surplus, added to the surpluses of preceding year, which are \$6,825.89, forms a total of 8,788 33 deposited with the Department of the Treasurer of the Province, available for the payment of pensions.

CAPITAL.

Added to capital \$347.97. It is at present. \$ 189,174 34 bearing interest at the rate of five per cent.

Submitted, a certified statement from the assistant Treasurer of the Province dated December 1st, 1905, showing the sum of \$8,788.33, and also \$189,174.34 at the credit of the Pension Fund for Officers of Primary Instruction, in the Treasury of the Province.

The Secretary submitted the following report :

1. Pensioners who resumed teaching in 1905 :

Widow Thomas Auger	63 years, pension	\$ 16 41
Marie Anne Rousseau	52 " "	35 62
Olivine Tardif	50 " "	35 66
Christian Traquair	43 " "	127 18
		\$ 214 87

2. Pensioners who did not produce a certificate from a physician :

Margaret O'Reilly	54 years,	pension \$	35 17
Mrs. Auguste Morin.....	45	" "	49 65
Joseph Bénard	52	" "	142 32
Georgiana Caton.....	44	" "	33 34
Délina Comeau.....	41	" "	39 88
Ophélie Richard.....	38	" "	25 96
Fanny Globensky.....	36	" "	29 85
			\$ 356 17

3. Pensioners who died in 1905 :

Mary McGregor.....	79 years,	pension \$	124 50
P. H. St-Hilaire... ..	72	" "	324 98
Cléopé Côté	73	" "	100 36
Edwidge Bissonnette.....	68	" "	29 34
Widow François Juneau.....	66	" "	15 26
Emilie Pilote.....	65	" "	60 32
Délina Ménard.....	62	" "	38 94
Ellen Ingham.....	60	" "	44 24
Francis Daly	60	" "	193 10
J. B. Bonin	56	" "	185 09
Widow F. X. P. Demers.....	51	" "	253 33
Total			\$1,375 46

The Commission examined the medical certificates and school inspectors' reports received before the 1st of November ultimo concerning pensioners, and it authorized the payment of pensions for the two six months of the current school year to pensioners of the age of fifty-six and over, and those who not having reached that age produced new medical certificates this year, with the exception, however, of Mrs. Wm. Wilsey, aged 40 years, who will be visited by Dr. Cléroux, of Montreal, and Elizabeth McGibbon, aged 49 years, who will receive a visit from Dr. H. A. Lafleur, of Montreal.

It was resolved on division that the pension of Mrs. Alexandre Mireault, aged 48 years, be withdrawn, she will receive notice before July 1st coming

The Superintendent of Public Instruction submitted to

the Administrative Commission the medical certificates and other documents which he had received since last session in regard to old applications for pension which have been deferred or rejected at former meetings. After consideration it was ruled and ordered as follows :

1. Cléopée Otis, aged 53 years, has passed 21 years in teaching. She was a pensioner for eight years. She did not receive her pension last year owing to having returned to teaching.

She produced this year a new medical certificate which shows that she is incapable of teaching. The report of the school inspector of her district was favorable to her in 1904.

Her pension is again granted to count from July 1st, 1905.

2. The application for pension of Rose Délima Ethier made in 1900, and rejected because Miss Ethier had taught but three during the five last years preceding the date of her application.

She is 47 years old at present. Taught 20 years in all. She has since established that at the date of her application she had taught during three and a half years of the last five years.

The half-year counting for a year, the application for pension is in accordance with the regulations of the Administrative Commission.

Owing to ill-health, it was impossible for her to resume teaching since 1900.

Her pension is granted with payment of arrears since July 1st, 1900.

3 Mrs. Dorithée Paquet, present age 57 years, was a pensioner from July 1st, 1902. The stoppage of her pension since 1902 was through error.

Her pension is renewed, with the payment of arrears.

4. Marie Anne Biron, aged 30 years, made in 1897 an application for pension, which was rejected. She had taught during eleven years. In 1897 she married, did not take up teaching, and now makes a new application for pension on the ground that since 1897 she has never been able to resume teaching owing to ill-health.

This application is rejected.

5. Mr. Frédéric Viens, pensioner, aged 49 years, whose pension is \$203.56, asks permission to receive a few private pupils.

The Commission cannot give this permission.

6. Report was made that after consulting each member of the Administrative Commission, the Superintendent of Public Instruction had refunded \$32.07 to Miss Eliza J. Jessop, being the amount of stoppages paid in by her to the Pension Fund.

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

1. The applications for pension of the following persons, aged 56 years and over, and having at least 20 years of teaching, are granted : Lucie Larrivée, Maurice Lapointe, Sophie Couture, Rose Delima Bertrand, Robert Smith Craig, Praxède Boulanger, Joseph Parayre, Vitaline Laporte, Philomène Pellison.

2. Pensions are granted to the following persons who have established in a satisfactory manner that they are incapable of continuing to teach owing to illness :

M. Madeleine Pichet, Widow Frédéric Vincelette, Etienne Dostaler, Jean-Bte. Tremblay, Agnes Hunter, Mrs. Eugène Lauzon, Hermine Grondin, Marie Rosina Girard, Anna Desaulniers.

3. The persons whose names follow will be visited by a physician whom the Superintendent will indicate, and if the report of the physician is favorable their pensions will be paid :

Bridget Shéeahan, M. J. Malvina Martineau, Alexandrine Emond.

4. Mr. F. X. E. Béland will be visited by Dr. Ahern, of Quebec, and the doctor's report will be submitted to the next meeting of the Administrative Commission.

5. The following persons will receive their pensions for one year only, after which they will be obliged to reusme teaching :

Mrs. J. B. Girouard, Léontine Bérubé, M. Céline Chénard, Georgine Forest, Sophie Bombardier.

6. The applications for pension of the following persons are rejected for the reasons given below :

M. Zéphise Tessier not having taught during the five last years preceding the date of her application for pension, the stoppages which she has paid into the Pension Fund will be returned to her.

Widow J. B. Lefebvre is without a diploma, and has not taught during the last five years.

Mrs. Jos. C. Henderson, née Elisabeth Ferguson, discontinued teaching on December 24th and was married on December 26th, 1904 ; she is not incapable of teaching owing to ill-health.

Mrs. Louis Jean, née Céline Beaulieu, is not incapable of teaching because of ill-health.

Alphonsine Turcot taught but three years during the last five ; she does not appear to be incapable of teaching.

Mrs. Philippe Rho, née Délima St. Hiliare, discontinued teaching December 24th, 1904, and was married January 14th, 1905 ; she does not appear to be incapable of teaching on account of ill-health.

Mrs. Onésime Vir, née M. A. Sara Dubé, affected with general debility. As the medical certificate which she produced indicates that the debility is not very pronounced, she is not incapable for teaching.

Marie Philomène Malouin, affected with general anæmia, the medical certificate does not indicate the gravity of the case ; certificate incomplete.

7. Margaret J. Sullivan and Arzélie O. Dauphinais will receive their pensions if able to establish to the satisfaction of the Superintendent that they taught during the five last years which preceded the dates of their applications and during at least twenty years in all.

The Commission examined the new applications made for refund of stoppages and the certificates in support thereof, and ruled and ordered as follows :

1. The applications of the following persons for refund of their stoppages are granted :

Mrs. Louis Brousseau, Calixte Dupuis, P. M. A. Leduc, Mrs. Alphonsine Dupré, Mary E. Scott Brown, Mary J. King, Marie Tanguay, Alphonsine St. Pierre, Angéline Côté, M. Angéline Payette, Mary Ellen Honan, the heirs of the late P. J. Leitch.

2. They are refused to the following persons who were not incapable of teaching owing to ill-health when they discontinued work :

Widow Henry Gallagher, Mrs. Edouard Dufresne, Mrs. Eugène Amyot, Marie Anne Lebel.

3. Marie Anne Boisselle will be visited by Dr. Eugène Turcotte, of St. Hyacinthe, and should the doctor's report be favorable a refund of her stoppages will be made.

It is unanimously proposed and resolved that the following paragraph be added to article 496 of the law of Public Instruction :

“ In case of the death of the officer during the said period of ten to twenty years of service, the refund will be made to the legal heirs of the deceased.”

It is also resolved unanimously that in the case where the Administrative Commission requires an examination by a new physician before the granting of a pension, those whose names follow be named in advance to make such examination, in their respective districts, viz :

- Dr. L. J. V. Cléreau, 1105 Ontario Street, Montreal.
- Dr. H. A. Lafleur, 58 University Street, Montreal.
- Dr. Michael J. Ahern, Quebec.
- Dr. Jos. Eugène Turcotte, St. Hyacinthe.
- Dr. E. F. Panneton, Three Rivers.
- Dr. L. F. Lepage, Rimouski.
- Dr. E. Williams, Sherbrooke.
- Dr. L. E. Beauchamp, Chicoutimi.
- Dr. Emile F. Fluhmann, Roberval.
- Dr. J. E. Masson, Montmagny.
- Dr. U. W. Alexander, Lachute.
- Dr. E. L. Désilets, Nicolet.
- Dr. Jos. Godbout, Beauceville.
- Dr. Louis de Grandpré, Berthierville.
- Dr. E. V. Boulanger, La Malbaie.
- Dr. Simon Grenier, Percé, Gaspé.

It is proposed and unanimously resolved that the salary of Mr. F. X. Couillard be fixed at three hundred dollars for his services as Secretary during the current school year.

The meeting is adjourned.

F. X. COUILLARD,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 21st April, 1906, to erect into a distinct school municipality, by the name of Saint Florence of Beaurivage, the following territory, to wit :

1. The lots from No. 28 to 56 inclusively, of the ranges I, II, III, IV and V, of the township Matalick, in the county of Matane.

2. The lots No. 1 to No. 23 inclusively, of the ranges I, II and III of the township of Causapsca South, county of Matane.

3. The first fourteen lots of the ranges I, II, III, IV and V of the township Milnikek, county of Bonaventure.

4. The first fourteen lots of the ranges I and II of the township Assametquaghan, county of Bonaventure.

The lots of the first range of the township Matalick and those of the township of Causapsca-South actually from part of the school municipality of Causapsca, county of Matane. The other lots do not form part of any municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 21st April, 1906, to detach from the school municipality of Temiscamingue, in the county of Pontiac, the township Laverlochère, less, however, the lots of the first range of this township bearing the number one and the following numbers up to twenty inclusively, and to unite it to the township Baby, in the same county, to form with this latter township a school municipality by the name of "Laverlochère and Baby"

These erections will take effect on the 1st of July next, 1906.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 21st of April, 1906, to detach from the school municipality of Cap des Rosiers, county of Gaspé, the lots having on the official cadastre of the township of Cap Rosier, the numbers 44a, 44b, 45, 46a, 46b, 47,

48*a*, 48*b*, 48*c*, 48*d*, 48*e*, 48*f*, 49*a*, 49*b*, 49*c*, 49*d*, 50*a* and 50*b* of the first range north of this township, and the lots having the numbers 37 and following up to number 43 inclusive, of the second range north of the same township, and to annex them to the school municipality of l'Anse-à-Griffon, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 21st of April, 1906, to detach from the school municipality of Winslow North, county of Lake Megantic, the lots of the fifth range of the township of Winslow North, bearing on the official cadastre of this township the numbers from 17 inclusively to 29 inclusively, and the numbers 30*a*, 30*b*, 31*a*, 31*b*, 32, 33, 34, 35*a*, 35*b*, 36, 37, 38*a*, 38*b*, 39*a*, 39*b*, 40*a*, 40*b*, 40*c* and 40*d*, and to annex them to the school municipality of Aylmer, in the county of Beauce.

These annexations will take effect on the 1st of July, 1906.

1905

SUPERIOR SCHOOL EXAMINATIONS.

WEDNESDAY MORNING, JUNE 14th, from 9 to 11

ARITHMETIC (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) What are decimal fractions?
(b) How does the use of them facilitate calculation? 12
2. Which is the greater $1\frac{2}{3} \times 2\frac{5}{9}$, or, 018×216 ? 12
3. Divide five hundred twelve ten-thousandths by six and four tenths. 12
4. Divide the product of $3\frac{3}{4}$ and $1\frac{4}{5}$ by their sum. 12
5. If 5 pigs be worth 4 sheep, and 3 sheep be worth \$7.50, what is a pig worth. 12
6. Multiply 20 ac. 2 ro. 17 per 15 yds. 3 ft 3 in. by 64. 12

7. Express in words any difference between the subtraction of compound and of ordinary numbers.
8. How many pounds of gold are actually as heavy as 10 lbs. of iron.
9. Reduce 2 qt. 1 pt. to the decimal of 1 peck. 12
10. A farmer paid $\frac{3}{8}$ of his money for stock, $\frac{2}{7}$ for a new barn, and had \$190 left. How much money had he at first. 12

THURSDAY MORNING, JUNE 15th, from 9 to 11.

ENGLISH (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. Write a short account of Longfellow and mention his works. 15
2. Write down the names of all the *persons* mentioned in the Prelude.
3. Explain the meaning of: *Magnificat, hostelry, old colonial day, King's Jester, Angelus.*
4. To whom or to what do the following lines allude?
 (a) "Built in the old colonial day."
 (b) "His face was like a summer's night."
 (c) "The happy island danced with corn and wine."
 (d) "Enceladus, the giant, was at rest."
 (e) "Clean shaven was he as a priest."
 (f) "His face was like the tan."
 (g) "It sounds to him like her mother's voice."
 (h) "Blue were her eyes as the fairy flax."
 (i) "His fevered brain grows calm again."
 (j) "He sees therein only his own thrift gain." 20
5. When, where, and by whom were these expressions used.
 (a) "It was a dream."
 (b) "Long live the King."
 (c) "Thou shalt obey my servants when they call."
 (d) "My sins as scarlet are: let me go hence."
 (e) "Do you not know me?" 15
6. Quote Longfellow's description of "the young Sicilian." 15
7. What lesson did the angel teach King Robert?

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

CANADIAN HISTORY (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. Describe briefly the Pontiac War. What causes led to it? 10
2. Give the provisions of:—
 - (a) The Manitoba Act of 1870.
 - (b) The Act of Union.
 - (c) The B. N. A. Act. 15
3. Mention a historical event that brought each of the following names into prominence.
 - (a) Richard Montgomery.
 - (b) Benedict Arnold.
 - (c) Tecumseh.
 - (d) William Lyon Mackenzie.
 - (e) Louis Riel. 15
4. Associate an important event with each of the following places: Give dates.
 - (a) Duck Lake.
 - (b) Batoche.
 - (c) Lundy's Lane.
 - (d) Chrysler's Farm.
 - (e) Ridgeway. 20
5. What discoveries are associated with the following names and dates?
 - (a) Alexander Mackenzie, 1789.
 - (b) Captain Vancouver, 1792.
 - (c) Samuel Hearne, 1771. 15
6. Write explanatory notes on:—
 - (a) Hunter's Lodges.
 - (b) The ninety-two Resolutions.
 - (c) The Double Shuffle.
 - (d) The "Scott Act."
 - (e) "The Grand Army of the West."
7.
 - (a) Name the last three Governors-General.
 - (b) What political party is now in power in the Dominion of Canada.
 - (c) Who is Premier of Canada?

FRIDAY MORNING, JUNE 16th, from 9 to 11.

GEOGRAPHY (GRADE II. MODEL SCHOOL)

All the questions are to be answered.

1. Distinguish between the Kingdom of Great Britain and the British Empire. 5
2. (a) What are the five leading countries of Europe?
 (b) Give the form of government of each of these countries.
 (c) Give the name and location of the capital city of each.
 (d) The chief seaport of each. 20
3. (a) Mention the two most important minerals found in Great Britain.
 (b) Name the principal centres in which the following industries are carried on:—
 (I) Shipbuilding.
 (II) Cotton manufactures.
 (III) Woollen manufactures.
 (c) Of what do the *imports* chiefly consist?
 (d) Name some of the *exports*. 20
4. What where, and for what noted are these :
 (a) The Giant's Causeway,
 (b) The Dogger Bank,
 (c) Ben Nevis,
 (d) Paisley. 15
 (e) Waterloo.
6. In Europe, name and locate :
 (a) The largest lake.
 (b) The longest river.
 (c) The largest city.
 (d) The country which produces the best iron.
 (e) The city which has the finest docks in the world. 10
8. Tell as precisely as you can the geographical positions of the following :

(a) Sea of Azov.	(e) Corsica.
(b) Gulf of Finland.	(d) Moscow.
(c) St. George's Channel.	
7. Into what does each of the following rivers flow :
 Thames, Volga, Seine, Dwina, Dnieper. 10
8. Locate precisely, and mention a fact of interest pertaining to each of the following cities of Europe : - Glasgow, Liverpool, Belfast, Lyons, Venice, Geneva, Odessa, Amsterdam, Constantinople, Rome. 10

A CANADIAN FLAG



FOR
EVERY
SCHOOL

'WITNESS' DIAMOND JUBILEE 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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The Protestant Committee is responsible only for what appears in the Official
 Department.

JOHN PARKER, Editor.

G. W. PARMELEE, Managing Editor.

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QUEBEC

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1906.

Subscription, \$1 per annum.

Exchanges to be Addressed to "Editor of the Educational Record," Quebec, P. Q.
 All Communications to the Managing Editor, Quebec.

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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, 1906.

VOL. XXVI.

Editorial Notes and Comments.

The annual June Examinations in the Superior Schools are in full progress at the present time. It is a trying time to pupil and teacher; both have our sympathy. Pupils, who under ordinary circumstances would do credit to their teacher and to themselves, often make a miserable failure at these examinations. Facts memorized, principles acquired fade away like the dew of morning, only to return after the paper has been handed to the deputy-examiner. The pained look that comes upon the face of a conscientious, hard-working teacher when she ascertains the answers given by some of her bright pupils is sad to behold. After all her toil, worry, care, review, line upon line, precept upon precept,—to have her pupils record such answers,—is sufficient to cause her hair to turn prematurely grey.

The examination of the answers and the tabulating of the results will begin on Wednesday, June 27th, 1906. □

The papers from grades I and II Academy will be read first, and the names of the successful pupils will be forwarded to the Secy.-Treasurers of the School Boards interested on or about July 12th.

Pupils who pass successfully in grades II or III Academy may apply for a Permit to teach school, or for admission to the Normal School.

Those who pass grade I Academy may apply for admission to the Normal School to take the long course for an Elementary diploma.

Upon completion of the work of examining the papers, certificates of promotion will be sent to the successful candidates through the local Secy.-Treas. of the School Board.

The Tabular Statement showing the rank and standing of each Superior School will be sent direct to all teachers of the Superior Schools interested, who will send their names and Post Office address to the Inspector of Superior Schools, Quebec, any time before the 1st of August.

The names of the ten highest pupils in each grade will appear in the September number of the "Record".

—THROUGH the courtesy of Inspector R. J. Hewton, M.A. we are enabled to publish in this issue an excellent paper on the very important subject of School Government. We commend it to the careful perusal of all teachers, as it is full of hints and suggestions, valuable alike to those who are beginning the arduous duties of teaching as well as to teachers of wider experience and mature judgment.

NATURE STUDY COURSES—MACDONALD INSTITUTE, GUELPH.

Fourteen Scholarships are to be awarded to teachers from the Province of Quebec for the September term at Guelph.

These Scholarships, however, are to be \$50. each, not \$75. as heretofore. The sum of five cents per mile for the distance one way between the candidate's home and Guelph will be paid for travelling expenses.

Those who take this course must, under the present arrangements, (a) hold a diploma valid in this Province, (b) agree to teach at least one year in the Province, (c) furnish a certificate of good character signed by a clergyman, school commissioner, or inspector.

Forms of application for admission to the Macdonald Institute may be obtained from the English Secretary of the Department of Public Instruction, Quebec, but the Scholarships will be paid through Dr. Robertson, St. Anne de Bellevue, Quebec.

All the teachers who have taken this course speak very highly of the benefits derived from a sojourn of four months at an institution where theory and practice are so admirably combined to produce the best results. It may be of interest to know that the authorities in charge have expressed themselves very favorably in regard to the ability of the teachers from this province who were in attendance at the institution during the last two years.

It is to be hoped that a sufficient number of applications will be received in order that all the scholarships so generously donated by Sir William Macdonald may be taken.

Articles : Original and Selected.

SCHOOL GOVERNMENT.

By Major R. J. HEWTON, M.A., Inspector of Schools.

MOTTOES, 1906.

“Let him who gropes painfully in darkness or uncertain light, and prays vehemently that the dawn may ripen into day, lay this precept well to heart: Do the duty which lies nearest to thee, “which thou knowest to be a duty. Thy second duty will already have become clearer.”
Thos. Carlyle.

“Order gave each thing view”, wrote the bard of Avon, the immortal Shakespere generations ago. Pope, in his Essay on Man, declared “order to be heaven’s first law”, and the inspired prophet Isaiah gave to each of his readers the excellent advice, “Set thine house in order”. The key note of school government is struck by these celebrated authors in each of the selections from their writing which I have quoted ; for, order is as essential to the welfare of a school and to the happiness of its inmates as it is to the harmony which characterizes heaven, and to the peace which there reigns supreme. Without this fundamental principle pervading the whole school and all which appertains to it, it is impossible for each subject to come into view with that regularity and with that prominence which its relative importance demands. Likewise

may the experienced educationist to-day, when giving advice to the tyro, use the words of the old prophet and say, "Set thine house in order."

To the word house here I would give a very broad meaning. I would extend it so as to include not only the house itself; the whole arrangement of the school work, but likewise the teacher; his character, his knowledge, his sympathy with his work and with his pupils, his judgment and his enthusiasm. Not only is the establishment and maintenance of order in the school a necessity if the pupils are to acquire knowledge as rapidly as possible, but it is imperatively demanded because of its moral and educational value. The saying, "The boy is the father of the man" contains within itself a truth we should never forget; and the teacher who, to paraphrase the words of Shakespere, breaks "the good meeting with most admired disorder", that is, conducts the work of her school in a haphazard manner, not only fails in securing dicipline, but what is much worse, is training boys and girls in such a manner that, unless their home influence be of such a nature as more than to counteract the evil effects of her example, they will grow into men and women with disorderly methods which will seriously handicap them in the race for success in after life.

On the schools and on the nature of the training they give depends largely the character of the future citizens of the land, and upon the character of its inhabitants depends the progress and prosperity of the country. Good government must be recognised, then, as the most essential feature of a school, yet there is no department in which so many teachers fail. By good government, I do not mean the expression of an arbitrary tyranny such as a slave driver may exercise over a gang of unfortunate captives, chained to an oar and forced to labour incessantly under the crack of the ever present lash, but the systematic arrangements of everything in connection with the schools, which will make it impossible for anything but order and industry to prevail. Let us briefly inquire into some of the causes of failure to enforce dicipline. After many years' experience and observation I am more and more convinced that the cause is to be found in the lack of some mental or moral training on the part of a teacher.

First among these defects, I unhesitatingly place the moral defect, the exhibition of which we designate by the euphonious term, indolence, but which we recognize in this work a day world as laziness. A very large percentage of the mismanagement of schools which occurs with too sad a frequency all over the land is based by this most unlovely characteristic of frail human nature. "Indolence," says Burton in his *Anatomy of Melancholy*, is "the mother of misery", and we may say to-day that it is the mother of many an unsuccessful pedagogical career. "Enjoyment stops where indolence begins," declares Pollock in his *Course of Time*: enjoyment of the work of the school there cannot be where the teacher is too indolent to impress order on the youthful minds with which, as a rule, she has to deal. Unless teacher and pupils alike enjoy the routine, order cannot prevail. Managing a school is not idleness, for, "An idler"

Is a watch that wants both hands
As useless if it goes as if it stands.

The man who adopts the career of an educationist with the idea that

"Stretched on the rack of a too easy chair"
He may with everlasting yawns confess.
"The pains and penalties of idleness"

has no place in our schools, or indeed in our country. The life of a competent teacher is a strenuous one and demands the best efforts of a robust manhood or womanhood. As is the teacher so will be the pupil. If the instructor is indolent, the scholar will be idle, and if idle, then liable to yield to some temptation as saith Watts in his *Divine Songs*,

"Satan finds some mischief still
For idle hands to do."

Next in order comes lack of self-control on the part of the teacher. She who has failed to attain the complete mastery of herself must inevitably fall far short of her attempt when she endeavours to control others, even though they be but children. Calderwood evidently had this in his mind when he wrote: "He that reigns within himself and rules passion, desires and fears is more than King." Day by day and hour by hour, in a thousand different ways

the patience of a teacher is sure to be tried, and she is indeed a poor teacher that hath not patience. She who would attain to perfect government of her school, must then have complete mastery over her own temper, for there is nothing which will destroy her authority over her pupils or detract from their respect for her like a display of anger. There is no place among the ranks of educationists for those who lack self-control. 'Tis true that "The worst speak something good; if all want sense God takes a text and preaches patience;" but we cannot afford to have those who have never taken the trouble to develop this virtue, shed their baneful influence over the rising generation. Let each teacher who would do her duty in that high calling she has chosen, so train herself that her own temper shall be under certain control if she would have "order give each thing view."

Another cause of the lack of discipline is some defect in the manner of the teacher. She may be too frivolous to command respect, or to exercise authority. She may be supercilious in her treatment of the pupils and thus excite antipathy in their minds; she may be finniky, constantly nig, nagging, fault finding here, fault finding there, scolding, complaining, conducting herself in a manner to wear out the patience of a thousand generations of Jobs. Good government will never result from scolding. To secure order it is necessary to possess the affections of your pupils, and you cannot secure their affections by antagonizing them. A kindly, courteous, yet dignified manner will do more to win the allegiance of your pupils and to secure discipline than hours of fault finding. Every teacher should make a careful analysis of her manner in the school, and if, after an impartial examination of whatsoever shortcomings she may find herself guilty of, she is not prepared to cultivate a kindliness of disposition towards her pupils and a desire to have them grow into kindly, courteous, dignified men and women, she had better seek other employment. If she would do this, she may find guidance in the words of Shakespeare "Kindness, ever nobler than revenge," and in those of Oliver Wendell Holmes, "We must be as courteous to a child as to a picture, give it the advantage of the best light." Self-study and self-culture with this object in view will enable those who now "go forth with

tears to return again with rejoicing, bringing their sheaves with them.

In the ordinary course of events you may expect to find, in every school over whose destinies you are called on to preside, pupils of slow or undeveloped intellects. These are very trying to the teacher, but they are the very ones who require most careful study, that we may understand them. Too often these dull ones are made more so by a knowledge of their shortcomings, are crushed, as it were, by a realisation of their own slowness. If we are in duty bound to identify ourselves with the aspirations of the bright ambitious student who has little need of extraneous aid, how much more remembering that, "Heaven in sunshine will requite the kind," should we cultivate towards our backward little ones that, "Fellow feeling," which "make us wondrous kind." This is no difficult task, for it needs little knowledge of the great world around us to convince the best of us that we are in mental development as far behind the intellectual giants who loom large in the different activities of life, as the dullards are behind us. There is no reason, however, that we should not be as wise in our sphere of usefulness as the giants are in theirs, and the wise teacher will endeavour to understand the idiosyncrasies of, and to identify herself with the personality of every child with whom she comes into contact. A successful teacher is a living embodiment of the golden rule. "Do unto others as ye would they should do unto you." A teacher who laughs at or makes sport of the mistakes of the dullards will earn the hatred of these and will forfeit the respect of her other pupils. Thus, she will fail of that authority which belongs to her position, and if she secure order it will be founded on fear and not on respect.

Another prolific source of disorder is lack of continuity. A teacher is cross, or impatient at the natural fruits of the seeds she has herself sown and punishes on one day that which she has frequently or habitually tolerated, or allows privileges to the bright, attractive child in which the others do not share. Either of these mistakes must prove fatal to school government, and it is only the teacher who has mastered the defects I have already pointed out who will succeed in avoiding them. Our self command must

be such that we shall uniformly treat our pupils in the same kindly, courteous, firm manner.

There are of course children whose sunny look and loveable dispositions immediately make for them warm places in our hearts. This we cannot prevent and there is no reason why we should endeavour to do so ; the same thing will remain true of each of us as long as we live, but we must be careful not to make this preference manifest, we must be completely impartial, treating each and all in the same manner. The dull pupil may be sounder at heart and may develop into a nobler character than the favourite on whom we lavished our affections, just as the ugly duckling developed into the graceful swan.

Vacillation again is fatal to good government. A teacher directs that a certain thing shall be or shall not be done, but does not insist because it is easier to yield to the solicitations of the pupils than to enforce her rulings. When children discover that they can wheedle you into a change of opinion or of action they have lowered their respect for your personality and have struck a fatal blow at your authority. Be firm then ; make not up your mind in haste, but when you have done so adhere to your decision. Let your yea be yea and your nay be nay. If convinced, however, that you have made a mistake or that it would be wise to change your decision, the children are entitled to know your reasons for so doing. These you should carefully explain lest they conceive you to be acting from impulse or from other unworthy motive, such as personal convenience or the lack of sufficient firmness to adhere to your own opinion. Realize the importance of the work in which you are engaged ; that you are safeguarding the future not only of your pupils but also that of the Empire, and a momentary inclination to self-indulgence will never tempt you to betray the post entrusted to you.

Narrowness of information, like the evils already enumerated, has a most baneful effect on the teacher's work. Know that

“ Ignorance is the curse of God :

Knowledge the wing wherewith we fly to Heaven.”

The teacher who knows nothing but the text-book and perhaps does not even know that will never succeed. In

teaching, "Knowledge is power." You must be so full of the subject you are teaching that your knowledge will permeate the whole class; you should be independent of the text-book. "Reading," saith Bacon, in his Essays, "maketh a full man", therefore the teacher must read. It is the man who takes in knowledge who is able to impart it. The educationist who is not constantly absorbing knowledge will soon be engaged as Dr. John Brown said, "in spinning his own fancies out of his interior, and like the spider in snaring himself at last as well as his victims." As you are so will be your pupils; if indolent, indolent; if ignorant, ignorant. Then read, mark, learn, and inwardly digest that which you have learned; so that your power and your enthusiasm may pervade the school; a power ever influencing for good, and urging your pupils along the road to perfect citizenship.

Carelessness about the school-room is fatal to good government. I do not think I ever entered a school where the maps were hanging crooked on the wall, or with one of the bars partly torn off; where the floors were littered with papers, where the teacher's desk was in disorder without finding the same confusion evident in her conduct of the school. The defect in her mental or moral training was being repeated in that of the unfortunate children under her charge.

What applies to the school room may in like manner be repeated concerning the care of the school grounds. Many of our school premises might be wonderfully improved by the exercise of a little tact and zeal on the part of the teacher, and from immoral influences might be converted to object lessons for the community. With trees and shrubs so easily obtained, why are so many of our school grounds bare and desolate looking? Why are unsightly outhouses, sheds and bare corners unblushingly exposed to view, when they could be so easily concealed and objects of beauty substituted? A word of warning may be necessary here. Do not plant your trees or shrubs in rows like cabbages; group them in corners and at sides, keeping the centre open except for trees with which you wish to shade the building. Plant shrubs by the steps and by the house corners to take off the bare look. You can easily interest your children in these projects and they will enjoy performing the little labour demanded under your guidance.

Having thus considered the chief causes of the failure to secure good government, let us endeavour to elucidate the traits which are most conducive to bringing about the summation we desire. I have spoken to little purpose, if you do not realize that where I condemn one educational vice, or set of vices, I am advising those who, on self-examination, convict themselves of possessing these faults, at once to set about the task of eradicating them by cultivating their corresponding virtues. If you are not master of yourself, cultivate self-control; if you are brusque, petty or supercilious in manner, avoid the habit as you would the plague, and aim at a kind, dignified bearing; if you have been in the habit of scolding, abandon the custom; if you have neglected the dullards, study them carefully; if you have been partial to this pupil or to that, learn to treat all with the same courteous manner; if you have been vacillating and changeable in your opinions, teach yourself firmness; if you have been indolent, become industrious; if you have been ignorant, educate yourselves; if you have been slaves to the text-books, learn to become independent of them, so will your efforts be crowned with that success which Addison had in mind when he wrote,

“’Tis not in mortals to command success,
But we’ll do more, Sempronious;
We’ll deserve it.”

Above all things take pleasure in your work; then will you find it easy to avoid the errors I have pointed out and to carry into effect the hints I am about to give you. Shakespere tells us that

“No profit grows where is no pleasure taken;
In brief, Sir, study what you most effect.”

The first day in school has an important influence on the subsequent work of the term, therefore on that day be particularly on your guard lest you make any of the mistakes against which I have been endeavouring to warn you. Children are acute judges of character; being themselves natural they detect the pious fraud and see through the mask of affection with unerring instinct. Therefore be natural and unaffected. First impressions have a tendency to become persistent; then be careful of the impressions you first make on entering a school or when coming into

contact with new pupils. Give some regular work with as little delay as possible, for industry is as strong an influence in favour of good government as idleness is as an incentive to mischief. If you have reason to believe that there are among the pupils two or three ring-leaders in mischief do not allow them to imagine from your treatment that you suspect them, receive them kindly and naturally and manage to keep them busy.

After all is said and done the whole secret of school management lies in that little word busy. If you can keep your pupils occupied they will be under control and will be happy. As unhappiness among the people is a fruitful source of revolutions; the overthrow of kings and of governments, so is unhappiness among the children fatal to school discipline. An incident related by Miss I. N. McFee in the Normal Instructor is so *apropos*, that I here give it in full.

“I know a teacher who once taught a country school which had the reputation of being a “bad one”. The director told her that if she could get along with two of the pupils, a boy and a girl, she would have no trouble, as those two controlled the school. The first morning came; she had no trouble recognizing the two. The girl, or young lady, as she would have been called, had she acted at all lady like, marched boldly into the school-room removed hat, jacket, and rubbers, and threw them on a seat, then ordered one of the little girls to carry them out into the hall. She kept about four little girls waiting on her for a short time. In response to the teacher’s “Good morning” she gave a cool stare and an unintelligible mutter. Nothing daunted, after she had finished putting some work on the board, the teacher sat down by her, made remarks about the pleasant weather, and then inquired about the classes, number of pupils, etc. At first she bristled all over like a porcupine, gave the briefest of answers and watched the teacher narrowly; finally, as she became more at ease, she answered quite civilly, and in a few minutes the teacher left her and went about some work, knowing all the time that she was watching her slightest movement, and that once or twice she had prompted some of the other pupils to do something to annoy her. She felt a little relieved when she heard her say to the boy as he came into the hall:

“Bet you a cooky, Jim, we’ve got a teacher that knows something this time”. A loud laugh was his answer, and an overgrown boy of fifteen swaggered into the room. “Mornin”, he yelled as he passed the desk. “Good morning”, returned the teacher, “I’m glad you have come. I was just wanting some one to help move some seats”. He gazed impudently at her with open mouth. She paid no attention to him, but pointed out the seats she wanted to move. He hesitated a minute and then went to work. She kept him busy for nearly a quarter of an hour and then thanked him for the way he had done the work. He paid no attention to her thanks, but ordered one of the little boys to sweep up the litter he had made. A short time after, through the open window, the teacher heard him reply to a small boy, who had asked what he thought of the teacher: “She’s a brick and you’d better ’tend to your lessons or you’ll get your jacket tanned”. “For a month or more she had to maintain a pretty close watch of them, but after that they caused her no trouble and she could have not wished for better pupils than they were. She had managed to win their affections and to create in them a desire for improvement. The young man is now attending a business college and the young lady is about to graduate from a noted high school”. Again I would say, teachers do not suspect a pupil of being a villain until you have proved him so.

Do not overgovern. Do not go out of your way to seek for things about which you make rules or which you may forbid your children to do. Remember that forbidden fruits are sweet, and that if there is a multiplicity of hard and fast rules some of them are sure to be broken. Let your rules then be confined to first principles; you will thus preserve for yourselves greater discretionary power, and will give your pupils moral exercise by requiring them to ascertain what is right and what is wrong from these first principles

Good government is after all largely a matter of moral training: by right thoughts and right actions you should have no difficulty in introducing into your schools that spirit which we call good tone, without which no school can be an influence for righteousness. I remember once hearing one of our leading educationists relate an incident of his boyhood which shows the danger of having too many rules.

Attached to a school he attended was a high wing with a steep pitched roof. The headmaster after his midday meal, one day, read of a man having fallen from a roof where he had been working, and, walking towards the school immediately afterwards, he conceived the idea that if a boy were to climb upon the roof of that wing, and were to fall therefrom he would be killed or at least seriously injured. Believing that forewarned was forearmed, he immediately caused the whole school to assemble and forbade any one attempting to climb upon the roof of the wing. Now, no one in the school had ever thought of climbing the roof, till the feat was suggested as a desirable one by being forbidden, and, said the gentleman in relating the incident, within twenty-four hours there was scarcely a boy in the school who had not been astride that roof.

Not only are children liable to forget rules when they are many in number, but mischief is oftentimes suggested of which they would never have thought had it not been for the rule forbidding it, as was the case I have related about the boys and the roof.

Do not threaten : it is a habit injurious to teacher and pupils alike and should never be indulged in. Endeavour to interest the pupils in study ; this can best be done by keeping them busy. Stimulate a desire for knowledge ; this can only be accomplished by one who is herself constantly seeking after knowledge. If the pupils are interested in their school life, they will interest their parents, and the co-operation of the parents is necessary if the teacher's work is to be all it should. It often happens that remarks made about the teacher in the homes of the pupils and in their hearing do much to prompt the children to a display of insubordination : a teacher should therefore endeavour to extend her influence beyond the borders of the school-room and establish friendly relations with the parents of her pupils and with others of influence in the community. "There is no school unless the father, the mother, the teacher, and the pupil keep school together," says J. M. Greenwood, and we should thoroughly realize the truth of this principle if we would make our work pleasant and profitable to ourselves and to our pupils.

Do not wait till the clock is on the point of striking the hour when the school should begin before presenting yourself in the school room. A teacher should never be

tardy ; she should as far as possible be always on hand so as to prevent pupils assembling in any considerable number to romp in the school room. This practice should never under any circumstances be allowed ; it is destructive to furniture and to apparatus and is subversive of discipline. The arrangement of the school furniture has an important bearing on school government, and those teachers who are engaged in schools where the lumbering old wooden desks of a past generation still obtain should immediately begin a campaign, and agitate, agitate, agitate till they have been compelled to give place to modern graded seats. I have been working with this in view for several years, with gratifying results, but there yet remain several districts where modern desks have not been provided for the schools, and I am of the opinion that if the teachers there employed will resolve to work faithfully for such a consummation, the old desk will have practically disappeared before the end of the present scholastic year. The new desks, by the increased comfort they give the children, by their more compact form, and by the facilities they afford for standing up and sitting down, materially assist the teacher in maintaining order and in securing attention. The desks should be arranged so that the teacher can overlook all the pupils with a single glance.

School tactics have a marked effect on school government, the rhythmic motion of the pupils acting together under the word of command or at the sign of the teacher establishes in the former the habit of obedience and in the latter that of command. Then never allow your pupils to slouch to their feet or to saunter to their place in class. Send them to their seat by word of command, seat them in the same way ; call them up in like manner and have them march briskly whenever you wish them to move. See that your orders are instantly executed : to ensure this never issue a command till the pupils are in a position to execute it without a moment's hesitation, *e. g.* never order a class to stand till the necessary books, etc., have been collected.

Closely allied with school tactics is physical drill ; the good effects systematic and frequent drill has on the discipline of a school is entirely beyond the comprehension of any teacher who conducts the physical drill of her pupils in a perfunctory or listless manner.

Have short physical drills at frequent intervals, as the exercises not only strengthen the bodies of the children, and rest their mental faculties, but establish habits of order and obedience. Let your physical drill be executed vigorously, the movements taking place promptly on the word of command, or better still, teach the pupils to sing to the movements. If you cannot do this have them count with you.

Singing and simultaneous recitations are important aids to good government and should be practised frequently. In regard to the former of these I desire to impress on you that it forms part of your school course just as does reading, spelling or arithmetic, and you have no right to excuse the absence of singing in your school by saying you cannot sing yourself. A captain who wrecked his vessel through his ignorance might as justly make the defence that he was ignorant of navigation. You know what are the subjects required by law; those were the subject you undertook to teach when you signed your engagement, and it is your duty to carry out the terms of that agreement.

I have reserved the arrangement of the routine or of the time-table till now, not because it is unimportant but because it contains in itself a summary of all the aids to government which I have enumerated. The arrangement of the time-table requires careful study and a knowledge of the special features of the particular school for which it is prepared. Frequently this routine shows only what the teacher has to do with the pupils and affords the latter no clue as to how they are to employ their time when not in class. It is however more important that it should contain clear directions for the guidance of the pupils during the intervals when they are not engaged with the teacher. The time-table must be arranged to give due prominence to the important subjects, and to afford constant but ever changing employment to the little ones. It must be arranged so as to include every subject of the course of study. Teachers often urge as an excuse for the neglect of some subject, that they have no time. In reply to this I say you have all the time there is, and if you are neglecting any subject, it is because you have not given sufficient thought to the arrangement of your routine, or because you have not overcome some of the faults I have already pointed out.

Since, however, all the teachers employed in the schools of my inspectorate have not attained to that perfection of mental and moral training, which will enable them to impress their wills without danger of successful revolt on their educational subjects, unaided by appeals to the lower motives actuating the child equally with the man, I am constrained to discuss the artificial methods of maintaining discipline such as a system of rewards and punishments. And after all is said about moral influence something remains to be urged in favor of such a system ; for it has its counterpart in nature, and it forms an essential feature of the methods of the Great Teacher Himself. Page defines punishment as " pain inflicted upon the mind or body of an individual by the authority to which he is subject, with a view either to reform him, or to deter others from the commission of offences ; or both ". He also classifies punishments as follows :--

1st. Those which address themselves to the mind directly, such as deprivation of privileges, liberty, or of other prized eventualities and,

2nd. Those which appeal to the mind by inflicting on the mental through the physical individuality some pain or inconvenience."

In regard to punishment let me urge on those who would have recourse to it, to decide to their own satisfaction, clearly what they have in view before inflicting it ; for punishment in a spirit of revenge is an educational crime. Let the inflictor then know her object, whether it be the reformation of the recipient or the deterring of others from similar offences, or a combination of these objects. From the definition and division of punishment given above it becomes manifest that there are certain rewards and punishments which are justifiable as there are others which should never be resorted to. A punishment degrading in its character, of a nature to lower the self-respect of a pupil, is criminal and must never, under any circumstances, be imposed. Never insult a pupil by pulling his hair or ears, striking him over the head, shaking him, or otherwise treating him as an inferior creature.

Rewards and punishments are not the object of obedience to law, but are a legitimate motive of obedience ; they must, consequently, be kept in a place of strict subordination to the higher moral motives. We must

be very careful to see that the child does not unduly elevate them, does not come to regard them as the end of his conduct, and so consider it merely as the means of obtaining the one, or of avoiding the other. If these hopes and fears are constantly kept in the child's view it can be readily seen that, instead of being trained to act from moral motives, it is but a sordid ideal which is placed before him. "It is difficult", says Currie in *Common School Education*, "to say which is the more degrading, the principle of bribery or the discipline of compulsion".

Rewards and punishments should not be confined to one department of school life, but should be extended to all in the proportion of their importance. They should be arranged so as not to reward the possession of natural gifts or aptitudes or to punish the lack of them ; but rather the use made of those possessed. Habits of attentive, diligent, regular work and of good conduct are of more importance to school and pupil than brilliancy in answering questions or quickness in preparing certain exercises. Arrange whatever system of rewards and punishments you adopt so that they may be bestowed on the pupils, not for what nature has made them but for what they have made themselves ; not for the possession of talent or disposition, but for the application of the one and the regulation of the other. Regard must be had for the character of the acts for which reward or punishment is bestowed ; good intent must be distinguished from accident, and mistakes from crimes. First principles must regulate the distribution, not the humour or the temporary caprice of the teacher. Different sensibilities appertain to different dispositions, and these the teacher must carefully, study for on these sensibilities depend the effectiveness of the various degrees of reward or punishment, and it is for their educative effect that they should, as a rule, be employed in the school room. Great rewards should not be conferred for trifling merit, or severe punishments for slight offences, else serious circumstances will give rise to desperate shifts. Familiarity breeds contempt, and the teacher who stales her incentives or her deterrents by excessive use will soon find them worthless. Shakespere was not thinking of a system of rewards and punishments when he wrote,

" Age cannot wither, nor custom stale
Her infinite variety."

Let us now consider the various artificial rewards which may legitimately be used to maintain good government and to promote education. First among these I place praise; a child will do much to secure the approbation of one he loves, and a judicious word of commendation for a task well performed or for a temptation overcome will act as an incentive to increase exertion in the future. Do not praise indiscriminately, but make your commendation a stale by which your pupil may climb a little higher up the ladder of morality.

“The love of praise however concealed by art,
Reigns more or less, and glows in ev'ry heart”,
sang Young in his famous Love of Fame, and it is a legitimate aid to education? Avoid, however, the error which Pope pointed out when he penned the line

“Praise undeserved is scandal in disguise.”

The commonest forms of rewards which obtain in schools appeal to the spirit of emulation. They are the arrangement of the pupils in the classes and the presentation of material rewards of relative or actual value known of prizes. Various arguments both for and against these practices have been advanced. That of changing places in the class has been objected to on the ground that it causes loss of time and interruption to class work; that it rewards only verbal or memoriter work, and thus encourages brilliancy at the expence of solid merit. In reply to these objections it may be said that the method judiciously employed stimulates emulation from the palpable object it sets before the class; that the time lost and the interruption caused are inappreciably small, and finally, that the teacher will use the method to encourage careful, thoughtful answers rather than smart, showy ones, if she is the kind of teacher who should be entrusted with the education of children at all. It gives a fair approximation of actual worth, places pupils of similar standing and merit in honourable rivalry with each other and admits of a standard for measuring the diligence of each individual recognized alike by pupil and teacher.

This method may be carried into effect in two ways, one by assigning a value on a certain understood scale to each department of school work and conduct, for a definite time,

usually a week, and by those values determining the order of merit for the next week. This method, while affording a near approximation to actual merit, diminishes the chances of ill-feeling, and trains in perseverance, by teaching the pupils to labor for an object the immediate attainment of which is impossible. It however necessitates the keeping of accounts by the teacher. The other method is that of giving the place the moment it is earned. The former I believe to have the better result for the reasons I have given. Consequently it is the only method I have taken the time to describe.

To material prizes as usually distributed I have strong objections, because they do not comply with the conditions without which effective reward is impossible. If we had sufficient means to place them within the reach of all who by diligence and moral conduct deserve them, they would undoubtedly be productive of good by stimulating to continued exertion, but where only one or two prizes are offered for competition among the members of a class, this stimulating effect is felt by at most a few, the others realizing that their chances are too infinitesimal to be worth cultivating. The second objection is that, as I have already pointed out, the reward is given for the possession of some natural gift or talent, to nature, for what it has made the child, instead of to the child for what he has made himself. If you adopt a system of prize-giving in your schools, be careful to arrange it on such a plan as to obviate this difficulty, this injustice.

I have already spoken of improper methods of punishment. To these I may add the placing the children in an absurd or unnatural position; the punishment of a whole school or class for the misdemeanours of a few, or the employment of ridicule. A famous writer once declared that "a blow with a word strikes deeper than a blow with a sword," the latter can wound the body but the former may mar and deface the soul. You cannot influence a pupil who is naturally indolent or vicious by ridicule, but you may inflict grievous wounds upon the soul of some sensitive child. To forgive a person for a wrong he has done you is a difficult task; much more difficult is it to forgive him a wrong you have done him. Therefore do not risk the wronging of your pupils by the use of ridicule. Then, too, its moral

effect on the school is bad as it tends to produce "that Babylonish vest Self-righteousness," so fatal to correct ethics.

I have already referred to the fault of constant scolding and need not enlarge on it here, except by a short anecdote, "A blacksmith who was noted for constantly scolding the members of his family, was one day endeavouring to harden a piece of steel. Several attempts having proved a failure, his little daughter who was an interested spectator of the proceedings, called out : "Scold it, Daddy, scold it ; that will harden it if anything will."

Among legitimate punishments are Kind Reproof. "Good words are better than bad strokes."

"Words are things, and a small drop of ink, falling like dew, upon a thought, produces that which makes thousand, perhaps millions, think". Many an incorrigible pupil has been reformed by a kind talk in private with the teacher.

Deprivation of certain privileges is a proper form of punishment for certain classes of offences. The punishment being regulated so as to be a continuation of the offence creates a distaste for it : it is logical that a breach or an abuse of privilege should be followed by its curtailment. Thus the bully who makes use of the liberties of recess time to maltreat the younger or weaker children is, in addition to whatever other penalty the teacher sees fit to impose, justly punished if he be deprived of the privilege of spending his recesses with the other pupils and is relegated to solitary enjoyment of the school grounds. It is no injustice to him who will not perform his tasks at the time to which they are assigned to compel him to complete them during the time his fellows are engaged in play. If a pupil leave his seat without permission it is logical to keep him standing a sufficient time to impress the fault of his memory ; the penalty is so evident a result of the offence that he must himself acknowledge its justice. Here let me caution you against allowing the pupils to snap their fingers to attract the teacher's attention ; the hand raised in silence is all that should ever be tolerated. In fitting the penalty to the crime, the object, needless to say, is to impress the fact that a fault has been committed and to induce repentance. Repentance for the past having been secured improvement for the future is more likely to result. Lytton in the *Lady of Lyons* wrote,

“ He who seeks repentance for the past,
Should woo the Angel Virtue for the future,” ;

and Horace Mann is responsible for the following : “ When a child can be brought to tears, not from fear of punishment, but from repentance for his offence, he needs no chastisement. When the tears begin to flow from grief at one’s own conduct, be sure there is an angel nestling in the bosom.”

Keeping the pupils in after school hours is a method of punishment frequently resorted to by teachers. It is a logical enough penalty that work neglected during school hours should be done outside them. The punishment should, however, not be imposed for other offences than neglect of school work, and the teacher must be careful to make certain that the unfinished task is within the scope of the pupil’s power to perform.

Public confession of a fault is excellent discipline, but it should be resorted to with great care, in order to avoid the cultivation of hypocrisy, and so as not to provoke an attempt at insubordination. The pupil who publicly commits an offence against any number of members of the class or of the school should be brought to repentance and to that point of reformation when he will feel it a duty to make reparation at least as public as was the offence.

I now come, in conclusion, to the much debated question of corporal punishment. I am very well aware that many teachers object to this method of chastisement, and that skilful educationists have written tomes condemning its employment, nevertheless I am of the opinion that the teacher who informs her pupils that in no emergency will she resort to this strenuous aid to discipline is depriving herself of a useful ally. “ Spare the rod and spoil the boy,” said Solomon. Butler in *Hudibras* repeats the proverb in the couplet

“ Love is a boy by poets styl’d,
Then spare the rod and spoil the child.”

The rod should be resorted to only in the last extremity. It should never be used in anger ; it should never be employed till expostulation, encouragement, kind reproof, and other means of punishment have been exhausted, and till the case has been carefully studied. The instrument

with which it is inflicted should be of such a nature that physical injuries shall be impossible, and imposition, once decided on, should be so thorough in its nature that no second application of the remedy will be necessary.

There are of course other points about which I might have spoken, many of those mentioned might well have been treated at greater length ; indeed not a few of them would afford subject matter for lectures of considerable duration, but I have endeavored to treat of the whole subject in such a manner as to give useful suggestions to those among you who have not had many years' experience, or to those, if perchance such there be, who have experienced difficulty in attaining such a degree of government in your schools that order gives all things view and that the daily work becomes an anthem without discords, but full of ever recurring harmonies.

Finally, to repeat, school government is largely a moral question, closely correlative with moral training. Its vitality depends on the teacher, her zeal, her character : and she who performs the duties she has undertaken in a perfunctory manner, following the calling because it is respectable, without appreciation of its responsibilities, can never look forward to anything but remorse, which, like Esau's, shall be of no avail. On the other hand, the teacher who, by study, by persistent effort, and by continued self-improvement, constitutes herself a fitting guide for the generations of pupils committed to her hand for moulding and modelling is preparing for herself in this world " a place above all earthly dignities, a still and quiet conscience ", and is at the same time making for herself ready a royal mansion " eternal in the heavens " : laying up for herself treasures which will secure the comfort and happiness to be divided from the remembrance of a good deed well done, and will finally reap her reward in the words of the TEACHER, " Enter thou into the joys of thy Lord ".

"Duty though set about by thorns, may still be made a staff, supporting even while it tortures. Cast it away, and, like the prophet's wand, it changes to a snake" D. Jerrold.

REPORT OF INSPECTOR O. F. MCCUTCHEON FOR
THE SCHOOL YEAR 1904-1905.

Sir,

I have the honour to submit my annual report for the year 1904-05.

Territory :—Eight counties are included in my district of inspection ; viz. : Portneuf, Quebec, Lotbinière, Levis, Megantic, Beauce, Dorchester, Wolfe, and the townships of Bury, Hampden, Lingwick, Marston, Westbury, Whitton and Winslow in the county of Compton.

There are fifty municipalities in this district ; twenty under the control of commissioners and thirty under control of trustees. One new municipality, St. Anastasie de Lyster, has been added to the list this year. A very neat little school-house has been built by the trustees of this municipality.

Conferences :—Conferences were held at Quebec, Bury, Bishop's Crossing, Inverness, Kinnear's Mills, Maple Grove, Leeds Village, Valcartier Village and Gould. The conferences, with one exception, were well attended.

Schools :—There were one hundred and fourteen schools in operation during the year. Comparatively few of the schools were open ten months, the average time for each school being 6.6 months.

Salaries :—The average salary paid to teachers in the rural districts is \$17.18 per month, the lowest being \$11, and the highest \$25 per month. The small salary paid we believe to be the main cause of the scarcity of teachers which exists at present. We hope the day is at hand when this class of workers will receive a just remuneration for the exacting labors of their office, which are so faithfully performed.

Teaching-staff :—The schools were taught by 122 teachers, 12 of whom hold model school diplomas, and 77 elementary school diplomas. 21 were engaged with your permission and 12 were teaching without permits.

Attendance :—There were 1097 boys and 941 girls attending school, making a total of 2038 pupils. The average attendance was 1555. The average number of pupils in each country school was 15.

Taxation :—The rate of taxation varies from 10c. to \$1

per hundred dollars, the average rate being 49c. per hundred dollars. The school fees vary from 5c. to 50c. per month. The average fee is 40c.

Grants :—The aid given to the poorer municipalities from the Poor Municipality Fund is very much appreciated. As a general rule we find that the municipalities assisted in this way endeavor, as far as possible, to comply with the school regulations.

Bonuses :—The bonuses for successful teaching were gained by the following teachers: Misses B. W. Fraser, M. G. Johnson, J. MacMillan, Mrs. J. D. MacKritchie, Mrs. I. Robertson, Misses K. M. Simpson, B. C. Graham, E. Mooney, G. Patterson, J. L. Robertson, A. Arkley, M. J. Pollock, K. Bedard, I. Metcalfe, M. A. Nicholson, A. M. Keenan, E. McVetty, J. Russell.

Inspection :—All the municipalities in my district were visited and the schools inspected except eleven which were closed at the time of my visit. The reasons for their being closed are stated in the bulletins of inspection.

Reports were sent to the teachers and to the school boards. The books for distribution have been placed in all the schools visited since January 1st.

Bulletins of inspection for each school have been forwarded to the Department.

My travelling expenses amounted to \$269.28.

REPORT OF INSPECTOR A. L. GILMAN FOR THE SCHOOL YEAR 1904-1905.

Sir,

I have the honour to submit my annual report.

Territory :—This inspection district comprises the counties of Pontiac, Wright and Labelle, and extends along the Ottawa River from Montebello to Chapleau, and from the Ottawa River to Maniwaki, Indian Reserve and Egan, at the north. Next year it will extend to Baskatong, forty miles north of Maniwaki, and to Lac des Sables, where small schools are being opened.

Mileage :—No change has been made since my previous report.

Roads :—The roads are gradually being improved as the country develops.

Many of the back townships have very rough roads, and during the winter months they are extremely bad.

Expenses :—Owing to the nature of the country and to the uncertainty of being able to secure livery rigs, I find it more expeditious and less expensive to drive my own horse and rig. My expenses run from \$200 to \$230 per annum.

Inspection :—During the year I have visited all the municipalities in my district, except Maniwaki and Egan. Owing to sickness in the family of the teacher of the former the school has been closed part of the year, and on account of inability to secure a teacher for the latter it did not open until late. These two municipalities I have permission to visit in September.

I find it frequently necessary to make two visits annually to some of the poor municipalities, as part of the schools are in operation during the autumn and part of them during the spring months. Some of the districts are so large that it is necessary to hold the school at different points to enable the children to attend.

Schools :—There has been no change in the number of schools in the district during the past year.

I expect your inspector will, next year, be able to report new schools at Davidson, Lac des Sables, Baskatong and Danford Lake

The new district of St. Sixte, in North Lochaber, will be in operation at the beginning of September.

Five French mission schools were in operation during the year; all doing good work. The German mission school at High Falls was in operation during the greater part of the year.

Classification :—Following previous methods of classification, as per regulation, I have, after careful consideration, arranged the municipalities under the following headings:

Excellent :—Bryson (village), Wakefield (village), Chelsea, Cantley, North Wakefield (village), Fort Coulonge, Bristol, Clarendon, Eardley, Hull, Maniwaki, Lochaber in part, Masham.

Good :—Templeton East and West, Lower Litchfield, South Onslow, Onslow Centre, North Onslow, Aylwin, Thorne.

Middling :—Ste. Angélique, North Lochaber, Wakefield, Low, Leslie, South Branch Low, Gatineau Valley, Ponsonby, Montebello, South Mansfield, Portland, Suffolk.

Unsatisfactory :—The remaining municipalities.

School-houses :—Several new school-houses have been erected during the past year, or are now in course of erection. South Onslow has two fine large buildings to replace Mohr's and Hammond's. No. three, Clarendon, has been renewed and put in excellent condition. One is in course of erection at Ponsonby, and one at St. Sixte. Upper Eardley has replaced the one which was burned last autumn by a fine new building. North Onslow school has been repaired and painted. A few new wood sheds have been and are being erected.

Taxation :—The annual rate of taxation has not changed since my previous report. It ranges from five to seventeen mills on a dollar and the school fees from five to seventy-five cents per capita. The average rate for the year was ten and one half mill and the average fee twenty-three cents.

School boards :—Many of the school boards neglect their duty to visit their schools. But I am pleased to note that there is a marked improvement in this important duty.

More than half the boards make it a practice to visit their schools at least once a year. Some visit them twice during the year. Much greater progress is made by the school in which officers and parents co-operate with the teachers in making the schools attractive, than is made in the schools which are left wholly to the teachers.

Teachers need encouragement just as ministers need the sympathy of their congregations. No teacher can do her best who has not the hearty co-operation and sympathy of the rate-payers of the district in which she is employed.

Neglect of duty of the part of parents and rate payers is one of the greatest hindrances with which teachers have to contend especially in the rural districts.

I ascribe this negligence largely to inexperience rather than to bad motives, to thoughtlessness rather than to inconsideration.

Accounts :—The accounts of the secretaries are generally carefully kept and regularly audited.

Teachers :—The teachers have been faithful and diligent in the discharge of their duties.

Perfect harmony has existed between parents and teachers and pupils.

Commissioners and rate-payers are beginning to realize that it is not economy to engage cheap inexperienced teachers.

Many of the municipalities refuse to engage any teachers who have not had Normal School training.

A few still remain who do not realize the difference between *school teaching* and *school keeping*. These engage usually the teachers who are willing to put in their time for a mere pittance, and they are usually dear at that

Bonuses :—In awarding the bonuses I have followed the regulations prescribed by the Protestant Committee, and have recommended only such teachers as have complied with such regulations. The list has been forwarded to the Department

Conferences :—Conferences were held as usual at the local centres. They were well attended. For assistance at Hull city and Shawville I extend thanks to Mr. John Parker, B. A., inspector of superior schools, and to others, teachers and local clergymen.

Pensioners :—The retired teachers residing in my district of inspection have been visited and the annual report forwarded to the Department.

Poor municipalities :—All the poor municipalities which have complied with the required regulations have been recommended for assistance from the Poor Fund. Bulletins of inspection have been forwarded for each school. These bulletins contain general statistical information.

General :—I am satisfied in looking back over the work of the past ten years that much has been done, that general progress is being made in raising the standard of education in the whole district, and more especially in the remote districts.

Review :—In closing this my last annual report on the condition of the schools of these counties, I may be permitted to state briefly from a record kept in my office, a few of the changes that have taken place in ten years

Thirty-seven new schools houses have been built, forty-one have been repaired or renewed, and sixty-nine have been newly furnished with patent seats and desks, new teacher's desks, &c.

Sixty-five students' encyclopædias have been placed in the schools, and every school has a new dictionary and a

set of supplementary readers. Many of the schools in the prosperous districts have charts and globes.

Good black-boards and maps are found in every school.

Twenty three new wood sheds have been built. Many of the school-houses have been newly painted, some of the grounds fenced, trees have been planted, and the general public are learning to think more of their schools, far more than they "did ten years ago."

An air of refinement is apparent in our schools, pretty curtains and shades are to be seen at the windows, pictures and flags adorn the walls, the new furniture is scrupulously free from cuts and stains. Many of these things were not in evidence ten year ago.

Yes, I can see a great change, even the children have changed in manners, in deportment and habits.

There is still room for greater evidences as the new country advances.

Finally :—I wish to offer my grateful thanks to all who have befriended me in my travels in these counties, to the secretaries for conveying my messages to the school boards to the commissioners and trustees for generously acceding to my recommendations and to the teachers, every one, for respectful acquiescence in our common cause. I sever my relations with my many friends in these counties with many regrets.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, May 11th, 1906.

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

Present :—The Rev. W. I. Shaw, LL.D., D.C.L., in the chair ; George L. Masten, Esq. ; Professor A. W. Kneeland, M.A., B.C.L. ; the Rev. A. T. Love, B.A. ; Principal W. Peterson, LL.D., C.M.G. ; W. S. MacLaren, Esq. ; Gavin J. Walker, Esq. ; the Hon. Sydney A. Fisher, B.A., M.P. ; John C. Sutherland, Esq., B.A. ; Professor James Robertson, LL.D., C.M.G. ; P. S. G. Mackenzie, Esq., K.C., M.P.P. ;

the Rev. E. I. Rexford, LL.D.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; W. L. Shurtleff, Esq., K.C., LL.D.; the Hon. J. C. McCorkill, K.C., M.P.P.; H. J. Silver, Esq., B.A.

Apologies for absence were submitted for the Lord Bishop of Quebec, James Dunbar, Esq., K.C., D.C.L., H. B. Ames, B.A., M.P., and the Hon. J. K. Ward.

The minutes of the special and the regular meeting of the Committee held on the 30th of January last were read and confirmed.

The Secretary announced that Mr. P. S. G. Mackenzie, K.C., M.P.P., had been appointed, by order in council of May the third, a member of the Council of Public Instruction. He was welcomed to the meeting by the Chairman.

The Hon. J. C. McCorkill stated that he wished it clearly understood that the appointment of Mr. Mackenzie was not to be taken as an approval on the part of the Government of the attitude assumed by Mr. Mackenzie on the educational question at the last session of the Legislature. Had the appointment carried with it such approval he would have felt obliged to oppose it with all his power. He further stated that when Mr. Mackenzie's commission was sent, the Premier distinctly informed Mr. Mackenzie that no endorsement of the course of the latter in the House last session was implied by the appointment. He wished Mr. Mackenzie to bear him out in the statement he had just made.

Mr. Mackenzie said that Mr. McCorkill's statement correctly represented the facts of the case.

The Secretary reported the amendments made to the school law at the last session of the Legislature.

It was moved by Dr. Shurtleff, seconded by Mr. Sutherland, and

Resolved,—“That in the marks given at the June examinations the subject French have double value, and that the regulation touching the same be amended accordingly, this resolution to take effect at the examinations in June, 1907.”

Moved by Dr. Shurtleff, seconded by Mr. Sutherland,—That the Committee on the course of study be instructed to strengthen the course in French so as to justify making it of double value as to marks at the June examinations.—

Carried.

The following motion was moved by Professor Kneeland, and seconded by Dr. Shurtleff:—

That Art. 20 of the regulations of the Committee be amended by adding after paragraph I. the following:—

“The Central Board shall, however, grant Permits to teach in elementary schools to such candidates therefor as (1, shall have attained the age of 17 years; (2) shall have produced the certificate of good moral character required by Art. 41 of the regulations; (3) shall have passed the examinations prescribed for Grade II. Academy; (4) shall have passed the examination in Art of Teaching prescribed by the Central Board of Examiners.

“Such Permits to teach shall be valid for the term of one year, but they may be extended for a second or a third year only by the inspector of schools for the district in which the holder resides, by endorsing on the same,—‘Valid for the year’”

(Signed)

Inspector

“If at the close of the third year the Permit be returned to the Secretary of the Central Board with the certificates of the Inspector of the district and the Chairman of the School Board of the municipality in which the candidate has been teaching, that the work of the holder has been excellent during the two years for which the validity of the Permit was extended, then the holder of the Permit may be granted a permanent second-class elementary diploma by the Central Board of Examiners.

“Candidates for this Permit to teach shall notify the Inspector of Superior Schools of their intention to take the examination in Art of Teaching on or before the first of May in any year.

“The examination papers in Art of Teaching shall be set by the Inspector of Superior Schools; and the examinations shall be held in the academies, in June, immediately after the close of the regular examinations of Grade II Academy; and the papers together with the other papers of the grade shall be sent to Quebec, to be read by the regular staff of examiners appointed by the Protestant Committee for the June examinations; and the Inspector of Superior School shall report the result to the Secretary of the Central Board.”

In order to facilitate business the following motion was allowed to take precedence :—

Moved by Dr. Shurtleff and seconded by Mr. Walker,—

“ That while this Committee is of the opinion that a staff of trained teachers should be secured as far as circumstances permit for all the schools of the Province, it deems it expedient under local conditions to make some special provision for the admission of candidates to the work of teaching in the rural elementary schools.”—Carried.

At the request of Mr. Mackenzie the vote was recorded as follows :—

“ Yeas ” :—Dr. Shaw, Mr. Masten, Professor Kneeland, Messrs. Walker, Fisher, Mackenzie, Maclaren, Dr. Robertson, Dr. Rexford, Dr. Robins, Mr. Whyte, Dr. Shurtleff and Mr. McCorkill.—13.

“ Nays ” :—Dr. Peterson, Messrs. Sutherland and Silver.—3.

Absent :—The Lord Bishop of Quebec, Dr. Dunbar, Messrs. Ames, Ward and Love.—5.

The motion of Professor Kneeland was then discussed clause by clause and after amendment was carried in the following form :—

“ That Art. 20 of the regulations be amended by adding the following after paragraph I ;

I. Permits to teach may be granted, however, by the Central Board of Examiners, upon the payment of a fee of two dollars, to candidates who produce satisfactory evidence, —

- (a) That they have completed their seventeenth year ;
- (b) That they are of good moral character ;
- (c) That they have passed successfully Grade II Academy.

II. Such permits to teach shall be valid for the school year only during which they are issued and for elementary schools in those municipalities only which make formal application to be authorized to employ teachers holding such permits.

III. Such permits shall be valid for a second year when endorsed, on the ground of satisfactory teaching, by the chairman of the School Board under which the teacher served, the School Inspector of the district and the Secretary of the Central Board of Examiners.

IV. At the end of the second year of service teachers holding permits may, upon the recommendation of the School Inspector of the district, present themselves for examination in the Art of Teaching and School Law, and if successful receive a Second-Class Elementary Diploma valid for elementary schools only. Candidates for this Second-Class Diploma shall notify the Inspector of Superior Schools of their intention to take the examination in Art of Teaching and School Law on or before the first of May in any year.

The examination papers in Art of Teaching and School Law shall be set by the Inspector of Superior Schools; the examinations shall be held in the academies in June along with the regular examinations; the papers, together with the other papers of the grade, shall be sent to Quebec, to be read by the regular staff of examiners appointed by the Protestant Committee for the June examinations; and the Inspector of Superior Schools shall report the result to the Secretary of the Central Board.

It was resolved that this regulation come into force at once upon receiving the approval of the Lieutenant-Governor in Council.

Before the discussion of any of these motions regarding the granting of diplomas the Secretary read the following resolution of the Local Council of Women:—

“The Montreal Local Council of Women consider that it would be a retrograde movement in the educational affairs of this Province should the standard of teaching be in any way lowered. It believes that this would be the case if the amendment proposed by Professor Kneeland, as published in the press of date April 18th, 1906, should carry.

“Further, this Council believes that in a Province where there exists such an extreme variation of conditions, the best practical result would be obtained if the regulations insisted upon a high standard for the Province as a whole, and if special provision were made for extreme cases by extending the operation of the rules governing the administration of the weak municipalities fund.”

The resolution was supported by 39 officers of the Local Council and representatives of Societies affiliated with the Council.

The Secretary read also a memorial which accompanied

the resolution, and submitted copies of opinions that had been elicited by the Council of Women in reply to letters sent to various people in the Province.

The Committee ordered the Secretary to convey to the Council the Committee's high appreciation of the valuable nature of these documents.

A resolution passed by the last Elementary School Class of McGill Normal School to express its sense of the importance of professional training and the hope that nothing would be done to interfere with the courses now available for teachers in that institution was read by the Secretary.

A letter from Mr. W. Dixon in regard to the authorization of Bell's Latin Books was referred to the text-book sub-committee, and an application from Messrs. Copp Clark and Company asking for the authorization of McDougall's Geometry, Part II, was laid on the table.

A communication from Mr. N. T. Truell, convener of a committee of the Teachers' Association, was referred to the sub-committee on the course of study, and Professor Armstrong's supplementary report on drawing was held over for future consideration.

Mr. Whyte gave notice that at the next regular meeting of this Committee he will submit the following motion:—

“That, inasmuch as elementary education in this Province is in an unsatisfactory condition—due in a large measure to lack of funds to engage duly qualified teachers and provide comfortable school-houses and sufficient equipment and apparatus for teaching purposes—this Committee respectfully requests the Provincial Legislature to impose a small tax of half a mill on the dollar upon all taxable real estate in the Province held by persons professing the Protestant faith, and that the amount arising from such assessment be devoted to the improvement of Protestant elementary education in accordance with such regulations as this Committee may from time to time make, subject to the approval of the Lieutenant-Governor in Council.”

The sub-committee on vacancies in the Normal School Staff reported as follows:—

“It held a conference on April 5th, 1906, with the McGill Normal School Committee, at which there was a free and friendly interchange of views as to the appointment

of Principal. It subsequently met on the same day and resolved to recommend that in view of the uncertainty of the form of development of Normal training in the early future in this Province the appointment of Principal be deferred, and that temporary arrangements be made for this position for next session, Dr Robins to be asked to continue in the office if his health permit and if the Government allow his resignation to take effect on September 1st, 1907, instead of 1906."—The report was adopted.

Mr. Maclaren and Mr. Fisher moved that the sub-committee on Normal School Staff and the Normal School Committee be authorized to receive Dr. Robins' reply, and to take such steps as may be necessary to provide assistance for him should he decide to remain, or to supply his place until a permanent appointment of a successor is made.—Carried.

Before this report was read Professor Kneeland asked leave to withdraw should the contents of the report affect him personally. He wished it to be of record that he had never voted in this Committee upon any question of a personal nature.

The sub-committee on the appointment of assistant-examiners for the June examinations recommended the following appointments:—Inspector James Mabon, B.A.; Inspector J. W. McOuat, B.A.; Inspector O. F. McCutcheon; Rev. G. H. Murray, M.A.; Mr. A. Rowell, B.A.; Misses E. Seifert, B.A.; L. E. Lawless; L. Mewhort, B.A.; Ethel Gale, B.A.; M. H. Walbridge, B.A.; J. E. Brittin, B.A.

The Committee adopted the recommendations and ordered that the examinations begin June 26th, the regulations of last year to continue in force.

The Chairman submitted the following digest of the interim reports of the Inspector of Superior Schools:—

"Since January the Inspector has visited 28 superior schools. Almost uniformly he reports them as being in good or excellent condition. The detailed reports as to equipment are fully and accurately made out and in general are favorable.

"Aylmer and Quyon have their grounds graded and fenced. Aberdeen and Buckingham have each a new wing

added to the school. St. Francis and Windsor Mills Schools have been remodelled more or less and greatly improved. Hemmingford is contending with many difficulties, including the abrupt departure of the Principal. Fairmount School is very crowded, and is about to be enlarged. Portage du Fort is declining and likely to fall into the list of elementary schools next year. Clarendon is in poor condition. There may be improvement by removal next year to Stark's Corners. Consolidation is also being considered with Shawville."

The Central Board of Examiners was authorized to issue diplomas as follows:—

Academy:—H. B. Parker, B.A., T. B. Reith, M.A., J. Parker, B.A.

Model School:—Amy E. Baker, Geo. Edgar, Geo. E. Emberley, David Gyton, Mary A. Wood.

Elementary:—Fanny M. Powers.

Elementary, subject to completion of the conditions imposed by regulation 24:—Ava H. Chadbourne and Ethel Roberts.

The following sub-committee was appointed to prepare for the distribution of the superior education grants in September:—Dr. Shaw, Mr. Silver, Dr. Rexford, Messrs. Sutherland and Masten.

Professor Kneeland made an oral statement regarding the future administration of the Normal School, and submitted a communication which was placed in the hands of the Chairman for the consideration of the sub-committee on vacancies in the Normal School Staff.

The Chairman reported that since last meeting he had audited the financial statement submitted then and had found it correct.

The meeting then adjourned until Friday, the 28th of September next, unless called earlier by order of the Chairman.

GEO. W. PARMELEE,
Secretary.

PROTESTANT CENTRAL BOARD OF EXAMINERS,
QUEBEC.

SUPPLEMENTARY CIRCULAR OF INFORMATION.

At a Meeting of the Protestant Committee, held the 11th day of May instant, Regulation 20 was amended by the addition of the following sections after paragraph I :

I. Permits to teach may be granted, however, by the Central Board of Examiners, upon the payment of a fee of two dollars, to candidates who produce satisfactory evidence:—

- (a) that they have completed their seventeenth year ;
- (b) that they are of good moral character ;
- (c) that they have passed successfully Grade II Academy.

II. Such permits to teach shall be valid for the school year only during which they are issued and for elementary schools in those municipalities only which make formal application to be authorized to employ teachers holding such permits.

III. Such permits shall be valid for a second year when endorsed, on the ground of satisfactory teaching, by the chairman of the School Board under which the teacher served, the School Inspector of the district and the Secretary of the Central Board of Examiners.

IV. At the end of the second year of service, teachers holding permits may, upon the recommendation of the School Inspector of the district, present themselves for examination in the Art of Teaching and School Law, and if successful receive a Second-Class Elementary Diploma valid for elementary schools only. Candidates for this Second-Class Diploma shall notify the Inspector of Superior Schools of their intention to take examination in Art of Teaching and School Law on or before the first of May in any year.

V. The examination papers in Art of Teaching and School Law shall be set by the Inspector of Superior Schools, the examinations shall be held in the academies in June along with the regular examinations ; the papers together with the other papers of the grade shall be sent to Quebec, to be read by the regular staff of examiners appointed by the

Protestant Committee for the June examinations; and the Inspector of Superior Schools shall report the result to the Secretary of the Central Board.

This amended regulation has been approved by order in council and is now in force.

It is to be observed that pupils who pass the second Grade Academy Examination this year may receive permits, and that those who have already passed the present Second Grade Academy Examination may likewise receive permits upon application. Proper forms for applications, and for certificates will be supplied by the Secretary of the Central Board of Examiners.

The permits will be issued as soon as possible after the valuation of the papers written at the June Examinations, but all applications should be sent in before the 20th of July.

GEO. W. PARMELEE,
Secretary.

May 23, 1906.

COURSE OF STUDY FOR ELEMENTARY SCHOOLS.

Authorized by the Protestant Committee.

SCRIPTURE KNOWLEDGE.—The first half hour of each day to be devoted to the Opening Exercises, Scripture Reading, Singing and Prayer, Instruction in Scripture as below, and in Morals, including readings and lessons upon Godliness, Truthfulness, Honour, Respect for others, Good Manners, Temperance, Health, Kindness to Animals, &c.

Grade 1. Events connected with birth of Christ. LUKE I, II, 1-7.—Visit of Shepherds, LUKE II, 8-20.—Visit of Magi. MATT. II, 1-12. Flight into Egypt. MATT. II, 13-23.—Jesus and the Doctors. LUKE II. 41-52.—Baptism. LUKE III, 15-23, MATT. III, 1-17.—Death and Burial. JOHN XIX.—Resurrection and Ascension. JOHN XX, and Acts 1, 3-12.

Outlines of chief events to the end of the life of Joseph.

To be committed to memory. The Lord's Prayer. The Beatitudes. Six special texts, viz., Psl. IV, 8, Psl. LI, 10, 11. MATT. XI, 28.—JOHN III, 16-17.

Grade II. As in previous year together with the Circumcision and Presentation of Jesus. LUKE 11, 21-38.—Preparation at Nazareth. LUKE II 51-52.—Choice of Apostles. LUKE VI, 12-19.—Imprisonment of the Baptist. MARK VI, 17-20.—Death of the Baptist. MARK VI, 21-29.—Supper at Bethany. JOHN XII, 2-8.—Entry into Jerusalem. MARK XI, 1-12.

Outlines of chief events to the death of Joshua.

To be committed to memory. The Lord's Prayer. The Beatitudes. The Apostles' Creed.—Six special texts, viz., Psl. XIX, 12-14, Prov. III, 5. MATT. XI, 29; JOHN X, 14, JOHN XIV, 15.

Grade III. As in previous year together with Temptation. LUKE IV, 1-13.—First Passover of Ministry. JOHN II, 13-25. III, 1-21.—Peter's Confession. MATT. XVI. 13-20.—Transfiguration. MATT. XVII, 1-13.—Sending out the Seventy. LUKE X, 1-16.—Feast of Dedication. JOHN X, 22-42.—Paschal Supper. JOHN XIII, 1-35. Garden of Gethsemane. MATT. XXVI, 36-46.—Betrayal. MATT. XXVI, 47-56—Trial. JOHN XVIII.—Appearances after Resurrection. JOHN XX, MATT. XXVIII, 16-20, LUKE XXIV, 13-35.—Pentecost. Acts II.

To be committed to memory. The Ten Commandments and MARK XV.

Grade IV. Life and Words of Christ.

To be committed to memory. MATHEW VI.

ENGLISH —The meaning of words with the subject matter of the reading lesson. Special attention to be given to pleasantness and brightness of tones, fluency, clearness and correctness of pronunciation, and to writing and spelling in all written work.

Grade I. Copying words and sentences, oral and written reproduction, Memoriter work. Special attention to penholding and hand-movements.

Grade II. Copying words and sentences, Dictation, oral and written. Reproduction, Sentence Composition, Memoriter work.

Grade III. Copying, Dictation, Word Building, Special Study of Simple Selections, from best prose and poetry, with Memoriter work, Sentence Drill, the Parts of Speech.

Grade IV. Dictation, Special Study of Selections, including Definitions, Derivations, Analysis, and Synthesis of Sentences, Parsing, Letter Writing, Accounts, Descriptive Composition, and Recitation of selected passages.

ARITHMETIC.—Grade I. Mental Arithmetic, Addition and Subtraction with objects, and with numbers of two figures. Reading and writing numbers to 100.

Grade II. Mental Arithmetic, Four Simple Rules to Short Division inclusive. Multiplication Table Avoirdupois weight, Long and Liquid Measures.

Grade III. Mental Arithmetic, Long Division, Simple examples in Fractions and in Compound Numbers in ordinary use, and Review.

Grade IV. Mental Arithmetic, Simple Examples in Fractions, Decimals, Percentage, Interest, Mensuration and Review.

GEOGRAPHY AND HISTORY —Grade I. Elementary terms. Divisions of land and water. Map of the school neighborhood.

Grade II. Outline of the map of Canada.

Grade III. Map of Western Hemisphere, Map Drawing, Outline of Canadian History, French Rule.

Grade IV. Map of Eastern Hemisphere, Map Drawing, Outline of Canadian History, including points of contact with British History.

OBJECT LESSONS OR USEFUL KNOWLEDGE.—Grades I, II, III and IV. Form Study and Drawing, Colour, Size, Weight, Motion, First Notions of Agriculture, (Special attention to the Plants, Animals, Forest Trees, and Minerals of the Province, and their uses.)

FRENCH (Optional.)—Grade I. Names of objects in conversation.

Grade II. Names of objects, familiar phrases.

Grade III. Easy sentences with simple forms of familiar verbs.

Grade IV. Reading, easy exercises in translation, regular verbs.

TEXT BOOKS NECESSARY FOR EACH GRADE.—Grade I. Reading Book, Table-card, Slate, Slate-Pencil. *Primary Exercises in Arithmetic, Parts 1 and 2

Grade II. Reading Book, Table-card, Slate, Slate-Pencil Copy Book, Blank Book, Pen, Ink. *Primary Exercises in Arithmetic, Parts 3 and 4, Curtis' Oral Lessons in French, Part I.

Grade III. Reading Book, Slate, Pencils, Copy-Book, Blank Book, Pen, Ink, Arithmetic, Geography, Canadian History, Drawing Book No. 1. *Primary Exercises in Arithmetic, Parts 5 and 6. Curtis' Oral Lessons in French Part II.

Grade IV. Reading Book, Slate, Pencils, Spelling Book, Copy Book, Blank Book, Pen, Ink, Arithmetic, Grammar, Geography, Canadian History, Drawing Book No. 1. *Primary Exercises in Arithmetic, Parts 7 and 8. Curtis' Oral Lessons in French, Part III.

N. B.—Musical and Physical Exercises are required to form part of School Course.

* Primary Exercises in Arithmetic were formerly called Grafton's.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of May, 1906, to detach from the school municipality of Saint Remi d'Amherst, county of Ottawa, the lots of the 7th range of the township of Amherst, having the numbers 25 and following to 41 inclusively, those of the 8th range of this township having the numbers 20 and following to 41 inclusively, those of the 9th range of the same township having the numbers 24 and following to 41 inclusively ;

To detach from the school municipality of Saint Jovite, county of Terrebonne, the lots having the numbers 26 and following to 36 inclusively, of the first range of the townships of Salaberry and Grandisson, those having the numbers 24 and following to 31 inclusively, of the second range of these two townships, and the lots having the numbers 1 and following to 12 inclusively, of the subdivision of the township de Salaberry ;

And to erect this territory into a distinct school municipality by the name of "Coupalville."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of May, 1906, to erect into a distinct school municipality under the name of "Taché", the six first ranges of the township Taché, county of Chicoutimi, comprising therein the east and west ranges of this latter township.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of May, 1906, to annex the school municipality of Lynch, in the county of Montcalm, to that of "L'Ascension", in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of May, 1906, to detach from the school municipality of Saint Albert de Warwick, county of Arthabaska, the lots of the ninth range of the township of Warwick, having the numbers 6, 7 and 8, and the lot of the eleventh range of the same township, having the numbers 9, 10, 11 and 12, and to annex these lots to

the school municipality of Saint Valère de Bulstrode, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of May, 1906, to detach from the school municipalities of Saint Léon de Standon and of Saint Malachie, in the county of Dorchester, the territory described in the act 6 Ed. VII, Quebec Statutes, chap. 57, by which the new parish of Saint Nazaire, of Dorchester, was formed, and to erect this territory into a distinct school municipality, by the name of "Saint Nazaire".

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of May, 1906, to erect into a distinct school municipality under the name of "Mékinac", the parish of Saint Roch de Mékinac, with the limits which are assigned to it by proclamation of the Lieutenant-Governor of the province of Quebec, dated the 2nd of November, 1905, published in the *Quebec Official Gazette*, on the 11th of November, 1905.

This new municipality is made up of parts of the school municipalities of Saint Jacques des Piles and of Saint Jean des Piles and of other territories not yet organized, in the seigniory of Batiscan and in the township Radnor.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of May, 1906, to annex the school municipality of Sainte Melanie, in the county of Joliette, to the school municipality of Grand Rang, parish of Sainte Melanie, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of May, 1906, to detach from the school municipality of Saint Tite, county of Champlain, the lot of the parish of Saint Tite, bearing on the official cadastre the numbers 482, 483, 484 and 485, and to annex them to the school municipality of Saint Timothée, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of May, 1906, to detach from the school municipality of Sainte-Elizabeth, in the county of Joliette, the lots having on the official cadastre of the parish of Sainte-Elizabeth, the numbers 123 and following to 134 inclusively, the numbers 137, 138, 139, 140 and 141, and the part of lot having in the same cadastre the number 233, belonging to Wilfrid Lafond, containing

22½ arpents in area, and to annex these lots and part of lot to the school municipality of Saint Thomas, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of May, 1906, to detach from the school municipality of Notre-Dame des Anges, county of Portneuf, the lots bearing the numbers 6 and following to 20 inclusively, in the 3rd range south-east of the township Chavigny, and to annex them to the school municipality of Saint Rémi du Lac au Sable in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of May, 1906, to detach from the school municipality of Deschambault, county of Portneuf, and to annex to the school municipality of Saint Marc, in the same county, the territory already annexed for civil purpose, to the parish of Saint Marc, in virtue of a proclamation from the Lieutenant-Governor of the province, dated the 3rd of April, 1905, and also the part of lot of land known on the official cadastre of the parish of Deschambault, as number 371, not comprised in the description of said territory.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of May, 1906, to detach from the school municipality of Saint Casimir, in the county of Portneuf, the lots having to the official cadastre of the parish of Saint Casimir the numbers one hundred and twenty-six and the following number up to one hundred and ninety-three, inclusively, the numbers 195 and 196, the numbers 55 and following up to 79 inclusively, and to erect them into a distinct school municipality, by the name of "Village of Saint Casimir."

The foregoing erections and annexations will take effect on the 1st of July next, 1906.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of May last, 1906, to appoint M. Joseph Desautels school commissioner for the municipality of Bolton East, county of Brome, to replace Mr. Joseph Dion, who does not reside any longer within the limits of the municipality.

1905

SUPERIOR SCHOOL EXAMINATIONS.

FRIDAY AFTERNOON, JUNE 16th, from 2 to 4.

SCRIPTURE (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. In the following extracts to whom do the words in italics refer :

(a) " And *he* asked for a writing table and wrote saying, His name is *John*."

(b) " And *she* came unto *him*, saying Avenge me of mine *adversary*."

(c) " Remember *me* when *thou* comest into thy Kingdom."

(d) " And *he* took *it* down and wrapped *it* in linen and laid *it* in a sepulchre that was hewn in stone."

(e) " And *he* came and touched the bier ; and they that bare *him* stood still." 20

2. What was John the Baptist's message to

(a) The people.

(b) The publicans.

(c) The soldiers. 15

3. With what miracle is each of the following sentences connected :—

(a) " We have seen strange things to-day."

(b) " Master, Master, we perish."

(c) " Maid, arise."

(d) " Thy faith hath made thee whole ; go in peace." 12

4. Who was—(a) Pilate, (b) Zacharias, (c) Annas, (d) Herod, (e) Lazarus, (f) Barabbas, (g) Mary Magdalene ? 16

5. Upon what occasion, and by whom were the following words uttered :

(a) Thou art my beloved son ; in thee I am well pleased."

(b) " Thou shalt not tempt the Lord thy God."

(c) " Depart from me for I am a sinful man, O Lord."

(d) " Good Master what shall I do to inherit eternal life."

(e) " I find no fault in this man." 20

6. Give the substance of the Parable of
 (a) The Sower or (b) The Prodigal Son. 8
7. Describe briefly the events of the first day of the week in which our Lord was crucified.

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

ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

Opposite to each question is indicated the number of marks assigned for a perfect answer. Do your work neatly.

1. (a) What is a Sentence ?
 (b) What are the Essential Parts of a sentence ? 8
2. (a) What are Attributive Adjuncts ?
 (b) For what purpose are they used in a sentence ? 8
3. (a) What is an Adverb ?
 (b) What are " Adverbs of degree " ? 8
4. (a) Point out the adverbs, tell what kind each is and what part of speech it modifies.
 (b) She sings beautifully.
 (c) He spoke most kindly.
 (d) You are walking too fast. 16
5. Define :—
 (a) Declarative sentence ;
 (b) Imperative sentence ;
 (c) Exclamatory sentence ;
 (d) Interrogative sentence ; and give an example of each class. 16
6. Upon what part of speech does it depend whether the form of the sentence is declarative, interrogative, imperative or exclamatory ? 6
7. Give the rules for the use of Capital letters. 16
8. Analyse :—
 Have the hungry birds eaten all the cherries ? 12
9. Put in capital letters and punctuation marks :
 well sam inquired his mother how did you enjoy your ride 10

MONDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

1. Write in French :—
The uncle, the brother, a tree, some bread, the soldier's gun, to the bookseller, a pencil, of the man, the goldsmith. 10
2. Write the present tense of the verb "être" in French and English (negatively and interrogatively). 16
3. Translate into English :—
Notre livre et le *vôtre*. Votre maison et la *nôtre*. Votre père et le *mien*. *Son* oncle et *sa* tante. *Mon* livre et *celui* de *votre* sœur. La dame a-t-elle *un canif*? 13
4. To what part of speech does each of the words in italics in the above question belong? 10
5. Write in French :—
A black hat, a young girl, a white dress, a small boy, the poor woman. 5
6. Give the feminine form of the following adjectives, and after each adjective write a noun in agreement with the adjective :—
Petit, actif, tel, bon, gras, mou, vieux, muet, frais, doux. 20
7. Name the demonstrative adjectives and give rules for their use. 6
8. Write in French the answers to the following questions :—
(a) Avez-vous rencontré ce garçon ?
(b) Avez-vous vu leur grand jardin ?
(c) Avez-vous froid, mon ami ?
(d) N'avez-vous pas mangé le bel apricot ?
(e) Qu'avez-vous monsieur ?

MONDAY AFTERNOON, JUNE 12th, 1905.

FRENCH (NATURAL METHOD.)

GRADE I MODEL. TIME, FROM 2 TO 4.

(All the questions are to be answered.)

6. 1. Ecrire *Le, La* ou *L'* devant chacun des noms suivants :—
racine... .air...fleur.....pomme....fruit...champ.
6. 2. Ecrire *Ce, Cet,* ou *Cette* devant chacun des noms suivants ;—
 ...pommier...habit....arbre...navet...oiseau...robe.
6. 3. Ecrire *Mon* ou *Ma* devant chacun des noms suivants :—
 ...cheval...école...voiture...leçon...banc.. ...tasse.
6. 4. Ecrire *Un, Une* ou *Des* devant chacun des noms suivants :—
 ...lit...matin....tasse....légumes....filles...chambre.
32. 5. Copier en mettant au pluriel tous les mots :—
- | | |
|--------------------|------------------|
| La voix..... | Le plafond..... |
| Le jeu..... | Votre fleur..... |
| Une botte..... | Ton chapeau..... |
| Un col..... | L'aiguille..... |
| Votre leçon..... | Cette patte..... |
| Cette carotte..... | Le cheval..... |
| Son bateau..... | Le gilet..... |
| La montagne..... | Ta boîte..... |
18. 6. Répondre aux questions suivantes en employant le pronom :—
- Jouez-vous du piano ?
- Est-ce que je vois les hommes ?
- Savez-vous votre leçon ?
- M'entendez-vous quand je parle ?
- Voyez-vous le garçon ?
- Aimez-vous la musique ?

36. 7. Conjuguer les verbes suivants :—

<i>Chanter.</i>	<i>Cuire.</i>	<i>Prendre.</i>
Je	Je.....	Je
Tu.....	Tu.....	Tu.....
Il.....	Il	Il
Nous	Nous	Nous.....
Vous	Vous.....	Vous
Ils.....	Ils	Ils
<i>Savoir.</i>	<i>Servir.</i>	<i>S'essuyer</i>
Je.....	Je.....	Je.....
Tu.....	Tu.....	Tu.....
Il.....	Il	Il
Nous	Nous.....	Nous.....
Vous	Vous.....	Vous
Ils.....	Ils	Ils.....

30. 8. Répondre aux questions suivantes :—

A quoi sert une plume ? 5

.....

Quel animal est le plus utile à l'homme ? 5

.....

A quelle heure vous levez-vous ?

.....

Recevez-vous beaucoup de lettres ?

.....

Mangez-vous des légumes à votre dîner ? 5

.....

Quel instrument de musique préférez-vous ? 5

.....

(Divide total marks (140 by 2 = 70.)

30. 10. Ecrire sous dictée ce qu'on vous lira. (Ecrivez la dictée de l'autre côté de ce papier.)

.....

.....

TUESDAY MORNING, JUNE 13th, from 9 to 10.

DICTION AND SPELLING (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

These extracts are to be read to the pupils by the teacher three times in presence of the deputy-examiner, once as a preliminary in the ordinary way, second, slowly for dictation, and third after the passages have been dictated. No assistance of any kind is to be given to the pupil in inserting the punctuation marks.

So preposterous a disposal of his kingdom, so little guided by reason and so much by passion filled all his courtiers with astonishment and sorrow.

"Then", said Portia, "a pound of Antonio's flesh is thine. The law allows it and the court awards it."

Bassanio confessed to Portia that he had no fortune, and that his high birth and noble ancestry was all he could boast of.

So these tragical beginnings of this rich merchant's story were all forgotten in the unexpected good fortune which ensued.

Patrimony, business, separate, suitor, impatient, forfeiture, reverence, disappointed, indebted, penalties, counterfeit, allotted, disguises, rhymingly, dependence, wretched desirous, remembered, mysterious, melancholy.

TUESDAY AFTERNOON, JUNE 13th, from 2 to 2.40.

MENTAL AND RAPID ARITHMETIC.

(GRADE I. MODEL SCHOOL.)

Forty minutes and no more is the time allowed for writing down the answers to these questions.

All the questions are to be answered.

No erasures or alterations are permitted. Eighty marks will be given for a perfect paper.

1. If I buy 7 chickens at 90 cents a pair,
how much change should I get back
out a five dollar bill? Ans.....
2. If $\frac{2}{3}$ of an apple costs 4 cents, what will
11 apples cost? Ans.....

3. What will $5\frac{1}{2}$ yds. cost at 5 cents per yard? Ans.....
4. What is the first prime number below 100? Ans.....
5. What will 225 hats cost at $\$0.66\frac{2}{3}$ each? Ans.....
6. If $\frac{3}{8}$ of a ton of hay cost $\$6.00$ what will $\frac{3}{4}$ of a ton cost? Ans.....
7. A steamer can run 15 miles an hour down river, but only 6 miles an hour up river; how long will it be returning the distance it runs down in 3 hours? Ans.....
8. The remainder is 11, the dividend 154, and the quotient 11; what is the divisor? Ans.....
9. What is the least fraction that added to the sum of $1\frac{5}{6}$ and $2\frac{5}{8}$ will make the result a whole number? Ans.....
10. Divide 20 by $1\frac{1}{4}$. Ans.....

1. Add vertically and horizontally.

\$39.84	86.14	84.84	84.79=
68.75	76.28	27.46	93.61=
49.86	96 74	68 17	27.44=
78.66	85.63	95.18	13.16=
49.27	48.14	27.69	18.27=

2. The minuend = 2 0 0 0 0 4 1 0 0 4 1
 " subtrahend = 4 9 4 4 6 7

Find the difference or remainder.

3. The multiplicand = 7 5 4 3 9 6 2 1
 " multiplier = 8 6 7

Find the product.

4. Divisor	Dividend	Find the quotient
7 4 1	6 4 3 6 4 5 9 8 6 3 2	

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

ARITHMETIC (GRADE I. MODEL SCHOOL.)

All questions are to be answered.

1. The minuend in an exercise in subtraction is 1001036 and the remainder 1129. What is the subtrahend? 12
2. A contractor after paying \$57 in wages to each of 1905 men had \$400 left. What amount had he at first? 12
3. Define Highest Common Factor, and Prime Factor, and explain when a number is *odd* or *even*. 12
4. Multiply together the numbers expressed by LXXXIX and XIV, and give the product in Roman characters. 12
5. What is the shortest cord that can be cut into lines 20 feet, 30 feet, or 40 feet long? 12
6. To what fraction must I add $3\frac{7}{9}$ so that the sum will be 18? 12
7. Multiply the sum of $\frac{5}{8}$ and $\frac{7}{12}$ by their difference. 12
8. Simply: $\frac{6\frac{1}{2} + 4\frac{1}{4}}{6\frac{1}{2} - 4\frac{1}{4}}$ 12
9. To how many persons can I give $\frac{1}{30}$ of barrel of flour if I have only $\frac{5}{6}$ of a barrel? 12
10. A man sold 6 loads of potatoes, each containing 20 bags and each bag 2 bushels. He sold them at 22 cents a bushel, and received in payment 4 boxes of tea, each containing 44 lbs. What was the tea worth a pound? 12

THURSDAY MORNING, JUNE 15th, from 9 to 11.

ENGLISH (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) Who wrote "The Merchant of Venice?"
 (b) Name your favorite character in the story and state the reason for your preference. 10
2. Tell the story of "the rings" in the "Merchant of Venice." 15
3. In the following extracts to whom do the words in italics refer?
 (a) *He* was the kindest man that lived.
 (b) *He* was disliked by all good men.
 (c) *He* was dearer to her than the light of her own eyes.
 (d) *She* could not frame her mouth to such large speeches.
 (e) Alas! *Sir*, are *you* here? 15
4. By whom, and on what occasion were the following words used?
 (a) "Mark, Jew, a Daniel is come to judgment."
 (b) I am ill. Let me go home."
 (c) I will sign to this bond"
 (d) "Is he not able to pay the money" ? 15
5. Where did king Lear live? 5
6. Give the names of his daughters. 9
7. How did the king test the love of his daughters? 6
8. (a) How did the first answer?
 (b) What did the second say?
 (c) Give Cordelia's reply.
 (d) Which do you like best? Why? 20
9. (a) What do you think of Cordelia?
 (b) What would you call her? 8

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

CANADIAN HISTORY (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

1. When and by whom was Canada discovered? 5
2. Which of the Indian Nations was hostile to the French? Account for the hostility shown. 5
3. Under what circumstances was Quebec twice captured by the English? Give dates. 10
4. (a) Account for the names Montreal and Lachine.
(b) What was the Indian name of Quebec? 10
5. Associate an important event with each of the following places. Give dates.
(a) Lachine.
(b) The "Long Sault."
(c) Fort William Henry.
(d) Louisbourg. 20
6. During what war was Braddock's defeat? Where? 10
7. Mention a historical event that brought each of the following names into prominence.
(a) La Salle. (b) Wolfe. (c) de Levis. 15
8. What discoveries are associated with the following names and dates?
(a) John Cabot, 1497.
(b) Verrazano, 1524.
(c) Sir Humphrey Gilbert, 1583.
(d) Marquis de la Roche, 1598.
(e) Henry Hudson, 1611.

FRIDAY MORNING, JUNE 16th, from 9 to 11.

GEOGRAPHY (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) Arrange the Provinces of the Dominion in order of size.
 (b) What sections of Canada produce (a) *coal*, (b) *iron*, (c) *gold*, (d) *silver*, (e) *petroleum*, (f) *lumber*, (g) *wheat*? 14
2. What is the meaning of each of the following terms :
 Island, Cape, Isthmus, Strait, Bay, Gulf, Lake, River.
 Give an example of each from the map of North America. 16
3. (a) Define *Zone*.
 (b) Name the Zones of the earth and give the width of each in degrees.
 (c) In what zone is North America? 10
4. (a) What are the chief imports of Canada from Great Britain?
 (b) What are the chief exports from Canada to Great Britain? 10
5. Draw a sketch map of the Province of Quebec showing (1) the boundaries, (2) chief rivers, (3) five important cities. 16
6. (a) Which is the largest city of the Dominion built on an island? on a peninsula? on a lake?
 (b) What is the largest fresh water lake on the globe? 10
7. Name the countries of South America with their capitals. 14
8. Tell as precisely as you can the geographical positions of the following :—Bay of Fundy, Edmonton, Washington, Florida, Klondyke, Cuba, Jamaica, Buenos Ayres, Amazon River, Strait of Magellan. 10

FRIDAY AFTERNOON, JUNE 16th, FROM 2 to 4.

SCRIPTURE (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

1. Who was king of Judea when Christ was born ? 3
2. By whom was Christ baptized ? 3
3. State what took place at the baptism. 7
4. Give the names of the twelve apostles. 12
5. What does Christ say about : —
 - (a) the merciful,
 - (b) the poor,
 - (c) our enemies ? 15
6. Who were present at the transfiguration of Christ ? 10
7. Tell in your own words the story of the " Good Samaritan " 15
8. Who was (a) Lazarus, (b) Zacharias, (c) Martha, (d) Simon, a Cyrenian, (e) Pilate ? 15
9. In what occasion do the following expressions occur ?
 - (a) " He saved others ; let him save himself."
 - (b) " And he touched his ear and healed him."
 - (c) " This is the heir ; come let us kill him."
 - (d) " Lord, thy pound hath gained ten pounds."
 - (e) " I fast twice a week, I give tithes of all I possess." 20

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THE
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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
 1906.

Subscription, \$1 per annum.

Exchanges to be Addressed to "Editor of the Educational Record," Quebec, P. Q.
 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.

Nos. 8-9.

AUGUST-SEPTEMBER, 1906.

VOL. XXVI.

Editorial Notes and Comments.

Once more our schools have entered on the serious duties of another year. May the relations of teacher and pupils never become so serious, however, as to become unnatural. Too often petty regulations and the pupil's violation of them beget an estrangement, which destroys the intimate friendship, that should exist between the teacher and her pupils. It were better to make few, if any, rules with fixed penalties, but rather to bring each case to the touchstone of reason and the golden rule. In some instances it would appear, that the teacher regards herself as an agent for the punishment of sin, rather than a moral agent seeking the reformation of the pupil. In so far as the punishment fails to reform, it is worse than useless, and in so far as it expresses personal resentment on the part of the teacher, it is an assault on the pupil and is the greater transgression.

Let our motto be, few rules, and time to consider.

Vacation is over and all teachers who have spent it wisely and well have returned to their work stronger mentally and physically than they were at the end of June.

Are you satisfied with the present condition of your school buildings and premises?

Are you doing anything to make your school-house more attractive than it was last year? Did you ask the School

Board to have the buildings painted during the holidays ? Is there a fence around the grounds, and has anything been done to make the school grounds attractive ? Perhaps not ! The buildings have the same old dingy appearance, the school ground is rough, uneven, and without a fence, the walls of the interior are plain, bare and uninviting. the stove and the stove-pipes are rusty, the desks are carved and disfigured, the maps are old and torn, the black-board needs to be painted, the lock of the teacher's desk is broken and the wood is littered around the woodshed, and you are *trying* to teach amidst these surroundings which in themselves are silent, educational forces—*but not for good*. The school-house and school premises should be the brightest and most attractive place in the locality. Something can be done to bring this about if the teacher will take the initiative. Secure the assistance and co-operation of the larger boys and girls, make a beginning and then try to get the School Board interested. You will be surprised at what can be accomplished by a *live* teacher. Any effort put forth in this direction will be productive of good. In early life a child's surroundings have much to do with his future career, and if his surroundings are of such a nature as to inculcate a love for the beautiful, conditions are being supplied which will help the harmonious development of his character. Beautify the school premises ; it will pay.

The New York Board of Superintendents have un-animously approved the use of simplified spelling in the public schools, and the Board of Education and the Superintendent of Schools, of Duluth, Minn., also have given their approval to the use of the shorter forms.

President Roosevelt has also endorsed the Carnegie spelling reform movement. Orders have been issued to the public printer that hereafter all messages from the President and all messages from the White House shall be printed in accordance with the recommendation of the Spelling Reform Committee, of which Professor Brander Matthews is the head.

Mr. Andrew Carnegie, in a letter to the London *Times*, defends this order in favor of spelling reform, which has just been issued by President Roosevelt. He says :—

“ So far from being distinctively American, the Presi-

dent's proposed changes in spelling are selected by the Simplified Spelling Board from fully three thousand words agreed upon and jointly recommended in 1883 by the Philological Society of London, and the American Philological Association, after serious consideration. The list will be found at the end of the last volume of the Century Dictionary; also the ten rules agreed upon in making the changes.

This reform, therefore, comes from philologists of the whole race. Indeed, Professor Skeat states in the *Scotsman* that the list was actually prepared in the Motherland.

"There needs only that one step be taken by your government to continue this race reform, namely, the appointment of such a committee as advised our government what words to select from the larger list for immediate adoption. If such a commission were appointed I doubt not that it would endorse the selection made for the president by the American Board, and the language would be one

"It is never to be forgotten that amended spellings can only be submitted for general acceptance—it is the people who decide what it is to be adopted or rejected. That the two governments agreed jointly to submit certain changes, however, would no doubt result in the eventual adoption of many"

Twelve Academies out of twenty-three began the session of 1906-07 with a new principal in charge. There are more changes to record this year than in any previous year for more than a decade. Some of our teachers have left the profession; others feel that they require a rest, and some have taken another school for the good reason that a better salary was offered. Another feature worthy of notice is that lady teachers are slowly but surely displacing male teachers in our Academies. This year there are five Academies in the Province presided over by lady principals.

Mr. Caleb S. Holiday, B.A., after many years of successful teaching in the Academies of this Province, has resigned the principalship of Huntingdon Academy in order to take the well-earned rest to which his many years of arduous labor entitles him.

He is succeeded by Mr. M. A. Leet, B.A., who for several years past has occupied the position of Principal of Fairmount Model School.

Mr. Charles McBurney, B.A., has severed his connection with Granby Academy and has accepted the principalship of Lachute Academy, rendered vacant by the resignation of Mr. J. W. Alexander, B.A., who succeeds Mr. Leet in Fairmount Model School.

Mr. C. W. Jackson, wishing to enjoy a year's rest from teaching, has resigned the principalship of Lachine Academy, and he is succeeded by Mr. C. W. Ford, B.A., of Coaticook Academy.

Mr. Ernest Smith, of King's School, Westmount, succeeds Mr. Ford in Coaticook.

Mr. W. J. Armitage, of Shawville Academy, has left the teaching profession and entered the ministry.

Miss E. C. McCoy, B.A., has been appointed principal of Shawville Academy.

Mr. E. S. Rivard, B.A., has been appointed principal of Waterloo Academy, and Mr. Hunting, M.A., of Cowansville, succeeds Mr. Rivard in Ormstown Academy.

Mr. F. M. Banfill, B.A., succeeds Mr. McBurney in Granby, and Mr. Lockhart, B.A., of Buckingham Academy, succeeds Mr. Hunting in Cowansville. Mr. W. D. Edwards, B.A., has been appointed principal of Cookshire Academy to replace Mr. Rollitt, resigned.

Miss Nelson succeeds Miss Hinds in Inverness Academy, and Miss Ada Ellison, B.A., of Stanbridge East Model School, succeeds Mr. H. B. Parker in Sutton.

Miss E. Macdonald, principal of the Girls' High School, Quebec, for more than a quarter of a century, has resigned the position which she filled so efficiently for so many years.

Mrs. Walton, the second teacher, resigned at the same time. The School Board has appointed Miss Graham, B.A., principal.

The question of higher salaries for teachers is being seriously considered by the Educational authorities in the mother-land. The London Education Committee has presented to the County Council a scale of salaries for teachers in secondary schools. The finance committee has the matter under consideration at the present time. Should the proposed scale of salaries be adopted the teachers will welcome the change that will be introduced. Head

masters will receive as a minimum £400, rising by an annual increase of £20 to £500, £600, or £800, according to the size of the school. Head mistresses will receive from £300 to £600, rising by an annual increase of £15. The maximum in smaller schools will be £400. Assistant masters will begin at £150 a year, rising £10 annually until they obtain £300 or £380 a year. Assistant mistresses will begin at £120 rising by £10 a year, up to £250, subject in all cases to a satisfactory report.

At the present time salaries are low in London Schools. The average received by 405 assistant masters is £153, and £108 by 240 assistant mistresses. The new scale, if carried into effect, will be a boon to the teachers in the secondary schools.

The attention of teachers and pupils is directed to the Prize Essay Competition for Empire Day 1907, of which full notice is given in this issue of the RECORD.

The competition in class A is open to pupils attending the Superior Schools who are within the age limit.

Pupils attending elementary schools may compete in class B, provided the age limit does not exceed 14 years.

If the head teacher of any school entering the competition will send to the Department of Public Instruction, Quebec, the two best essays on the subjects assigned, these essays will be forwarded to the central office to be judged according to their merits.

Prize winners last year were :—

(A) R. D. Furze, Eton College, England

(B) Andrew Phillips, Millchester State School, Queensland.

Articles : Original and Selected.

LORD MEATH EMPIRE DAY CHALLENGE CUPS AND LEAGUE OF THE EMPIRE PRIZES.

ESSAY COMPETITION FOR EMPIRE DAY, 1907.

Professor Bury, Litt.D., LL.D., D.Litt., Chairman of the History Section of the League, in kind response to the desire of the Committee, gives the subjects for the Essay

Competition inter-Secondary Schools of the Empire and inter-Primary Schools for Empire Day, 1907.

The following are the conditions and subjects :—

(A) LORD MEATH EMPIRE DAY PRIZE (Secondary Schools). —A Silver Challenge Cup, value £10, 10s., presented by the Right Hon. the Earl of Meath, K.P., to be held by the School, and a personal prize of £5, 5s., given by the League of the Empire, is offered for competition, inter-all-Secondary Schools of the Empire, for an Empire Day Essay not exceeding 2,000 words. Age limit, 14 to 18 years old.

Subject :—“ The Conditions of Successful Colonization.”

(B) LORD MEATH EMPIRE DAY PRIZE (Primary Schools). —A Silver Challenge Cup, value £10, 10s., presented by the Right Hon. the Earl of Meath, K.P., and a personal prize of £3, 3s., given by the League of the Empire, is offered for competition, inter-Elementary Schools of the Empire, for an Empire Day Essay not exceeding 1,000 words. Age limit, under 14 years old.

Subject :—“ The History of British India.”

All Essays must first be judged in the schools, and afterwards by the authorities kindly co-operating with the League in the different countries of the Empire.

Only those Essays sent in through the authorized channels will be eligible for the final judging arranged for by the Federal Council of the League in London.

The Essays which are entered for the final judging in London must reach the Central Office by the 1st of February next

The names of the winning schools will each year be engraved upon the Cups, which are replicas of the Warwick Vase.

The Cups and Prizes will be despatched in time to reach the winning schools before the 24th May each year.

COMPETITION FOR DESIGN FOR THE COVER OF THE LEAGUE MAGAZINES.

Judge. —Mr. WALTER CRANE, R.W.S.

A prize of £7, 7s, od. is offered as the first prize design for the year 1907. The prize is open to students of Secondary Schools and Art Schools of the Empire. The age of competitors to be over 14.

A prize of £3, 3s, od. is offered for a design open to pupils of Primary Schools throughout the Empire. Age limit to under 14.

The conditions of the prizes are that the winner shall hold the cover for the year, and that the best designs from each country shall be printed inside the magazine for purposes of comparison. The full size of the cover of the magazine is 11 in. by 9 in. The whole page may be utilised; the title should have an important place at the top of the page. The lettering to be an essential part of design, which should have some symbolic Imperial signification. The work must be done in black and white for printing as a line block. The design should be sent in to the Central Office of the League by the end of November next. All designs will be first judged in the country in which they are done, and none will be accepted that are not sent in through the judges appointed there for that purposes. Mr. Walter Crane, R.W.S., has promised to act as judge of the designs received for the final competition.

A MUMMY ON THE SCHOOL FLOOR.

Recently an authority on contagious diseases pointed out, that the mummies unearthed from Egyptian tombs contained millions of tuberculosis germs, and had proven a source of contagion and death to many of those who had exhumed the mummies from their resting places. This is of course very startling and makes us all quite thankful, that we have no need to handle the mummies, nor even to visit them in the museums, where they lie on exhibition; but did it ever occur to any of us, that our public schools are a veritable source of contamination from disease germs, especially in the wilful neglect of our school boards to *scrub the floors*. Happy indeed are most of our teachers, if their school is cleaned *once a year*, and happier still if it be done at the end of each term.

The school law provides, that each school floor should be scrubbed every two months, that is, *five times* each year, and *swept daily* at the expense of the school board, and such requirement is surely reasonable. Yet the public permit their children to be caged up in a filthy room, whose floors are daily exposed to increased filthiness from pieces of

luncheon and the habits of children generally, whose walls are loaded with dust from these floors and from the excreta of the lungs of the pupils, often for years, and make *no protest whatever!* When there is added to these conditions poor ventilation, the wonder is, that our boys and girls are able to put forth vitality enough to overcome such deadly influences and meet with any success in study. When parents remember, that the germ of the *white plague* may lurk in the system for years, only awaiting a favourable condition of the person's health, when vitality is low, to assert its self and to claim its victim, ought they not to insist on the utmost caution being taken to make their children's home, without doubt, the healthiest place in the community?

MORALS IN THE SCHOOL.

Conscious moral conduct involves two elements :

- (1) A conviction as to the right or wrong of an act,
- (2) The feeling of ought or ought not, concerning it.

The chief end of moral training in the school, as in the family, is to make right doing habitual. Now let us see what our so-called Godless schools are doing to strengthen this instinct of right doing.

1. Children at school are taught to be punctual and regular.

It is a special function of the school to cultivate these virtues. They are not apt to be considered moral duties; but the convictions of right and duty attach to them as closely as to the more distinctively moral obligations, when the child sees that the rights of other individuals and the well-being of the school are attacked by his irregularity in the performance of his part.

2. Another school virtue is politeness. It is the form, if not always the substance, of what Gœthe calls one of the three kinds of reverence—reverence for what is of our own rank in the order of the world. Politeness is the treatment of another as an ideal individual. It is an unconscious reverence for our own ideal of manhood or womanhood. Whatever may be the faults of another, politeness regards

him as faultless, and bows in acknowledgment of ideal worth.

3. Another, and one of the greatest of the school virtues, is industry. Industry is the setting up of a worthy end and the persistent pursuit of it. There is a much active idleness in the world and in the schools. But the purpose and atmosphere of a good school prompt to industry. Industry furnishes a valuable training of the will, and practice in the adaptation of means to ends. Industry in the pursuit of worthy ends will always insure a moral community.

4. But the greatest school virtue of all is that of obedience to the law of the school. The law of the family is not exact in its requirements. That of the school is. The virtue of obedience is implied in all the other virtues named above. The school stands midway between the spontaneity of home and the freedom of society. He there learns the meaning of law, and is prepared to obey it as imposed by the State. Its purpose is to make himself self-directive in his obedience to the social order.

The very nature of the school is such that intelligence, morality and loyalty are encouraged continually, and immorality and corruption are as continually discouraged. This is always so except where the inefficiency and blindness of the teacher prevent him from seeing what the real purpose of the school is and when he devotes his energies to doing something foreign to this purpose.—*Canadian Teacher*.

VALUE OF COLLEGE MEN.

THEY MAKE GOOD EMPLOYEES WHEN YOU GET THE
RIGHT SORT.

In straight clerical work the young college man is often at a disadvantage, owing to his poor penmanship and his ignorance of book-keeping, but the quickness with which he picks up general office details is often surprising. There is in western Pennsylvania to-day a chief clerk in a large office who five years ago a green hand, just out of college, started with this firm at \$10 a week. The first few weeks he was worth little or nothing and several times was on the point of being dismissed. Then he began to increase

rapidly in value and to-day he is one of the ablest men in the employ of this large corporation.

The value of college training very often comes out in peculiar ways. A young man began work a few years ago for a large insurance and real estate company. He was not of prepossessing appearance, and on this account and because his references (all of them from college professors) laid such emphasis on the fact that he had specialized in foreign languages and attained high rank in these courses, the general manager of the company came near refusing his application for employment. "French, Spanish and German are of no use in this business," grumbled the manager, but nevertheless he put the young man to work, for he needed a man badly. To-day he is glad he did so.

The young man started as a filing clerk, getting out and putting away documents and papers used by the different officers of the company. It was not long before they discovered that when they asked for certain information about a piece of real estate the young man could furnish it with surprising promptness. Often they noticed he would tell its value, size, location, etc., without referring to the files. Finally the reliability and remarkable scope of his memory attracted the attention of the president of the company and he was promoted, until he is now at the head of an important department. His French, Spanish and German were of no use in the insurance business, but the training he gained in mastering these languages—the development which it gave his memory—is worth a good many thousand dollars a year to his employers.—*H. J. Hapgood in Annals of American Academy of Political and Social Science.*

PREFER COUNTRY BRED MEN.

LEADING EMPLOYERS SAY THEY WORK HARDER THAN
THOSE FROM CITY

A point upon which employers differ is as to whether men from the country are better than men from the city. The feeling that country bred men are likely to work harder is widespread, and it has much evidence in its support. There is, however, hardly enough to justify turning down applicants simply because they happen to be city

born and bred. And for some lines of work—selling, for example,—the city man is often the better.

Where knowledge of the city is not essential at the outset, I believe as a rule the country bred man makes the better employee, says H. J. Hapgood, president of Hapgoods, in the *Annals of the American Academy of Political and Social Science*. He may be a trifle slower and more awkward than his city brother at first, but he has the advantage of good habits, of not being afraid of long hours and of being willing to start at a very low salary. The city man is rarely entirely dependent upon his own resources and therefore lacks a strong incentive to faithful effort, while the man from the country knows that he must make good or walk back to the farm.

“Men from the country go at their work with an ‘I will’ spirit that is simply irresistible,” said a well known manufacturer to me the other day. “For example, I brought a young fellow down from my old home in New England a year or so ago, and for want of anything better to put him at, turned him loose in the shipping department and told him to see if he could make himself useful there for two or three weeks. Later when I went to transfer him to the factory the head of the shipping department would not listen to it. He said the young fellow had been putting in fourteen or fifteen hours a day and had learned nearly as much about the work as he himself knew, and was his most valuable man. We had tried a dozen city bred men in the same department before and not one of them had made good.”

HOW TO GET SIMPLIFIED SPELLING INTO THE SCHOOLS.

In the plain-spoken paper on the “Problem of Spelling Reform” which Prof. Skeat read before the British Academy last May and which has been published by the Oxford University Press, that ardent and accomplished student of English contemptuously brushed away all the ignorant objections to the progressive simplification of our spelling and urged a number of further omissions of needless letters. Prof. Skeat, it may be well to note, has accepted membership in the Simplified Spelling Board, and so has Mr. Henry

Bradley, the co-editor, (with Dr. Murray) of the monumental Oxford Dictionary. But Prof. Skeat's proposed reforms are far more radical than the practice of the editors of the Oxford Dictionary, and even than the recommendations of the Simplified Spelling Board. In fact, these recommendations seem very conservative, indeed, when set alongside those suggested by the editor of the "Etymological Dictionary."

The distinguished British scholar makes it clear that he desires immediate orthographic improvement for certain purely scientific reasons, for the sake of the English language itself, and in order to make our noble tongue a fitter instrument for the work that lies before it. But he also gives two practical reasons why English orthography ought to be bettered as soon as possible. The first of these reasons is that a simplification of our spelling would save both time and money: "Every one would gain by it; the writer would have fewer letters to write, the printer would have fewer letters to print, and the reader would have fewer to spell and to read." And then Prof. Skeat supports this practical argument with another which is strictly scientific: "Many ambiguities would disappear, and the written record would exhibit a closer approximation to the sounds which it professes to represent."

Then he brings forward a second practical reason for adopting these improvements, "that the task of learning to read would be considerably simplified, and the time taken to achieve that task would be considerably shortened to the equal delight and profit both of teacher and pupil. In this case there can be no doubt at all that the sums thus saved to the nation would be very considerable." Even more important than the saving of money would be the saving effected in the plastic period of childhood when every minute is needed to supply the young with the training that will best equip them for life. That more or less of this precious time must be wasted in mastering the misleading intricacies of English spelling is obvious to all of us. But just how great this waste is no one can say with certainty. Dr. Harris, relying on certain experiments in the St. Louis schools, concluded that it amounted to a year or so. Prof. Calvin Thomas, in his Presidential address to the Modern Language Association, made a rough-and-

ready calculation and arrived at the conclusion that more than a year and a half of a child's time was spent unprofitably in learning how to spell.

Unfortunate as is this loss of time, our pitiful orthography has another and even more serious disadvantage, known to all teachers. It contradicts the spirit of modern education, which is based on training the pupil to see things for himself and to make his own deductions from what he has seen. The aim is to lead the child to observe, and then to generalise the result of his observations into a rule. But our present spelling runs counter to this effort. Observation will not help the child; and he must incessantly disregard analogies, because there are often many different symbols for a single sound and many different sounds for a single symbol. Prof. Lounsbury has pointed out that one sound, that of "e" in let, is represented in at least seven different ways—"e" in let, "ea" in head, "ei" in heifer, "eo" in leopard, "ay" in says, "ai" in said, and by "a" in many. The sound of "o" in so is even more absurdly misrepresented—so, sew, owe, O, oh, bow, roe, boat, beaux, bureau, hautboy, yeoman, though. Here is a confusion worse confounded. Here is a chaos come again. What are the children to do? How can the teachers help them? All analogies fail; and no rule is possible. The sole resource is to cram the memory, and to reject the result of observation and of reason. This not only wastes the time of the child, but it also upsets and contradicts the training he has receiving.

This is reason enough why all good citizens should wish to see the spelling of English simplified and to aid in the introduction of simplified spelling into our schools. Yet there is another reason potent with all who want to have our orthography more exact scientifically and more efficient practically. If any real advance is to be made in the next few years, it must begin with the young. The more mature will rarely take the trouble to adopt the simpler spelling; they have wasted time in acquiring a mastery of our present orthography and they are unwilling to spend any more in acquainting themselves with the latest improvements. Even if they are in sympathy with these improvements, even if they have conquered their natural prejudice in favor of the spelling to which they have long been

accustomed, still they feel themselves too old to learn new tricks. They are willing to let well enough alone.

This is the obstacle which confronts all who seek to better our orthography ; and it is not easy to overcome. It forces all the advocates of improvement to be cautious, to go very slowly, to urge nothing violent or sudden, to be as tolerant and as persuasive as possible, and to be satisfied with faith accompanied by good works. But the children have no prejudices in favor of spellings that ought to be discarded. They prefer the simplest possible form. They welcome the orthography that conforms to analogy. They can be soon won to the good cause ; and when they are grown up their children can be led to accept still further simplifications. And thus the good work will go on slowly, generation after generation, until the users of the English language at last recover the phonetic sense, which has been lost in consequence of our orthographic muddle, but which is possessed by the users of every other language.

And this brings us to the question which stands at the head of this paper. How can we get simplified spelling into the schools ? And the answer is easy, even if the process is likely to be long. To get simplified spelling into the schools we need only educate public opinion to believe that this is what ought to be done. When once the public has made up its mind that the spelling of English ought to be simplified and that the best way to begin is with the school children, then the teachers and the Superintendents and the School Boards will be only too glad to do what will be expected of them. It is not for us to tell them how to do it ; the successive steps to be taken may be left safely to the skill of the teaching body.

What is needful is to focus attention on this important subject and to arouse a lively interest in it. People must be made to see that there is nothing sacred about our accepted orthography, and that the spelling of our language has never been fixed finally, but has always been slowly simplifying itself by the casting out of useless letters. They must be educated in the history of spelling, and the many changes that have taken place from Chaucer to Shakespeare, from Dryden to Johnson, and even in the nineteenth century, must be made familiar. They must be encouraged to understand that a steady movement toward simplification

has always been evident, and they must be made to recognize that the time has now come when this slow progress toward the remote goal can be accelerated.

When the people at large are once convinced that our present spelling does harm to the children; that it wastes the time and money of men and women, and that it tends to prevent the adoption of English as the world language of the future — when that happy hour shall arrive, improvement will follow at once, spontaneously and unhesitatingly. As Lowell once said: “The pressure of public opinion is like the pressure of the atmosphere; you can’t see it—but it’s sixteen pounds to the square inch, none the less.”

As soon as the general public believes that our spelling is so bad that something ought to be done, something will be done. There are abundant signs now that interest the general public is beginning to take an interest in the subject. The very natural prejudice against any modification of the form of familiar words seems to be wearing away. People are coming slowly to see that there are really no valid arguments against the continuation and acceleration of a process which has been going on in every other language also. With the spread of knowledge there cannot fail to be a weakening of prejudice.

And in the meantime, while public opinion is slowly crystallizing in favor of simplification, the more enlightened among the teachers and the Superintendents are already taking steps in advance. In New York, for example, the Board of Education asked the expert Board of Superintendents to report upon the three hundred words contained in the first list put forth by the Simplified Spelling Board. The Board of Superintendents considered the subject very carefully, and finally it recommended the adoption of the whole three hundred. And the example set by New York is likely to be followed speedily in not a few of the other cities of the Union.

BRANDER MATTHEWS,
Columbia University,
in the *New York Times*.

THE OLD BOER RIFLEMAN.

[In the year 1877 the weakness of the Transvaal Government threatened danger to the neighbouring British colonies. The country was therefore annexed. The Boers, however, took up arms; and after a series of disasters to the British, culminating in the defeat at Majuba Hill, the people of the South African Republic became independent once more. Since 1881 the republic has rapidly developed, chiefly owing to the discovery of gold, which has caused many new settlers or "Uitlanders" to enter the State. The Boers denied these Uitlanders political rights, but at the same time imposed heavy taxes upon them. Discontent grew, and in 1899 the British Government tried to induce the Boers to give the franchise to the Uitlanders on fair terms. The Boers would not give way, but declared war, and assisted by the Orange Free Staters, invaded Natal and Cape Colony. After a series of stubborn battles the country of the two Republics was occupied, and the Transvaal and the Orange Free State were added to the British Empire.]

LAY my rifle here beside me, set my Bible on my breast,
 For a moment let the warning bugles cease;
 As the century is closing, I am going to my rest—
 Lord, lettest Thou Thy servant go in peace.
 But, loud through all, the bugles ring a cadence in mine
 ear,
 And on the winds my hopes of peace are strowed—
 Those winds that waft the voices that already I can hear
 Of the rooi-baatje* singing on the road.

Yes, the red-coats are returning—I can hear the steady
 tramp,
 After twenty years of waiting, lulled to sleep,
 Since rank and file at Potchefstroom we hemmed them in
 their camp,
 And cup them up at Bronkerspruit like sheep.
 They shelled us at Ingogo, but we galloped into range.—
 And we shot the British gunners where they showed.
 I guessed they would return to us, I knew the chance must
 change—
 Hark! the rooi-baatje singing on the road!

* Red-coats; British soldiers.

But now from snow-swept Canada, from India's torrid
plains,

From lone Australian outposts, hither led.

Obeying their commando, as they hear the bugle's strains,

The men in brown have joined the men in red.

They come to find the colours at Majuba left and lost,

They come to pay us back the debt they owed ;

And I hear new voices lifted, and I see strange colours
tossed,

'Mid the rooi-baatje singing on the road.

The old, old faiths must falter, and the old, old creeds must
fail--

I hear it in that distant murmur low—

The old, old order changes, and 'tis vain for us to rail ;

The great world does not want us : we must go.

And veldt, and spruit, and kopje to the stranger will
belong—

No more to trek before him we shall load ;

Too well, too well I know it, for I hear it in the song

Of the rooi-baatje singing on the road.

Oriel in The Argus (Melbourne.)

Current Events.

The Provincial Government of Manitoba has decided that after the first of January, 1907, every school of that province must have a Union Jack flying during school hours. The Government will provide the flag and it will be the duty of the trustees to replace any such flag that may have become useless. The rule of the department will be that any school-teacher or board of trustees that neglects or refuses to float a Union Jack in school hours will forfeit their right to the public grant.

The work of fixing the Canada-Alaska boundary line has been completed by Astronomer McDermid, of Ottawa, and Smith, of Washington, at Dawson. Monuments from the Yukon river to Mount St. Elias northward will be set up next spring.

The last of the series of educational conferences planned for the month of August was held in Lachute on August 23rd and was a marked success. The Victoria Hall was packed with rate-payers from every section, far and near, and good attention was given to the speakers throughout.

Mr. G. J. Walker presided and introduced the Hon. Sidney Fisher, Rev. Dr. Rexford, Dr. Robertson and Hon. Mr. Weir, each of whom gave an interesting and instructive address. The chief points made were to point out the inequality of the support given by the various municipalities in behalf of education, and to urge the stronger to help the weaker to maintain their schools. This could be done in two ways.

(1.) By allowing the regular grants of the richer schools to go to the poor fund.

(2.) By a direct tax on all Protestant property in the province of *one mill* to raise a fund of \$50,000 to help the poorer schools.

(3.) A further remedy was to be found in consolidating the rural schools, wherever that was possible, and thus lessen expenses. Rev. Dr. Rexford declared his surprise to find Argenteuil the *banner county* of the province in its support of education, in salaries paid, and in the small number of uncertificated teachers employed. Dr. Robertson considered that, granting all these things to be true, there was much yet to be done in behalf of the rural schools, and urged that it was *simply a privilege to pay taxes*, and help on the rising generation to a nobler plane of life than we ourselves had enjoyed. Mr. Weir urged our people to remain *at home* in the province of Quebec, and thus by numbers and support help to solve the problem of our rural schools. He further claimed that it would be a national loss to Canada if the English population should fail altogether in the province of Quebec. It was one of the best spots on earth, and none should hasten to leave it for parts untried and unknown.

The guests were given every hospitality by an executive committee of citizens, were met with the band, driven around town and shown its various industries and schools, with which they expressed themselves as highly pleased. A committee of ladies gave ample refreshments, and the programme was enlivened by several selections from the band, which ended a pleasant day by accompanying our friends to the station to say adieu.

Practical Hints and Examination Papers.**COMMON ERRORS TO BE CORRECTED.**

Some educators say we should never place false forms before the pupils, but when questioned closely it usually turns out that they mean "hardly ever." Here is a list of wrong expressions, some of which are probably common among your pupils. If you are sure that the children do not make these mistakes—nor others like them—then you will have no use for this column; but if you recognize in this list grammatical or rhetorical slips which are common in your neighborhood, your pupils may profitably spend some time in pointing out just what the errors are and what the right form is. Even if you should write some of them on the board for correction, the chances are not great that you will thus create an abnormal appetite for forbidden fruit. If at first glance some of them seem to you to be right, then there is a good reason why you should examine the list thoughtfully. They are all wrong but two.

1. Neither of them were there.
2. This is longer nor that.
3. I have not received a letter these three days.
4. Every one of them are black.
5. Come here quick.
6. Have either of you a pencil ?
7. That dress look badly.
8. He won't give none of his flowers.
9. Has either of your three friends arrived ?
10. The army marched rapid.
11. Who did you invite ?
12. No less than fifty persons were present.
13. Can I see your pictures ?
14. This twenty years have I been with you.
15. He is much better than me.
16. It is not him I don't think.
17. Don't your father know me ?
18. He says he never got no picture from you.
19. You are stronger than him.
20. Neither the house nor the garden were sold.
21. He is an uncommon tall man.
22. They are coming to see my brother and I.

23. It isn't true what he said,
24. He has some friends which I know.
25. Begin it over again.
26. He hasn't his lesson, I don't believe.
27. Ask leave for you and I to go home.
28. It will be of no use without you take it soon.
29. Don't your father give you any money?
30. Who is it for?
31. They are more prudent than us.
32. John went with James and I.
33. Sense, and not riches, win esteem.
34. I shall not go without my father consents.
35. He used less words than the other speaker.
36. It is pretty near finished.
37. Place a mark between each leaf.
38. It looks like him, but it his not he.
39. Where have you been to?
40. Have either of you a knife?
41. Each of them shall be rewarded in their turn.
42. I prefer to walk than to ride.
43. I intended to have written today.
44. If I was her I would accept his offer.
45. He told every teacher to raise their hands.
46. Insist upon them going out.
47. Neither were absolutely ideal men.
48. The total enrollment is about nine hundred fewer than a year ago.—*Western Teacher.*

BEATITUDES FOR TEACHERS.

1. Blessed is he who helpeth the little ones; he shall have peace in his day.
2. Blessed is he who loveth little children; he shall be held in everlasting remembrance.
3. Blessed is he who possesseth faith, hope, and patience; for him the rough places shall be made smooth and the crooked places straight.
4. Blessed is he who seeth the good which is in the wayward child; he shall find his reward in the life of a noble man.
5. Blessed is he who hath brains and knoweth how to use them; he hath the elements of growth within himself and shall impart life to his scholars.

6. Blessed is he who knoweth good common sense when he seeth it ; his praise shall be continually in the mouth of children and parent.

7. Blessed is he who knoweth the secret paths which lead to the conscience of the child, for him the gates of peace shall hang on golden hinge, and the ending of his life shall be like the ceasing of exquisite music.—*Arkansas School Journal*.

A phrase dropped from the lips of a well-known teacher stays with me as I watch the work we love : "That spiritual thing called teaching." It is easy to become engrossed with the method, the device, the technique, the material. Let us not forget the soul of our work. To help the child to grow, not simply to store his mind with facts, is our aim. What is our ideal ?

SUPT. L. H. FORD, *Newnan, Ga.* : If a pupil has but a short time stay in school, the surest way to lose that very precious time to him forever is to grade him so high that he cannot fully comprehend the work he is going over.

MISTAKES TO AVOID.

Judging the wealth of a woman by her apparel.

Thinking that people are always covertly criticising your actions.

Thinking that a man does not notice the detail of the toilet of a woman in whom he is interested.

Criticising an absent person without being sure that your listeners do not know the person to whom you allude.

WHAT BOYS SHOULD KNOW.

1. To write a rapid business hand.
2. To spell all the words he knows how to use.
3. To speak and write good English.
4. To write a good social letter.
5. To write a good business letter.
6. To add a column of figures rapidly.
7. To make out an ordinary account.
8. To deduct $16\frac{1}{2}$ per cent. from the face of it.

9. To receipt it when paid.
10. To write an ordinary receipt.
11. To write an advertisement for the local paper.
12. To write a notice or report of a public meeting.
13. To write an ordinary promissory note.
14. To reckon the interest or discount on it for days, months, or years.
15. To draw an ordinary bank check.
16. To take it to the proper place in a bank to get it checked.
17. To make neat and correct entries in your day book and ledger.
18. To tell the number of yards of carpet required for your parlor.
19. To measure the pile of lumber in your shed.
20. To tell the number of bushels of wheat in your largest bin, and the value of it at the current rates.
21. To tell something about the great authors and statesmen of the present day
22. To tell what railroads he would take making a trip from Boston to San Francisco.

TERSE TRUTHS.

Independent intelligence is invincible.

Fear and faith are neighbors that little agree.

The problem of life is complicated by the ciphers.

Fashion follows him who will not follow fashion.

Wise friends never lays aside the robe of courtesy.

Good manners are more than "surface Christianity." Rowland Hill was right when he said, "I do not think much of a man's religion unless his dog and cat are happier for it."—*From "How to be Happy though Married."*

Manners may be learned at dancing schools and in society, but true politeness grows in the home circle only. If missed there, it is seldom found elsewhere.—*Mothers in Council.*

A DEVICE IN DISCIPLINE.

H. G. Woody, of Kokomo (Ind.) high school has each pupil keep his own record of both conduct and study in a

little blank-book prepared for the purpose, and make daily entries. This is not the "self-reporting system," because the pupil's standing is not made up from this record. The pupil does not report to anybody; he simply keeps the record for himself. The principal frequently looks at these little books to see how they are kept, but never criticises the marking. The pupil is not required to show his books to his parents, and yet he is encouraged to keep a report that he will not be ashamed to show. The pupil is given to understand that the record is for his own benefit exclusively, and that it is for his own inspection exclusively, unless he chooses to let others see it.

It seems that the above-named device is an excellent one, for two very manifest reasons:

1. It compels the student constantly to compare his own performances, in both conduct and work, with his own ideal standard of excellence, and this is worth a great deal to any one, whether in school or out of school,

2. It places no inducement before the pupil to make a false report, and this gives it its immense advantage over the "self-reporting system."

Let no teacher flatter himself that this device or any other, however good, will run itself.—*Indiana School Journal*.

BLACKBOARD OUTLINE.

1. Polite treatment of old age in the family.
2. Polite treatment of visitors.
3. Polite treatment of servants.
4. Courtesy from guest to family.
5. How servants should treat family.

SPECIAL BLACKBOARD NOTE FOR THIS LESSON.

"It is a mark of good manners to show courtesy to servants or to any in humble stations in life. A polite request is always better than a stern command. Whoever shows disregard of the feelings of a servant or one in humble station, gives unmistakable proof of ill-breeding."—*Selected*.

1906

SUPERIOR SCHOOL EXAMINATIONS.

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

ENGLISH GRAMMAR (GRADE I 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 of each page, with the number of the question alone written on it.

(All of the questions are to be answered)

Opposite to each question is indicated the number of marks assigned for a perfect answer. Do your work neatly.

1. What is a sentence? What are the necessary parts of a sentence? Write down the shortest sentence you can compose, and show that these necessary parts are comprised therein. 15

2. What is a noun? Is the paper on which you are writing a noun? 10

3. Write a sentence containing at least six different parts of speech, and point out in it one example of each. 12

4. What is an adjective? Point out the adjectives in the lines:—

“ Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he
With large and sinewy hands”. 12

5. What is a transitive verb? Fill in suitable objects after the transitive verbs to make complete predicates. The lion roared———. The lion killed ——-. The girl bought——. The boy wept———. The leaves covered———. 12

6. Explain the punctuation marks in the following sentences:—

“ Hallo, Mary ”! Where are you going?
“ Here’s Martha, mother ”! cried the two children. 12

7. What is a pronoun?

Rewrite the following sentence without using any of the pronouns:—

The master lent the boy one of his books and told him that he was to return it to him after his sister had read it. 15

7. Fill in the blanks with (a) *learn* or *teach*; (b) *rise* or *raise*; (c) *may* or *can* :—

(a) Who ——— you to do that ?

She wants to ——— to sing that she may ——— others

(b) She was too badly hurt to ———

He ——— the box carefully.

(c) ——— I go now ? You ——— if you are able. 12

TUESDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE I. MODEL SCHOOL.)

(All the questions are to be answered.)

1. Write in French :—

The man, the husband, to the lady, bread and butter, the farmers's horse, a silk dress, of the garden, to the soldier, the widower, the wife. 20

2 Write in French the answers to the following questions :

Avez-vous apporté de l'encre ?

Avez-vous reçu ma lettre ?

De quoi avez-vous honte ?

Où est notre jardinier ?

La robe de ma cousine est-elle trop longue ? 20

3 Translate into English :—

Le tailleur a-t-il fini *mon* habit ? Avez-vous cassé *son* fouet ou *le mien* ? J'ai cassé *le vôtre*. Mon frère n'a pas tué le pigeon. *Cette* belle maison a une petite cour.

To what part of speech does each of the words in italics in the above question belong ? 18

4. Write in French :—A bad boy, a pretty girl, a black hat, an old man, a white dress, that young man.

5. Give the masculine forms of the following adjectives, and after each adjective write a noun in agreement with the adjective.—Douce, sèche folle, vieille, fausse. 14

6. Write the present tense of the verb "avoir" in French and English (negatively). 16

TUESDAY AFTERNOON, JUNE 12th, 1906.

FRENCH

(Natural Method)

All the questions are to be answered.)

GRADE I MODEL.

TIME, FROM 2 to 4.

1. Compléter les mots Le, La, L', Ce, Cet, Cette, Son, Sa, Un, Une.

C.....oiseau. U.....cage. L.....matin. C.....île.
L.....nez. S.....poule. S.....arbre. C.....lit
U.....leçon. L.....déjeuner. C.....verre. M.....tasse.
(18 marks)

2 Copier en mettant au pluriel : (12 marks)

Cet œuf. Son bateau.

Le cheval La terre

Cette pomme Sa figure

3. Conjuguer le verbe S'asseoir :—(6 marks)

Je..... Nous ..
Tu..... Vous
Il..... Ils.....

4. Répondre aux questions suivantes en employant le pronom.

Est-ce que je touche le mur ?..... Savez-vous votre ?
leçon ?..... Voyez-vous les enfants ?
Entendez-vous la cloche de l'église ?,(16 marks)

5. Compléter les phrases suivantes en employant les mots *celui, celle, ceux, celles* :

Je préfère cette maison-ci àde votre frère ; ces plumes àdu garçon ; ces livres àque vous lisez.

Le poêle qui est dans le salon est plus beau que de la cuisine :—(16 marks)

6. Répondre aux questions suivantes :—(16 marks)

Quel animal est plus utile à l'homme ?

Recevez-vous beaucoup de lettres ?.....

A quoi sert un canif ?.....

Savez-vous nager.....

Georges Vannier, à quelle heure se lève-t-il.....

7. Conjuguer le verbe *Dormir* : —(6 marks)

Je..... Nous.....

Tu..... Vous.....

Il..... Ils.....

8. Ecrire les jours de la semaine :—(10 marks)

.....

WEDNESDAY MORNING, JUNE 13th, from 9 to 10.

DICTATION AND SPELLING (GRADE 1. MODEL SCHOOL.)

(All the questions are to be answered.)

These extracts are to be read to the pupils by the teacher three times in presence of the deputy-examiner, once as a preliminary in the ordinary way, second, slowly for dictation, and third, after the passages have been dictated. No assistance of any kind is to be given to the pupil in inserting the punctuation marks.

The settlement of Canada was the work of strong men, even of heroes, and countless daring deeds fill the annals of both the French and English settlements. One of the most

heroic of the French pioneers was Adam Daulac, the young commandant of the garrison of Montreal. He had stained his name in France, it was said, and had come out to the New World to seek by some noble deed to wipe out the reproach.

Shylock hearing Portia say that the law might not be altered, it seemed to him that she was pleading in his favour, and he said " A Daniel is come to judgment! "

Counsellor, prevented business, separate, government, astonishment, passionate, honoured, coronet, tragical, comical, adventure grieve, unspeakable, usruer, ancestry, gracious, benefitting, despoiled, arduous.

WEDNESDAY AFTERNOON, JUNE 13th, from 2 to 2 40.

MENTAL AND RAPID ARITHMETIC.

(GRADE I. MODEL SCHOOL.)

Forty minutes and no more is the time allowed for writing down the answers to these questions.

(All the questions are to be answered)

No erasures or alterations are permitted. Eighty marks will be given for a perfect paper.

1. How many pounds of cheese at $12\frac{1}{2}$ cents a pound can be bought for \$5.00 ? Ans
2. At $\frac{2}{3}$ of a cent apiece, how many apples can I buy for 50 cents ? Ans.....
2. How many quarts of berries are picked by 6 boys if each boy picks $3\frac{5}{6}$ quarts ? Ans.....
4. What is the cost of 100 cords wood at \$6.69 a cord ? Ans.....
5. If $2\frac{1}{2}$ dozen of eggs cost 35 cents, what will $6\frac{1}{2}$ doz. cost ? Ans.....
6. At 2 cents each, how many apples can I buy for \$60.00 ? Ans.....
7. If I can buy 8 pounds of sugar for 50 cents, what ought I to pay for 3 pounds ? Ans.....

8. Which is the greater $\frac{3}{4}$ of 16 or $\frac{3}{8}$ of 32, and how much greater? Ans.....
9. At $\frac{1}{2}$ a cent apiece, how many marbles can I buy for $\frac{1}{4}$ of a dollar? Ans.....
10. $5\frac{1}{2}$ pounds + $7\frac{1}{2}$ pounds - $3\frac{1}{2}$ pounds + $9\frac{1}{2}$ pounds - $11\frac{1}{2}$ pounds are how many pounds? Ans

1. Add vertically and horizontally.

\$ 39.46	67.86	17.41=
68.54	75.94	16.75=
73.92	86.73	31.31=
86.41	48.62	96.41=
54.54	75.27	86.74=

2 The minuend = 1 0 0 0 4 6 2 1 3 4
 " subtrahend = 8 7 7 5 4 6

Find the difference.

3. The multiplicand = 8 6 7 9 5 4 3
 " multiplier = 9 6 5

Find the product.

4. Divisor	Dividend	Quotient
4 7 8	4 2 9 6 7 4 2	

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

ARITHMETIC (GRADE I. MODEL SCHOOL.)

(All the questions are to be answered.)

1. The quotient arising from the division 9281 by a certain number is 17 and the remainder is 373. Find the divisor. 12

2. Find the sum of the greatest and least of the fractions $\frac{3}{8}$, $\frac{5}{12}$, $\frac{4}{9}$.

3. A car loaded with coal weighs 2342 lbs. The car alone weighs $624\frac{1}{2}$ lbs. How much does the coal weigh? What is it worth at the rate of $\frac{1}{4}$ cent a pound? 12
4. Find the shortest distance that three lines 8 feet, 9 feet, and 12 feet long will exactly measure. 12
5. Multiply the sum of $\frac{9}{10}$ and $\frac{3}{4}$ by their difference. 12
6. A hen lays on an average 120 eggs a year worth 24 cents a dozen. She eats a quart of barley every 5 days. The barley is worth 64 cents a bushel (32 quarts). What is the annual profit from this hen?
7. If a workman has taken every day for the last 6 years two glasses of beer at 5 cents a glass, how much could he have saved if he had not indulged in this habit, reckoning 365 days each year?
8. If a man earns $\$2\frac{3}{4}$ a day, how many days will it take him to earn \$100. 12
9. A boy went into a store with \$5.75 in his purse. He bought $3\frac{1}{4}$ of butter at 28 cents a pound, $13\frac{1}{2}$ pounds of sugar 11 cents a pound and $1\frac{1}{2}$ pounds of coffee at 35 cents a pound. How much money did he have left? 12
10. How many quarts of berries at 8 cents a quart will it take to pay for 8 yards of cloth at $16\frac{1}{2}$ cents a yard? 12

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

GEOGRAPHY (GRADE I. MODEL SCHOOL.)

(All the questions are to be answered.)

1. Draw an outline map of Canada and indicate thereon by words the location of (a) five important cities; (b) five important lakes; (c) five important rivers; (d) coal regions; (e) wheat regions; (f) lumber regions. 20
2. Name three oceans that bound Canada. Name the great lakes between Canada and the United States. Which of the great lakes is wholly in the United States? What three large lakes are drained by the Mackenzie river. 11

3. (a) What island forms a whole Province of Canada ?
 (b) What large island is at the mouth of the Gulf of St. Lawrence ? 8

4. (a) What provinces of Canada border on Quebec ? (b) What difference do you find between the counties north of the St. Lawrence, and those south of it in regard to size ? Why is there a great difference in size ? 12

5. Name, with capitals, the six New England States. 12

6. (a) What oceans border on South America ? (b) On which side of the equator is the greater part of South America ? 10

7. Draw a general outline of South America using only three straight lines. 7

8. Tell us precisely as you can the geographical positions of the following : — Vancouver Island, Dawson City, Prince Albert, New Orleans, San Francisco, Denver, British Honduras, Rio de Janeiro, Quito, Salt Lake City. 20

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

SCRIPTURE (GRADE I. MODEL SCHOOL.)

(All the questions are to be answered.)

1. "Fear not ; for behold *I* bring *you* good *tidings* of great joy, which shall be to all people."

- (a) By whom were these words spoken ?
- (b) To whom were they spoken ?
- (c) Upon what occasion ?
- (d) What were these good tidings ?
- (e) Why are these good tidings a great joy to all people ? 20

2. Mention an important event that took place at :—

- (a) Bethlehem,
- (b) Nain,
- (c) Capernaum.

3. What does Christ say about :—
 (a) little children,
 (b) a rich man,
 (c) the Pharisees,
 (d) your enemies,
 (e) them that curse you. 15.

4. Relate the miracle in connection with which the following words were used :—“Fear not, from henceforth thou shalt catch men.” 15

5. Who was : (a) Barabbas, (b) Pilate, (c) Zaccheus, (d) Annas, (e) Simeon, (f) Cyrenius, (g) Zacharias, (h) Anna, (i) Joseph of Arimathæa, (j) Mary Magdalene ? 20

6. In what connection do the following expressions occur ?
 (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.” 20.

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

CANADIAN HISTORY (GRADE I. MODEL SCHOOL.)

(All the questions are to be answered.)

1. What discoveries are associated with the names of Columbus, Cartier, Cabot, Sir Humphrey Gilbert, Henry Hudson ? 15
2. When, and by whom was Quebec founded ?
 When, and by whom was it first captured ?
 When, and by what treaty was it restored to France ? 15.
3. Give an important fact in connection with (a) Dollard, (b) Laval, (c) Talon, (d) LaSalle, (e) Denonville. 15
4. Write short explanatory notes on :—
 (a) Seigneurial Tenure.
 (b) The Rat's Plot.
 (c) Coureurs de bois.
 (d) The Defence of Fort Verchères. 20.

5. When was the treaty of Utrecht signed ? What territory did England acquire by this treaty ? 10

6. Who commanded the English forces at (a) the Siege of Quebec, 1690, (b) the Siege of Louisbourg, 1745, (c) the second battle of the Plains of Abraham ? Give results in each case. 10

7. Give a short account of the removal of the Acadians. 10

8. Assign an event to each of the following dates :— 1492, 1534, 1689, 1848, 1759.

FRIDAY MORNING, JUNE 15th, from 9 to 11.

ENGLISH (GRADE I. MODEL SCHOOL.)

(All the questions are to be answered.)

1. Write down the name of : (a) the generous merchant ; (b) the noble Venetian ; (c) the covetous Jew ; (d) the rich heiress ; (e) the learned counsellor. 10

2. Who was : (a) Gonerill ; (b) Regan ; (c) Caius ; (d) Nerissa ; (e) Lorenzo ? 10

3. What sum of money did Antonio borrow from Shylock ? For what purpose was it borrowed ? Upon what conditions did Shylock lend the money ? What took place when Antonio could not repay Shylock at the appointed time ? 12

4. By whom, and in what way was Antonio's life saved ? 8

5. What was the sentence passed upon Shylock by the Duke at the close of the trial ? 10

6. In what way did King Lear dispose of his kingdom ? 10

7. (a) In whose behalf did the Earl of Kent speak plainly to the king ?

(b) What punishment did the king inflict upon this honest courtier for speaking thus ? 10

8. (a) How did Gonerill treat her father? (b) After leaving Gonerill, to whom did he go? (c) How was he received? (d) How did this treatment affect his mind? (e) In what way did the justice of Heaven at last overtake the wicked daughters? 15

9. Combine the following group of statements into a simple sentence :

The president called a meeting.

It was a meeting of his cabinet.

The meeting was called suddenly,

It was called late at night.

It was at the suggestion of Adams it was called. 15

Official Department.

NOTICES FROM THE QUEBEC OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 6th of June, 1906, to annex the school municipality of Tewkesbury No. 2, county of Quebec, with the limits which it has actually, to the school municipality of "Stoneham," in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 6th June, 1906, to have the present rural municipality of "Delorimier" detached from the school municipality of Côte Visitation, Hochelaga county, and erected into a separate school municipality, for Protestants only.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 6th of June, 1906, to detach from the school municipality of Notre-Dame du Rosaire, in the county of Montmagny, the lots Nos. 18 to 30, inclusively, of the ranges I and II north-west of the township of Armagh, and to annex them to the school municipality of "Armagh," in the county of Bellechasse.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 13th June, 1906, to erect into a distinct school municipality, by the name of "La Barrière," the territory hereinafter mentioned, and comprising

the lots Nos. 43 to 59, inclusively, in the first range of the township of Tracy, and the lots Nos. 30 to 50, inclusively, in the first and in the second ranges of the township Courcelles, both in the county of Joliette. This territory did not form part of any school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 13th June, 1906, to detach from the school municipality of Saint Joseph, county of Soulanges, the cadastral numbers No. 17 to No. 123, inclusively, and to erect them into a distinct school municipality, under the name of "Saint Dominique des Cèdres."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 13th June, 1906, to detach from the school municipality of Saint Stanislas, in the county of Champlain, the territory comprising the lots bearing on the official cadastre of the parish of Saint Stanislas, in the same county, the numbers 35 and following to 104, inclusively, the numbers 157 and following to 200, inclusively, the numbers 258 and following to 287, inclusively, the numbers 298 and following to 321, inclusively, the numbers 396 and following to 449, inclusively, the numbers 549 and following to 600, inclusively, the numbers 651 and following to 691, inclusively, and the numbers 733 and following to 752, inclusively, and to erect this territory into a distinct school municipality by the name of "Lafèche."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 13th of June, 1906, to appoint Mr. William Power, a member of the Catholic school commission of the city of Quebec, his term of office expiring on the 30th of June instant, 1906.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 20th of June, 1906, to annex the school municipality of "Tingwick," county of Arthabaska, to the municipality of "Chenier," in the same county, for school purposes.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 20th of June, 1906, to detach from the school municipality of Northfield and Wright, county of Ottawa, the lots which form part of the village of Gracefield, such as it has been erected by a proclamation of the province of Quebec, dated the 17th of February last, 1905, and moreover the lots bearing the number 35 and

the following numbers to 45, inclusively, of the range C of the township of Wright, the lots bearing the number 16 and the following numbers to 21, inclusively, of the fourth range of the said township, the lots bearing the number 18 and the following numbers to 44, inclusively, of the fifth range of the said township, the lots bearing the No. 23 and the following numbers to 30, inclusively, of the 6th range of the said township, and the lots bearing the No. 14 and the following numbers to 21, inclusively, of the range A of the township of Northfield, in the same county, and to erect them into a school municipality by the name of "Gracefield."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th June, 1906, to detach from the school municipality of Saint Denis No. 1, in the county of Saint Hyacinth, the village of Saint Denis, with the limits which are assigned to it by the proclamation of the Administrator of the Government of the Province of Quebec, dated the 26th of November, 1903, and to erect the village into a distinct school municipality by the name of "Village of Saint Denis"

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th June, 1906, to erect into a distinct school municipality, by the name of "Honfleur," the following territory, to wit: all the east part of the township Dalmas, which reaches to the east of the dividing line of the lots 49 and 50 from the river Peribonka to the north extremity of the said township Dalmas, and the part of the township Taillon which reaches to the north of the dividing line of the ranges IV and V of the said township, excepting the part of the range which extends to the west of the said range V, from lot 23 inclusively; the said territory being bounded as follows:

On the south by the dividing line of the ranges IV and V of the township Taillon, from the township Delisle to the dividing line of the lots 23 and 24 of the said range IV, and, after following this dividing line of the lots 23 and 24, starting from the north extremity of the said dividing line following the dividing line of the ranges V and VI of the said township Taillon, the said line prolonged in a straight line to its meeting with the river Peribonka; on the west by the dividing line of lots 49 and 50 in the town-

ship Dalmas, the said dividing line prolonged from the river Peribonka to the north extremity of the said township Dalmas ; on the north by the north extremity of said township Dalmas, prolonged from the west limit of lot No. 50, range IX of the said township, to the meeting of the said line with township Taillon or the river Peribonka, the said line prolonged to the east, to the north of the township Taillon, from the west extremity of the township Taillon to the east extremity of the said township, being at the limit of the township Jogues ; on the east by the dividing line of the said township Taillon and the townships Jogues, Garnier and Delisle, from the north-east extremity of the said township Taillon, to its meeting of the said dividing line of the townships Taillon and Delisle, and the line of division of the ranges IV and V of the said township Taillon, in the county of Lake Saint John. The said territory is comprised partly in the school municipalities of Saint Henri de Taillon and of Peribonka, and partly in a territory not organized into a school municipality,

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th June, 1906, to detach from the school municipality of "La Conception," in the county of Ottawa, the ranges 5, 6, 7 and 8 of the township Clyde ; to detach from the school municipality of Saint Remi d'Amherst, in the same county, the north parts of the ranges 1 and 2 of the township Amherst, from and including therein the lot bearing the No. 9 to the lot bearing the No. 41 inclusively, in each of these ranges, and the lots having the No. 20 and the following numbers to No. 41 inclusively in each of the ranges 3 and 4 of the said township of Amherst ; to unite these ranges and these lots to the ranges 6, 7, 8 and 9 of the township of Addington, in the same county, to the lots bearing the No. 1 and the following numbers to 20 inclusively of the range A of the township Labelle, in the same county, to the lots bearing the No. 1 and following to 10 inclusively of the ranges C and B, of the same township, and to the lots having the No. 45 and following to 52 inclusively of the range 1 of the said township Labelle, and to erect this territory into a school municipality by the name of "The Municipality of Lake Windigo."

The foregoing annexations and erections took effect on the 1st of July, 1906.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 29th of August last, 1906, to detach from the school municipality of Sainte Angélique, in the county of Ottawa, the lots having on the official cadastre of the parish of Sainte Angélique the numbers 55 and following to 359 inclusively, and the part of Canadian Pacific Railway bearing the cadastral number 404, stretching from the east limit of the said parish, to the lot having on the said official cadastre the number 360, and to erect this territory into a distinct school municipality by the name of "Papineauville."

This erection will take effect on the 1st of July, 1907.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 29th August last, 1906, to make the following appointments, to wit :

School commissioners.

Argenteuil, Harrington No. 1—Mr. Peter Dobbie, to replace himself, his term of office having expired.

Arthabaska, Bulstrode.—Mr. J. B. Arsenault, to replace Mr. Aimé Lupien, deceased.

Chateauguay, Saint Jean Chrysostôme — Mr. Zolique Lepage, junior, to replace Mr. William Barron, absent from the municipality.

Compton, Marston.—Messrs. Donald J. McDonald and John McIver, to replace themselves, their terms of office having expired.

Gaspé, Cap Désespoir — Mr. Maxime Bourdage, to replace himself, his term of office having expired.

Kamouraska, Saint Onésime.—Messrs. Honoré Lemieux, junior, and Maurice Dionne, to replace Messrs. Henri Lemieux and A. Dubé, whose terms of office have expired.

Hochelaga, de Lorimier — Messrs. George Feek and John Stermont, a new municipality.

Lac Saint Jean, Quiatchouan.—Mr. Pierre Desbiens, to replace himself, his term of office having expired.

Napierville, Saint Edouard.—Mr. Gaspard Groulx, to replace the reverend Mr. Ed. Prieur, who no longer resides in the municipality.

Shefford, Waterloo.—Messrs. Pierre Trudeau and Eldémar Ethier to replace Messrs. H. Trudeau and Godfroy Poirier, who have left the commission.

School trustees.

Bagot, Acton.—Mr. Thomas Yates, to replace Mr. Siméon Dion, whose term of office has expired.

Huntingdon, Godmanchester.—Mr. Thomas William Furey, to replace himself, his term of office having expired.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 31st of August last, 1906, to make the following appointments, to wit :

School commissioners.

Chicoutimi, township Bourget. — Mr. Joseph Brassard, to replace Mr. Dorila Claveau, whose term of office has expired,

Gaspé, Gaspé Bay South.—Mr. John Annett, reappointed, his term of office having expired.

Terrebonne, Saint Sauveur.—Mr. Michel Prevost, to replace Mr. Severe Goyer, resigned.

School trustees.

Pontiac, Mansfield — Messrs. T. D. Carmichael and James G. Bryson, the former reappointed, his term of office having expired, and the latter to replace Mr. J. W. Hennessy, resigned.

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J. W. McOUAT, }
G. W. PARMELEE, **Managing Editor.**

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QUEBEC

THE CANADA STAMP COMPANY

1906.

Subscription, \$1 per annum.

Exchanges to be Addressed to "Editor of the Educational Record," Quebec, P. Q.
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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 10.

OCTOBER, 1906.

VOL. XXVI.

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Lachute :—Mr. Charles McBurney, B.A. ; Miss M. McCuaig, B.A. ; Miss Carrie Moore, Miss R. E. McIntyre, Miss B. C. Hall, Miss H. Patton.

Lennoxville :—Miss M. O. Vandry, M.A. ; Miss Kate McKinnon, Mrs. L. Abbott, Miss Bracken.

Montreal High School (Boys) :—Mr. Wellington Dixon, B.A. ; Mr. F. W. Kelley, B.A., Ph.D. ; Mr. I. Gammell, B.A., Mr. T. B. Reith, B.A. ; Mr. J. P. Stephen, Mr. James Walker, Mr. J. T. Donald, M.A., D.C.L. ; Mr. Squire Hall, B.A. ; Mr. Orrin Rexford, B.A., Sc. ; Mr. F. C. Smiley, B.A. ; Mr. Murray McNealy, Mr. Warren Simister, B.A. ; Mr. C. B. Powter, Miss M. Ross, Miss A. D. James, Miss M. J. Clarke, Miss I. McBratney, Miss L. Binmore, Miss C. M. Smith, Miss A. O'Grady, Miss B. Irving, Miss A. S. DeWitt, Miss A. Macfarlane, Miss S. Louise Shaw, B.A. ; Miss M. Metcalfe, Miss M. Hanington, Miss A. O. Dodds, Miss J. Dixon, B.A.

Montreal High School (Girls) :—Miss Georgina Hunter, B.A. ; Miss M. Wilson, B.A. ; Miss F. Taylor, Miss Brittain, B.A. ; Miss E. C. Charlton, Mrs. Allen, Miss Hammond, M.A., Miss M. Clarke, Miss Ferguson, Miss Mewhort, B.A. ; Miss J. D. Dixon, B.A. ; Miss Lily Clarke, Miss J. Bremner, Miss L. Sinclair, Miss Shaw, B.A. ; Miss Ethel Fisher, Miss Hearne, Miss McGowan, Miss Morrow, Miss Mary Campbell, Miss Young, Mr. T. B. Reith, B.A. ; Mr. J. T. Donald, M.A., D.C.L. ; Mrs. Simister, Professor Couture, Miss Holmström.

Ormstown :—Mr. H. D. Hunting, M.A. ; Miss G. B. Simpson, Mrs. E. F. McCartney, Mrs. A. Lang.

Quebec High School (Boys) :—Mr. T. Aimslic Young, M.A. ; Mr. A. J. Elliot, Mr. Dunlop, B.A. ; Rev. Mr. Boudreau, B.A. ; Mr. W. S. Todd, Mr. Bishop.

Quebec High School (Girls) :—Miss Graham, B.A. ; Miss Dunkerly, Miss Wilkinson, Miss McNaughton, Miss Smith, Miss Rondeau, Miss Duffett.

Shawville :—Miss Emma McCoy, B.A. ; Miss E. J. Kempffer, Miss L. Carmichael, Miss A. J. Robinson, Miss L. M. Manly.

Sherbrooke :—Mr. N. T. Truell, Miss Lizzie Sangster, Miss Isabel McCoy, B.Sc. ; Mrs. M. R. MacLeod ; Miss Edith Miller, Miss Hattie Samson, Miss Alice J. Griggs, Miss Idonea Nourse, Miss Ruth R. Wyatt, Miss Mattye E. Waterhouse, Miss Marion A. Nicholson, Professor de Bellefontaine, Professor Fletcher.

Stanstead College :—Rev. Charles R. Flanders, B.A., D.D. ; Mr. Elden C. Irvine, M.A. ; Miss Helen Grange, B.A. ; Miss J. W. Cohoon, B.A. ; Miss Linda Harding, B.A. ; Miss Nettie M. Giles, Miss Josie A. Hayes, Miss Violet B. Smith, B.A. ; Miss J. D. McFadyen, Miss H. A. Beall, Miss Irene Mallery.

St Francis College Grammar School :—Mr. H. A. Honeyman, Mr. J. A. Keays, B.A. ; Miss R. Stevens, Miss K. B. Morison, Miss J. Clouston, Miss L. Nelson.

St. Lambert :—Mr. A. E. Rivard, B.A. ; Miss Jessie M. Varney, Miss M. I. Rowat, Miss Edna Wheatly, Miss Frances A. Kydd.

Sutton :—Miss Ada Ellison, B.A. ; Miss J. W. Hunter, Miss Daisy C. Theakston, Miss Mary J. Cutters.

Valleyfield :—Mr. W. J. Messenger, M.A. ; Miss Dora Ferris, Miss C. C. Thompson, Miss Edna Ferris, Miss Isa M. Copland, Miss H. E. Lawrence, Miss Janet E. Lowe, Miss C. B. Brown.

Waterloo :—Mr. E. S. Rivard, B.A. ; Miss Annie Douglas, Miss Margaret Mathewson, Miss Carrie Spencer, Miss Maud Savage, Miss M. McKenna.

Westmount Academy :—Mr. W. B. T. Macauley, B.A. ; Mr. W. Chalk, B.A. ; Mr. R. E. Howe, B.A. ; Mr. F. O. Call, B.A. ; Mr. J. A. Macgregor, B.A. ; Mr. A. E. Rollit, B.A. ; Mr. C. Place, Mr. A. Thomas, Miss B. Grant, Miss M. Grant, Miss E. G. Jackson, B.A. ; Miss A. Symington, Miss M. Brodie, B.A. ; Miss L. R. Bochus, Miss A. Pease, Miss H. Barr, B.A. ; Miss J. E. Macgregor, Miss B. Armitage, Miss D. McGuire, Miss K. Pearson, B.A.

MODEL SCHOOLS.

Aberdeen :—Miss S. W. Young, Miss A. R. Macpherson, Miss H. M. Cowling, Miss E. Patterson.

- Agnes and Megantic* :—Miss Pansy E. Young, Miss I. McNaughton, Miss M. F. Peyton.
- Aylmer* :—Mr. E. W. Hodgins, Miss McCartney, Miss B. M. Sayers, Miss F. G. Chamberlain.
- Barnston* :—Miss Primrose M. Lindop, Miss M. Chadsay.
- Beebe Plain* :—Miss H. M. Patch, Miss Ruth Gustin.
- Bishop's Crossing* :—Miss C. E. Wilson, Miss Lora Rolfe.
- Bury* :—Miss Annie B. Smith, Miss H. Bullock, Miss M. Miller.
- Clarenceville* :—Mr. L. A. Sawyer, Miss Gladys Hyde.
- Como* :—Miss Julia C. Park, Miss Lyla Boothe.
- Compton* :—Miss F. S. Purdy, Miss Etta Munroe.
- East Angus* :—Miss E. Hepburn, Miss E. P. Brown, Miss Minnie Heath.
- Farnham* :—Mr. S. W. Kneeland, Miss Blackwood, Miss Wallace.
- Frelighsburg* :—Miss Edna L. Edey, Miss G. Guillet, Miss F. C. Barnum.
- Gaspé* :—Miss Lydia Shaw, Miss C. Patterson.
- Gould* :—Miss Jessie MacMillan, Miss C. Hanright.
- Hatley* :—Miss Dee Gustin, Mrs. A. J. Bowen.
- Hemmingford* :—Miss Annie Thompson, Miss Annie M. Wilson.
- Hull* :—Mr. Claude A. Adams, B.A.; Miss J. Hutchins, Miss A. Hughes, Miss G. Ives, Miss C. Ross, Miss G. Stewart, Miss F. Robinson, Miss S. Buck.
- Kinnear's Mills* :
- Kingsey* :—Miss Inez Parent, Miss M. S. Belknap.
- Longueuil* :—Mr. A. M. McPhee, Miss A. Hamilton, Miss M. E. Webb, Miss S. M. Carr.
- Lacolle* :—Miss Alice Woodworth, Miss Sarah O'Dell.
- Leeds* :—Miss Lily Carmichael, Miss Agnes McKenzie.
- Magog* :—Miss F. A. Bryant, B.A.; Mrs. Oliver, Miss D. Percy.
- Mansonville* :—Mr. F. C. Humphrey, Miss B. B. Boright, Miss B. A. Lindop.
- Marbleton* :—Miss Mary E. Breadon, Miss S. E. Moorey.
- New Richmond* :—Miss Mary R. Kirkwood, Miss Elsie Willett.
- North Hatley* :—Mr. J. H. Hunter, M.A.; Miss A. J. Patterson, Miss Alice Fuller, Miss Addie Todd.
- Paspebiac* :—Mr. A. E. Duncan, Miss S. Scott.

- Quyón* :—Miss Annie L. Beckett, Miss Bella Armstrong.
Rawdon :—Miss Laura Rondeau, Miss A. M. Williams.
Sawyerville :—Miss A. E. McDonald, Miss E. Manning,
 Miss A. M. Wark, Miss J. M. Osgood.
Scotstown :—Miss B. Davies, Miss M. Fraser, Miss Bowman,
 Miss Sherman.
South Durham :—Miss J. E. McClatchie, Miss Lida Hughes.
Stanbridge East :—Miss Jessie Eckhart, B.A. ; Miss J. Corey.
Strathcona :—Miss Helen Rorke, M.A. ; Miss Mary B. Mac-
 Farlane, Miss M. B. Davidson, Miss Christina Cleland.
St. Andrews :—Miss Lilian McCaskill, Miss Mary Hyde.
St. Hyacinthe :—
St. John's :—Mr. C. P. Green, B.A., Miss Minnie Brown,
 Miss Carrie Nicholls
St. Sylvestre :—Miss L. Rodger.
Three Rivers :—Mr. W. O. Rothney, B.A.; Miss H. A. Roth-
 ney, Miss H. N. McLeod.
Ulverton :—Mr. Jas. A. Mackay, Miss E. G. Porter.
Verdun :—Miss J. V. Palmer, B.A., Mrs. R. Pepper, Miss
 Ross, Miss E. Fraser, Miss E. M. Blackford, Miss R.
 Baker Edwards, Miss Bonner.
Waterville :—Miss Leonie Van Vliet, Miss Edna Abercrom-
 bie, Miss Annie Wilcox.
Windsor Mills :—Miss Christina McMichael, Miss Jessie
 Goold.

LIST containing the names of the ten highest pupils in each grade at the June examinations, 1906, of the Protestant Superior Schools.

GRADE II. ACADEMY.

Number of marks obtainable, 900.

Norman Dowd, Gault Institute, 817; Clara Hyndman, Sherbrooke Academy, 795; Frieda Olmstead, Sutton Academy, 783; Loila Durrell, Waterloo Academy, 781; Floyd Jones, Sutton Academy, 766; John E. McOuat, Lachute Academy, 761; Jessie Norris, Granby Academy, 761; Ross MacLeod, Sherbrooke Academy, 753; A. E. Rexford, Stanstead Academy, 752; Eva McLeod, Sherbrooke Academy, 751.

GRADE I. ACADEMY.

Number of marks obtainable, 1,200.

Kate Lawrence, Sherbrooke, 1,106; Elsie Macfarlane, Huntingdon, 1,084; Amy V. Hammond, Lachute, 1,075; Alfred Brian, Sherbrooke, 1,074; Ethel Bailey, Granby, 1,065; Florence Wilson, Danville, 1,060; Reginald Baker, Lennoxville, 1,054; Ernest Middlemiss, Sawyerville, 1,019; Alberta Elliott, Danville, 1,018; Margaret I. Morrison, Ormstown, 1,013.

GRADE III. MODEL.

Number of marks obtainable, 1,100.

Roy Blair, Ormstown, 1,015; Willie Gill, Sherbrooke, 1,002; Elsie Sellar, Huntingdon, 995; Mary Linford, Lachine, 987; Willie I. Cameron, Lachute, 986; Beulah Graham, Granby, 985; Hollis Burns, Cookshire, 965; Hilton Carter, St. Lambert, 959; Jeremiah Sullivan, Gault Institute, 956; Fred. Wallace, Granby, 953.

GRADE II. MODEL.

Number of marks obtainable, 1,000.

Eric Sparling, Granby, 928; Britomarte Somers, Sherbrooke, 813; Hugh Nourse, Sherbrooke, 910; Egerton Smith, Danville, 909; Hilda Fuller, Sherbrooke, 895; Reginald Armitage, Sherbrooke, 894; Jean MacLeod, Sherbrooke, 890; Jack Ward, Sherbrooke, 881; Ariel McConnell, Hull, 881; Ruth Vipond, Como, 879; Margaret Hibbard, St. John's High School, 872.

GRADE I. MODEL.

Number of marks obtainable, 900.

Mabel Berry Longueuil, 842; Nelson Van Vliet, Lacolle, 825; Francis Gale, Waterville, 821; Homer Derick, Clarenceville, 820; Winnie Dawson, Longueuil, 816; Burton West, Longueuil, 811; Irene Martin, St. John's, 809; Elizabeth Waddell, Hull, 804; Grace Dawson, Longueuil, 798; Oliver Craik, Waterville, 797.

PROVINCIAL ASSOCIATION OF PROTESTANT
TEACHERS OF QUEBEC.

ANNUAL CONVENTION, HIGH SCHOOL, PEEL STREET,
MONTREAL, OCTOBER 18TH, 19TH AND 20TH,
1906.

PROGRAMME OF CONVENTION.

WEDNESDAY, OCTOBER 17TH, 8 P.M.

Meeting of Executive Committee.

THURSDAY, OCTOBER 18TH.

MORNING SESSION, 10 a.m. to 12 a.m.

Reports :

1. Executive Committee.
2. Library Committee and Curator.
3. Finance and Audit.
4. Representative on Protestant Committee.
5. Pension Commissioners.
6. Examinations and Course of Study.
7. Pronunciation of Latin.
8. Views of Canada.

AFTERNOON SESSION, 2 p.m. to 5 p.m.

1. Routine Business (15 minntes.)
2. Nomination of Officers (20 minutes.)
3. Consolidated Schools :
 Geo. W. Parmelee, D.C.L,
 Mr. J. C. Sutherland.
4. Ideals :
 Dr. F. Tracy, Toronto University.

EVENING SESSION, 8 p.m.

1. Addresses of Welcome :
 His Worship Mayor Ekers.
 Rev. Prof. Mackenzie, B.A., B.D.
2. Reply and Address :
 Rev. James Barclay, D.D., LL.D., President.

3. Gymnastic Dancing:
Miss Holmstrom.
Music will be provided during the evening.

FRIDAY, OCTOBER 19TH.

MORNING SESSION, 9.30 to 12.

- (a) Superior School Section, McGill Normal School,
32 Belmont St.
 1. French: Pronunciation as the basis of Language Teaching:
Herman Walter, M.A., Ph. D., Professor of Modern Languages, McGill University.
 2. Ins and outs of Superior School work:
Insp. Parker, B A.
 3. Discussion.
- (b) Elementary Section,
High School Assembly Hall, 9.30 to 12.
 1. Elementary Music, 30 minutes:
Prof. Fletcher, Sherbrooke.
 2. Elementary French, 30 minutes:
Madame Cornu. Miss Lawless.
 3. Elementary Reading, 30 minutes:
Miss Rhoda Block.
 4. Discussion.
- (c) Kindergarten and Transition Section, (9.30 to 12 m.)
 1. One of Froebel's Mother Plays:
Miss McFadden.
 2. Experiments in teaching beginners to read:
Miss Baillie.
 3. Discussion.

AFTERNOON SESSION, 2 p.m. to 5 p.m.

1. Routine Business, 20 minutes.
2. Nature Study:
Prof. C. F. Hodge, Ph. D., Clark University,
Worcester.
3. City Window and Back Yard Gardening:
Mr. S. S. Bain.
School Gardens:
Geo. D. Fuller, B.A.

EVENING SESSION, 8 p.m.

Addresses :

Premier Gouin.

Hon. Justice McCorkill.

"The Nobility of the Teaching Profession,"

G. W. Stephens, M.P.P.

Music will be provided during the evening.

SATURDAY, OCTOBER 20TH.

MORNING SESSION, 9 a.m. to 12 m.

1. Routine Business.
2. Scrutineers' Report.
3. Reports of Committees.
4. The Mysteries of Science. Lecture by Dr. H. T. Barnes, McGill University.
5. Unfinished Business.

N. B.—Dr. Barnes' lecture will be delivered at 10.30.

Articles: Original and Selected.

SCHOOL GARDENS.

The school gardens in Brome county supported by the Macdonald Rural Schools Fund and carried on under the supervision of Mr. Geo. Fuller, B.A., have had a very successful season.

Four gardens have been added to the original five, making nine in all.

The three years during which aid is given from the Macdonald Fund expires this year, and unless some measures are taken to provide funds for their support, the good work so well begun will come to an end.

All who have had an opportunity of observing them during the time they have been in operation agree that they have much educational value, that they have accomplished some of the good they were intended to yield our rural schools, and that they are well worth the money and effort they have cost.

However, in order to determine their proper relation to the rural schools, it is necessary to continue these gardens for a longer period.

In the United States there seems to be an ever increasing recognition of school gardens. In 1890, Boston had the honor of establishing the first school garden in America. Since that time much progress has been made and now there are at least a dozen of gardens in the city each connected with a public school. The expense connected with them is borne by a group of citizens who are interested in the scheme but the schools control the gardens. Hartford has opened several gardens in connection with the public schools. The boys of Yonkers cultivate a garden of three acres in area subdivided into 250 plots.

Many other instances might be enumerated showing how the movement is spreading rapidly and growing in public favor. This is due to the fact that where the school garden exists people learn that the true object of the garden is education not vegetables.

The following extract from *American Prose Masterpieces* by Elbert Hubbard shows what can be done, even under adverse circumstances, for the education of children through the instrumentality of the school garden :

“ Last summer, on a horse-back ride of a hundred miles or so, I came to an out-of-the-way “Deestrick School,” just such a one as you see every three miles all over New York State.

This particular school-house would not have attracted my attention specially had I not noticed that nearly half the school lot was taken up with a garden and flower-beds.

No house was near, and it was apparent that this garden was the work of the teacher and pupils. Straightway I dismounted, tied my horse, and walked into the school-house. The teacher was a man of middle age—a hunch back, and one of the rarest, gentlest spirits I ever met. Have you ever noticed what an alert, receptive, and beautiful soul is often housed in a misshapen body. This man was modest and as shy as a woman; and when I spoke of the flower-beds he half apologized for them and tried to change the subject. When after a few moments he realized that my interest in his garden was something deeper than mere curiosity, he offered to go out and show me what he had done. So we walked out; and out, too, behind us trooped the school of just fifteen children. “ In winter we have sixty or more pupils, but you see the school is small

now. I thought I would try the plan of teaching out of doors, half the time, and to keep the girls and boys busy I just let each scholar have a flower-bed. Some wanted to raise vegetables, and of course I let them plant any seed they wished. The older children, girls or boys, help the younger ones—it is lots of fun. When the weather is fine we are out here a good deal of the time—just working and talking,” explained the teacher. And that is the way this man taught—letting the children do things and talk. He explained to me that he was not an “educated” man, and as I contradicted him my eyes filled with tears. Not educated? I wonder how many of us who call ourselves educated have a disciplined mind and can call by name the forest birds in our own vicinity? Do we know the bird notes when we hear them? Can we with pencil outline the leaves of oak, elm, walnut, maple, chestnut, hazel, birch, or beech trees, so that others, familiar with these trees, can recognize them?

Do we know by name or on sight the insects that fill the summer nights with melody? Do we know whether the katy-did, cricket, and locust “sing” with mouth, wings, or feet? Do we know what they feed upon, how long they live, and what becomes of the tree-toad in winter?

I wonder what it is to be educated? Here was a man seemingly smitten by the hand of Fate, and yet whose heart was filled with sympathy and love. He had no quarrel with either the world or destiny. He was childless that he might love all children, and that his heart might go out to every living thing. The trustees of the school did not take much interest in the curriculum, I found, so they let the teacher have his way. A collection of birds’ eggs, fungi, and forest leaves had been made, and I was shown outline drawings of all the leaves in the garden. The idea of drawing a picture of an object led to closer observation, the teacher thought, and when I found, on questioning some of the children, that the whole school took semi-weekly rambles through the woods, and made close studies of the wild birds, as well as insects, it came to me that this man, far from any “intellectual centre,” was working out a pedagogic system that science could never improve upon. Now, whether the little man realized this or not I cannot say, but I do not think he guessed the great-

ness of his work and methods. It was all so simple—he did the thing he liked to do, and led the children out, and they followed because they loved the man and soon loved the things that he loved. Science seeks to simplify. This country school teacher, doing his own little work in his own little way, was a true scientist. And in the presence of such a man should we not uncover? ”

PLAYGROUND INFLUENCE.

The poet expresses beautifully the permanence of the influence of one pupil upon another in the stanzas of the “Arrow and the Song.” The arrow though heedlessly and aimlessly shot into the air, nevertheless, found a resting place in an oak “still unbroke.” The song breathed forth without purpose was found long afterwards “from beginning to end in the heart of a friend.”

In this brief lesson teachers are taught to regard the influence of the bolder and baser element as a danger ever present in school life and chiefly exercised on the school grounds. It is not necessary to “sing” in order, that the “songs” of such evil disposed pupils be found in the hearts of other pupils. The *mere suggestion*, the *pencil markings* and *jack knife cuttings* are all instruments of “songs” for such purposes. Many an innocent life is marred by such influences, and teachers ought to be constantly on their guard in behalf of the pure and the good.

Continual oversight is necessary to correct and prevent injury from individual influence as pupils commingle in school life. Such oversight is greatly assisted by a wholesome interest in something noble on the part of the pupils of the school. This may be an interest in the school work itself, or in some scheme of the teacher such as a school cabinet for *curios*, a reading library, an occasional concert, or anything else that brings her pupils into happy and intimate relations with the teacher.

All outside wood-work, especially the outbuildings, should be heavily roughcoated with a mixture of sand and paint, which cuts the pencil point at one stroke and spoils the edge of the knife.

The regulations require the teacher to daily inspect these outside premises, to exercise a judicious oversight at all

times, whether inside or outside, and it is well, that each teacher should know the regulations and accept the responsibility, for in too many schools the matter is looked upon as outside the roll of the teacher's duties.

It should be remembered by the teacher, that mental exercises in arithmetic, employing small numbers, but involving the principles of the subject, are of greater value than long and laboured examples done chiefly by the teacher's help.

Much more time should be spent on oral exercises and in silent mental work. Even simple addition does not get a fair share of attention to make the pupils proficient therein. The preliminary rules in arithmetic are the *orthography* of the subject and, if the pupil be slow and incapable in these, he will make little success afterwards. Practice will tend to perfection in time.

GOOD MANNERS.

It is an observation frequently made by many people, that "Our pupils are not as respectful toward the public as are those of the French schools." There is, indeed, some truth in the observation, but there is no reason why it should be so.

Our teachers are well-disposed and courteous, and their influence and conduct are such as ought to produce proper conduct on the part of their pupils. Moreover, most parents desire and endeavour in their homes to develop in their children courtesy toward others. Wherein, then, does the failure arise? Chiefly from a lack of co-operation between the home and the school. Impatient criticism on the part of either, soon destroys the pupil's confidence in the teaching of both, and insolent disregard soon takes the place of respect and good manners. This attitude of disregard, though held in check by the discipline of school and home, readily assists itself on the highway or the play-ground where restraints are more or less absent.

Our course of study requires daily instruction in *morals, honour, good manners, kindness and respect for others*. Such lessons, however, are best taught by example following precept, and we urge on both home and school to see to it that their relations are consistent with their teaching.

HOME LESSONS.

Much judgment is required in assigning home lessons, so as to make them pleasant and helpful to the pupil. Too often these lessons are a greater task in the fag end hours of the day, than the whole effort at school was from nine o'clock to four.

Teachers, who succeed best, are those who require such work as admits of *copying* and other forms of *deception* to be done under their own careful supervision. Home work in arithmetic, parsing, analysis and drawing is never wise, for there is no possible guarantee, that the *thinking* has been done by the pupils. The pupils are taught by force of circumstances to lie and to deceive and the teacher is cheated in every lesson.

Only such home lessons should be given as may be readily done by the pupils themselves. Much can be done by the teacher in prescribing the lesson to help in its preparation, indeed, a lesson well prescribed is half learned.

Send the easy work home, keep the hard at school.

LACHUTE ACADEMY.

Lachute Academy was opened on September 4th under very promising prospects, and the public look forward to a successful year. Our new principal, Mr. McBurney, comes to us from Granby, where he has had much success, and has a strong staff to support him in his duties as principal. Miss McQuaig, B.A., Miss C. Moore, Miss R. McIntyre, Miss B. C. Hall and Miss H. Paton, all teachers of experience, compose the staff in charge of the model and elementary grades of the school.

The attendance is larger than during the last few years, and each class room in the lower departments is filled and prospects are good indeed.

The attendance has been helped by the scholarships given by Mr. Perley, M.P., who offers 16 free tuition scholarships to the first pupil in each municipality in the entrance examination.

At the formal opening the following prizes and scholarships were awarded on the June examination results :

GRADE III. ACADEMY.—H. R. F. Strong, J. C. Wilson prize \$10.00 ; Della Dewar, Commissioners' prize \$5.00.

GRADE II. ACADEMY.—John Egbert McOuat, Bellingham scholarship \$18.00 ; Katie McGibbon, Commissioners' prize \$5 ; Miles Walker, John Meikle prize.

GRADE I. ACADEMY.—Amy Hammond, Bellingham scholarship \$18.00 ; Gladys Tomalty, John Meikle prize ; E. H. Wilson, special prize in arithmetic \$5.00 ; Alice Arthur and Effie Cooke, each John Meikle prize.

GRADE III. MODEL. - Willie Cameron, Bellingham scholarship \$18.00 ; Randolph W. Strong, Margaret E. Hay, Violet Joss, Robina Ewan and Lockhart Gall, each John Meikle prize.

GRADE II. MODEL SCHOOL.—Harold McOuat, Hon. W. A. Weir, silver medal and Wm. Banford special prize in arithmetic.

The following pupils received prizes for general proficiency, on the results of the school examinations, from the John Meikle fund :

GRADE I. MODEL.—Irene Riddell, Bessie Fraser, John Calder, Elmer Giles.

GRADE III. ELEMENTARY, SR.—Harry Hammond, Norah Christie, May Cruise, Ruth Williams, Harry Joss.

GRADE III. ELEMENTARY, JR.—Amy Brown, Frances Joss, Jessie Cruise, Jessie Earle, Eleanor Hay, Hattie McCoy.

GRADE II. ELEMENTARY, SR.—Gracie McOuat and Cameron Hay, equal, "Sclater" prize in arithmetic, 1st Cameron Hay, 2nd Gracie McOuat ; Aida Patterson, Catherine McGibbon, Maggie Walker, Georgina Baldwin, Laura McLaren.

GRADE II. ELEMENTARY, JR.—Grace Marshall, Douglas Simon, Effie Neil, Lila Giles, Maggie McKimmie, Hazel McGibbon.

GRADE I. ELEMENTARY, CLASS III.—Edgar Hammond, Allison Cottingham, Gordon Fraser, Edward McOuat.

GRADE I. ELEMENTARY, CLASS II.—Aird McLaren, Howard Kennedy, Willie Baldwin, John McKimmie.

GRADE I. ELEMENTARY, CLASS I.—Bessie Walker, Ernest Calder, Norman Cleland.

Each of the following pupils who were never late during the year nor missed a day received the "E. H. Wilson" special prize for punctuality:

Gladys Tomalty, Effie Cooke, May McGibbon, Gertie Rogers, Earle Todd, Violet Kennedy, Irene Roddell, Bessie Fraser, Roy Kennedy, Amy Brower, Bessie Menzies, Arthur Joss, Georgina Baldwin.

Several entrance scholarships of \$15 were also awarded to pupils from rural schools by G. H. Perley, Esq., M.P.

VALUE OF TESTIMONIALS.

TOO MANY REFERENCES OFTEN MORE RUINOUS THAN
TOO FEW,

Testimonials and references are valuable only to back up the personality and statements of the applicant for a position, says H. J. Hapgood, the well-known "brain broker." They should be typewritten, but not printed, as when printed they indicate that you are perpetually in the market for a position. The originals, of course, are too valuable to allow out of your possession.

Too many testimonials are often ruinous. I know a man who was being favorably considered for a position as chief engineer and was on the point of being engaged. The negotiations were promptly called off when he produced 23 letters, of which 15 were from men for whom he had worked in the past three years. It is often better only to mention the names of firms from which you have letters and of other responsible persons to whom you can refer if desired.

Letters of recommendation should be brief and definite, one positive statement of what you have done being worth a dozen glittering generalities. One of the best testimonials I ever saw read like this:

Mr. has been in our employ for five years. He is leaving because we cannot afford to pay him more than \$1,800 and he is easily worth a higher salary. We are sorry to see him go as he is a competent civil engineer, and we shall have difficulty in filling his place.

Former employers are the strongest references you can give; teachers are the next best; friends, relatives and acquaintances carry the least weight.

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.

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 blithsomenly
 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 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.

Correspondence.

To the Editor of the RECORD.

DEAR SIR,—On all sides one hears the question, "What good will arise from the recent educational campaign?" and, although it is not easy to point out the immediate definite results, we can at least agree with King Bruce on the spider, and say, "All honor to those who try."

One good effect will be to call public attention to the pressing needs of many, rural, district schools. It will educate the rate-payers to their duties, and those, who have conducted the campaign, will have gathered much information that will be of immense value in future administration. To the rate-payer the truth must be apparent, that it is no use to wait for relief, until the whole province shall be educated up to the point of spending enough on elementary education to bring \$50,000 additional to the needy, Protestant, rural school, for should such delay intervene many of these schools would cease to exist before such help would arrive. A careful analysis of the four suggestions, given by the speakers in these valuable addresses, will show, that much will depend on *local effort* and *wise administration of local funds*.

(1.) Much good would result from consolidation of the rural schools. This is a measure of relief, that rests entirely with the rate-payers themselves and should be insisted on by the authorities at Quebec, as one of the conditions requisite to a claim for an extra grant from any supplementary funds.

(2.) Much good would also result from the increased taxation proposed, if our people were loyal toward our schools, but, in many of the municipalities, where wealth exists, there is no disposition to pay more than the minimum rate of the Catholic board. If the rate be increased beyond this point, some of the wealthiest rate-payers cease to dissent and the weight of taxation bears heavier still on those Protestants, who remain. This feature of our school law has become a veritable *rod of terror* to our Protestant trustee boards. I say "Protestant" only, because no Roman Catholic will treat his compatriots in such a manner.

(3.) The third suggestion, to give all the Government grants of wealthier schools to the poor fund, might be of value, if generally adopted, but it would be necessary to take a local plebiscite in each municipality to determine the question. If the donation were agreed upon by a majority under existing laws it would still be a question, what right the majority had to tax the minority to the amount of the Government grant, since the law makes no provision for such a course.

(4.) The proposal to tax all Protestant property to form a *poor fund* would be ineffective owing to the right of all Protestant rate-payers to cease to dissent and thus withdraw their property from the Protestant roll. A very large proportion of Protestant schools are supported by dissentients, and so far as the property of such rate-payers is concerned the tax would be simply voluntary. To make it otherwise requires a change in the general law, and this we need not expect.

No doubt much good will come from the conferences, for the end is not yet, and many other influences may be expected to act along the lines suggested and along other lines suggested by the local authorities themselves.

RATE-PAYER.

TABLE showing the number and ages of pensioners of new Pension Fund and the amount of pensions paid in 1905-1906.

PENSIONERS.	Number of pensioners.	Average age.	Total of pensions.	Average of pensions.
			\$ cts.	\$ cts.
Division according to age of pensioners :—				
Male teachers 56 years and over.	75	69.1	14,809.13	197.45
Female teachers 56 years and over	267	63.0	14,514.76	54.36
Male teachers under 56 years....	14	50.0	2,175.90	155.42
Female teachers under 56 years.	216	47.4	7,942.75	36.77
Teachers' widows.....	17	64.3	3,028.47	178.14
Totals and total averages..	589	57.8	42,471.01	72.11
Pensioners deceased in 1905.....	11	65	1,375.46	125.04
Pensioners who resumed teaching in 1905.....	4	52	214.87	53.72
Totals and total averages..	15	61	1,590.33	106.02
New applications in 1905 :—				
New pensions granted.....	24	52	1,837.79	76.57
Applications for deferred pensions	5	49	457.06	91.41
Applications for pension refused.	8	50	256.88	32.11
Pensions refused and pensions struck off in previous year and again granted in 1905.....	2	52	61.08	30.54
Totals and total averages..	39	51	2,612.81	66.99

TABLE showing the Revenue and Expenditure, the amount of Capital of the Pension Fund of the teachers in primary schools, for the year 1905-06.

REVENUE.		\$	cts.	\$	cts.
Stoppage of 4% on grant to Public Schools.....		6,400.00			
Stoppage of 4% on grant to Superior Schools.....		2,000.00			
Stoppage of 2% on salaries of Professors of Normal Schools.....		622.80			
Stoppage of 2% on salaries of School Inspectors.....		863.01			
Stoppage of 2% on salaries of Teachers		21,108.18			
“ “ on pensions paid during year.....		850.44			
Stoppages paid to Department by teachers themselves.....		314.04			
Interest on capital for one year ending 1st July, 1905.....		9,441.31			
Annual grant from Quebec Government		5,000.00			
Cheque cancelled.....		60.29			
Total.....				46,660.07	
EXPENDITURE.					
For Pensions.....		42,471.01			
Stoppages repaid out of Revenue.....		728.74			
Cost of management.....		457.70			
Balance.....		3,002.62			
Total.....				46,660.07	
Balances accumulated on Revenue and Expenditure from 1899 to last year.		8,788.33			
Balance of this year.....		3,002.62			
Total.....				11,791.05	
CAPITAL ACCOUNT.					
1905, July 1st. Amount of capital to date.....				189,174.34	
RECEIPTS 1905-06.					
Stoppage on pensions added to capital.		257.92			
Other Stoppages belonging to capital.		16.53			
Total.....		274.45			
Deduct : Reimbursement out of capital.		84.88			
Balance.....				189.57	
Total.....				189,363.91	

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1906. (ACADEMIES.)

ACADEMIES.	Total Marks taken in the respective Grades.					Grand Total Marks	Total Marks Allowable.	Percentage.	Pupils.				Pupils in II. M. S.			Pupils in III. M. S.			Pupils in I. Acad.			Pupils in II. Acad.			Pupils in III. Acad.			Columns indicated according to Regulation as					Totals on which the awards are made.	ACADEMIES.			
	M. S. II.	M. S. III.	Ac. I.	Ac. II.	Ac. III.				Enrolled	Presented.	Passed	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	a.	b.			c.	d.	e.
	Westmount	44084	29251	*	10250				9329	92014	140125	.663	338	247	189	58	112	89	23	90	66	24	*	*	*	24	23	1	21	11	10	30.00			19.89	10.66	11.07
Sherbrooke.....	17662	5012	3569	4220	5039	35492	49300	.719	100	90	83	7	51	46	5	13	11	2	9	9	0	5	8	0	9	9	0	11.44	21.57	13.50	13.83	9.00	69.44	Sherbrooke.			
Granby.....	3282	5238	1470	2019	5672	15581	20,000	.772	35	33	31	2	8	8	0	12	12	0	3	3	0	4	4	0	6	4	2	5.02	23.16	14.14	14.09	7.00	63.41	Granby.			
Huntingdon....	5323	6442	8252	8028	5577	33622	54300	.615	98	89	53	36	18	7	11	18	10	5	23	14	9	15	14	4	12	8	4	10.84	18.45	13.62	8.93	10.00	61.84	Huntingdon.			
Lachute.....	5437	9393	6110	3253	1345	25554	36500	.699	76	66	55	11	16	13	3	25	22	3	15	12	3	6	6	1	3	2	1	8.24	20.97	13.03	12.50	6.50	61.24	Lachute.			
Coaticook.....	4359	3989	2994	2905	2929	17176	26100	.658	56	48	41	7	14	12	2	11	10	1	9	6	3	8	8	0	6	5	1	5.57	19.74	12.85	12.81	9.00	59.97	Coaticook.			
Stanstead.....	4395	325	3016	3894	4960	16500	25700	.648	57	46	35	11	15	10	5	1	1	0	9	6	3	16	9	1	11	9	2	5.32	19.20	12.10	11.41	10.00	58.03	Stanstead.			
Danville.....	2862	3720	2266	2271	3150	14552	22300	.652	42	37	30	7	9	7	2	11	9	2	5	5	0	5	5	0	7	4	3	4.69	19.56	13.21	12.16	7.50	57.12	Danville.			
Inverness.....	483	2086	844	2846	3833	10094	16150	.625	30	28	21	7	2	0	2	6	6	0	3	1	2	9	8	1	8	6	2	3.25	18.75	14.00	11.25	9.50	56.75	Inverness.			
Cookshire.....	1892	3914	3989	2618	1615	14028	21300	.658	46	39	30	9	6	5	1	11	8	3	10	9	1	2	6	2	4	2	2	4.52	19.74	12.71	11.53	8.00	56.50	Cookshire.			
Dunham.....	1543	1408	2673	1795	3030	10449	16400	.637	30	29	21	8	5	4	1	5	2	3	7	6	1	5	4	1	7	5	2	3.37	19.11	14.50	10.86	7.50	55.34	Dunham.			
Lennoxville...	3282	3583	2962	1766	2260	13862	20150	.687	42	34	26	8	10	8	2	9	8	1	7	5	2	4	3	1	4	2	2	4.47	20.61	12.14	11.47	6.00	54.69	Lennoxville.			
Waterloo.....	4580	2378	4129	3583	3053	17723	27200	.651	79	49	34	15	16	9	7	7	4	3	11	8	3	5	8	0	7	5	2	5.71	19.58	9.30	10.40	9.00	53.94	Waterloo.			
Knowlton.....	2418	4180	3325	4172	649	14744	22800	.646	57	39	31	8	7	6	1	11	10	1	9	6	3	10	9	1	2	0	2	4.75	19.38	10.08	11.92	7.00	53.13	Knowlton.			
Valleyfield....	4306	3665	2622	1355	1003	12951	19525	.663	40	31	27	7	12	10	2	10	10	0	7	4	3	3	2	1	2	1	1	4.17	19.89	12.75	11.91	3.50	52.22	Valleyfield.			
Buckingham....	2763	2732	2578	2555	3177	13806	24050	.574	48	39	24	15	8	8	0	9	4	5	8	2	6	7	5	2	7	5	2	4.45	17.22	12.19	9.23	8.50	51.59	Buckingham.			
Ormstown.....	2731	2913	4895	1320	1781	13640	20850	.654	57	35	28	7	9	7	2	8	6	2	12	9	3	3	3	0	3	3	0	4.40	19.62	9.21	12.00	4.50	49.73	Ormstown.			
St. Lambert....	4847	1730	1641	.....	.....	8218	12100	.679	27	23	19	4	15	12	3	4	4	0	4	3	1	.....	.....	.....	.....	.....	.....	2.65	20.37	12.77	12.39	0.00	48.18	St. Lambert.
Bedford.....	1640	1946	905	2447	398	5396	11850	.61	26	22	14	8	5	4	1	6	4	2	3	3	0	7	3	4	1	0	1	2.36	18.30	12.69	9.51	4.50	47.39	Bedford.			
Lachine.....	5663	2791	2158	.....	.....	10612	15700	.675	41	31	25	6	19	14	5	7	6	1	5	5	0	.....	.....	.....	.....	.....	.....	3.42	20.25	11.34	12.09	0.00	47.10	Lachine.
Sutton.....	1683	2667	2625	2780	1515	11300	18800	.601	40	33	17	8	6	4	2	9	3	6	9	1	8	6	5	1	3	2	1	3.65	18.03	12.37	6.81	6.00	46.86	Sutton.			
St. Francis....	5860	4649	4669	1792	1049	17449	31400	.553	79	60	27	33	22	9	13	17	7	10	13	5	8	6	4	2	2	2	0	5.54	16.59	12.65	6.75	5.00	46.53	St. Francis.			
Cowansville....	2434	1297	1966	901	895	7493	13350	.561	32	23	18	12	9	4	5	5	1	4	6	3	3	3	3	0	2	2	0	2.41	16.83	11.71	7.80	3.50	42.25	Cowansville.			
Shawville.....	3427	2267	2112	8059	15800	.51	29	29	6	23	14	3	10	9	1	8	6	2	4	1	0	1	2.60	15.30	15.00	3.10	1.00	37.00	Shawville.

* Took the Preliminary A. A. Examination

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TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1906, (MODEL SCHOOLS.)

MODEL SCHOOLS.	Total Marks taken in the respective Grades			Grand Total Marks	Total Marks Allowable	Percentage	Pupils				Pupils in I. M.S.			Pupils in II. M.S.			Pupils in III. M.S.			Columns indicated according to Regulation as					Totals on which the awards are made	MODEL SCHOOLS.
	M. S. I.	M. S. II.	M. S. III.				Enrolled	Presented	Passed	Failed	Presented	Passed	Failed	Presented	Passed	Failed	Presented	Passed	Failed	a.	b.	c.	d.	e.		
Fairmount	11891	12823	11365	36079	49425	.729	79	79	70	9	39	30	9	25	25	0	15	15	0	30.	21.87	15.00	13.29	10.00	90.16	Fairmount.
Clarenceville	2563	3825	9545	16933	21550	.78	28	28	26	2	7	7	0	8	7	1	13	12	1	14.10	23.55	15.00	13.92	10.00	76.57	Clarenceville.
Longueuil	3496	3822	3968	11286	15450	.73	23	23	23	0	9	9	0	8	8	0	6	6	0	9.40	21.90	14.37	15.00	10.00	70.67	Longueuil.
Sawyer ville	3716	4235	7059	15010	21900	.685	31	31	23	8	12	10	2	10	6	4	9	7	2	12.50	20.55	15.00	11.12	10.00	69.17	Sawyer ville.
Leeds	4483	4475	8958	12075	1741	.741	17	15	15	0	9	9	0	9	9	0	6	6	0	7.46	22.23	13.23	15.00	10.00	67.92	Leeds.
East Angus	3037	2003	4323	9363	13050	.716	21	19	19	0	9	9	0	4	4	0	6	6	0	7.80	21.51	13.57	15.00	10.00	67.88	East Angus.
Scotstown	1504	1136	10197	12837	19275	.665	23	23	18	5	5	4	1	3	1	2	15	13	2	10.69	19.95	15.00	11.73	10.00	67.37	Scotstown.
Como	1508	2581	4404	8493	11700	.725	16	16	14	2	5	4	1	5	5	0	6	5	1	7.07	21.75	15.00	13.12	10.00	66.94	Como.
Frelighsburg	1000	3338	3195	7533	9800	.768	14	13	13	0	3	3	0	6	6	0	4	4	0	6.27	23.04	13.92	15.00	9.00	66.23	Frelighsburg.
Hull	2709	3719	4429	10857	15000	.723	24	21	17	4	8	7	1	7	6	1	6	4	2	9.04	21.69	13.12	12.14	10.00	65.99	Hull.
Aberdeen	3070	4079	5421	12570	18575	.676	33	27	20	7	10	8	2	9	5	4	8	7	1	10.46	20.28	12.27	11.11	10.00	64.12	Aberdeen.
North Hatley	1321	2232	5076	10176	13650	.65	23	22	17	5	9	9	0	5	3	2	8	5	3	8.48	19.50	14.34	11.59	10.00	63.91	North Hatley.
Bury	2868	3997	2868	8186	11200	.73	17	16	13	3	4	4	0	8	7	1	4	2	2	6.82	21.90	14.11	12.18	8.00	63.01	Bury.
Hatley	1844	6151	3450	11445	17775	.644	27	26	16	10	7	7	3	4	13	10	3	6	3	9.53	19.32	14.44	9.23	10.00	62.52	Hatley.
Waterville	2331	2674	3710	8715	12725	.685	20	18	13	5	5	5	1	6	3	3	5	4	1	7.26	20.55	13.50	10.83	10.00	62.14	Waterville.
Lake Megantic	2771	3038	2607	8416	12775	.658	20	20	16	4	9	8	1	7	5	2	4	3	1	7.01	19.74	15.00	12.00	8.00	61.75	Lake Megantic.
Rawdon	732	1363	3831	5926	7925	.747	16	10	10	0	2	2	0	3	3	0	5	5	0	4.93	22.41	9.37	15.00	10.00	61.71	Rawdon.
Stanbridge East	1717	1785	3145	6647	10050	.661	16	14	11	3	5	5	0	4	3	1	5	3	2	5.54	19.83	13.12	11.78	10.00	60.27	Stanbridge East.
New Richmond	2697	2348	2803	7848	12100	.648	22	19	16	3	9	8	1	6	4	2	4	4	0	6.54	19.44	13.00	12.63	8.00	59.61	New Richmond.
St. Andrews	530	2216	4454	7200	11900	.605	14	14	9	5	2	1	1	5	4	1	7	4	3	6.00	18.15	15.00	9.63	10.00	58.73	St. Andrews.
Ulverton	1600	939	2686	5225	7875	.663	13	11	10	1	5	5	0	2	2	0	4	3	1	4.35	19.89	12.60	13.63	8.00	58.56	Ulverton.
Bishop's Crossing	1091	2277	1468	4836	7725	.626	11	11	10	1	3	3	0	5	5	0	3	2	1	4.03	18.78	15.00	13.63	6.00	57.44	Bishop's Crossing.
Compton	311	1685	5182	7178	12150	.59	15	14	9	5	1	1	0	4	3	1	9	5	4	5.98	17.70	14.00	9.64	10.00	57.32	Compton.
St. Johns	2506	4811	661	8278	11575	.715	20	20	14	6	9	6	3	10	7	3	3	1	0	6.81	21.45	15.00	10.50	2.00	55.84	St. Johns.
Windsor Mills	2342	1984	1834	6160	9975	.617	16	16	11	5	8	7	1	5	2	3	3	2	1	5.13	18.51	15.00	10.31	6.00	54.95	Windsor Mills.
Mansonville	2646	2134	2545	7325	10800	.678	30	16	13	3	8	8	0	4	3	1	4	2	2	6.10	20.34	8.00	12.18	8.00	54.62	Mansonville.
Lacolle	1779	1556	776	4111	5700	.721	12	9	9	0	5	5	0	3	3	0	1	1	0	3.42	21.63	11.25	15.00	2.00	53.30	Lacolle.
Maple Grove	1389	413	2177	3979	5475	.726	14	8	7	1	4	4	0	1	1	0	3	2	1	3.31	21.78	8.57	13.12	6.00	52.78	Maple Grove.
Cox	4276	3396	1482	9154	16275	.562	28	28	12	16	16	8	8	9	3	6	3	1	2	7.62	16.86	15.00	6.42	6.00	51.90	Cox.
South Durham	1418	721	2139	2800	763	.8	5	5	0	4	4	0	0	6	2	4	2	2	0	1.78	22.89	9.37	15.00	2.00	51.04	South Durham.
Marbleton	1707	2182	1328	5217	8750	.696	14	14	9	5	6	5	1	6	2	4	2	2	0	4.31	17.88	15.00	9.64	4.00	50.86	Marbleton.
Gould	863	1273	2947	5083	9000	.564	12	11	4	7	3	2	1	3	0	3	5	2	3	4.23	16.92	13.75	5.45	10.00	50.35	Gould.
Aylmer	2141	5905	4709	12755	26900	.474	47	36	9	27	10	3	7	17	3	14	9	3	6	10.62	14.22	11.50	3.75	10.00	50.09	Aylmer.
Portage du Fort	1355	1738	619	3692	5675	.65	9	9	6	3	4	4	0	4	1	3	1	1	0	3.07	19.50	15.00	10.00	2.00	49.57	Portage du Fort.
Beebe Plain	1311	2333	1538	5182	7750	.668	11	11	9	2	4	4	0	5	3	2	2	2	0	4.31	20.01	8.25	12.27	4.00	48.87	Beebe Plain.
Gaspé	1416	3159	4575	7500	12100	.61	12	12	9	3	5	4	1	7	5	2	2	2	0	3.81	13.30	15.00	11.25	0.00	48.36	Gaspé.
St. Hyacinthe	609	1365	1974	2900	68	.68	6	4	3	1	2	1	1	1	1	1	2	2	0	1.64	20.40	10.00	11.25	4.00	47.29	St. Hyacinthe.
Magog	2769	2775	2008	7552	15675	.481	28	22	9	13	10	7	3	8	1	7	4	1	3	6.29	14.43	11.78	6.13	8.00	46.63	Magog.
Quyong	2225	1636	1159	5020	9200	.545	16	16	6	10	10	2	8	4	3	1	2	1	1	4.18	16.35	15.00	5.62	4.00	45.15	Quyong.
Hemmingford	1099	3587	943	5629	10500	.533	19	16	7	9	4	2	2	10	5	5	2	0	2	4.69	15.94	13.15	6.56	4.00	44.39	Hemmingford.
Three Rivers	704	923	2663	4290	8600	.493	18	11	4	7	3	1	2	3	0	3	5	3	2	3.57	14.94	9.16	5.45	10.00	43.12	Three Rivers.
Kinnear's Mills	295	1140	1569	3004	4950	.60	11	6	3	3	1	0	2	2	2	0	3	0	3	2.50	18.00	8.18	7.50	6.00	42.18	Kinnear's Mills.
Kingsey	864	2442	3306	6750	10489	.649	11	11	7	4	3	3	0	8	4	4	1	1	0	2.75	14.67	15.00	9.54	0.00	41.96	Kingsey.
Farnham	1889	3158	668	5715	9400	.60	23	15	6	9	7	2	5	7	3	4	1	1	0	4.76	18.00	9.78	6.00	2.00	40.54	Farnham.
Verdun	2833	2649	5462	9675	1566	.666	25	18	8	10	11	6	5	7	2	5	1	1	0	4.56	16.93	10.37	6.66	0.00	38.57	Verdun.
St. Sylvester	884	884	884	1350	2054	.654	3	2	1	1	1	1	1	2	1	1	1	1	0	.73	19.57	10.00	7.50	0.00	37.85	St. Sylvester.
Barnston	1164	602	750	2516	6225	.404	10	9	2	7	5	2	3	2	0	2	2	0	2	2.05	12.12	13.50	3.33	4.00	35.00	Barnston.
Clarendon	358	785	1143	2250	50	.50	4	4	0	4	2	0	2	2	0	2	2	0	2	3.95	15.00	15.00	0.00	0.00	30.95	Clarendon.
Strathcona	2389	2243	4602	9225	1498	.498	37	17	0	17	10	0	10	7	0	7	1	1	0	3.83	14.94	6.90	0.00	0.00	25.67	Strathcona.

DETAILED REPORTS OF JUNE EXAMINATIONS,
1906.

ARITHMETIC. GRADE I. ACADEMY.

QUESTION 1.—Not generally understood *i. e.* “stocks.” Pupils seem to have a form of statement to which they adhere closely, but often arrange the figures so as to upset all sensible calculation and results are worthless. Too much form = the fault.

QUESTION 2—Was solved by the majority, but too many made a “mixture” of figures as well as coffees. Some who found the quantity of each coffee required failed to find price of compound by simply adding 16c. 17c. 18c. and taking $\frac{1}{3}$ of this as the price. Very many did this. Lack of perception = fault.

QUESTION 3.—Tried many a poor soul, and many went partly under, others failed utterly, while a large number got it right. The chief weakness, here, consisted failure to perceive that what he sold was not what was asked for, but what he had left. This of course resulted in producing the wrong cash value. Failure to study closely and sufficiently the question, or being too sure of the question's meaning at the first reading seems to account for this *fault*.

QUESTION 4—Was quite a puzzle to many and resulted in a great variety of answers; in yds. and money, going thousands of yds. in some cases to a corresponding extreme in other cases, and of course the price varied in the same ratios. One failure was due to the wrong use of the tables long and cubic instead of square, another failure was in using the repeating decimals as pure decimals and multiplying them as such. This of course gave the answer very nearly, but was an entirely fatal mistake. A good many, however, got the answer correctly, some the *practical*, others the *arithmetical*.

QUESTION 5.—The results, as gathered from their replies, show quite clearly that fully one-third of our pupils are far from clear on compound interest and a few even on simple interest. Some reckoned compound interest in the example at half yearly payments, others lost their decimal point utterly and gave the wildest replies, others added the

simple and the compound interest, while a considerable number became completely lost in their fractional method. In fact it may safely be said that this method accounts for most of the failures where the "*point*" was lost in the answer. Failure to see what was being sought and an adherence to a *form* to bring them safely *home* constitutes the chief *fault*, herein.

QUESTIONS 6 AND 7.—These were better answered, perhaps as being somewhat new and better understood. Part of the class made the ship travel at lightning speed, while a part hardly gave her motion at all. But as a whole the replies gave her the proper rate per day.

Some of the replies to question 7 were wide of the mark, but fully 90 per cent had the right answer, thereto.

Suggested :

That pupils be brought to understand fully the *principle* in case and left to fit the *principle* to a given case instead of a form. In other words that less attention be given to *quantity* of examples done during the school year for practice sake.

ARITHMETIC. GRADE III. MODEL.

QUESTION 1—Was generally understood, but too many pupils failed to find the value of Mr. Brown's remaining shares in the shop. Nearly all were able to do the problem, but, for lack of *close inspection* of the question's meaning, found the wrong values and lost most of the marks given. Let pupils be less hasty and examine each question carefully before attempting its solution and the result will rise 25 p. c., and better habits in study and character will ensue.

QUESTION 2.—In this question most failures were caused by the $4\frac{1}{2}$ days required by A to do the work, for the inversion of the fraction did not occur to a good many pupils and the result was utter failure.

QUESTIONS 3, 4 AND 5.—These were very well reasoned, but too many become confused in bringing the decimal point out of the form of statement they used and so gave useless replies and impossible results, never seeming to hesitate for a moment to see how their answers would correspond with the figures in the example. Too many do not

seem to work understandingly, but rather according to a form, trusting that, if that be adhered to, the results will be correct.

QUESTION 6.—Was lost by several pupils on account of using the table of cubic and square measure to obtain the square root, while others tried to find the square root by simply dividing by "2." However, the large majority of pupils solved it correctly.

QUESTION 7.—Most pupils knew the formula $t = \frac{1}{Pr}$, but very many were wholly lost, when they came to the final result, being unable to care for the "point" and getting as a result too many or too few years.

QUESTION 8.—Here again the answers were often useless on account of the point, fully a third being uncertain, where it should be placed. It were better that the pupils understood each step, than that they depended so much on the formula.

QUESTION 9.—Most pupils got the correct answers to the 9th, the subject seeming to be new and well taught.

QUESTION 10.—This question troubled about 25 p. c. of the 700 or more pupils in Grade III. Model. Some got the fractions the same and others inverted the answers.

ARITHMETIC. GRADE II. MODEL.

QUESTION 1.—Most pupils got the first two clauses, but many, in fact hardly any, got the classification of vulgar fractions right.

QUESTION 2.—Was successfully answered by fully 90 p. c., but a few seemed to guess at the solution and failed.

QUESTION 3.—(a) This was the most difficult question on the paper and was lost in part or in whole by very many pupils. Some claiming that a cipher affixed divided the decimal by ten, others that neither prefixing nor affixing made any change whatever.

(b) Very few pupils gave a proper reading of 43.25645; some gave it as decimal 25 6.45, others as 43 dollars 25 cents 6 mills and some more, while a few read it as a whole number simply.

QUESTION 4.—Nearly all obtained the proper fractional result, but only about a half were able to take the fraction from 3 and convert the remainder into a decimal as required.

QUESTION 5.—“Compound Quantity” called forth many attempts to tell what it was, but two thirds, though they may have known, had never learned any definition of the term and were unable to make themselves at all clear as to its meaning and thus failed. Many pupils, who had made an approximate attempt at the first part, contradicted what they had said by accepting the latter part of the question as a “compound quantity.”

QUESTION 6.—Many were the distances per hour of the passenger train, varying from hundreds of thousands to a fraction of a mile.

Fully 75 p. c., however, got this question right. Many, who lost it, did so by using 5280 for 1760 as divisor, when they had found the yds. travelled. Others sent him double the distance by failing to note that he took 2 *min.* to go 37 spaces. Others became lost owing to the fractional form of their solution.

QUESTION 7.—The great majority got this question correctly until the very last operation, but failed to multiply $2\frac{11}{2}$ by \$5.50 correctly. Pupil after pupil failed on this point, and no school was alone in this respect as the failing was general.

QUESTION 8—Caused many slips—90, 91, 92 and 93 days were found in October, November and December, and of course if the number of days were wrong the pecks and bushels would be wrong; many, who got the days right and the bushels right, failed to multiply 69 bush. by $87\frac{1}{2}$ cents, chiefly because they became lost in the form they used.

QUESTION 9.—The letters M and C were unknown to a few, but the decimal point represented by M and C in the number 75900 feet was the chief cause of failure. Answers varied from *millions* to *mills*, while too many went wrong in simple multiplication and subtraction.

QUESTION 10.—The rule was not generally given accurately, but it was quite evident, that many, who could not give the rule were, could multiply by decimals. This was shown by examples given to illustrate the rule.

ARITHMETIC. GRADE I. MODEL.

This paper calls for no special comment. Questions Nos. 1, 2, 4, 5, and 10 were done correctly by most of the pupils. In Nos. 3 and 7 many made mistakes in placing the decimal point. No. 6 was found to be the most difficult, and great was the variety of the answers received. There were also a good many failures to obtain the correct answers to Nos. 8 and 9.

A great many pupils were weak in the mental part of the paper. It would seem as if more time should be devoted in the schools to this very important part of arithmetic. In this paper, wrong answers were quite frequently given for Nos. 1, 2, 5, 7, 9, and 10. Much better work was done in the rapid arithmetic. In the addition example some pupils did not understand what horizontally meant. The subtraction one was taken by some as a multiplication example. In subtracting from the ciphers a number went astray. The multiplication and division examples were generally well done.

ARITHMETIC, MENTAL AND RAPID.

II. AND III. MODEL.

MENTAL—Pupils are apparently too hasty in putting down their answers. This they do under the impression of the brevity of time allowed, frequent changes are then made, making the answers hard to read with certainty.

RAPID.—This was generally well done and mostly correct. Several pupils simply verified the results, but did not add the columns horizontally as was required. Several, also, multiplied the subtraction and only gave the product in the multiplication example without showing any work. This was often correct, but where did they get such figures without working on other paper or borrowing from a friend?

ARITHMETIC. ALL GRADES.

Care is needed all along the line to make for a better understanding of the reasons and to secure more accuracy in the simple arithmetic of the formal rules. Had not an

allowance been given for a correct form of reasoning, when the answer was wrong, scores of pupils, who have passed, would have failed.

The defects have been dealt with chiefly, as it is by a knowledge of them, that better results can be obtained.

UNIVERSITY SCHOOL EXAMINATIONS.

QUEBEC.

ARITHMETIC.

Thursday, June 14th, 1906. Morning—9 to 10.30.

1. Which is the better investment, stock paying a regular annual dividend of 5% and bought at 80, or stock paying an 8% dividend and bought at 120 ?
2. A mixture of 90 lbs. of coffee is made from coffees worth 16c, 17c and 18c respectively, in the proportion of 3, 2 and 1; how much of each kind is to be taken, and what is the cost of a pound of the mixture ?
3. A vessel is worth \$16,000, and a person who owned $\frac{3}{4}$ of $\frac{2}{3}$ — $\frac{1}{6}$ of $\frac{5}{2}$ of it sells $\frac{1}{11}$ of his share. What share has he remaining, and what is it worth ?
4. How many yards of matting 2.4 ft. broad will cover a floor that is 27.3 feet long and 20 16 feet broad ?
5. A man borrows \$1,240 for $2\frac{1}{2}$ years at 6% per annum, simple interest. He loans it at the same rate of interest, compounded yearly. Find his gain ?
6. How long would it take a ship to go 1,800 miles if she went 150 kilometers in one day ?
7. How many liters of vinegar can be put into 600 bottles, if 12 of them hold 500 centiliters ?

1906

SUPERIOR SCHOOL EXAMINATIONS.

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

ARITHMETIC (GRADE III MODEL SCHOOL.)

(All of the questions are to be answered).

1. Owing $\frac{2}{3}$ of a factory, Mr. Brown sold $\frac{2}{3}$ of his share for \$18,000. What was the value of the entire shop at the same rate? 12
2. A can do a piece of work in $4\frac{1}{2}$ days, B can do the same in 5 days, and C can do it in 6 days. In how many days can they all do it, working together? 12
3. Paid \$384 for wheat, and sold it at a gain of 18%. What did I gain? What was the selling price? 12
4. A man invests \$3,840 so that it yields him at simple interest a monthly income of \$12.80. What is the rate of interest? 12
5. A fruit dealer bought oranges at 25 cents a dozen and sold them at the rate of 3 for 10 cents. What was his gain per cent? 12
6. A rectangle is 248 feet long and 62 feet wide. Find the side of a square which has the same area. 12
7. Find the time when the interest on \$278.40 at $7\frac{1}{2}\%$ will amount to \$96.68. 12
8. Find the principal that will amount to \$88.80 at 6% in 3 years and 4 mos. 12
- 9 (a) Find the area of a circle whose radius is 2 ft. 4 inches.
(b) Find the area of a triangle whose base is 9 ft. 8 in. and whose altitude is 5 ft. 3 inches. 12
10. Simplify (a) $4\frac{1}{2} \div \frac{3}{4}$ of $\frac{4}{5}$
(b) $4\frac{1}{2} \div \frac{3}{4} \times \frac{4}{5}$. 12

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

ARITHMETIC (GRADE II. MODEL SCHOOL.)

(All the questions are to be answered.)

1. Define a fraction; what is the distinction between a Vulgar and a Decimal fraction? How many kinds of Vulgar fractions are there? Give an example of each kind. 12
2. Can the numerator of a fraction be equal to its denominator? If so, what is the fraction? 12
3. (a) Define Decimal Fraction, and show how its value is affected by affixing or prefixing ciphers. 12
 (b) Write in words 43.25645
4. What decimal added to the sum of $1\frac{7}{4}$, $\frac{5}{8}$ and $\frac{1}{3}$ will make the sum total equal to 3? 12
5. Define "Compound quantity." Does the expression 4 days, 3 pts., 2 oz. represent a compound quantity? Explain. 12
6. If telegraph posts are 58 yds. apart, and a passenger train passes 37 intervals in 2 minutes, at what rate in miles per hours is it travelling? 12
7. What must be paid for a pile of wood 25 feet long, 3 feet high, and 4 feet wide at \$5.00 a cord? 12
8. A boarding-house use 3 pks of potatoes daily. At $87\frac{1}{2}$ cents a bushel, what will be the expense for potatoes during October, November, and December? 12
9. A lumber merchant bought 75900 feet of lumber at \$14.50 per M. feet and sold it at \$1.75 per C. feet. Find his gain. 12
10. (a) Give the rule for multiplying decimals
 (b) Write with abbreviations the tables of Long Measure, Liquid Measure. 12

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

ARITHMETIC (GRADE I, MODEL SCHOOL.)

(All the questions are to be answered.)

1. The quotient arising from the division 9281 by a certain number is 17 and the remainder is 373. Find the divisor. 12
2. Find the sum of the greatest and least of the fractions $\frac{3}{8}$, $\frac{5}{12}$, $\frac{4}{9}$. 12
3. A car loaded with coal weighs 2342 lbs. The car alone weighs $624\frac{1}{2}$ lbs. How much does the coal weigh? What is it worth at the rate of $\frac{1}{4}$ cent a pound? 12
4. Find the shortest distance that three lines 8 feet, 9 feet, and 12 feet long will exactly measure. 12
5. Multiply the sum of $\frac{9}{10}$ and $\frac{3}{4}$ by their difference. 12
6. A hen lays on an average 120 eggs a year worth 24 cents a dozen. She eats a quart of barley every 5 days. The barley is worth 64 cents a bushel (32 quarts). What is the annual profit from this hen? 12
7. If a workman has taken every day for the last 6 years two glasses of beer at 5 cents a glass, how much could he have saved if he had not indulged in this habit, reckoning 365 days each year? 12
8. If a man earns $\$2\frac{3}{4}$ a day, how many days will it take him to earn \$100? 12
9. A boy went into a store with \$5.75 in his purse. He bought $3\frac{1}{4}$ of butter at 28 cents a pound, $13\frac{1}{2}$ pounds of sugar at 11 cents a pound and $1\frac{1}{2}$ pounds of coffee at 35 cents a pound. How much money did he have left? 12
10. How many quarts of berries at 8 cents a quart will it take to pay for 8 yards of cloth at $16\frac{1}{2}$ cents a yard? 12

WEDNESDAY AFTERNOON, JUNE 13th, from 2 to 2.40.

MENTAL AND RAPID ARITHMETIC.

(GRADE III. MODEL SCHOOL.)

Forty minutes and no more is the time allowed for writing down the answers to these questions.

(All the questions are to be answered.)

No erasures or alterations are permitted. Eighty marks will be given for a perfect paper.

1. At .3 of a cent apiece, how many pencils can I buy for \$6 ? Ans.....
2. $\frac{2}{3}$ of my farm is worth \$2400. What is $\frac{1}{2}$ of *the rest of it* worth ? Ans.....
3. What is a bushel of potatoes worth at the rate of 5 cents a quart ? Ans.....
4. $\frac{3}{4}$ of 36 is $\frac{1}{2}$ of what number ? Ans.....
5. I gained 40% by selling a horse \$280. Find cost ? Ans.....
6. How long will it take \$80 to amount to \$100 to 5% ? Ans.....
7. A grocer bought molasses at the rate of $\frac{3}{8}$ a gallon and sold it at $\frac{1}{2}$ a gallon. How much does he make on a barrel measuring 40 gallons ? Ans.....
8. 6 men can build a wall in 12 days. How many days will it take them if two men are added to their number ? Ans.....
9. A man who owned .75 of a ship sold 2.25 of it. What part of the ship did he still own ? Ans.....
10. What number increased by 20% of itself equals 500 ? Ans.....

1. Add vertically and horizontally.

\$ 47.86	86.47	85.86	67.49=
96.44	97.49	97.84	86.75=
75.69	47.68	65.43	96.78=
87.73	69.63	78.69	84.56=
99.69	86.87	84.32	68.75=

2. The minuend = 5 0 0 4 3 1 2 0 0 4 1 6
 " subtrahend = 9 6 4 7 5 5 4 8 9

Find the difference.

3. The multiplicand = 6 7 5 9 4 8 0 3 1 2 9
 " multiplier = 8 7 9 6

Find the product.

4. Divisor	Dividend	Find the quotient
8 0 7 9	3 0 0 4 2 2 1 1 1	

WEDNESDAY AFTERNOON, JUNE 13th, from 2 to 2.40

MENTAL AND RAPID ARITHMETIC.

(GRADE II. MODEL SCHOOL.)

Forty minutes and no more is the time allowed for writing down the answers to these questions.

(All the questions are to be answered.)

No erasures or alterations are permitted. Eighty marks will be given for a perfect paper

1. What will 4 reams of paper cost at $\frac{1}{4}$ of a sheet?
Ans.....

2. How many gallons of ice cream will be sufficient for 60 people, reckoning 1 quart for 4 people?
Ans.....

3. $2\frac{1}{2}$ yards, $3\frac{3}{8}$ yards, $\frac{5}{8}$ yd. are how many feet? Ans.....
4. What part of a mile is 1320 feet? Ans.....
5. If $5\frac{1}{2}$ doz. of eggs cost 35 cents, what will $6\frac{1}{2}$ dozen cost? Ans.....
6. If a horse eats 8 quarts of oats a day, how long will 6 bushels last him? Ans.....
7. Express in other denominations $\frac{1}{2}$ of a dollar; $\frac{1}{2}$ of a pound; $\frac{1}{2}$ of a foot; $\frac{1}{2}$ of a gallon; $\frac{1}{2}$ of a week; $\frac{1}{2}$ of a peck? Ans.....
8. Which is the greater $\frac{3}{4}$ of 12 or $\frac{7}{8}$ of 16, and how much greater? Ans.....
9. If an orange costs 2 cents, how many can I buy for .4 of a dollar? Ans.....
10. How many lengths of fence 8.5 long will it take to extend 170 feet? Ans.....

1. Add vertically and horizontally.

\$ 67.49	67.96	94.94	64.16=
86.72	96.78	73.79	97.86=
64.44	84.31	84.74	86.84=
67.86	55.46	67.93	94.93=
59.41	77.81	86.47	82.91=

2. The minuend = 7 0 0 4 1-2 3 5 4 1
 " subtrahend = 9 6 7 5 8 4 4

Find the difference.

3. The multiplicand = 8 6 9 7 5 3 4 6 2 1
 " multiplier = 9 7 6

Find the product.

4. Divisor Dividend Quotient
- | | | |
|-------|---------------|--|
| 6 8 4 | 5 4 7 8 1 5 6 | |
|-------|---------------|--|

WEDNESDAY AFTERNOON, JUNE 13th, from 2 to 2.40.

MENTAL AND RAPID ARITHMETIC.

(GRADE I. MODEL SCHOOL.)

Forty minutes and no more is the time allowed for writing down the answers to these questions.

(All the questions are to be answered.)

No erasures or alterations are permitted. Eighty marks will be given for a perfect paper.

1. How many pounds of cheese at $12\frac{1}{2}$ cents a pound can be bought for \$5.00 ? Ans.....
 2. At $\frac{2}{3}$ of a cent apiece, how many apples can I buy for 50 cents ? Ans.....
 2. How many quarts of berries are picked by 6 boys if each boy picks $3\frac{5}{6}$ quarts ? Ans.....
 4. What is the cost of 100 cords wood at \$6.69 a cord ? Ans.....
 5. If $2\frac{1}{2}$ dozen of eggs cost 35 cents, what will $6\frac{1}{2}$ doz. cost ? Ans.....
 6. At 2 cents each, how many apples can I buy for \$60.00 ? Ans.....
 7. If I can buy 8 pounds of sugar for 50 cents, what ought I to pay for 3 pounds ? Ans.....
 8. Which is the greater $\frac{3}{4}$ of 16 or $\frac{3}{8}$ of 32, and how much greater ? Ans.....
 9. At $\frac{1}{2}$ a cent apiece, how many marbles can I buy for $\frac{1}{4}$ of a dollar ? Ans.....
 10. $5\frac{1}{2}$ pounds + $7\frac{1}{2}$ pounds — $3\frac{1}{2}$ pounds + $9\frac{1}{2}$ pounds — $11\frac{1}{2}$ pounds are how many pounds ? Ans.....
1. Add vertically and horizontally.

\$ 39.46	67.86	17.41=
68.54	75.94	16.75=
73.92	86.73	31.31=
86.41	48.62	96.41=
54.54	75.27	86.74=

$$\begin{array}{r}
 2 \text{ The minuend} = 1000462134 \\
 \text{“ subtrahend} = 877546 \\
 \hline
 \end{array}$$

Find the difference.

$$\begin{array}{r}
 3. \text{ The multiplicand} = 8679543 \\
 \text{“ multiplier} = 965 \\
 \hline
 \end{array}$$

Find the product.

4. Divisor	Dividend	Quotient
4 7 8	4 2 9 6 7 4 2	

Readable Paragraphs.

A gentleman, who had taken a lad into his office as junior clerk out of charity, the other Saturday kept him at his office rather later than usual. The lad became sulky, and performed his duties in a very dilatory manner. At last his employer, out of all patience, remonstrated with him, and said:—

“ You ungrateful rascal, where would you be now but for me ?”

To his intense amazement the lad replied:—

“ At the football match.”

Dean Pigou tells in his new book of anecdotes the story of the little girl who was much upset by a maiden aunt, and posted in a hole in the garden a letter in these terms: “ Dear Mr. Satan: Will you kindly come and take away Aunt Jane? She is a very fussy person, and does worry me so. Yours affectionately, Alice.”

The Grocer: "See here, my lad, if there are any more mistakes made behind this counter you'll have to go!"

The Boy: "Yes, sir,"

The Grocer: "Eh--what's that? How did this two-shilling piece get among these pennies?"

The Boy: "Took it in by mistake, sir."

The Grocer: "Eh--mistake? Well, we won't count this one!"

A daily paper quotes a neat sign which is exhibited in a photographer's window in one of the lesser cities of the United States.

"Time," it says, "is flying. You will never be so good-looking again. Come in and be taken now."

DEFINITION OF AN ORPHAN.

"What is an orphan?" asked the teacher of a class in definitions. Nobody seemed to know. "Well, I'm an orphan," said the teacher, seeking an illustration that would not reveal too much. At this a hand popped up and the owner of it exclaimed: "An orphan is a woman that wants to get married and can't."--*Exchange.*

THE PRIDE OF RACE.

A conductor on one of the Brooklyn cars was collecting fares before leaving the bridge, and as he called out "Fares" to two Jews who were in front of him, one of them held up a dollar bill, saying, "Two shintlemen." This was too much for an Irishman across the car, and as he handed the conductor his nickel he said, "Wan sheeney."--*Lippincott's Magazine.*

BOBBY'S JUDGMENT.

Bobby's father had given him a ten-cent piece and a quarter of a dollar, telling him he might put one or the other on the contribution plate.

"Which did you give, Bobby?" his father asked, when the boy came home from church.

"Well, father, I thought at first I ought to put in the

quarter," said Bobby, "but then just in time I remembered: 'The Lord loveth a cheerful giver,' and I knew I could give the ten-cent piece a great deal more cheerfully, so I put that in."— *The Independent*.

GIVE AND TAKE.

A Nationalist M. P. tells a good story. On one occasion when engaged in canvassing, he visited a workingman's house, in the principal room of which a pictorial representation of Pope faced an illustration of King William, of pious and immortal memory, in the act of crossing the Boyne.

The worthy man stared in amazement, and seeing his surprise the voter's wife explained:

"Shure, my husband's an Orangeman and I'm Catholic."

"How do you get on together?" asked the astonished politician.

"Very well, indade, barring the 12th of July, when my husband goes out with the Orange procession and comes home drunk."

"What then?"

"Well, he always takes the Pope down and jumps on him and then goes straight to bed. The next morning I get up early, before he is awake, and take down King William and pawn him and buy a new Pope with the money. Then I give the old man the ticket to get King William out."— *Tit-Bits*.

SUCCESS SUMMED UP.

"Rush," said the Button.

"Never be led," said the Pencil.

"Take pains," said the Window.

"Always keep cool," said the Ice.

"Be up to date," said the Calendar.

"Never lose your head," said the Barrel.

"Make light of everything," said the Fire.

"Do a driving business," said the Hammer.

"Aspire to the greater things," said the Nutmeg.

"Be sharp in all your dealings," said the Knife.

"Find a good thing, and stick to it," said the Glue.

HER CONTRIBUTION.

Visiting Philanthropist—" Good morning, madam ; I am collecting for the Drunkards' Home."

Mrs. McGuire--" Shure, I'm glad of it, sor--if ye come round to-night yez can take my husband."--*Harper's Weekly*.

A Scotchman, who was about to sail for Canada, was assured by a friend, who had some knowledge of the country, that everything was on a gigantic scale out there. There were mountains hundred of miles high and fresh water lakes as big as the Atlantic and other things in proportion.

On his arrival Sandy chanced to enter among other places a butcher shop and saw a great carcass hanging by the hind legs upon the wall.

" What can that great animal be " said he to the butcher.

" That," replied the butcher, " why, that is only a Canadian *moose*."

" A moose," replied Sandy in wonder, " if that be a Canadian moose, what must yer rats be like ? "

They sat on a rain-sodden bench in the park, evidently a newly-married couple from the provinces on their honeymoon.

The weather was cold but their love was warm, and the palpitation of their hearts kept time with their chattering teeth. Her eyes were blue, as was her nose. One manly arm encircled her slender waist, while the other upheld an umbrella.

The rain-drops gently trickling down their backs did not serve to cool their ardour in the least, and every shiver seemed to cement them more closely together.

" It's awfully nice out here in the park," she murmured. " I think London is a lovely place for a honeymoon, don't you, dear ? "

" Yes, darling," he replied, in an abstracted manner. " I shall always come here in the future."

And then a great solid chunk of coolness seemed suddenly to come between them.

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JOHN PARKER, }
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 G. W. PARMELEE, **Managing Editor.**

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QUEBEC

THE CANADA STAMP COMPANY

1906.

Subscription, \$1 per annum.

Exchanges to be Addressed to "Editor of the Educational Record," Quebec, P. Q.
 All Communications to the Managing Editor, Quebec.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 11.

NOVEMBER, 1906.

Vol. XXVI.

Articles : Original and Selected.

THE DIRECT METHOD OF TEACHING MODERN
LANGUAGES.

As Applied in the Schools of France.)

WILLIAM B. ASPINWALL, NEW YORK STATE NORMAL COLLEGE, ALBANY, N. Y.

The reform of the methods of teaching modern languages in the *lycées* (secondary schools) of France, has taken definite shape in the adoption of the so-called "méthode directe." The purely indirect method, which regards a foreign language as a distinctly foreign world to be studied, approaches it and treats it objectively, we may say superficially, entering from without into but a limited possession of it, and its success is more or less uncertain. Directly opposed to this method is the purely direct method which proceeds as far as possible subjectively, starting from the center rather than from the boundary of the domain of the new language ; it creates at once its own environment and horizon, which it enlarges constantly, so that from the first, and with increasing ability, it gains an *effective possession* of it.

If the study of modern languages had for its special object merely a certain culture of the mind they would evidently be better adapted to the first or indirect method, the method of translation, which constantly compares the

foreign language with the mother tongue. But in the words of the French minister of public instruction : " The modern languages should not be taught as dead languages. We are not to make of them an instrument of literary culture or of intellectual gymnastics. We are rather to employ the method which will give the pupil the most rapidly and the most surely and effective possession of these languages." This method is the direct method ; and making use of the same natural methods by which the pupils learn the mother tongue, it gives little attention in the beginning to syntax, and still less to philology. It consists rather of oral exercises, of conversation, recitation, reading, explanation of authors, exercises of criticism, all of which aim to put at the pupil's disposition a broad vocabulary, to accustom him to the pronunciation, and to enable him rapidly to construct sentences. Instead of studying the foreign language by constant comparison with the mother tongue, it tends to suppress as much as possible this medium and to put the pupils directly in the presence of the sounds, words and sentences of the foreign language. The method of translation has long been the fundamental exercise in the study of modern languages, not because the teachers have blindly followed the methods of teaching the dead languages, but because the translation is the most rapid means of acquiring what we may describe as an intellectual rather than a practical knowledge of them, and because the time, an element indispensable to the acquisition of the latter, has been limited. But the method of translation by appealing to the intelligence, and forcing a use of the reason and of the reflection, fails utterly to accomplish that development without which a real and effective possession of a language is impossible ; namely, the developing of the spirit of imitation or an *instinct* of the language. In other words the translation must cease to be an end in itself ; while its use is not entirely to be suppressed, the pupil is led to understand the text directly by the conversation, and by questions the teacher learns directly if the pupil has understood.

But to make possible this substitution of conversation or of dialogue for the translation of the old method, it is necessary that the pupil should possess a certain speaking knowledge of the language. It is evident, therefore, that

from the beginning the foreign language must be presented to the pupil in the form of spoken language. Following the direct method it should be taught with attention first of all to the pronunciation, the medium of the teaching being, not the book, but the ear. The pupil will reproduce, not groups of letters, which he sees in a printed form in his book and which he will inevitably try to pronounce after the manner of the letters in his mother tongue, but words and sentences pronounced by the teacher, and which at first, at least, he will not be able to see in printed or written form. In thus training him to speak, the teacher will aim to develop in him the ability to grasp accurately the sounds pronounced, and to reproduce them himself correctly and without effort; and the habits of comprehending the sense of the words and sentences thus pronounced, and of expressing his thought directly in the foreign language without the aid or necessity of translation.

The means of putting into operation this oral method is the use of objects, teaching by the aspect of things, creating in the minds of the pupils associations as vivid and as rapid as possible between the ideas that the objects suggest and the corresponding words in the foreign language. Real or imagined objects, drawings, pictures, movements, gestures, etc., may be made to serve this end. Great opportunity is here offered to the liberty, initiative and invention of the teacher, which after all are necessary to give life and worth to any teaching.

The teaching of the grammar is doubtless not less important than that of the pronunciation. But to know the grammar is not to be able to recite a long list of rules,—it is rather to give the words their proper form and position in the sentence; and this instruction begins at the same time with the oral lessons. It forms in itself an excellent exercise in the use of the language, and contributes much to give the pupils facility and accuracy in the expression of their thoughts. Furthermore, to the first oral lessons will succeed naturally the first readings and the first written exercises; and these will furnish at the same time simple notions of grammar; but at all times, even after the more systematic teaching of grammar has begun, the exercises should be made simple and practical. These exercises will include, besides the important one of dictation, words to be

in the plural, adjectives to be put in the comparative form, verbs of which the tense is to be changed, sentences to be completed by words known or indicated at the beginning of the exercise, etc. Other exercises, which develop more especially the vocabulary, will consist in giving the definitions of words and in describing objects. The vocabulary starting with words the most concrete will extend itself little by little to the common expressions of the arts, sciences and literature. By gradation of difficulty the pupil will arrive naturally and surely at the stage when he can produce a recitation or a reading made by a teacher the preceding day.

Throughout all succeeding classes, it is necessary to continue the oral exercises with as much faithfulness as the written work. They must be varied as to subject, and may include the foreign country, the great deeds and the life of the people who inhabit it, some of the masterpieces of their literature, etc. They must constantly be adapted to the age of the pupils, to their degree of maturity and to their other studies. In short, the method should follow step by step the development of the pupils' minds. Of course the teacher is at all times held to the exclusive use of the foreign language ; he must not allow himself or the pupils to use the mother tongue, except in the rare cause when it is indispensable for explanation.

For the better application of this method of teaching modern languages, the devices and materials that are urged to be placed in the hand of the pupils are many. Not all schools have yet provided them in their entirety, but their utility is the sure guarantee of their eventual general adoption. There should be an abundant supply of pictures and collections of objects for the beginners ; it is also desirable to have a circulating school library, well supplied with newspapers, magazines, photographs, maps, and interesting books printed in the foreign language ; the walls of the school-room may be decorated with inscriptions in the language studied, with the map of the country, views of the principal cities, portraits of the illustrious men, and even artistic posters. In each school there can also be, as is already the case in many schools of France, an English, German, Spanish or other club, whose value in the acquisition of the foreign language is obvious ; and finally, as

has been successfully tried in the city of Caen, it is suggested that young foreigners be admitted as assistants to direct the play or recreation of the pupils, and to furnish numerous opportunities for the pupils to have practice in real conversation.

Such is the direct method of teaching modern languages as adopted in France, and of which the application is now being made in all parts of the country. The literary culture so essential in the old methods has not lost all its importance, but it is subordinated to the practical knowledge of the language. The invariable aim is to accustom the pupil to make use of the foreign language without having recourse to his own, to express his thoughts directly, without formulating them first in the mother tongue, and to understand a foreign text without being obliged to translate it.—*Education.*

LESSONS IN DOMESTIC SCIENCE.

THE SKIN.

STEP I. PREPARATION.—Since soap is such an important factor in maintaining personal cleanliness, one lesson should be devoted to its properties and preparation.

Water and oil will not mix together, as may be shown by pouring a little of each into a test tube and shaking them together. At first a whitish emulsion is obtained but after the mixture is allowed to stand for a little while the oil will separate from the water, and form a distinct layer on the top. Before oil or fat can be dissolved in water it must be acted upon by an alkali, such as potash or soda, which decomposes it, glycerine being set free, while the alkali combines with the fatty acid to form soap.

Place some lard in an evaporating dish, add an equal quantity of strong solution of caustic soda, and warm gently. At first the fat will float on top, but gradually it will disappear; if it should not do so, more alkali must be added. When the fat has entirely disappeared, add an equal quantity of hot salt and water; a curd will rise to the top, which will harden on cooling, giving a cake of soap, while the liquid underneath will contain the glycerine. If potash is used instead of soda, the soap will not set into a hard cake, but will form soft soap.

From this demonstration of the method of preparing soap, it is evident that great discretion must be used in adding the alkali, for, as a given amount of fat can only combine with a definite amount of alkali, it is evident that if too much of the latter is added the excess will remain in the soap as free alkali. All soap must contain a slight excess of alkali, but cheap soaps, which have been hastily and carelessly prepared, often contain a very large amount and on that account are exceedingly irritating to the skin.

STEP II. PRESENTATION.—The skin consists of two parts (1) the dermis, or true skin; (2) the epidermis, or outer layer.

The Dermis.—This consists of a vast number of tiny cells, and is full of nerves and blood-vessels; how closely these nerves and blood-vessels lie together is shown by the fact that the point of a needle cannot be inserted anywhere into the dermis without causing pain and drawing blood. It is obvious, therefore, that if this formed the outermost covering of the body we should live in constant agony, but the tiny cells that form the dermis are renewed from below, and gradually pass upwards. As they approach the surface, however, they become flattened and granular, until at last they are converted into flat, horny scales.

The Epidermis.—This is composed entirely of these horny scales, and being entirely without nerves or blood-vessels it serves as a protection to the extremely sensitive dermis beneath; in this way the sense of touch is preserved to a greater or lesser degree in every part of the skin, but nowhere are the nerves exposed. The epidermis is fed from below by the dermis, and as the cells reach the surface they become dry and are cast off in flakes or scales, forming the well-known "scurf". The most cursory examination of the skin on the fingers and palms of the hands will show the presence of a vast number of sinuous ridges; these mark the presence in the dermis of tiny elevations, each containing the ends of minute nerves, by means of which we possess the sense of touch.

The Glands.—A magnifying glass will show the presence of a number of minute pores in the epidermis; these are the mouths of tiny glands, the lower ends of which are situated among the blood-vessels of the dermis. These glands are of two kinds: (1) *fat-glands*, which secrete an oily

substance which keeps the hair and skin supple and soft ; (2) *Sweat-glands*, which pour out moisture that serves the double purpose of removing certain waste products, and helping to regulate temperature of the body.

The nails—In certain parts the horny cells, instead of being thrown off, are built up into definite structures: thus at the tips of the fingers and toes these cells are matted together into a solid plate forming a nail which being renewed from below and behind, slides along in its bed until the end of the finger is reached, after which it would probably soon get broken if it were not trimmed off.

The Hair.—Like the nails, the hair is composed of horny cells similar to those of the epidermis. Each is embedded in a kind of bag called the hair-sac, at the bottom of which is a minute prominence which gives off the horny cells that go to build up the hair.

STEP III. ASSOCIATION.—The skin has several functions, and it is necessary for the maintenance of health that these should be discharged effectively ; but as we shall now see, this cannot be done unless the skin is kept scrupulously clean, for the dead scales, oil, dirt, etc., which would otherwise accumulate will impede the healthy action of the skin in the following ways :—

1. *By blocking the sweat-pores*.—This interferes with the elimination of certain waste products that should be thrown off in the sweat. If, however, these waste products are re-absorbed by the blood, and the task of expelling them from the system devolves on the lungs and kidneys, thus throwing extra work on these organs, and destroying the proper balance of the system. Further, as the sweat cannot be poured out on to the skin, we lose one of the agents for regulating the temperature of the body.

2. *By blocking the fat-glands*.—A dirty skin soon becomes dry and liable to crack, as it is deprived of the natural oil that should keep it soft and supple. The accumulation of oil and dirt in the pores sometimes causes inflammation in the surrounding parts, giving rise to pimples, and often permanently injuring the skin.

3. *By lessening the sensibility of the skin*.—When covered with dirt the skin will not respond so readily to alterations of external temperature, and thus the susceptibility of the person to chills and colds is greatly increased.

4. *By favouring disease.*—Many diseases of the skin are caused by parasitic growths, and nothing affords a better breeding-ground for these than a dirty skin. Unfortunately these parasites do not always remain in their breeding-ground, and as the conditions of modern life bring us into contact with all kinds of people, a few words should be given on the nature and treatment of diseases if occasion require.

Ringworm is due to the growth of a vegetable fungus which may attack the skin on any part of the body. Should it attack the scalp it will require long and patient treatment to get at the root of the evil, but in other parts it can easily be checked by treating the part with iodine or carbolic acid. Cleanliness is most essential to the treatment, and extreme care should be taken that the spores are not conveyed to other children by towels, etc.

Scabies or *itch* is caused by a minute animal parasite. The female burrows into the skin, and deposits about a dozen eggs; in less than a fortnight these are hatched, and the young ones immediately commence burrowing on their own account. This is a troublesome complaint, and one that it is difficult to get rid of, as simple washing will not remove the intruders; the best method of getting rid of this parasite is by bathing the parts repeatedly in hot water in order to soften the skin, which should then be rubbed briskly with a hard, rough towel in order to remove the upper part of the epidermis, and lay bare the burrows, thus preparing the way for some parasiticide such as sulphur ointment. This treatment should be continued until the trouble is removed.

There are several other animal parasites which are too well known to need enumerating; these can only be kept under by strict attention to cleanliness both in the person and the home.

STEP IV. FORMULATION.

1. Soap is formed by the action of an alkali on a fat

$$\text{Alkali} + \text{Fat} = \text{Soap} + \text{Glycerine}.$$
2. The skin consists of two parts :—
 - (a) The dermis or true skin, full of nerves and blood-vessels.
 - (b) The epidermis, no nerves or blood-vessels; grows from below, and sheds the upper horny cells.

3. Two kinds of glands in the skin :—
 - (a) Oil-glands, which secrete an oily substance that keeps the hair and skin soft.
 - (b) Sweat-glands, which secrete moisture which carries off waste matter and regulates temperature.
4. A dirty skin is injurious to health, because—
 - (1.) The pores are choked, and the glands cannot act.
 - (2.) It is less sensitive to changes of temperature.
 - (3.) It forms a good breeding-ground for germs and parasites.

STEP V. APPLICATION.—Having seen the need of personal cleanliness, the last step is to show how it may best be maintained.

Washing.—On account of the oily secretion of the skin, water alone cannot cleanse the skin properly without the addition of soap. The alkali in the soap combines with the oil, forming an emulsion which is easily removed by the water, and carries away with it the dirt which has collected on the skin and in the pores. There is no substitute for soap which will do the work half so effectively, the various toilet preparations that are placed on the market being of little use in removing obstructions from the pores and crevices of the skin. Good soap should not irritate the skin, but if any slight irritation is experienced it may be allayed by adding a little sal-volatile or lemon-juice to the water.

Bathing.—Although the primary object of bathing is cleanliness, it also acts as a tonic, and when combined with swimming forms a healthy exercise. The warm bath is most efficient for purposes of cleanliness, and even when a cold bath is taken every morning, an occasional warm bath with a free use of soap is necessary to remove the oily secretions. Great care should be exercised in taking warm baths, as they relax the blood-vessels of the skin; on this account they should not be taken more often than once a week, and then only at night before going to bed, or if taken at any other time the body should be sponged immediately after with cold water to avoid taking cold. A cold bath should be taken if possible every morning by all persons in robust health, as it acts as a tonic to the skin, strengthening the nerves, and making them respond more readily to changes of temperature, thus diminishing the tendency to “catch cold.”

Those who cannot take a cold bath without experiencing cold and chilliness afterwards should add just sufficient hot water to prevent this feeling, without making the water warm enough to spoil the after glow caused by the blood returning to the skin.

The Hair and Nails.—These require great attention ; the hair should be thoroughly well brushed in order to remove the scurf, but soap should be used very sparingly, as it acts on the oily secretions, thus making the hair dry and brittle ; the nails should be cut square across, and of course kept scrupulously clean.

The Practical Teacher.

REPORT OF THE FRENCH EXAMINATIONS, JUNE 1906.

(TRANSLATION METHOD.)

GRADE II. ACADEMY.—The paper of this grade was very satisfactory indeed, both as to length and difficulty, the values were well distributed, and the grammatical knowledge of the pupils sufficiently tested by the translation. The work was well done by the pupils, on the whole there being comparatively few failures.

GRADE I. ACADEMY.—This paper was not difficult, though very long—too long in proportion to the values assigned. The work of the pupils presented more diversity of quality than in the preceding grade, though no pupil was allowed to suffer for any part not strictly within the prescribed limits.

GRADE III. MODEL.—This paper was an excellent test of the year's work, quite long enough, and, while some schools did the work well throughout, others showed decided weakness, particularly in a knowledge of the *verbs*.

REMARKS COMMON TO THE THREE PRECEDING GRADES.

Much progress has been made in *all parts* of the work by the different grades, but the following remarks may be helpful :—

I. TRANSLATION.—It is quite as important to give *correct English* in translating a French expression as to give the *correct idiomatic French* rendering of an English expression.

The translation from French into English was generally well done.

The translation from English into French, particularly of the detached sentences, showed very decided weakness in Grades I. Academy and III. Model of some schools, but was very good in Grade II. Academy, even in the idiomatic expressions.

II. ANSWERS TO QUESTIONS.—(No. 4 Academy grades, No. 3, Grade III. Model). The pupils in many schools, all grades, still fail to give the pronoun complement in answering and still omit the "Oui, (Non) Monsieur," where the sense requires it.

III. VERBS.—The question of "principal parts" still seems to be perplexing, though fully and emphatically dealt with in the past. See ED. RECÔRD, Dec. 1905. page 333).

"Pupils would do well to note carefully "Bertenshaw," page 45, for Principal Parts; page 123, for Defective Verbs; page 140, for Impersonal Verbs. Also page 107 "in the following table, etc." to understand why the Future and Present Subjunctive are given in the table P.P. 108-121, though *not* principal parts. Again. "Give the principal parts" does *not* mean conjugate. The 1st per. sing. alone is called for, yet many pupils wrote out in full, the Pres. Indic. and Preterite, and in some schools the Fut. and Pres. Subj. also."

The terms "Mood" and "Tense" also seem to be confused in the minds of the pupils, who still speak of the *Cond. tense* of the Indic. mood, &c. Many pupils, also, fail (a) to *recognize* the tense in translating into English, (b) to use the correct tense (French) in answering questions, &c., (c) to give equivalent (English or French) of detached verbs.

DICTATION.—This part of the work shows a decided improvement over previous years, though many schools are very weak in it.

ARRANGEMENT.—There still remains much to be done in this matter. (See "Suggestions to Pupils," ED. RECORD. Dec. 1905, page 336).

SUGGESTIONS TO PUPILS.

I desire to emphasize very strongly the suggestions made last year to pupils, viz. :—

1. Read carefully so as to understand the questions (many errors and omissions were made in all grades because of neglecting this important item.)

2. Leave an *inch* clear margin at both *top* and *left* side of paper.

3. Use tabular forms whenever possible.

4. Leave a space of at least one line between answers.

5. Begin a new line always, for detached sentences in translating, or separate parts of answers.

6. Be very particular to put, before your answers, the numbers or letters used to distinguish the questions, parts of questions, or detached sentences.

7. Answer the questions *just as they stand*. Do not give facts not called for, and do not copy the questions as well as write the answers.

8. Avoid misleading abbreviations. Use *Impf.* for Imperfect; *Imp.* for Imperative; *Indic.* for Indicative; *Inf.* for Infinitive; *Pres.* for Present.

9. Be sure you *name the word* which you are parsing, or of which you are speaking.

10. Punctuate *always*. There is no excuse for neglecting punctuation when it is given in the question. And certainly the use of the *period* and the *interrogation* point should not be neglected.

NATURAL METHOD.

Excellent work is done in several schools, but, unfortunately, some are attempting work by the Natural Method without being prepared for it.

The schools doing good work, by this method, in the Model Grades, do also excellent work in the Academy Grades by the *translation* method.

REPORT ON ENGLISH COMPOSITION, DICTATION AND SPELLING.

EXAMINATIONS, JUNE-JULY 1906.

ENGLISH COMPOSITION.

With few exceptions, pupils give evidence of need of better training in this subject, the work presented being in no way better than that of previous years. This fact is the

more regrettable since the subject is not only important in itself, but is also one without which the pupil cannot attain excellence in any other subject which requires the lucid expression of thought.

The following weak points were noted, and a summary of them may prove useful as suggestions for improvement.

(1) Lack of clearness. (In many instances the pupil's meaning was entirely obscured in the tangle of words employed.)

(2) Lack of order in arranging subject matter. (Pupils were evidently unfamiliar with the plan of discussing the subject under heads with divisions and subdivisions, etc.)

(3) Very few compositions were written with brightness and originality, most of them consisting of uninteresting facts, lamely expressed.

(4) An abundance of grammatical errors. (It would be well for the pupil to be taught the necessity of expressing himself in pure English.)

The few schools which are beyond the above criticisms did excellent work and prove that it is possible to handle the subject most successfully. The value of such training cannot be too highly estimated.

ENGLISH DICTATION AND SPELLING.

GRADE I. ACADEMY.—The extract chosen presenting no difficulties in spelling and punctuation, a larger percentage of pupils passed than in previous years. The work was in every way of a higher order than usual, the papers being neat and well written.

GRADE III. MODEL.—Extracts and list of words were well chosen and were excellent tests of the pupil's ability. Failures were comparatively few. Papers fairly neat and well written.

GRADE II. MODEL.—Work done was very good. Punctuation seemed to present a few difficulties, but not enough to prevent the passing of a large percentage of pupils. Writing and neatness left much to be desired.

GRADE I. MODEL.—Spelling and punctuation was fairly good throughout the grade, but more time might be devoted to *writing*, as many papers were almost illegible.

1906

SUPERIOR SCHOOL EXAMINATIONS.

TUESDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE II. ACADEMY.)

(All the questions are to be answered.)

1. Translate into English : --

On savait que Jean Bart venait demander au roi une grâce—une grâce que le roi avait déjà refusée deux fois. On ne faisait pas parvenir au roi les demandes d'audience de Jean Bart ; il fallut que Jean Bart prit le cabinet du roi par surprise.

Son arrivée excita l'enthousiasme de tout le monde ; et Denys même, touché d'une si rare fidélité, accorda la vie à Pythias, et demanda aux deux amis la faveur d'être admis en tiers dans leur amitié. 15

2. Translate into French : —

A. "She wished to warm herself," said someone. Everybody did not know the beautiful things which she had seen, and in the midst of what splendor she had entered with her old grandmother into the new year

If by chance you have any new book, bring it to me, I pray you, and ask your sister if she can lend me the last number of the illustrated journal.

B Have you any bread ? I have no bread, but I have some good apples. Give me some. Do not give any to him. Whose is this house ? It is mine. It is certain that the train has set off. I know what I am talking about. I must tell the truth. This little girl has just lost her father. I should like to speak to you. 30

3. Give the principal parts of the following verbs. Do your work in tabular form :—

Ecrire, connaître, vivre, croire, aller, venir, s'asseoir, faire, savoir, taire. 20

4. In properly constructed French sentences answer the following questions. Use pronouns when possible :—

Voulez-vous vous asseoir ici ? Pouvez-vous venir avec moi demain ? De quoi est-il mort ? Me le vendrez-vous ? Ne l'aimez-vous pas ? L'en avez-vous informé ? Etes-vous soldats ? Vous lavez-vous ? Parlons-nous ? Peut-il y avoir des doutes sur cette question ? 20

5. Write at the dictation of the teacher, in presence of the deputy examiner, eight lines from the extract entitled : "Ce que les femmes ont de plus précieux," beginning at "*Cependant*," page 26, Progressive French Reader, Part II. 15

TUESDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE I. ACADEMY.)

(All the questions are to be answered.)

1. Translate into English :—

Bientôt deux petits garçons *entrèrent* dans le jardin ; le plus grand *portait* à la main un couteau long et affilé comme celui de la jeune fille qui *avait coupé* les tulipes. Ils se dirigèrent vers la pâquerette qui ne *pouvait* comprendre ce qu'ils *voulaient*.

Une pareille témérité dans si petit homme frappa tout le monde d'étonnement, et Pepin se tournant vers les assistants, leur demanda à haute voix s'ils ne le *croyaient* assez courageux pour être roi.

Mon bon monsieur :

Apprenez que tout flatteur

Vit au dépens de celui qui l'écoute ;

Cette leçon vaut bien un fromage sans doute.

Le corbeau, honteux et confus,

Jura, mais un peu tard, qu'on ne l'y *prendrait* plus. 15

2. In question I, give the mood, tense, person, and the principal part of the verbs in italics. Name the subject of each of these verbs.

Do your work in tabular form.

20

3. Translate into French :—

A. Frederick the Great had the custom, every time a new soldier appeared among the number of his guards, to ask him these three questions : "How old are you" ? How

long have you been in my service? Do you receive your pay and your clothing as you desire it? A young Frenchman wished to enter the company of guards; he did not know German, but his good appearance caused him to be accepted immediately. His captain told him that the king would question him as soon as he saw him, and advised him to learn by heart, in this language, the replies that he would have to make.

B. Let us seize these robbers. After the death of the king they consulted their neighbours. When the horses had entered the field the men shut the gate. When he has gained a prize he shall have a holiday. Will she not be praised when her master has read her letter? He divided the cake between the boys and the girls, but he gave the lion's share to his daughter. 25

4. In properly constructed French sentences answer the following questions. Use pronouns when possible.

Est-ce que vous avez jamais été à Londres? A qui pense-t-il? Vous levez-vous le soir ou le matin? Depuis quand êtes-vous dans cette classe? Qui haït ses amis? 10

5. Write in French:—We have entered; Do I not carry? He never speaks. Is this tower old? We shall be loved. He speaks no more. They were loved. Is not the girl singing? 15

6. What tenses are formed from the Infinitive? How? 5

7. Write at the dictation of the teacher, in presence of the deputy-examiner, nine lines from the extract entitled: "La Théorie du Charlatanisme," beginning at "*Vous demeurez...* and ending with *sens.*" Page 122, Progressive French Reader. 10

TUESDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE III. MODEL SCHOOL.)

(All the questions are to be answered.)

1. Translate into English:—

A. Le ciel devenait sombre, la glace commençait à craquer et à céder; les derniers patineurs avaient à peine

posé le pied sur la terre ferme que la glace se brisa, et les flots gagnèrent le rivage. C'est ainsi que la bonne vieille, en sacrifiant son petit avoir, avait sauvé la ville entière d'une mort certaine.

B. Nous eûmes fini hier à dix heures. Aussitôt que j'eus parlé à son frère, je sortis. Nous crûmes que vous étiez malade, dimanche dernier. Il parla de vous, hier matin.

C. Tout arbre a sa verdure ;
 Toute abeille, son miel ;
 Toute onde, son murmure ;
 Toute tombe, son ciel.

3. Translate into French :—

Have you any bread? I have no bread, but my mother has good bread. The boy is hungry, give him some. Do not sell it to him. Eat a piece of bread. When you come, bring your sister. We did not sell it then. I finished my translation this morning.

3. Answer in properly constructed French sentences, using pronouns when possible, the following questions:—

Lui avez-vous parlé hier ?
 Où conduisiez-vous votre cousin ?
 N'aviez-vous pas offensé votre ami ?
 De qui parlez-vous ?
 Connaissez-vous ce monsieur ?

4. Name the mood, tense, and person of the following verbs and give the English equivalent :—

Va. N'allons pas. Il aurait reçu. Nous aurons vendu. Tu as fini. Avez-vous parlé? Je donnais. Aviez-vous donné? Vous donnâtes. Donnèrent-ils?

5. Write out in full the Past Conditional tense of "Donner" and show how it is formed.

6. Write at the dictation of the teacher, in presence of the deputy-examiner, six lines from the extract entitled: "Exercice sur le Passé indéfini," beginning at "L'école," page 14, Progressive French Reader.

TUESDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE II. MODEL SCHOOL.)

(All the questions are to be answered.)

1. Write in French the singular and plural forms of :—
The hat, the heaven, to the book, the eye, a lady, a bad book, the large tree, the beautiful horse, an old man, the jewel. 20

2. Write in French :—
Have you any horses ? We have no horses, but we have a large dog and a black cow. Are you afraid of the large dog ? Has your sister my beautiful flowers ? She has hers, mine, and yours. 15

3. Translate into English ;—
Je ne réponds rien du tout.
Je ne reconnais personne ici.
Vous les blâmez, nous les louons, et le menuisier les flatte. Je lui donne de l'argent et je reçois du charbon de lui. Ne m'en apportez-vous pas. 10

4. Answer in properly constructed French sentences, using pronouns when possible, the following questions :—
(a) Ne me devez-vous pas cet argent ?
(b) M'apportez-vous ma canne ?
(c) Ne cueillez-vous pas les fleurs ?
(d) Me louez-vous ?
(e) Avez-vous des livres ? 20

5. Write in French :—
They come. Do I come. He translates. Do you translate ? We fear. Are they painting ? We lose. I receive. They owe. He goes out. She gathers. 15

6. Write in French :—
Have you any money ? I have not. The merchant gives it to us. I lend it to you. Come to our house. 20

TUESDAY AFTERNOON, JUNE 12th, 1906.

FRENCH
(Natural Method)

(All the questions are to be answered.)

GRADE III. MODEL.

Time, from 2 to 4.

1. Compléter les mots Le, La, L', Un, Une, Ce, Cette; Votre :—(8 marks)

L.....souris. Upêcher. U.....fleur. C.....ânon.
Vrobe. C.....épaule. L.....lièvre. U.....berger.

2. Répondre négativement aux questions suivantes en employant les pronoms compléments voulus ;—(12 marks)

Voyez-vous la lune ?..... Parle-t-il à ses sœurs ?.....
M'entendez-vous ?..... Aimez-vous la soupe ?.....

3. Compléter les phrases suivantes en écrivant l'article partitif à la place indiquée :—(8 marks)

Il apain. Je n'ai paspain. J'aibon pain.
Je n'ai paspommes.

4. Ecrire les trois autres formes des adjectifs suivants :—(10 marks)

	Masc. sing.	Fem. sing.	Masc. plur.	Fem. plur.
Bon
Actif
Blanc
Vieux
Vif
Sec

5. Ecrire les adverbes correspondants aux adjectifs suivants :—(4 marks)

Chaud..... Frais.....
Long..... Prudent

6. Compléter les règles suivantes en donnant des exemples :—(9 marks)

Les adjectifs en *x*.....
Le pluriel des noms se forme.....
L'adjectif s'accorde.....

7. Comparer. (8 marks)

	Positif.	Comparatif.	Superlatif.
Bon			
Mauvais			
Peu			
Grand			

8. Ecrire la 3ème personne, pluriel, des verbes suivants aux temps indiqués :—(18 marks)

	Présent.	Passé indéfini.	Imparfait.
Se coucher.			
Ils.....	Ils.....	Ils.....	
Finir.			
Ils.....	Ils	Ils.....	
Vendre.			
Ils.....	Ils.....	Ils.....	
Lire.			
Ils.....	Ils.....	Ils.....	
Aller.			
Ils	Ils.....	Ils	
Entrer.			
Ils	Ils.....	Ils.....	

9. Remplacer les points ou les mots en italiques par les pronoms possessifs voulus :—(14 marks)

- Mon livre est plus intéressant que (*votre livre*).....
- Je ne trouve pas mon chapeau ; trouves-tu..... ?
- trouve-t-il..... ? trouvez-vous..... ?
- J'obéis à mon père ; obéis-tu (*à votre père*)..... ?
- Obéit-il (*à son père*)
- Obéissent-ils (*à leur père*)..... ?

10. Répondre aux questions suivantes :—(9 marks)

- Nommez les céréales qu'on cultive spécialement dans ce pays ? ...
- A quoi sert une bêche ?
- Y a-t-il un perron devant la porte ? ..

TUESDAY AFTERNOON, JUNE 12th, 1906.

FRENCH
(Natural Method)

(All the questions are to be answered.)

GRADE II. MODEL

Time, from 2 to 4.

1. Compléter les mots Le, La, L', Ce, Cet, Cette, Son, Sa, Votre.

L'.....or. C.....objet. S.....couteau. C.....plat.
V.....école, S.....Canne. L.....dent. C.....vase.
C.....gravure :—(9 marks)

2. Copier en mettant au pluriel :—(6 marks)

L'église, mon oncle, sa clef,

.....

cet oiseau, son bateau, cette règle.

.....

3. Donner les participes passés des verbes suivants :—
(7 marks)

Faire..... Boire..... Mettre..... Lire.....
Voir..... Savoir..... Vivre.....

4. Ecrire le féminin des adjectifs suivants :—(16 marks).

Blanc..... Sec..... Faux.....
Frais..... Doux..... Long.....

5. Conjuguer le verbe *vouloir* au présent de l'indicatif, et le verbe *dire* au passé de l'indicatif :—(12 marks)

vouloir

dire

Je.....

Je.....

Tu.....

Tu.....

Il.....

Il.....

Nous.....

Nous.....

Vous.....

Vous.....

Ils.....

Ils.....

6. Ecrire le futur (1ère per. sing.) des verbes suivants :—
(4 marks)

Finir	Je	Parler.	Je
Prendre.	Je	Etre.	Je

7. Compléter les règles suivantes :—(16 marks)

Les adjectifs en *x*.

L'adjectif s'accorde... ..

Le pluriel des noms se forme

Les noms en *al*..... ..

8. Répondre aux questions suivantes en employant les pronoms :—(16 marks)

Où avez-vous mis votre chapeau ?

Aimez-vous vos frères ?

Avez-vous reçu beaucoup de cadeaux ?

Connaissez-vous monsieur A ?

9. Ecrire en chiffres les nombres suivants :—(4 marks)

Cinq Seize Soixante-onze..... Quatre-vingt-dix.....

10 Répondre aux questions suivantes :—(20 marks)

Aurons-nous des vacances au mois de juillet ?

Quel âge aurez-vous l'année prochaine ?

Qu'est-ce qu'une salle à manger ?

Qu'avez-vous mangé à votre déjeuner ?

Vous lavez-vous les mains avec de l'eau froide ?

UNIVERSITY SCHOOL EXAMINATIONS, QUEBEC.

ENGLISH DICTATION.

Tuesday, June 12th, 1906.

Morning—10.30 to 11

By about eight o'clock at night the wind had increased to a hurricane, the thunder rolled frightfully, and the only light which we had to guide us was the red forked lightning, which burst at times from the bosom of the big black clouds which lowered over our heads. We were

exerting ourselves to the utmost to weather the cape, when suddenly, with a great crash, the engine broke, and the paddles, on which depended our lives, ceased to play. I will not attempt to depict the scene of horror and confusion which ensued; it may be imagined, but never described. The captain, to give him his due, displayed the utmost coolness and intrepidity. He and his whole crew made the greatest exertions to repair the engine, and when they found their labour in vain, endeavoured, by hoisting the sails, and by practising all possible manœuvres to preserve the ship from impending destruction; but all was of no avail, we were hard on the shore to which the howling tempest was impelling us.

SUPERIOR SCHOOL EXAMINATIONS.

FRIDAY MORNING, JUNE 15th, from 9 to 12.

DICTATION AND SPELLING (GRADE III. MODEL SCHOOL.)

[These extracts are to be read to the pupils by the teacher three times in presence of the deputy-examiner, once as a preliminary in the ordinary way; second, slowly for dictation, and third, after the passages have been dictated. No assistance of any kind is to be given to the pupils in inserting the punctuation marks.]

1. The place of our retreat was in a little neighbourhood consisting of farmers, who tilled their own grounds, and were equal strangers to opulence and poverty. As they had almost all the conveniences of life within themselves, they seldom visited towns or cities in search of superfluities. Remote from the polite, they still retained the primeval simplicity of manners; and frugal by habit, they scarcely knew that temperance was a virtue.

2. When England was first made known to the civilized world of Rome, it was inhabited by a warlike Celtic race called Britons, and was known as Britain. Julius Cæsar landed upon the island in 55 B.C., but not until nearly a century later was the conquest completed.

3. Dialogue, business, recommend, separate, celerity, swoon, ghastly, anguish, perennial, voluptuous, corruption, chivalry, apparelled, gorgeous, jubilee, universal, defiant, rendez-vous, sacrifice, extricate.

THURSDAY AFTERNOON, JUNE 14th, from 2 to 3.

DICTATION AND SPELLING (GRADE II. MODEL SCHOOL.)

[These extracts are to be read to the pupils by the teacher three times in presence of the deputy-examiner, once as a preliminary in the ordinary way, second, slowly for dictation, and third after the passages have been dictated. No assistance of any kind is to be given to the pupil in inserting the punctuation marks.]

1. Our little habitation was situated at the foot of a sloping hill, sheltered with a beautiful underwood behind, and a prattling river before, on one side a meadow, on the other a green. My farm consisted of about twenty acres of excellent land, having given an hundred pounds for my predecessor's good will.

2. I was a poor friendless boy. My parents and those who should care for me, were far away. Those few acquaintances of theirs, which they could reckon upon being kind to me in the great city, after a little forced notice, which they had the grace to take of me on my first arrival in town, soon grew tired of my holiday visits.

3. Ambition, exotic, warranted, business, separate, commend, monotonous, seneschal, seditious, recognize, shriven, penitence, populace, aghast, vicissitude, portico, horologe, eternity, disappear, sorrowful.

PAT EXPLAINED IT NICELY.

They met on a bridge. Each held out his hand, and they shook, and instantly realized that they were utter strangers. Had not one of them been a genuine Hibernian the situation might have been embarrassing.

"Begorra, that's quare," says Pat. "When we wor so far off that we couldn't see aich other I thought it was you an' you thought it was me, and now we're here together it's nayther of us."—*From an Exchange*

Official Department

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 28th, 1906.

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; Prof. A. W. Kneeland, M.A., B.C.L.; the Rev. A. T. Love, B.A.; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec; H. B. Ames, Esq., B.A., M.P.; W. S. Maclaren, Esq.; Gavin J. Walker, Esq.; Hon. S. A. Fisher, B.A., M.P.; Hon. J. K. Ward, M.L.C.; John C. Sutherland, Esq., B.A.; P. S. G. Mackenzie, Esq., K.C., M.P.P.; Rev. E. I. Rexford, LL.D., D.C.L.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; W. L. Shurtleff, Esq., K.C., LL.D.; H. J. Silver, Esq., B.A.

Apologies for absence were submitted for Geo. L. Masten, Esq., Principal Peterson, LL.D., C.M.G., James Robertson, Esq., LL.D., C.M.G., and James Dunbar, Esq., K.C., D.C.L.

The minutes of the last meeting were read and confirmed.

Mr. Mackenzie then asked, in view of the reference contained in the minutes of the last meeting to his appointment as a member of this Committee, to be allowed, with the permission of the Premier, to insert in these minutes a copy of the Premier's letter accompanying the notice of Mr. Mackenzie's appointment and a copy of the reply thereto.

The Committee directed the Secretary to embody in the minutes the following documents in accordance with Mr. Mackenzie's request :—

“ Office of the Prime Minister,
Province of Quebec,
Quebec, May 4th, 1906.

“ PETER S. G. MACKENZIE, ESQ., M.L.A.,
Richmond.

“ DEAR MR. MACKENZIE,

“ At our meeting of the Cabinet, yesterday, I suggested that you be appointed a member of the Council of Public Instruction, and I have much pleasure in informing you that my recommendation was endorsed by my colleagues.

"Therefore, you may in future act as a member of that Council if you are willing to accept the appointment.

"Though I do not share all the views which you so ably set forth during the last session concerning educational matters, still I feel sure that, like ourselves, you have at heart the advancement of public instruction, and we are very much pleased to give you an opportunity of lending a helping hand to the Protestant Committee towards the solution of the questions of education in this Province.

"Believe me to be,
Yours very truly,
(Signed) LOMER GOUIN."

"Richmond, P. Q., May 10th, 1906.

"HON. LOMER GOUIN,
Prime Minister, Quebec, P. Q.

"MY DEAR MR. PREMIER,

"Owing to absence at the time of its arrival I have been unable to reply to your letter of the 4th instant, on an earlier date. I may say that the contents of your letter are a great surprise to me. I have never at any time thought of obtaining a seat on the Committee of Public Instruction. I regard the position of a member of that Committee as one of great honor and responsibility. I do not feel that I have the requisite experience or the time to do the position justice.

"You have, however, put the matter so very flatteringly before me as to make me feel it is my duty to yield my personal inclinations in the matter to the performance of a public duty in the hope that I will be able to give a helping hand, as you express it, towards the solution of the questions affecting the educational interests of our Province. With this object in view, I shall accept the honor.

"Believe me, Mr. Premier, I appreciate in the highest extent possible this evidence of your personal confidence in nominating me to this important position. I shall ever remember your kindness.

"I am, yours very faithfully,
(Signed) P. S. G. MACKENZIE."

The Secretary reported:—

(1) That the resolutions of the Committee regarding the issue of permits had been approved by the Government

and widely published immediately after the May meeting. As a result thirty-nine permits had been issued, fifteen to pupils who passed the second grade academy in June 1906, seven to those who passed in 1905 and seventeen to those who had passed previously.

(2) Cards of admission to McGill Normal School had been issued as follows :—Model School Class 74, Kindergarten Class 2, Advanced Elementary Class 35, Elementary Class 11, making a total of 122. The applications for admission to the Academy course were yet to be received.

(3) The following persons had been admitted to the Macdonald Institute, Guelph, to take the course in nature study :—Miss Jennie Armstrong, Bristol; Miss A. L. E. McKenzie, Little Cascapedia; Miss C. Louise Stevens, Bedford; Miss Inez Sornberger, Stanbridge East.

It had become necessary to have the holders of these scholarships sign an agreement to teach in this Province at least one year after returning from Guelph. Dr. Robertson had learned that several of the teachers who had taken a course at Guelph on the Sir William Macdonald scholarships had been attracted to other provinces, by larger salaries presumably and had never taught here at all after receiving their special training.

Inasmuch as there was uncertainty until the season was far advanced whether the authorities at Guelph would continue to give a course for any but Ontario teachers the applications this term were few.

The Chairman submitted from the Inspector of Superior Schools :

1. Samples of forms of examination slips and reports.
2. Tabular report of June examinations.
3. Several reports for the past year of 24 academies and of 50 schools ranked as model schools or seeking such standing.
4. Summary of report of deputy-examiners on specific subjects.
5. General statement of Inspector to the Chairman, which was read.

It was resolved that numbers 4 and 5 be published in the **EDUCATIONAL RECORD**.

The sub-committee on the distribution of the Superior Education Fund submitted the following report :

September 28th, 1906.

Your sub-committee begs to report that it met to-day with Dr. Shaw in the chair. The English Secretary of the Department and the Inspector of Superior Schools assisted in the work of preparing the lists which are submitted herewith. The following statement of the revenue of the Superior Education Fund was presented by the English Secretary of the Department :

STATEMENT OF REVENUE, SEPTEMBER 1906.

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.....	9,093 50	
	<hr/>	\$24,199 14
Forrest Donation		100 00
		<hr/>
		\$24,299 14

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
		<hr/>
Available for distribution... ..		\$20,599 14

Your sub-committee recommends that the sum of \$5000. of the Marriage License Fees be placed to the credit of the Poor Municipality Fund, and the remaining \$4,093.50 be placed to the credit of the Superior Education Fund. It will be observed that in making this division of the Marriage License Fees, the sub-committee recommends that the sum of \$453.25 be added to the half of these fees usually given to the Poor Municipality Fund.

Your sub-committee recommends that the Verdun elementary school and the Kingsey consolidated school be placed on the list of model schools; (b) that Clarendon model school be reduced to the rank of an elementary school in pursuance of the instructions of the Protestant Committee dated September 29th, 1905; (c) that the school board of Outremont be warned that unless the character of the work of Strathcona school is materially improved during 1906-7 it will be reduced to the rank of an elementary school.

Your sub-committee submits for the consideration of the Committee the following provisional scheme for the distribution of the funds for Superior Education. The scheme is based upon the tabulated returns prepared by the Inspector of Superior Schools in accordance with the regulations :

ACADEMIES.

	Grant.	Bonus.	Eq. Grant.	Total.
Sherbrooke.....	\$150 00	\$163 00	\$30 00	\$343 00
Granby	150 00	163 00	28 00	325 00
Huntingdon.....	150 00	142 00	27 00	319 00
Lachute.	150 00	142 00	27 00	319 00
Coaticook	150 00	139 00	28 00	317 00
Stanstead	150 00	135 00	28 00	313 00
Danville.	150 00	133 00	28 00	311 00
Inverness	150 00	130 00	21 00	301 00
Cookshire.	150 00	130 00	20 00	300 00
Lennoxville.....	150 00	126 00	21 00	297 00
Knowlton.....	150 00	126 00	23 00	299 00
Waterloo	150 00	124 00	25 00	299 00
Valleyfield	150 00	121 00	28 00	299 00
Buckingham ...	150 00	119 00	22 00	291 00
Ormstown	150 00	113 00	25 00	288 00
St. Lambert.....	150 00	112 00	24 00	286 00
Bedford.....	150 00	109 00	20 00	279 00
Lachine.....	150 00	109 00	23 00	282 00
Sutton	150 00	107 00	19 00	276 00
St. Francis	150 00	107 00	28 00	285 00
Cowansville.....	150 00	.....	22 00	172 00
Shawville.....	150 00	.....	20 00	170 00
	<hr/>	<hr/>	<hr/>	<hr/>
	\$3,300 00	\$2,534 00	\$537 00	\$6,371 00

SPECIAL ACADEMIES.

Dunham Ladies' College.....	\$ 225 00
	\$6,596 00

MODEL SCHOOLS.

	Grant.	Bonus.	Eq. Grant.	Total.
Clarenceville.....	\$50 00	\$93 00	\$10 00	\$153 00
Longueuil.....	50 00	87 00	12 00	149 00
Sawyerville.....	50 00	86 00	11 00	147 00
Leeds.....	50 00	84 00	11 00	145 00
East Angus..	50 00	84 00	9 00	143 00
Scotstown.....	50 00	84 00	10 00	144 00
Como.....	50 00	82 00	11 00	143 00
Frelighsburg.....	50 00	82 00	13 00	145 00
Hull.....	50 00	81 00	14 00	145 00
Aberdeen.....	50 00	80 00	13 00	143 00
North Hatley.....	50 00	78 00	12 00	140 00
Bury.....	50 00	78 00	11 00	139 00
Hatley.....	50 00	77 00	11 00	138 00
Waterville.....	50 00	77 00	13 00	140 00
Lake Megantic...	50 00	76 00	11 00	137 00
Rawdon.....	50 00	76 00	10 00	136 00
Stanbridge East..	50 00	75 00	11 00	136 00
St. Andrews.....	50 00	72 00	11 00	133 00
Ulverton.....	50 00	72 00	10 00	132 00
Bishop's Crossing	50 00	71 00	10 00	131 00
Compton.....	50 00	71 00	12 00	133 00
St. Johns.....	50 00	68 00	12 00	130 00
Windsor Mills....	50 00	67 00	10 00	127 00
Mansonville... ..	50 00	67 00	12 00	129 00
Lacolle.....	50 00	65 00	9 00	124 00
Maple Grove.....	50 00	64 00	8 00	122 00
South Durham...	50 00	62 00	10 00	122 00
Mableton.....	50 00	61 00	10 00	121 00
Gould.....	50 00	61 00	10 00	121 00
Aylmer.....	50 00	61 00	11 00	122 00
Beebe Plain.....	50 00	60 00	10 00	120 00
Portage du Fort.	50 00	60 00	8 00	118 00
Magog	50 00	57 00	11 00	118 00
Quyón.....	50 00	56 00	11 00	117 00
Hemmingford....	50 00	55 00	10 00	115 00

	Grant.	Bonus.	Eq. Grant.	Total.
Three Rivers.....	\$50 00	\$53 00	\$11 00	\$114 00
Kinnear's Mills...	50 00	52 00	8 00	110 00
Kingsey	50 00	51 00	.....	101 00
Farnham.....	50 00	.....	10 00	60 00
Verdun	50 00	.....	.....	50 00
Barnston.....	50 00	.....	10 00	60 00
Clarendon.....	50 00	.....	10 00	60 00
Strathcona.....	50 00	.....	11 00	61 00
	<hr/>	<hr/>	<hr/>	<hr/>
	\$2,150 00	\$2,686 00	\$438 00	\$5,274 00

SPECIAL MODEL SCHOOLS.

Cox (Paspébiac).....	\$100 00	.....
New Richmond..	100 00	.....
Gaspé.....	100 00	.....
St. Sylvester.....	75 00	.....
St. Hyacinthe.....	75 00	.....
		450 00
		<hr/>
		\$5,724 00

SUMMARY.

Reserved for Poor Municipalities from Marriage License Fees	\$5,000 00
---	------------

UNIVERSITIES.

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

ACADEMIES.

Grants.....	\$3,300 00
Bonuses	2,534 00
Equipment Grants.....	537 00
Special Academy Grants.....	225 00
	<hr/>
	6,596 00

MODEL SCHOOLS.

Grants.....	\$2,150 00
Bonuses.....	2,686 00
Equipment Grants.	438 00
Special Model School Grants..	450 00
	<hr/>
	5,724 00

\$20,520 00

In determining the bonus grants to academies and model schools, your sub-committee, having considered the requirements for bonuses, recommends that any academy taking less than 45 per cent, or any model school taking less than 41 per cent of the aggregate marks be not awarded a bonus for satisfactory work, *i. e.* that no bonus be given this year to Cowansville and Shawville academies, nor to Strathcona, Clarendon, Barnston, Verdun and Farnham model schools.

Your sub-committee begs to recommend further that, in determining bonuses and rank of model schools and academies, schools not participating in the grants be not considered.

WILLIAM I. SHAW,
Chairman.

H. J. SILVER,
Secretary.

After discussion the report was adopted, it being understood that Mr. Mackenzie should have the privilege of moving as a substantive motion the following, which had been prepared as an amendment.

Mr. Mackenzie then moved, seconded by Mr. Whyte, That, in view of the condition of many Protestant elementary schools, in remote districts, where a few scattered Protestant families are unable satisfactorily to maintain their schools, this Committee is of opinion that it should exercise the discretion conferred upon it by Article 450 of the School Code by allotting, until such time as adequate means have been placed at the disposal of this Committee to enable it to deal otherwise with the said proceeds, the whole of the proceeds arising from Licenses for the celebration of marriages by Protestant Ministers, to Protestant schools in poor municipalities, this to take effect in September 1907.

The motion being put was lost on the following division :—

For—Messrs. Fisher, Ward, Maclaren, Walker, Kneeland, Love and Mackenzie—7.

Against—Messrs. Whyte, Shurtleff, Sutherland, Robins, Silver, Rexford, Ames and Bishop Dunn—8.

It was then moved by Mr. Mackenzie, seconded by Mr. Whyte,

That in view of the condition of many Protestant elementary schools in remote districts, where a few scattered Protestant families are unable satisfactorily to maintain their schools, this Committee is of opinion that it should exercise the discretion conferred upon it by Article 450 of the School Law by allotting seven hundred and fifty dollars to the universities in the proportion of five hundred to McGill College and two hundred and fifty to Bishop's College.

It was moved by Dr. Shurtleff in amendment, and seconded by Mr. Maclaren,

That in view of the special needs of elementary education in poor municipalities and of the increasing expenditure necessary for the maintenance of our superior schools, that it is expedient to limit in the future the grants to universities to \$1,600 in order to grant \$1,600 more to the poor municipality fund.

The amendment was carried.

It was moved by Mr. Ames, seconded by Professor Kneeland,

That the school authorities of the St. Sylvester model school be notified that in the opinion of the Protestant Committee the attendance at this institution is insufficient to warrant the continuance of the model school status and the payment hereafter of a bonus as such.—Carried.

It was resolved that the term "work of a satisfactory character," as contained in the resolution passed November 28th, 1902, be henceforth interpreted by the sub-committee on academy and model school grants as meaning a showing of not less than 50 p.c. of the aggregate of marks obtainable, and that the Secretary notify all schools to this effect.

The Chairman submitted the following recommendations which were adopted :

Of the sum of \$1,000.00 received from the Government last year in payment of the balance due for Protestant purposes, on the \$50,000.00 grant of July 1st, 1905, the sum of \$550.00 remains. It is recommended that the sum of \$100.00 be given in aid of the Protestant schools in the Magdalen Islands, that \$50.00 be given to the school board of Arundel to aid them in their efforts to establish a model

school, that \$50.00 be given to the school boards of Ulverton and Kingsey each to aid them in their work of school consolidation.

Moved by Professor Kneeland, seconded by Mr. Sutherland,

That the resolution of September 25th, 1903, *re* a direct grant to the two Protestant Universities and the relief of the Protestant Committee from the duty of making any further grants to these institutions be again placed before the Government, with the respectful request that action be taken thereon.—Carried.

The Secretary recommended that he be authorized to issue the A.A. certificates under the new regulations without fee to all pupils of the public schools who successfully pass the examination. The recommendation was adopted.

A reference from the Provincial Secretary of an offer of Bishop's College to co-operate in providing training for teachers was read and laid on the table for future use.

A letter from Mr. Messenger *re* Commercial Course and a letter from Mr. Macaulay regarding limits in German were read and referred to the sub-committee on the course of study.

A letter from Colonists at Lake Macaza was read, and the Secretary was instructed to send it to the Provincial Secretary with a recommendation that assistance be given from the \$100,000.00 fund should further enquiry show the need of it.

An application from Mr. T. E. Perrett for the principalship of McGill Normal School was read and referred to the sub-committee on vacancies on the Norman School staff.

Applications for diplomas were submitted from Misses Jennie Stewart, Sadie Tyndale, Alexander Roberts, E. M. Graham, E. Parsons and Messrs. Rothney, Jordan and Summers.

It was ordered that an elementary diploma be granted to Miss Stewart, and that the other applications stand over till the November meeting.

Dr. Robins submitted a list of names of pupils who had been admitted provisionally to the Normal School after the ordinary date. As they had filled all the other conditions

made by regulation the Committee approved the action that had been taken.

Professor Kneeland gave notice that he would make a motion at the next meeting regarding the future of the Normal School.

The sub-committees on the Course of Study, Text-books and Normal School matters reported progress.

The resignation of the Hon. Justice McCorkill was read and laid on the table, the Chairman being requested to write asking Justice McCorkill to withdraw it and remain a member of the Committee.

The motion of which Mr. Whyte gave notice at the last meeting was carried in the following form :—

Resolved :—“ That, inasmuch as elementary education in this Province is in an unsatisfactory condition—due in a large measure to a lack of funds to engage duly qualified teachers and provide comfortable school-houses and sufficient equipment and apparatus for teaching purposes—this Committee respectfully requests the Provincial Legislature to impose a small tax of half a mill on the dollar upon all taxable real estate in the Province held by persons paying to the Protestant Panel, and that the amount arising from such assessment be devoted to the improvement of Protestant elementary education in accordance with such regulations as this Committee may from time to time make, subject to the approval of the Lieutenant-Governor in Council.”

Moved by Dr. Rexford, seconded by Mr. Mackenzie,—

That, while recognizing with gratitude the recent legislative additions to grants for elementary education, this Committee, at the risk of being considered importunate in its requests, begs respectfully to renew the representations which it has had the honour to make on several occasions during the past ten years to the Government of the Province concerning the urgent necessity for additional financial revenues for our rural elementary schools.

That, among the consideration and recommendations for legislative action which this Committee has felt constrained to urge upon the attention of the Government of the Province by resolution and by deputation during the past ten

years the following are recalled to the attention of the Government with a view to necessary legislation :—

“ Nov. 28th, 1895.

“ 1st.—Moved by the Lord Bishop of Quebec, seconded by the Dean of Quebec, “ That this Committee approve the principle of using the sum now distributed among common schools largely in assisting the poorer municipalities.—Carried.”

“ 2nd.—Moved by the Reverend Principal Shaw, seconded by Venerable Archdeacon Lindsay, “ In view of the pressing needs of the elementary schools of this Province, which should be improved as the Province advances in material interests, and in view of the general demand there is throughout the Province for their improvement, while it may be claimed that in general the character of these schools is as favorable as the resources available allow, be it resolved that we respectfully and strongly urge upon the Government the advisability and the imperative need of increasing the Legislative grant for the elementary schools of the Province.—Carried.”

“ 3rd.—Moved by Professor Kneeland, seconded by the Lord Bishop of Quebec, “ That whereas the Protestant Committee of the Council of Public Instruction have no means for increasing the efficiency of elementary schools by the leverage of grants made under like circumstances as those made to superior schools, and whereas the distribution of the money at the disposal of the Committee according to certain defined conditions, to the superior schools of the Province, has conduced to a most satisfactory state of efficiency in these schools, and whereas this Committee believe that even the small sum now distributed to the elementary schools of the Province, according to population, would, if distributed by this Committee according to definite conditions, have a like effect upon the elementary schools of the Province, be it resolved that this Committee recommends that the grants to elementary schools be distributed in accordance with a scheme which shall recognize both the needs and the merits of the several schools and localities concerned, and that a sub-committee be appointed to prepare and submit such a scheme.—Carried.”

“ Sub-Committee, Professor Kneeland, Convener; Dr. Shaw, Reverend E. I. Rexford, Mr. H. B. Ames and Sir William Dawson.”

“ February 28th, 1896.

“ The report of the sub-committee on grants to elementary schools was submitted. It recommended:—

“ 1st.—That such sum be deducted from the gross sum now distributed to Protestant elementary schools as would make the total amount available for grants to poor municipalities equal to \$5,000 per annum, and that this sum be used for the assistance of the poorer Protestant schools of the Province.

“ 2nd.—That the sum of five thousand dollars be in like manner deducted from the general fund and be used (*a*) for bonuses to successful teachers, taking cognizance both of the quality of their work and the circumstances under which it is performed, and (*b*) for bonuses to municipalities which maintain schools in such a state of efficiency in regard to salaries and diplomas of teachers, buildings and apparatus, as to merit such special grants.

“ 3rd.—That with a view to carrying out the above proposals, the Legislative grant for elementary schools be, at the outset, divided between Roman Catholics and Protestants according to population, as in the case of the grant for superior education, and that the portion assigned to the Protestants be at the disposal of the Protestant Committee of the Council of Public Instruction with a view to distribution under plan above outlined.

“ 4th.—That the joint committee on legislation take into consideration the proposal implied in the above, viz., that each Committee of the Council of Public Instruction have discretionary power in the administration of its share of the elementary school fund with a view specially to strengthening the weaker schools, the whole of the above plan to be subject to regulations approved by the Lieutenant-Governor in Council.”

“ Moved by Dr. Hemming, seconded by Dr. Shaw,

“ That the Committee, while approving of the principles set forth in the report of the sub-committee, think it advisable, before the adoption thereof, that the Committee should receive full power from the Legislature to distribute the common school fund coming to the schools under their jurisdiction as they may think advisable, subject of course to the sanction of the Lieutenant-Governor in Council.”—
Carried.

“ Moved by Dr. Hemming, seconded by Dr. Shaw,

“ That the sub-committee on legislation be instructed to endeavor to have the law that refers to the distribution of the common school fund by the Superintendent so changed that, instead of it being distributed according to the respective population of the different municipalities, the Superintendent be required to distribute the same in accordance with the recommendation of the Committee of the Council of Public Instruction that may have the control of the schools interested.”

“ February 24th, 1899.

• “ An arrangement was made for a meeting with the Cabinet through the kind assistance of the Honourable H. T. Duffy, and on Tuesday morning, the 24th January, the members of your sub-committee were courteously received by the Premier and several Cabinet Ministers.

“ The Chairman took the three following topics :—

“ 1st. An increase in the Government grant to elementary schools.”

.....

“ As to the first, some discussion took place, but the only difficulty raised was on the score of the Provincial finances. The Premier, however, reminded the sub-committee that an extra sum of \$50,000.00 had been granted for primary education, but that it was impossible for the Government to do more until the finances of the Province were brought into a more satisfactory condition than they are in at present.”

“ November 28th, 1902.

“ It is the opinion of this Committee that it would be more satisfactory to adopt the plan followed in connection with the Superior Education Fund, and provide (1) that the Common School Fund shall be divided between the Roman Catholic and Protestant school municipalities of the Province in the relative proportion of the respective Roman Catholic and Protestant population of the Province according to the last census.”

That this Committee desires to re-affirm these considerations and recommendations which may be summarized as follows :—

1st.—That the revenues available for the support of our rural elementary schools are entirely inadequate to secure efficient work, and that it is imperatively necessary that additional revenues should be provided by legislation or otherwise for the support of these schools.

2nd.—That, as under existing regulations the Protestant Committee has little or no power to influence the conditions of rural elementary school, it therefore recommends that the method of distributing the elementary school grants should be amended so as to restrict these grants to the support of rural elementary schools, and that the grants to these schools should be distributed under regulations of the Protestant Committee similar to those which have been carried out with such satisfactory results in connection with superior schools and poor municipalities.—Carried.

FINANCIAL STATEMENT

OF THE PROTESTANT COMMITTEE FOR THE SIX MONTHS
ENDING JUNE 30TH, 1906.

RECEIPTS.

1906.			
Jan.	1.	Balance on hand.....	\$3,504 62
		Government Grant for Contingen- cies	1,500 00
June	30.	Unexpended balances.....	2,616 32
"	"	Refund of amount paid for collection of cheque.. ..	0 50
			\$7,621 44

EXPENDITURE.

1906.			
Jan.	2.	G. W. Parmelee, quarterly salary....	\$ 100 00
"	"	John Parker, salary.....	125 00
Feb.	6.	John Parker, balance of salary for February.. ..	100 00
"	"	W. Vaughan for A.A. examinations.	500 00
"	"	Chronicle Printing Co., minutes	19 00
March	1.	John Parker, salary.....	125 00
"	"	John Parker, postage, &c.	43 00
April	2.	John Parker, salary.	125 00

1906.			
April	2.	G. W. Parmelee, salary	\$100 00
May	25.	John Parker, salary.....	125 00
"	"	Chronicle Printing Co., minutes, &c.	19 00
June	1.	John Parker, salary.....	125 00
"	18.	S. B. McCreedy, on account of Macdonald Scholarships.....	300 50
"	"	John Parker, express, supplies, &c...	53 45
June	30.	Balance on hand.....	5,761 49
			<hr/>
			\$7,621 44

SPECIAL ACCOUNT.

1906.			
		Interest on Marriage License Fund..	\$1,400 00
		Interest on Jesuits' Estates Settlement Fund	2,518 44
			<hr/>
			\$3,918 44

CONTRA.

1906.			
May	1.	Transfer to Superintendent of Public Instruction	\$3,918 44

SPECIAL ACCOUNT.

1906.			
June.		City Treasurer of Montreal.....	\$1,000 00

CONTRA.

1906.			
June	28.	Dr. S. P. Robins for McGill Normal School.....	\$1,000 00

Audited and found correct.

WILLIAM I. SHAW.

Sept. 28th, 1906.

The meeting then adjourned till Friday, the 23rd day of November next, unless called earlier by order of the Chairman,

G. W. PARMELEE,
Secretary.

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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

THE CANADA STAMP COMPANY

1906.

Subscription, \$1 per annum.

Exchanges to be Addressed to "Editor of the Educational Record," Quebec, P. Q.
All Communications to the Managing Editor. Quebec.

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32 Belmont Street,

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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.

No. 12.

DECEMBER, 1906.

VOL. XXVI.

Articles : Original and Selected.

THE HONOUR SYSTEM IN SCHOOL AND COLLEGE.

BY WOODROW WILSON, LL.D.,

PRESIDENT OF PRINCETON UNIVERSITY.

(From *The New York Times*.)

“The Honour System” is the name given to the practice of conducting examinations, not under the surveillance of proctors or of members of the teaching force of the school or college where it prevails, but under the self-direction of the pupils themselves, depending for the prevention of cheating not on the watchful eyes of officers set to detect it, but upon the honourable esprit de corps of the young men or boys who are undergoing the ordeal. The system of superintending proctors has always and everywhere proved ineffectual. If those who take the examinations are expected to cheat, and watchers are set to prevent them, the most adventurous and less sensitive among them, the lazy men who are sharp-witted and those who regard examinations as a mere official inquisitorial process at best, invented for their discomfort, feel that a sort of challenge has been flung out to them to circumvent their academic masters if they can, accept the battle of wits, and cheat with small compunction. Their consciences are affected very much as those of travellers returning from Europe are affected by the treatment they get at the hands of the customs officials,

who first require of them a declaration under oath, and then take it for granted that they have lied and search their luggage. The only thing that can prevent cheating is a strong feeling on the part of the students themselves that it is dishonourable and a determination of their own that those who cheat shall not remain among them.

That feeling must precede the establishment of the "honour system." That system cannot be established by the Faculty of a school or college; it must proceed from the conviction and desire of the students. It is a method of self-government. Under it every student of conscience feels bound to take notice of and report any irregularity on the part of a fellow student in examination—report it, not to the Faculty, but to his fellow students. The investigation of the charge is undertaken by them, in ways of their own voluntary adoption; the condemnation or acquittal comes from them; and it is upon their recommendation that the student convicted of the offence is dismissed by the authorities of the institution—dismissed as a person who has broken the understandings and fallen short of the standards of the little community. In such an atmosphere offences grow very rare indeed, and practically never escape detection. One may be very sure that examinations have been passed in good faith and that no one has obtained his degree at graduation by a series of astute deceptions.

The system was adopted at Princeton during the session 1892-3—adopted by the authorities of the university at the request of the undergraduates. The circumstances illustrated in a most interesting way the constitution and life of the place. Student life has there long been dominated by the opinion, what may very correctly be called the public opinion, of the undergraduate body, in which each of the four classes has always had a very complete and efficient organisation under officers of its own, and has always served as an organ of opinion and action. The senior class is looked to for guidance. Its leading spirits are the governors of the little community. Members of the classes of 1893 and 1894, knowing what had long been the feeling and conviction of every thoughtful student about cheating in examinations, and being of a temper to remove all reproach from the Alma Mater they loved, took steps, by mass meeting, to include that matter also within the scope

of their self-government; and the authorities of the university gladly put it in their hands, with a confidence of the result which has been abundantly justified by the history of the years which have since elapsed. Cheating in examinations has been utterly stamped out.

Such an organic feeling, and such habits of organic action, among the students seems to be a condition precedent to the success of the honour system. At Princeton class organisation and self-government by means of it seem to underlie the whole practice as its necessary foundation. But Princeton was by no means the first to purify her life by means of the system, and in other places where it has existed through several generations, as, notably, at the University of Virginia, there is no class organisation for it to rest upon. It has happened in such cases, notwithstanding a free elective system in the choice of studies which mixed first-year men with third-year and gave no one a fixed body of associates in his progress through the curriculum, that, for one reason or another, the student body has been conscious of an organic solidarity, unity, singleness in life if not in study, which has made it, not merely a body of individuals, but a real community, ready to act with efficiency through its own chosen spokesmen and officers.

Once established, the system itself quickens the community feeling and tends greatly to increase not only the sense of organic responsibility, but also the capacity for self-government and the range it is likely to give itself. It is noteworthy how such self-regulation, when once undertaken, begins to affect other things, how the sense of maturity and of manly responsibility is at once extended to other particulars of action. The result at Princeton, to speak only of the place I know best, has been to change the whole relation of Faculty and students; to make the undergraduates in all matters relating to discipline more candid, more straightforward, as well as more self-critical, and to extend, insensibly but very steadily, the catalogue of things regulated by opinion, not by authority. Teachers and students now deal with each other with mutual respect and confidence, and the Faculty is as anxious as the students to put every possible matter of conduct under the watchful supervision, not of officers of discipline, but of the leading spirits of the upper classes, with whom lies the

making of opinion. This must be the effect everywhere ; but student opinion cannot make these conquests unless it first creates a genuine community feeling and originates the first steps of self-government on its own initiative.

The same story might be told of the schools as of the colleges. Very few schools have adopted the honour system. In those few there has been first of all the esprit de corps of a real community ; the more mature boys have taken the initiative ; organised self-government has given irresistible force to the compulsions of opinion, and something in the spirit of the place has made it easy to bring common standards of conduct home to the consciousness of every youngster in the establishment.

The success of the system in the colleges does not depend upon its introduction in the schools. The young men who govern opinion and action in the colleges where the system prevails find no difficulty in making the youngsters who come up from the schools understand that they must conform ; and one is deeply reassured as to the essential soundness of the moral perceptions of the freshmen, just come from schools where they could cheat without any sort of disapproval from their fellows to see how promptly they not only acquiesce but cordially approve, with an instant pride in taking up a handsome tradition and guarding the honour of the institution they have but just come to recruit. Their immediate trustworthiness is little short of marvellous when one thinks of the utter demoralisation in such matters which has fallen, like a hopeless rot, upon some of the schools from which they come.

At the same time, it is evident that the practice of cheating in examinations cannot be cut away at the roots until it is cut away in the schools, and that until the schools rid themselves of it the colleges will be very slow to get the feeling with regard to it from which their own regeneration must spring. The root of the matter is unquestionably in the boys in the schools, not in the young men of the colleges. Indeed, it is hard to see how any real standards of honour can be set up among the youth of the land until this vital malady is got rid of. It is likely that unfair methods in trade often find their seed in unfair methods at school ; and there is a very obvious analogy between cheating the authorities of school or college and

cheating the Government at the ports or in railway rebates or in returns of taxable property.

The way toward reform lies not through moral exhortation, but through self-government: The schools which can be led along the ways of self-regulation will certainly get very promptly a sense of organic honour and responsibility, and, that once acquired, they can assuredly be led at last to purge themselves of the worst dishonour of all, the dishonour of stealing the privileges of promotion and graduation, the radical dishonour of preferring stealing to earning.

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- (a) General Libraries, carefully selected for general reading.
- (b) Libraries for young people.
- (c) Libraries on Special Subjects.

3. Each Travelling Library shall contain, as nearly as may be, twenty-five books ; but in the case of Libraries on special subjects this limit need not be strictly observed.

4. Travelling Libraries shall be lent for a term of three months and must be returned at the end of the term, unless the loan shall have been renewed after special application.

5. All expenses in connection with the Travelling Libraries, except local cartage, shall be defrayed by the Library of McGill University, and except that a fee of (\$3.00) three dollars shall be forwarded by applicants with each application for a Travelling Library. An additional fee of not more than one dollar (\$1.00) may be required by the University Library before renewing the loan of a library.

6. The fee accompanying an application, whether for the loan of a Travelling Library, or for a renewal of the loan, shall be returned if for any reason said application be not granted.

7. Framed pictures suitable for hanging in the school of a district may be sent with Travelling Libraries. Not more than two such pictures at a time will be lent to the same school.

8. Such precautions shall be taken in packing books for return as to ensure them against injury in transportation.

9. Notes, corrections of the text, or marks of any kind in Travelling Library books, are absolutely forbidden. Applicants will be held responsible for all injuries beyond reasonable wear, and for all losses except loss by fire when the library is kept in a building which is insured.

10. "Reasonable wear." Books are not considered injured "beyond reasonable wear" when bindings or leaves are loose or worn by use ; but books returned after being soiled, wet, torn, gnawed, marked or otherwise disfigured with pen, pencil, paint, or sticky substances, or having book plates or pockets marked or torn, or with leaves or illustrations missing, will be esteemed injured beyond reasonable wear ; and borrowers must either pay the damages assessed by the University Librarian, or buy the book at such price

as may be fixed by him. Said price, however, shall not exceed the cost to the University Library of replacing the book in question.

11. Books with loose leaves should be returned at once to the University Library for rebinding. Fresh labels will be supplied on application, and none larger than those originally used, must be placed upon Travelling Library books.

12. The Travelling Libraries shall be kept at a convenient place, and shall, when possible, be constantly open for delivering and returning books, but in no case shall they be open less than one hour on each of three days in each week; of which due public notice shall be given.

13. The foregoing rules are subject to change without notice; but no change in the regulations governing a Library actually in use, shall take effect until the expiration of the term for which the said Library shall have been loaned.

WHY TEACHERS DO NOT GET RESULTS.

(Globe and Commercial Advertiser, New York.)

School problems were discussed by the Schoolmen of New York for nearly three hours at a recent meeting. The particular problem under consideration was the difficulty of getting 'results' from the pupils, and many reasons were advanced for the failure. District Superintendent John Dwyer, the speaker of the evening, started the discussion by emphasizing one of the difficulties—namely, the lack of a thorough knowledge on the part of the teachers of the subject matter they are teaching.

He attributed this largely to the fact that the teachers ceased to study the academic subjects when they passed the academic examinations, and that their training thereafter was limited to history of education, methods of teaching and theory. It was becoming evident that too much attention was being devoted to methods and theory, and not enough to the subject matter. Methods and theory were all right, but the teacher should have first of all a thorough knowing of the subjects which she intends to teach.

Superintendent Dwyer differed from the belief held in many quarters that if the text books are all right, that is

all that is needed. Too much emphasis was being placed on plan, books, form, and methods, and not enough on the proper teaching of subjects which follows from good, thorough knowledge of subject matter. He suggested that it might be advisable to require the training schools to give instruction in the academic subjects.

In the course of the discussion numerous other reasons were advanced as to failure to get results. Teachers who merely go into their classes, keep their chairs warm, don't use their eyes and only teach a few pupils in front of them can not get results. Many of the best teachers never took courses in history of education, methods, etc., but they did use their eyes and ears while in class, and did know their subject.

Why was it that the pupils in the later years do no better work in the academic subject than they did in early years? Was it not due to improper grading, the attempt to crowd too much into the child's mind, and the lack of freedom to the teacher? The course of study was fixed, the amount of time to be given each subject was limited, supervisors and principals saw to it that teachers taught as the principals, etc., wished; and therefore was it any wonder that results were lacking? The teacher should be given more freedom to work out his or her own salvation. Without that freedom teachers cannot do their best.

The demands for room were forcing promotions in the larger schools. In the smaller, promotions were forced to fill up classes. The result was that half of the work supposed to have been done, had to be done over. What was needed was a proper system of grading. Was it not also possible that the teachers were pouring too much into children and not demanding enough from them in return.

More common sense should be drilled into the school system. The teachers were not demanding enough work on the part of the children, the course of study was too overburdened, and the mode of examining teachers was requiring teachers to be better prepared in methods, etc., than in the subjects they were to teach.

THE ART OF QUESTIONING.

BY ARISTINE ANDERSON.

Some teachers say, let us question the scholars closely, and develop the lesson step by step; others say, let us lead the pupils to question us, which will render their minds alert to detect points of interest; others believe in having the scholars give as connected and comprehensive a view of the lessons as possible, with but few questions; still others approve of letting the recitation assume a familiar and conversational aspect, with questions alternating between teacher and scholar.

Each of these methods has been tried with success, and each teacher must find out by experience and experiment the method or combination of methods best suited to his classes.

We all know that no two teachers can use the same system with equal advantage; that it is seldom possible for a teacher to work in the same way and attain similar results with two different classes. A teacher of considerable experience entered school and his hobby was to have his pupils learn as nearly as possible the forms in the text-books and recite at call, each taking up the lesson at the place where it was left by the preceding one. But he made the mistake of letting each scholar go ahead in his own channel, instead of counteracting the effect of too much of one thing by requiring a judicious application in another direction. Inevitable result! He had a "verb boy," who could conjugate with neatness and dispatch; an "adjective girl," who would compare all simple and compound adjectives with such smoothness and accuracy that the positive and superlative degrees took on beauties to the ears of her auditors; he possessed an "adverb boy," who never failed to prefix *more* or affix *er* in their respective places; but the model of the class was a precocious parser of thirteen, the "noun girl," who could "rattle off" person, number, gender, and case, subject of such or such a verb (always in the order), with such extraordinary rapidity and correctness that the hearer almost held his breath in astonishment at the brilliancy of the performances.

One day the school commissioner came to visit the school unexpectedly, as the school commissioners have a bad habit of doing. The parsing class was called up for exhibi-

tion and told to turn to "Gray's Elegy." With wonderful discrimination the right words fell to the right pupils, and all went smoothly to the end of the first "round." A light began to dawn upon the mind of the visitor and he said to the teacher, "Allow me to relieve you for a short time, while you inspect other departments." The teacher, blinded by the apparent success and evident readiness of the class, willingly assented, and left the room. I "judge," said the commissioner, "that you are well-versed in parsing."

"Yeth, thir," lisped the precocious miss of thirteen, "we've parthed all through Grayth Elegy twithe."

"Very well," said he, "I will give you a few simple sentences on the board, which you may parse. I shall make no corrections till you are through, but you may make all you please."

Writing them, he called on boy number one to parse "day"; now that boy happened to be the "verb boy," and rising, with a smile of great self-assurance, he proceeded to give the principal parts, as "day, die, done," and quickly conjugated it through the various modes and tenses. After he finished, no one offered any objections, for was he not the verb parser, able to handle any known or unknown verb? The "adjective girl" compared a verb with admirable promptitude; the "relative pronoun boy" assigned to a noun its antecedent, and as the "noun girl" was blandly "chiseling desolation" through the person, number, gender, and case of an inoffensive adverb, the teacher returned. The commissioner motioned him to be seated, and proceeded with his blackboard work.

The teacher saw his scholars for the first time in their true light, and found they were thrown into utter confusion when working out of their respective grooves. It was a salutary, if unwelcome, revelation and in the following years of his work he learned to draw out by proper questioning the amount of knowledge gained by *each* on *all* parts of the lesson.

To develop the scholar's originality is one of the surest roads to success. To do this thoroughly necessitates much hard work on the part of the teacher, but the result pays. It also means a much less servile adherence to text-books, and a much more general use of topical recitations. When

a scholar masters the great lesson that his lessons consist of facts, not words; that these facts are not all enclosed within the two covers of his *Appleton's Geography* or his *Whitney's Grammar*; that, after learning the facts of his daily lessons that *are* in these books, he can supplement them by many additional facts from encyclopædias and kindred sources, he is on the right road to attain ideas that will stay with him. It is nothing new to hear it said that we do not want lessons committed to be recited, but facts learned to be remembered; but this result is obtained much less often than it should be. Object teaching could be carried much farther than it commonly is in our schools, with the most beneficial results to both teachers and pupils.—*Journal of Education*.

ENGLISH READING LESSON.

All true literature has *form* and *spirit*, and we must presume that our school readers have in them such true literature. Do we always seek to teach our pupils the *spirit* of their lessons or are we content to deal with the *form* only? The following tests may help us to reply:—

(1) Do you assign the lesson for next day simply by denoting the pages.

(2) Do you require the meanings of words irrespective of their use in the reading lesson.

(3) Do you set your pupils to memorize a piece of poetry before you have carefully taught his meaning?

If you do you are teaching *form*.

There is great waste of time in the primary classes by requiring the pupils to give, so called, meanings for every word in the text. The exercise is of no value as a sentence drill in language for no sentences are used, simply an equivalent word is given, which, as a proper meaning, has no value whatever. The practice begets a guessing habit and is detrimental to good work later in higher grades of the school.

The proper view is, that the primary pupils, when they enter school, have a knowledge of *oral* language and things that far surpasses their knowledge of the *written* language. It is, therefore, necessary to hasten their knowledge of the written form as much as possible by writing, spelling, reading, &c., giving attention only of the few new words not already in their vocabulary.

PUNISHMENTS.

These are wise and unwise, enobling and bemeaning, reforming and degrading—yet, who stops to ask, which class am I using? The school day is so full of *duty* and pupils are so exacting and inconsiderate, that we often forget our best maxims and our noblest resolves, which we held so true and so dear before we entered upon our work in the school room. Is it possible, that our determination to be noble, sympathetic and helpful, which lead us to become teachers, must perish, and instead must we become unkind and unreasonable? No; it is not necessary and will never occur, if we practise from day to day a proper treatment of our pupils. In doing so we must ever remember, that the only justification of an act of punishment is the reformation of our pupil. If this be not the result, the punishment is not justified and has only made the matter worse. It is often difficult for a teacher to determine whether her punishments are reformatory or not, but it is not so hard to know, when they are wise and enobling. Let the teacher ask herself, would I be able to defend my punishments before the common sense of the community? and the reply will be a good index for her guidance. Such a test would soon classify, for example, the requirement of a teacher recently, who ordered 19 words in dictation to be written out 50 times because two were misspelled!

Our own good judgment, the concensus of our pupils and public opinion are very good guides.

“ MEANINGS ”.

Every boy and girl in the land knows how “ to get his meanings ” for next day’s lesson in reading. Few teachers or pupils, however, ever reflect upon the worthlessness of the practice as it obtains in our schools. Its objectionable features are :

1. That meanings are learned and accepted as correct in senior classes without reference to the use of the words in the context of the lessons to be studied. It is the practice of most pupils to write out the list of words assigned and then affix to each word *a meaning*, generally the simplest and most familiar to the pupil. Moreover, if the same word

should be assigned, each month during the year. the same meaning would be given irrespective of its use. The result of such methods of study, or we should say labour, for there is no study in the practice, is to induce a blind indifference instead of a quickened intelligence. Pupils thus employed may be said to be *occupied*, but the returns for their labour are so meagre that the practice has very little in its favour.

2. Another practice of the same sort is to be found in some of our primer classes, where the little children are taught the meaning of every word in the lesson, e. g. "IT" a thing, "IS" a verb "HEN" an animal, etc. No child at six or seven needs to be taught the meaning of the simple words of the primer texts. His comprehension is far in advance of such simple language and so also is his knowledge of the oral language. What he requires most urgently is to improve his knowledge of the written and printed forms of speech, until he is able to read readily in the printed form such words as he uses readily in the oral form. Hence the pupils of the primer classes ought to be given abundant practice in reading and spelling, no time being wasted in giving the meanings of words that are self-evident to the pupil. It is *recognition* and *reproduction* that are needed in these early grades of our schools.

As a general rule it is safe to require only the meaning of the words as used in the lesson and then to discover whether the words are understood or not by the pupil's ability to discuss the subject in hand. In this way "getting of meanings" would not be required, and the time so saved could be profitably given to other exercises. Hence we conclude that *The getting of meanings as it now obtains is a waste of time.*

PROGRESS.

The people of Argenteuil are not depressed by the educational gloom, but are busy still removing their old schools and replacing them by new and commodious buildings, which are a credit to all concerned.

New schools have been erected in Harrington No. 1 ; Harrington No. 2 ; and Lakefield in the Gore. A new school is also being built in district No. 5 of Grenville. Other new schools are contemplated, and in a few years

none of the old schools will be in use. Yet at the opening of the new school in Lakefield, recently, the audience sang with feeling "Auld Lang Syne" in respectful reference to the old school and its memories. No less than twenty-six such new schools have been erected in Argenteuil during past 10 or 12 years, and the new school idea is now much in favor amongst the more intelligent rate-payers of the county.

OUR METHODS.

In the teaching profession, as in other professions, the methods of former masters are often accepted without considering their value. Much, therefore, will depend on whom we follow in this respect, whether our success as a teacher shall be great or small. At present we have in mind the practice, quite common in some sections, of *hearing* the lesson instead of *teaching* it. This obtains in all subjects, to a degree, but is especially observable in reading and arithmetic.

There are many reading lessons that admit of little *subject matter*, being a simple narrative, but there are many other lessons containing many references, that it is impossible for the pupil unaided by the teacher to understand.

Such for example are the following examples from "Little by Little" and "The Daisy" in the Royal Crown fourth reader.

"Little by little, the *great rocks grew*",
 "Long ago *when the world was new*".

"*Cities of Coral* under the sea"
 "*Little by little are builded*".

"Lights *pale October* on its way".

"'Tis *Flora's page* in every place."

No dictionary or book of reference will discover the poet's meaning for the pupil in these and similar references, and it must be the teacher who shall do so in *teaching* the lesson. It is in this respect that the well informed teacher exerts her best influence for good in directing the efforts of her pupils and in making use of all their knowledge in leading from the known to the unknown. No *lecture* will be given,

but hearty cooperation will be enlisted and the pupils will feel that real pleasure which comes from all true self-assistance.

WILL HE WORK ?

GREAT STRESS LAID ON THIS QUESTION BY EMPLOYERS.

A young man was recently applying to a well-known employer for a position, says H. J. Hapgood in a recent magazine article. He was in the midst of rather a glowing description of his peculiar qualifications for the place, when the employer interrupted him. "Never mind about all this. There is just one thing I want to know. Will you work?"

Will he work? Not merely has he ability; but does he know how to use honestly, energetically and persistently what ability he has? This is the question. The answer decides the employment of every new man and the promotion of every old one, and it applies with equal force to all grades of service, from the laborer to the general manager.

A Chicago employer who engages each year a large number of young college men invariably gives preference to those who have earned the money for their education. He does this, because he has learned that a man who has made his way through college unaided, possesses the capacity for hard work which is so necessary in business. His preference in this respect was originally based upon the case of a young man who entered his employ several years ago and is now one of his most trusted lieutenants.

This man went from the farm to a New York university with less than ten dollars in his pocket and no idea where to find more. He was slow to learn and decidedly unattractive in appearance, but he knew how to work. Before the end of the first month he was on a self-supporting basis. At the close of his freshman year he was actually making money. By working from 12 to 14 hours a day continuously for four years he maintained a fair rank in his class, earned every dollar of his expenses, and on commencement day had in the bank a cash balance of five hundred dollars.

Every man who intends to make himself of value to his employer and to win advancement for himself (and the

two go hand in hand despite all that pessimists may say) must have this capacity for work. No matter how great his ability, how thorough his education, how attractive his personality, these qualities are as worthless as a locomotive without fuel unless backed up by persistence and energy. He may be retained for a time because of his ability, but in the long race he will be found sadly wanting. Some day his employer will be forced to give the position he has hoped for and which by his natural talent he is preeminently fitted to fill, to a man who although *less capable* has shown himself to be a worker.

REARING CHILDREN.

In general but two methods of rearing children are practiced : The first is to bring them up for ourselves : the second, to bring them up for themselves.

To aid a child to become himself and a brother it is necessary to protect him against the violent and destructive action of the forces of disorder. These forces are exterior and interior. Every child is menaced from without not only by material dangers but by the meddlesomeness of alien wills, and from within by an exaggerated idea of his own personality and all the fancies it breeds.

Nature does not proceed by leaps and bounds, but by an evolution slow and certain. In preparing a career for our children let us imitate her. Let us not confound progress and advancement with those violent exercises called somersaults. Let us not so bring up our children that they will come to despise work and the aspirations and simple spirit of their fathers ; let us not expose them to the temptation of being ashamed of our poverty if they themselves come to fortune. A society is indeed diseased when the sons of peasants begin to feel disgust for the fields, when the sons of sailors desert the sea, when the daughters of workingmen, in the hope of being taken for heiresses, prefer to walk the streets alone rather than beside their honest parents. A society is healthy, on the contrary, when each of its members applies himself to doing very nearly what his parents have done before him, but doing it better and, looking to future elevation, is content first to fulfill conscientiously more modest duties.

I see among us too many practical people, so called, who go about armed with terrifying spectacles and huge shears to ferret out naive things and clip their wings. They uproot ingenuousness from life, from thought, from education, and pursue it even to the region of dreams. Under pretext of making men of their children they prevent their being children at all;—as if before the ripe fruit of autumn, flowers did not have to be, and perfumes, and songs of birds, and all the fairy springtime. I ask the indulgence for everything naive and simple, not alone for the innocent conceits that flutter round the curly heads of children, but also for the legend, the folk song, the tales of the world of marvel and mystery. The sense of the marvelous is in the child the first form of that sense of the infinite without which a man is like a bird deprived of wings. Let us not wean the child from it, but let us guard in him the faculty of rising above what is earthly, so that he may appreciate later on those pure and moving symbols of vanished ages wherein human truth has found forms of expression that our arid logic will never replace.

—*Extracts from Wagner's "Simple Life."*

HOW TO LIVE A CENTURY

Sir James Sawyer, an English physician, has formulated the following nineteen rules for prolonging life to one hundred years :

1. Eight hours' sleep.
2. Sleep on your right side.
3. Keep your bedroom window open all night.
4. Have a mat to your bedroom floor,
5. Do not have your bedstead against the wall.
6. No cold tub in the morning, but a bath at the temperature of the body.
7. Exercise before breakfast.
8. Eat little meat, and see that it is well cooked.
- 9 (For adults). Drink no milk.
10. Eat plenty of fat, to feed the cells, which destroy disease germs.
11. Avoid intoxicants, which destroy these cells.
12. Daily exercise in the open air.

13. Allow no pet animals in your living rooms. They are apt to carry about disease germs.

15. Live in the country if you can.

15. Watch the three D's—drinking water, damp and drains.

16. Have a change of occupation.

17. Take frequent and short holidays.

18. Limit your ambitions ; and

19. Keep your temper.

PUBLIC HEALTH.

It frequently happens that a teacher, who has never had to enforce the school law in relation to the public health, is confronted by an epidemic disease against which she must protect her school. We say *must*, because the law requires her to do so, and she will be guilty of gross neglect of duty, if she fail to guard her pupils according to law. Article 156 of the regulations of the Protestant Committee enacts, that "No pupil who is affected with, or exposed to any
"contagious disease shall be permitted to attend school
"until he produces medical or other satisfactory evidence,
"that all danger of his mingling with the other pupils, or
"from his exposure to the disease, has passed away."

The school ought to be the healthiest place in the community, if the intentions of the law were carried into effect, but, frequently, for want of knowledge of how to act on the part of the teacher, the school becomes a hot bed of disease and contamination. Let each teacher at once have a talk with her pupils and give them to understand, that they must produce medical certificates in such cases before returning to school. If this be done before anyone becomes sick, and all the pupils understand and agree to comply with the law, it will be much easier to enforce the law, when the occasion arises.

SWEEPING THE SCHOOL.

There comes to our notice the case of a school, wherein the practice has been for the teacher to sweep, the school, until quite recently, when the plan was changed so that the sweeping was to be done by the girls of the school. One

pupil in her turn refused to sweep and a *good plan*, for saving the rates, was put to the test. The manager was sent for and the instructions given that unless the school were swept before a given day the teacher should close the school. Further deliberations, however, ended in fixing the sweeping on the boys instead of on the girls, and so the rates are safe at least, but what of the boys !

In a former article we pointed out the truth regarding the filthy school-room floors and we need not repeat ; but it is hard to understand how any community of parents can dress their children in clean and wholesome outfit and expect them to remain so while they are required *to sweep to save the rates*.

No teacher or pupil can be required to sweep the school by the laws of the province, and the sooner the public become aware of this fact and follow the law the better it will be for all concerned.

OPENING OF A NEW SCHOOL

On November 1st, the school board of the Gore, county of Argenteuil, opened a fine new school here. The event was a very pleasant one being enlivened by many beautiful songs and recitations by the pupils and solos and choruses by the young people of the settlement.

Mr. G. H. Perley, M. P., was present and made an interesting speech in which he expressed his pleasure in being with his Lakefield friends in a social capacity. Mr. Bampton also gave an interesting account of his school days to the amusement of the scholars, who had rather have present day methods. Mr. Poiser, Methodist minister, made a strong plea for honor and integrity among our pupils as an essential to the best of citizenship. Rev. Mr. Mount occupied the chair and did his part most acceptably. In the midst of the programme was a recess, when Mrs. Perley, by the help of others, gave the pupils a treat in candies and fruits which was greatly appreciated by the children. One merry feature of the evening's proceedings was several recitations by Mr. John, who so often favors the public in this way.

The proceedings were closed by refreshments supplied by the resident ladies in the form of cake and coffee, each of the best.

The proceeds, ten dollars and a half, were to be devoted to paint the new school and still further beautify the snug and commodious building which was built by Mr. Geo. Bennett, of Lachute. Much credit is due to the member of the school board, viz : Messrs Matthew Scott, James Arnot, James Carruthers, Samuel Kerr and James Boyd, and also to Mr. Jno. Rogers, their faithful secretary, Miss Alice Strong, the teacher, and her willing and competent little band of pupils. In all respects the event was a pleasant and successful entertainment.

GERMAN TEACHERS MUST BE GOOD.

THE GRAND DUCHY AUTHORITIES ISSUE A WARNING.

In several parts of Germany the morals and conduct of national schoolmasters are looked after with parental solicitude. In the Duchy of Sax-Altenburg, for example, the authorities have issued a circular to school teachers, in which they are cautioned against many of the snares of life.

In addition, they are told it is not becoming that they and their scholars should use the familiar "du" (thou) to one another instead of the more formal "sie" (they).

The intemperate use of alcohol and sitting in public houses till late at night injures the faculties, both mental and physical, besides decreasing the respect in which the teacher should be held. It is also undignified to participate in monthly dances or be present where comic songs of doubtful complexion are sung. They are seriously warned against all kinds of flirtation.

It is the teacher's duty to go every Sunday to the church of his district. Finally, young teachers are begged to cultivate good social relations with their elder colleagues, and especially with the district inspector of schools.

Thoughts that great hearts once broke for, we
 Breathe cheaply in the common air ;
 The dust we trample heedlessly
 Throbb'd once in saints and heroes rare,
 Who perished, opening for their race
 New pathways to the commonplace.

—Lowell.

REPORT OF INSPECTOR OF SUPERIOR SCHOOLS.

Quebec, September 20th, 1906.

To the REVEREND W. I. SHAW, LL.D., D.C.L.,
Chairman of the Protestant Committee,

Reverend and Dear Sir :—

I have the honor to submit to you and the members of the Protestant Committee my annual report on the condition of the Protestant superior schools in this Province which are under your jurisdiction.

SCHOOLS.

There were in operation during the year 24 academies and 47 model schools. Two elementary schools, Verdun and Kingsey, made application to be placed upon the list of model schools; the examination papers were sent to these schools and the results are given in the Tabular Statement.

INSPECTION.

Twenty-four academies and forty-four model schools were visited and inspected between the 15th day of October and the second day of May. All the superior schools except those on the Gaspé Coast were visited and inspected within the time specified by regulation. In the larger academies two days were given to the work of inspection, and one day was devoted to each of the smaller academies and model schools.

REPORTS.

In accordance with regulation 82 an interim report was sent to you after the inspection of each school. These reports contain all the information necessary to show the actual condition of each school. After the inspection the attention of the School Board was called to any matters that required immediate action.

EXAMINATIONS.

The written examinations began on June 12th, 1906. The printed examination papers and the necessary directions for conducting the examinations were in the hands of the deputy-examiners several days before the date of the examinations.

The examination papers were within the scope assigned, and everything passed off satisfactorily.

The staff of assistant examiners performed their duties faithfully and well. In addition to examining and marking the papers, each examiner made a short report upon the work of each grade in each of the subjects examined. The points touched upon in these reports are:—General character of the work in regard to—(a) Knowledge of subject, (b) Writing, (c) Spelling, (d) Method, (e) Neatness. General Remarks. A synopsis of these reports is submitted with this report.

RETURNS.

Pupils in Grades I. and II. Academy who passed the examination successfully were notified of the result in time to make application for admission to the Normal School.

The names of the ten highest pupils in each grade with the number of marks taken by each pupil, were published in the daily press early in the month of August.

The certificates of promotion and the schedules containing the marks taken by the pupils were sent to the secretary-treasurers on the 20th day July. A letter accompanied each schedule drawing the attention of the School Board to the weak points in the school as revealed by the examination. Copies of these letters are submitted herewith.

RESULTS.

Of the 1205 pupils presented by the Academies, 880 passed the examinations successfully and 325 failed,

The Model Schools, 49 in number, presented 991 pupils; 677 passed and 314 failed.

Comparative statement showing the percentage of pupils in each grade who passed the examinations in 1905 and 1906.

ACADEMIES.		1905	1906
		Per cent.	Per cent.
Grade	II. Model.....	50	73
"	III. ".....	62	71
"	I. Academy.....	64	65
"	II. ".....	91	92
"	III. ".....	60	69

MODEL SCHOOLS.			1905	1906
			Per cent.	Per cent.
Grade	I.	Model.....	57	74
"	II.	"	50	62
"	III.	"	55	72
"	I.	Academy.....	72	57
"	II.	"	73	90

The results are satisfactory and very much better than those of last year. Pupils from 36 model schools were presented in grade I. academy, and 14 model schools sent up 33 pupils in all in grade II. academy ; 30 pupils passed and 3 failed.

SPECIMENS.

In accordance with Regulation 81, the specimens of school work received were examined and marked according to merit. These specimens will be submitted for inspection at the September meeting of the Committee.

EQUIPMENT.

Generally speaking, the amount voted for equipment is spent in purchasing apparatus for the school. Very often more than twice the amount received from this source is spent in purchasing appliances for teaching purposes.

TABULAR STATEMENTS.

Tabular statements showing the rank and standing of each superior school were sent to the head teachers of these schools and to the secretary-treasurers of the school boards on September 18th.

TEACHERS.

All the teachers are duly qualified, and, with a few exceptions, are doing good work. Eight of the Principals of model schools hold academy diplomas.

SALARIES.

The salaries of teachers in the superior schools are altogether too low, but I am pleased to say that school boards are beginning to realize that higher salaries must be paid in order to obtain efficient teachers for their schools.

IMPROVEMENTS.

Montreal West and Fairmount Model Schools have been enlarged in order to provide room for the children in attendance

Aylmer and Quyon have improved their school grounds. The school buildings at Windsor Mills, Frelighsburg, Three Rivers, Compton, Barnston, Clarenceville and Inverness have been repaired. St. Francis College School, Richmond, has been renovated and remodelled, and is now in an excellent condition.

Copies of the examination papers and the tabular statement for 1906 are submitted herewith for your consideration.

All of which is respectfully submitted,

I have the honor to be,
Reverend and dear Sir,
Your obedient servant,

JOHN PARKER,
Inspector of Superior Schools.

SUMMARY OF THE REPORT OF THE ASSISTANT EXAMINERS ON THE JUNE EXAMINATIONS, 1906.

ENGLISH COMPOSITION.

With few exceptions, pupils give evidence of need of better training in this subject, the work presented being in no way better than that of previous years. A few schools did excellent work, showing that it is possible to teach this subject successfully.

ENGLISH SPELLING AND DICTATION.

Grade I. Academy:—A larger percentage of pupils passed in this subject than in previous years. The papers were neat and well-written. In Grade III. Model, there were comparatively few failures. Grade II. Model:—The work was fairly well done. More attention should be paid to writing and neatness. In Grade I. Model, spelling and punctuation were fairly good, but the writing in many schools was poor and almost illegible.

ENGLISH.

In all grades the work done by the pupils was satisfactory

MENSURATION.

The work in Mensuration was generally well and neatly done. There were few failures.

ARITHMETIC.

I. Academy:—The answers in this grade were below the average. Too close adherence to a form, and failure to study closely and sufficiently the question account for many failures.

III. Model:—The work done in this grade was fair. Too many pupils do not seem to work understandingly but rather according to a form, trusting that, if the form be adhered to, the result will be correct. In Grade II. Model the work was below the average. In Grade I Model the work was fairly well done.

MENTAL AND RAPID ARITHMETIC.

The Rapid Arithmetic was generally well done. In Mental Arithmetic, the pupils are apparently too hasty in putting down their answers. More time should be devoted by the schools to this very important part of Arithmetic.

HISTORY.

Good papers in this subject were presented by the pupils of Grade II. Academy, 62 per cent of the pupils who took Grecian History passed, and of those who chose "Great Events," 84 per cent passed.

In Grade I. Academy, the results were poor, 56 per cent failed. In Grade III. Model, the results were good, 65 per cent of the pupils passed. The results in Grade II. Model were much better than those of last year, as 70 per cent of the pupils passed. In Grade I. Model, although the spelling was bad and the writing worse, 76 per cent of the pupils passed.

GEOGRAPHY.

Generally speaking, in writing, arrangement of papers and neatness most of the schools showed a marked improvement.

ALGEBRA.

There were comparatively few failures in this subject.

PHYSICS.

All the questions were generally well answered. This improvement is due in a large degree to definite form of questions.

CHEMISTRY.

The questions were to the point—directly on the text-book—but many answers showed that the knowledge of the pupils was mechanical.

BOTANY.

As a whole the papers showed that the text-book is too technical for beginners, for when answers were anyway correct they had a "learnt by heart" (without the head) effect on the examiner.

GEOMETRY.

The papers in this subject were in respect to matter generally good. As regards form, there is room for improvement.

LATIN AND GREEK.

In Greek there were only two papers, both of which showed a fair knowledge of the work covered.

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.

FRENCH.

In Grade II, Academy the work was well done, and there were comparatively few failures.

I. Academy:—Satisfactory answers were given by the pupils in this grade, although the work presented more diversity of quality than in the preceding grade.

III. Model:—In some schools the work was well done; others showed a decided weakness, particularly in a knowledge of the verbs.

NATURAL METHOD.

Excellent work was sent in from several schools, but unfortunately some are attempting work by the natural method without being prepared for it. The schools doing good work by this method in the model grades, also do excellent work in the academy grades by the translation method.

Memory Gems.

OF DEAREST WORTH.

These are the things I prize
 And hold of dearest worth:
 Light of the sapphire skies,
 Peace of the silent hills,
 Shelter of forests, comfort of the grass,
 Music of birds, murmur of little rills,
 Shadow of clouds that swiftly pass,
 And, after showers,
 The smell of flowers,
 And of the good brown earth,—
 And best of all, along the way, friendship and mirth.

—*Henry Van Dyke.*

Learning without thought is labor lost; thought without learning is perilous.—*Confucius.*

Patriotism is not the mere holding of a great flag unfurled, but making it the goodliest in the world.

—*W. J. Linton.*

Never be afraid to doubt, if only you have the disposition to believe. And doubt, in order that you may end in believing the truth.—*Leighton.*

“ 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 their blindness
 And in spite of the fancies of youth,
 There’s nothing so kingly as kindness,
 And nothing so royal as truth.”

Be true to truth: the proudest name
 That sterling worth may win,
 Is soiled and tarnished past reclaim.
 Where falsehood enters in.

Life should be full of earnest work,
 Our hearts undashed by fortune’s frown.

ON MANNERS.

Courtesy gives its owner passport ’round the globe.
 —*James T. Fields.*

Eat at your table as you would eat at the table of the
 king.—*Confucius.*

Courtesy costs nothing and gains everything.—*Lady
 Mary Wortley Montagu.*

When a lady’s in the case
 You know all other things give place.
 —*Gray.*

It is a part of good breeding that a man should be polite,
 even to himself.—*J. Paul F. Richter.*

Politeness promotes beauty in him who possesses it and
 happiness in those about him.—*Henry Ward Beecher.*

The sweetest cordial we receive at last,
 Is conscience of our virtuous actions past.
 —*Goffe.*

Base envy withers at another’s joy,
 And hates that excellence it can not reach.
 —*Thomson.*

LIFE.

Forenoon and afternoon and night,—forenoon.
 And afternoon, and night.—Forenoon, and—what ?
 The empty song repeats itself, no more !
 Yea, that is life. Make this forenoon sublime,
 This afternoon a psalm, this night a prayer,
 And Time is conquered and thy crown is won.

—*Sill.*

We have but what we make, and every good
 Is locked by nature in a granite hand
 Sheer labor must unclench.
 I reach a duty, yet I do it not,
 And, therefore, climb no higher ; but if done,
 My view is brightened, and another spot
 Seen on my mortal sun ;
 For be the duty high as angel's flight
 Fulfil it, and a higher will arise
 Even from its ashes. Duty is our ladder to the skies,
 And climbing not, we fall.—*Selected.*

Experience joined with common sense,
 To mortals is a providence. —*Green.*

Cowards die many times before their deaths ;
 The valiant never taste of death but once.
 —*Shakespeare.*

I would not waste my spring of youth
 In idle dalliance : I would plant rich seeds,
 To blossom in my manhood, and bear fruit,
 When I am old. —*Hillhouse.*

“ Help me to please my parents dear,
 And do whate'er they tell ;
 Bless all my friends, both far and near,
 And keep them safe and well ”
 —*Mrs. Osgood.*

“ Every day is a little life ;
 And life is but a day repeated ”
 —*Bishop Hall.*

“ The future destiny of the child is always the work of
 the mother. —*Napoleon.*”

MANNERS AT HOME.

Say nothing, do nothing, that will lessen the self-reliance of your pupils. Show them how and where to find things, but make them find and do them. They learn best by doing.

AUTUMN.

Where summer bees were droning,
 Half the moony night,
 Like a poet's thoughts intoning
 Bliss of as brief delight,
 Now autumn dirges sift
 The lindens yellowing old,
 Wailing low the dying shrift
 Of love long told.

Autumn winds go moaning
 Through the boughs like amber bright ;
 Grinds the gray sea groaning
 On beaches wild and white ;
 The lonely lindens lift
 Their long-deserted gold ;
 Soon the black rain, the white drift,
 And the leaf in the mould.

From "Wild Eden," by G. E. Woodberry.

Official Department

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, November 23rd, 1906.

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 ; Geo. L. Masten, Esq. ; Prof. A. W. Kneeland, M.A., B.C.L. ; the Rev. A. T. Love, B.A. ; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec ; W. S. Maclaren, Esq. ; Gavin J. Walker, 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.; the Rev. E. I. Rexford, LL.D., D.C.L.; Principal S. P. Robins, LL.D., D.C.L.; W. L. Shurtleff, Esq., K.C., LL.D.; Hon. Justice McCorkill; the Rev. E. M. Taylor, M.A.

Apologies for absence were submitted for the Hon. J. K. Ward; the Hon. Sydney Fisher, M.P.; H. B. Ames, Esq., M.P.; James Dunbar, Esq., K.C., D.C.L.; Principal Wm. Peterson, LL.D., C.M.G., and John Whyte, Esq.

The Rev. Inspector Taylor, M.A., was introduced as the Teachers' Representative for the current year, and took his seat, having been welcomed by the Chairman.

A communication from the Hon. Justice McCorkill was read, in which he stated that in consideration of the unanimous desire of the members of the Protestant Committee, as expressed to him by the Chairman, he was willing to withdraw his resignation.

The Secretary made a report on the state of business.

Professor Kneeland moved, seconded by Mr. Masten,

1 "That Art. 20 of the regulations of the Protestant Committee be amended by adding after the word "diploma" in the fifth clause the words "of the first class," and after the word "university" the words "and for academy diplomas of the second class, holders of Model School Diplomas from the McGill Normal School."

2. "That Art. 22 of the regulations be amended by adding after the word "diploma," in the first and seventh lines, the words "of the first class," and by adding after the second paragraph of the said article, the following words:—"and such holders of Model School Diplomas shall be entitled to receive Academy Diplomas of the second class on passing the prescribed examination in Latin, French and Mathematics, after having taught successfully in the Province for a period of not less than five years since receiving the Model School Diploma, successful teaching for the period named to be attested by the Inspector of Superior Schools or by one of the public school inspectors.

"Candidates for this diploma shall notify the Inspector of Superior Schools on or before May 1st, in any year, of their intention to take the required examination and of

the Academy at which they intend to appear for examination.

“ The examination papers for this diploma shall be set by the Inspector of Superior Schools; the examinations shall be held in the Academies, in June, at the time of the regular examinations; the papers shall be sent with the papers of the school to Quebec, to be read by the regular staff of examiners appointed by the Protestant Committee for the June examinations; and the Inspector of Superior Schools shall report the result to the Secretary of the Central Board of Examiners. The time for this examination shall be two days, beginning with the first day after the regular examinations.

3. “ That a sub-committee, consisting of the mover, the Principal of the McGill Normal School and the representative of the Provincial Association of Protestant Teachers, be appointed to draft the course of study required of candidates for this diploma, and to report at the next meeting of the Protestant Committee.”

It was moved by Dr. Shurtleff, seconded by Mr. MacLaren, that clauses one and two be laid on the table until next meeting.— Carried.

Clause three was then carried.

It was moved by Professor Kneeland, seconded by Mr. G. L. Masten, “ (1) That clause *c* of section 3 of the regulations governing bonuses and rank, passed February 28th, 1902, be amended by adding to the clause the words :— “ the statement of the average number in attendance to be attested by the signatures of the deputy-examiner, the head teacher of the school and the secretary-treasurer.”

(2) “ That clause *e* be amended to read as follows :— “ Ten marks for the number presented in Grade III Model, in Model Schools, and in Grades II and III Academy, in Academies, taking ten or over in Grade III Model and fifteen or over in Grades II and III Academy together, as entitling to full marks.”

“ In academies these marks are to be distributed as follows :—One mark for each pupil in Grade III Academy, up to five, and one-half mark for each additional pupil in Grades II and III Academy together, up to ten.”—Carried.

A report of the sub-committee on Normal School Staff, etc., was submitted as follows :—

McGill Normal School, Nov. 8th, 1906.

REPORT OF JOINT MEETING OF SUB-COMMITTEES.

A joint meeting of the sub-committee on the relation of the Normal School to the Macdonald College, and the sub-committee on the Principalship of the Normal School was held at the above date and place.

Present :—Rev. Dr. Shaw in the chair, Dr. Peterson, Dr. Robertson and Dr. Rexford—regret for absence was received from Dr. Shurtleff.

Application was read from Mr. T. E. Perret for the position of Principal of the McGill Normal School.

The sub-committee was advised 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 Government of the Province, McGill University and Macdonald College shall be represented ; and that the appointments to the staff of Macdonald College will be made by the Board of Governors of McGill University.

It was further intimated that a conference was desired on the part of the authorities of the Macdonald College concerning the terms and conditions upon which the Normal Training of teachers for the Province may be undertaken at St. Anne's, and that for this purpose the McGill Normal School Committee will represent the Corporation of McGill University, and Dr. Robertson will represent Macdonald College.

It is understood that all regulations governing the requirements of the course of study for teachers and the conditions under which diplomas are granted for schools in this Province shall be subject to the approval of the Government of this Province or of the Protestant Committee.

In the opinion of your sub-committee the above terms

justify the Protestant Committee in going forward with the policy of fusion in harmony with the resolution of the Committee of the 13th March, 1905.

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

RESOLUTION ABOVE REFERRED TO.

Moved by Mr. W. L. Shurtleff, seconded by the Rev. A. T. Love, and resolved :

“Whereas the proposals made to this Committee by Sir Wm. Macdonald, in regard to training of teachers, seem to provide fully and satisfactorily for all the needs of our comparatively small Protestant population, in the opinion of this Committee it is expedient that all normal training of teachers be done at St. Anne, provided satisfactory arrangements to that end be made with Sir Wm. Macdonald and with the consent and authorization of the Government, and to the accomplishment of this end a sub-committee of five be nominated by the Chairman to discuss the necessary details with Sir Wm. Macdonald, or his representative, and with representatives of the Government, and to report to this Committee.”

Moved by Dr. Rexford, seconded by Dr. Shurtleff,

“That the report be received and adopted, and that the sub-committee on the relation of the Normal School to the Macdonald College be continued with the addition of the names of Hon. Mr. Fisher, Hon. Justice McCorkill and Dr. Robins.—Carried.

Professor Kneeland's motion relating to the future of the Normal School, which he was prepared to move, was withdrawn on the understanding that the interests of the present staff of McGill Normal and Model Schools should be safeguarded in any arrangements for the transfer of teacher training to the Macdonald College. Its proposals, however, were recommended to the consideration of the committee on Normal School relations.

A sub-committee, consisting of Inspector Taylor, Mr. Sutherland and Prof. Kneeland, was appointed to consider

in what way recognition and encouragement can be given to schools which provide for manual training, nature study and school gardens, to report at next meeting.

The sub-meeting on applications for diplomas for special reasons submitted a report which was considered clause by clause and adopted.

In accordance with the terms of the report the Central Board of Examiners was directed to issue diplomas as follows :

Academy : Miss E. M. Graham, B.A. ; Wm. O. Rothney, B.A., B.D. ; Miss Martha G. Stewart, B.A., Ph.B. ; and Mr. Geo. J. Jordan.

Model School : Madame S. Cornu.

Elementary : Roy W. Summers, Miss Sadie Tyndale and Miss Elizabeth Parsons. Miss Parsons may receive a model school diploma upon passing an examination in French and in School Law.

The chairman read the following digest of the report of the Inspector of Superior Schools :—

The Inspector presents interim reports for 13 superior schools, visited the past two months. The mark of 11 of these is described as fair, satisfactory or excellent.

In Ulverton "the teachers are attempting to teach too many grades. The time given to grade II. academy should be devoted to the model grades." In Richmond a teacher from Ontario was engaged as second master who, although a graduate of Toronto, proved to be "entirely unfit" for the position. His successor therefore takes the work under a great disadvantage. The Principal of Buckingham is teaching without a diploma. The grounds at Quyon should be improved and fenced.

Marked improvements are reported in the premises and furnishings at Three Rivers, Shawville, Buckingham and Danville. The school at Verdun has a McGill Travelling Library. The Trustees at Aylmer are offering special prizes to all pupils who will reach 64 per cent at the June examinations.

A very important addition to the Inspector's reports is now made as to the hygienic condition of the schools and closets. As regards the former all are fair, good or excellent. As regards the condition of the closets five are reported as fair, and four, with provision for flushing, as ex-

cellent. On the specific point of cleanliness Buckingham is reported "bad," Uiverton "middling" In Shawville and Lachute "more attention must be given to the care of the closets." The Inspector recommends that some special consideration should be shown to school boards which are complying with all sanitary regulations.

Letters were read from Messrs. Wm. Foster Brown & Co., and A. T. Chapman regarding trade discount on text-books.

Moved by Prof. Kneeland, seconded by Mr. Masten,

"That in view of the complaints of Wm. Foster Brown *et al.* regarding discounts to the wholesale trade allowed by publishers of authorized text-books and other matters, the text-book sub-committee be instructed to take the matter into consideration and to take such action as will in their judgment prevent a recurrence of the alleged injustice of which these gentlemen complain.—Carried.

It was resolved that Dr. Shurtleff be added to the sub-committee on text-books.

The Secretary reported a collection of \$40.00, one year's interest on the Burham legacy, and received authority to place it at the disposal of the Administrative Commission of the Pension Fund.

An appeal from the school commissioners of the town and parish of Longueuil against a decision of the Superintendent of Public Instruction was submitted by the latter.

It was resolved that the matter be referred to the Attorney-General for his opinion as to whether the Committee has any right to consider such an appeal from the decision of the Superintendent.

The Chairman, Judge McCorkill, Dr. Robertson, Dr. Rexford and Mr. Mackenzie were appointed to wait upon the Government to discuss the matters arising out of the proceedings of this Committee that require legislative or governmental action.

The Chairman submitted a letter from the school board of Knowlton, alleging that a certain pupil who had passed the June examinations at another academy could not have

attended at the said academy the 90 days required to qualify for examination. The matter was referred to the Inspector of Superior Schools for a report.

An invitation from the League of the Empire to send a representative of the Protestant Committee to attend a meeting, to be held in London in May 1907, of representatives of the Education Departments and of universities and other large educational institutions of the Empire was submitted by the Chairman.

The Secretary having, by permission, read a letter which had been written to the Government by the Superintendent advising that the English Secretary be sent to represent the Department, it was moved by Dr. Rexford, seconded by the Lord Bishop of Quebec, and resolved that this Committee would respectfully join in the recommendation of the Superintendent in this regard.

Instruction was given to the sub-committee on text-books to make a preliminary revision of the list of text-books to be submitted at the next meeting and to take all necessary steps in preparation for the quadrennial revision.

Dr. Robertson having invited all the members of the Committee to visit the Macdonald College at St. Anne's, it was resolved to accept the invitation and to hold the next meeting in Montreal in order to make the visit at that time.

After the reading of the rough minutes the meeting adjourned to meet at McGill Normal School, Montreal, on Friday, the 22nd day of February next, at 9 a.m., or earlier if called by the Chairman.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Changing Name of School Municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 20th of October 1906, to annex to the school municipality of Saint Denis No 2, in the county of Saint Hyacinthé, all that part of the school municipality

of Saint Denis No 1, not comprised within the limits of the village of Saint Denis, and to change the name of the school municipality of Saint Denis No 2, to that of the school municipality of the parish of Saint Denis.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 2nd November, 1906, to make the following appointments, to wit :

School Commissioners

Arthabaska, Arthabaskaville.—Mr. Edouard Vallière, to replace Mr. Henri Laurier, deceased.

Montmorency, Saint Féréol. — Messrs Louis Bilodeau and Paul Lajeunesse, to replace Messrs. François Michel and Albert Poulin, whose term of office has expired.

School Trustees.

Argenteuil, Morin. — Mr. Jean Baptiste Guenette, to replace Mr. Janvier Guenette, junior, resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 2nd of November, 1906, to detach from the school municipality of Saint Clair, county of Dorchester, the lots bearing on the official cadastre of the parish of Sainte Claire, the numbers 490 and following to 497 inclusively, and to annex them to the school municipality of Saint Margaret, in the same county.

This and the before mentioned 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 14th of November, 1906, to appoint the Revd. H. C. Loiselle, and Mr. Charles Roy, school trustees for the municipality of Sainte Anne de Sabrevois, county of Iberville, the former to replace Mr Stephen H. Janes, resigned, and the latter re-appointed, his term of office having expired.

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